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ANTY 455.01 Artifact/Ecofact Analysis

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Optional textbooks predicted to support our work this semester (not in UM Bookstore); e-versions of these and other RESOURCES for research related to artifact/ecofact analysis will be posted on our Moodle page.

Working Course Bibliography

NOTE: Anything noted in green highlighter may be used for the Article Summary/Presentation project.

Allen, Rebecca, Julie Huddleson, Kimberly Wooten, and Glen Farris, editors, 2017, *Ceramic Identification in Historical Archaeology: The View from California 1822-1940*, Soc. for Hist. Archaeology Spec. Pub. Series, Germantown, Maryland.

Balkwill, D.M. and S.L. Cumbaa, 1992, *A Guide to the Identification of Postcranial Bones of Bos taurus and Bison bison*. Canadian Museum of Nature, Ottawa.

Balme, Jane and Alistair Paterson, 2005, *Archaeology in Practice: A Student Guide to Archaeological Analysis*, Wiley-Blackwell, Oxford.

Besaw, April, 2012, *Identifying and Interpreting Animal Bones: A Manual*, Texas A&M University Press, College Station.

Buck, Rebecca A. and Jean Allman Gilmore, editors, 1998, *The New Museum Registration Methods*, 4th Edition, American Association of Museums [now American Alliance of Museums], Washington DC.

Casteel, R. W., 1977, Characterization of Faunal Assemblages and the Minimum Number of Individuals Determined from Paired Elements: Continuing Problems in Archaeology. *Journal of Archaeological Science* 4:125-134.

Crader, Diana, 1990, Slave Diet at Monticello. *American Antiquity* 55:690-717.

Crass, D.C. and D.L. Wallsmith, 1992, Where's the Beef? Food Supply at an Antebellum Frontier Post. *Historical Archaeology* 26(2):3-23.

France, Diane, 2009, *Human and Non-Human Bone Identification: A Color Atlas*, Taylor and Francis, Boca Raton, Florida.

Landon, David B., 2011, An Update on Zooarchaeology and Historical Archaeology. In *International Handbook of Historical Archaeology*, edited by Teresita Majewski and David Gaimster, pp. 77-104, Springer, New York

Longnecker, J. G. and Darby C. Stapp, 1993, The Study of Faunal Remains from and Overseas Chinese Mining Camp in Northern Idaho. In *Hidden Heritage: Historical Archaeology of the Overseas Chinese*, edited by Priscilla Wegars, pp. 97-122, Baywood, Amityville, New York.

O'Connor, Terry, 2008, *Archaeology of Animal Bones*, Texas A&M University Press, College Station.

Prummel, W. and H-J Frisch, 1986, A Guide for the Distinction of Species, Sex, and Body Side in Bones of Sheep and Goats. *Journal of Archaeological Science* 13:567-577.

Schultz, Peter D., Rebecca Allen, Bill Lindsey, and Jeannette K. Schultz, editors, 2016, *Baffle Marks and Pontil Scars: A Reader on Historic Bottle Identification*, Society for Hist. Archaeology Spec. Pub. Series No. 12, Germantown, Maryland.

Schultz, Peter D. and Sherri M. Gust, 1983, Faunal Remains and Social Status. *Historical Archaeology* 17(1):44-53.

Scott, Elizabeth M., 1996, Who Ate What?: Archaeological Food Remains and Cultural Diversity. In *Case Studies in Environmental Archaeology*, edited by E.J. Reitz, L.A. Newsom, and S.J. Scudder, pp. 339-356, Plenum Press.

Zeder, M.A., 1988, Understanding Urban Processes through the Study of Specialized Subsistence Economy in the Near East. *Journal of Anthropological Archaeology* 7:1-55.

NOTE: *Additional readings will be assigned as appropriate; samples are noted in the schedule below.*

Required equipment and supplies: 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); fine point black “Sharpie” marker(s); mechanical pencil with a good eraser; and, if you really want, a magnifying glass - preferably 10x hand lens. **Others TBA.**

GRADE DETERMINATION: There are multiple sources of grades in this course: (1) attendance and active participation in class/lab exercises; (2) readings journal; (3) a written and verbal (i.e. class presentation) summary of a peer-reviewed article (4) bibliography that will support your written project; (5) a WRITTEN project that demonstrates your ability to analyze a group of artifacts and/or ecofacts and that shows your ability to CLEARLY present yourself in writing since this is an Upper-Division Writing Course (in addition, the written project will most likely require an artifact/ecofact database, which we will create as part of this class); and (6) a final exam.

1. Attendance: Students are expected to be active participants in the course, including in-class exercises and discussions, and attendance will be tracked. Students who miss multiple class meetings or do not work fully on the lab exercises will not receive full credit for attendance.

2. Readings Journal: You will be required to keep a readings journal so you can *respond analytically* to assigned readings and so you can have relatively frequent writing “practice projects” throughout the semester. You should type each journal entry and make sure each new entry includes a heading with the following standard bibliographic information: the author(s) names and the title of the book, article, or chapter *in the same style* for each entry. In order to receive a top grade, your journal entry **MUST demonstrate that you have done the reading**, elaborating on use passages or quotations (and their associated page numbers) that are relevant to the class and/or your research project. You must include enough written discussion to show that you are familiar with the content. In general, you should aim for ~ one page per journal entry.

3. Article Summary and Presentations: Each student will read a paper about artifacts or ecofacts (*not* human osteology, site formation, monuments, etc.) in professional journals such as: *Journal of Archaeological Method and Theory*, the *Journal of Archaeological Science*, *American Antiquity* or *Historical Archaeology*. Alternatively, students can choose one of the reports related to the collections we will be analyzing in class.

