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ANTY 455.01: Artifact Analysis

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ANTHROPOLOGY 455:
COURSE SYLLABUS

ARTIFACT
ANALYSIS

THE UNIVERSITY OF MONTANA,
DEPARTMENT OF ANTHROPOLOGY

SPRING 2019

TUESDAY 2:10-5:00 PM SS 252

INSTRUCTOR: Dr. C. Riley Augé
Office: Social Sciences Building, Room 224
Email: cynthiariley.auge@mso.umt.edu
Office hours: by appointment

COURSE DESCRIPTION: Artifact Analysis (ANTY 455) is intended to serve as a hands-on introduction to interpreting artifacts from archaeological sites. The class consists of a mix of lecture, discussion, laboratory/in-class exercises, and writing assignments. It will cover all phases of artifact analysis including: laboratory procedures, defining problem domains, selecting attributes, cataloging data, analyzing the data, and interpreting results. While many in-class examples will address artifacts from historic sites dating from the last 500 years, the class will not limit students to artifacts from this period. In fact, students with interests in other areas of study, such as North American prehistory, Egyptology, Classical Archaeology, and Ethnohistory can discuss developing special projects pertinent to those fields.

Prerequisite: Anthropology 250 (Introduction to Archaeology) or equivalent.

Learning Objectives:

- Students will learn to think critically about the relationship between theory, artifact analysis, classification systems, and interpretation
- Students will develop a greater understanding of the issues and politics significant to artifact collection, analysis, and curation
- Students will acquire basic skills in the technical aspects of laboratory artifact processing
- Students will demonstrate and apply knowledge of the process of artifact research and identification
- Students will learn to evaluate resources
- Students will discuss in written and verbal form current issues in the philosophy of archaeological research, interpretation of objects, and the role of artifacts in archaeological knowledge

Required textbook:

Mark Sutton and Brooke Arkush, 2002, *Archaeological Laboratory Methods: An Introduction* (3rd edition), Kendall/Hunt Publishing, Dubuque.

Optional textbooks:

Jane Balme and Alistair Paterson (eds), 2006, *Archaeology in Practice: A Student Guide to Archaeological Analysis*, Blackwell Publishing, Malden, MA.

Robert D. Drennan, 1996, *Statistics for Archaeologists: A Common Sense Approach*, Springer, NY

Additional readings will be assigned as appropriate for artifact analyses.

Required equipment: You must have access to a computer with Microsoft Excel or Access and Word. Once we start working in the lab, you will need to purchase some other supplies (e.g., archival-quality “Micron” pens (size .01 or .02); mechanical pencil with a good eraser; a box of nitrile gloves (available from UC bookstore); and a magnifying glass - preferably 10x hand lens).

GRADE DETERMINATION: (1) class exercises (these include short writing assignments and artifact identification projects); (2) class participation; (3) small group artifact research/analysis projects; (4) artifact attribute and identification final exam; and (5) a multi-section laboratory artifact analysis guide that shows your ability to clearly present yourself in writing since this is an Upper-Division Writing Course. Details and grading rubrics for each assignment will be provided.

Class Participation: Students are expected to be participants in the course, including class exercises. Students who miss multiple classes or do not work fully on the lab exercises will not receive full credit.

Final Exam: We will discuss how you will prepare for this final throughout the semester.

Grading: The plus/minus system will be used and will be based upon the following average scores: A (100-94%), A- (93-90%), B+ (89-88%), B (87-84%), B- (83-80%), C+ (79-78%), C (77-74%), C- (73-70%), D+ (69-68%), D (67-64%), D- (63-60%), F (59% or less).

Incompletes: An incomplete will be considered only when requested by the student. At the discretion of the instructor, incompletes are given to students who missed a *portion* of the class because of documented serious health or personal problems during the semester. Students have one year to complete the course; requirements are negotiated on a case-by-case basis.

ADVANCED WRITING COURSE OBJECTIVES:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

DISABILITY ACCOMMODATIONS:

The Department of Anthropology is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. University policy states that it is the responsibility of students with documented disabilities to contact instructors **DURING THE FIRST WEEK OF THE SEMESTER** to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will meet with the student and the staff of the Disability Services for Students (DSS) (<http://life.umt.edu/dss/>) to formulate a plan for accommodations. Please contact DSS directly for more information: 243.2243 (voice/text); dss@umontana.edu (email).

ACADEMIC MISCONDUCT: (<http://www.umt.edu/studentaffairs/sccAcademicConduct.htm>)

Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including, but not limited to: 1) plagiarism, 2) misconduct during an examination or academic exercise, 3) unauthorized possession of examination or other course materials, 4) tampering with course materials, 5) submitting false information, 6) submitting work previously presented in another course, 7) improperly influencing conduct, 8) substituting, or arranging substitution, for another student during an examination or other academic exercise, 9) facilitating academic dishonesty, and 10) altering transcripts, grades, examinations, or other academically related documents.

COURSE SCHEDULE:

Date	Day	Topic	Readings
Jan 15	T	Course Introduction; Processing Procedures; Introduction to final project; Visit to UMACF	
Jan 22	T	Defining Problems, Selecting Attributes, Measurement	Sutton and Arkush, Chapter 2; Lohse 1998; Lawrence 2006
Jan 29	T	Artifact Cataloging, Analysis, Interpretation, and Theory; PastPerfect UMACF database Naja Typology Exercise Due	Sutton and Arkush, Chapter 3; Schiffer and Skibo 1997; Read 2018
Feb 5	T	Dating Methods Artifact Analysis: Ceramics	Sutton and Arkush, Chapter 13; Holdaway 2006; Adams 2003; Sutton and Arkush, Chapter 6; Ellis 2006
Feb 12	T	Artifact Analysis: Faunal and Organics Pipe Stem and Mean Ceramic Dating Exercises Due	Sutton and Arkush, Chapter 10; O'Conner and Barrett 2006
Feb 19	T	Artifact Analysis: Metal; Firearms Analysis	Sutton and Arkush, Chapter 9; Scott and McFeaters 2011; Fox and Scott 1991;
Feb 26	T	Artifact Analysis: Bottles, Glass	Historic Bottle Website: http://www.sha.org/bottle/ ;
Mar 5	T	Lithics (a brief overview) ; Analyzing non- movable/collectible artifacts Cemeteries and Rock Art Inferring Alcohol Usage from Artifacts Exercise Due	Sutton and Arkush, Chapter 4; McDonald 2006
Mar 12	T	Analyzing Plant Remains; Artifact Illustration/Photography	Sutton and Arkush, Chapter 11 and 14; Beck 2006
Mar 19	T	Analysis group exercise #1	
Mar 26	T	NO CLASS SPRING BREAK	
Apr 2	T	Analysis group exercise #2	
Apr 9	T	Analysis group exercise #3	
Apr 16	T	Finalizing all group exercises Due End of Class	
Apr 23	T	Final project workday; Reflection on learning	
Apr 29	M	FINAL EXAM – 1:10-3:10pm Laboratory Guide Due	

Bibliography

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2013 *Ceramic Identification in Historical Archaeology: The View from California*. University of Nebraska Press and Society for Historical Archaeology, Lincoln.

Augé, C. Riley

2013 *Silent Sentinels: Archaeology, Magic, and the Gendered Control of Domestic Boundaries in New England, 1620-1725*, Ph.D. dissertation, Department of Anthropology, University of Montana, Missoula.

2014 Embedded Implications of Cultural Worldviews in the Use and Pattern of Magical Material Culture. *Historical Archaeology* 48(3):165-177.

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