You will all give BRIEF presentations of the article/report you chose. **These writing projects will be due and presented on February 14, 2017.** DIRECTIONS: choose an article; bring the title to the instructor to ensure that no other student is already using the article. After reading the article, you will give a 10-minute presentation to the class, explaining the aims, methods, results of the article, as well as critiquing the strengths and weaknesses of the article from your perspective. Write up a doubled-spaced, 800-word write-up that reflects the information in your presentation. These short papers/article summaries will be reviewed and turned back to you all as part of our writing practice in this course.

4. Bibliography: Prepare a bibliography relevant to your research project for this class. You should have ~15 references (but span 10-20 and find balance depending on whether you are reading a pile of books or shorter journal articles) compiled for this assignment. Please use a consistent and appropriate style guide (e.g., <https://sha.org/publications/publication-style-guide-submission-guidelines/>).

5. Written project: the report represents the completion of an analysis of a group of artifacts in class or an exploration of an artifact analysis issue or approach in detail. Papers should consist of 8-10 double-spaced,

typewritten pages including the bibliography, and, for artifact analyses, all graphs, photos, tables, and data appendices. The final paper will be judged in six areas: (1) goals and methods; (2) presentation of data; (3) interpretation of data; (4) conclusions and possible future directions; (5) use of references to the relevant literature (generally 6 for artifact analyses, while 8 or more for library projects are expected); (6) effective language and appropriate archaeological style and presentation. Follow the Society for American Archaeology Style Guide or Society for Historical Archaeology Style Guide; NO handwritten assignments, please. For graduate credit, students will be expected to complete a longer (10-15 pages), more professional paper. Because this class fulfills the anthropological writing requirement, **a draft of the paper MUST BE TURNED IN no later than April 18, 2017**. The final version is due on **May 2, 2017**; also on this day, we will informally discuss everyone's final papers/findings so that everyone in the class will have a sense of their peers' research.

We urge all students to read and understand the **plagiarism warning** contained in the general catalog. If you do not clearly indicate the source of sentences taken from the articles, you are committing "plagiarism," an activity that, *at a minimum*, will result in a zero for the paper and a notification of the Dean of Students.

6. Final Exam. This will be hands-on and should be fun for everyone; we will discuss how you will prepare for this throughout the semester.

GRADING:

A total of 400 points are possible for the class:

Attendance/Participation/Artifact IDs	100	points
Readings Journal (6 entries*10 pts. each)	60	points
Article Summary/Presentation (Grads do a book review)	50	points
Working Project Bibliography	20	points
Artifact Illustrations	20	points
Final Written Project	100	points
Final Exam/Project (to be held in the lab)	50	points
TOTAL	400	points
Graduate Student BONUS– in-depth study of artifacts/ecofacts	50	points

The plus/minus system will be used and will be based upon the following average scores for the 200 total points you will earn: A (100-95%), A- (94-90%), B+ (89-88%), B (87-83%), B- (82-80%), C+ (79-78%), C (77-73%), C- (72-70%), D+ (69-68%), D (67-63%), D- (62-60%), F (59% or less).

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/or the staff of the Disability Services for Students (DSS) (<http://www.umt.edu/dss/>) to formulate a plan for accommodations. Please contact DSS directly for more information: 406.243.2243, dss@umontana.edu.

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.

COURSE SCHEDULE:

Date	Day	Topic	Readings
24-Jan	T	<u>Course Introduction:</u> What Comes in from the Field; Case Studies from Field Sites; UD Writing Course Responsibilities	Sutton and Arkush, Chapters 1-2 (review in class)
31-Jan	T	<u>Archaeological Catalogues:</u> Database Design; Artifact Classification Systems; Defining Research Problems/Questions Readings Journal Entry Due	Sutton and Arkush, Chapter 3; Sonderman, 1993, SHA Curation Standards; SHARD How To Manual; Edward, et al., 2017, Against Typology; NPS Laws, Regs., Policies, Ethics (https://www.nps.gov/archeology/collections/laws_04.htm); NPS Collections Glossary (https://www.nps.gov/archeology/collections/glossary.htm)
7-Feb	T	<u>Ethics and Collections Management:</u> NAGPRA Discussion, UM NAGPRA History Archaeological Database Review; Bibliography Development, Article/Book Summary Prep Readings Journal Entry Due	Sonderman, 1993; NAGPRA Laws, Regulations, Guidance (https://www.nps.gov/nagpra/MANDATES/INDEX.HTM); NAGPRA Memo; <i>browse</i> Ossa and Simon (n.d.), Archaeological Database Design; review video associated with protecting Wadandi Boodja in Australia (TBD)
14-Feb	T	Writing and Presentation Practice: Article/Book Summaries, Presentations DUE	Students will choose one of these for their write-up and presentation: Casteel 1977, MNI Determinations; Schulz and Gust 1983, Faunal Remains and Social Status; Zeder 1988, Subsistence Economy in Near East; Crader 1990, Slave Diet at Monticello; Balkwill and Cumbaa 1992, Guide to ID of <i>Bos</i> and <i>Bison</i> ; Crass and Wallsmith 1992, Where's the Beef?; Longnecker and Stapp 1993, Faunal Remains from Chinese Camp; Scott 1996, Who Ate What?; Landon 2011 (Readings will be tailored to each student's project)
21-Feb	T	<u>Artifact Analysis in Practice:</u> Western Cultural Field Trip Working Bibliography Assignment DUE	Readings relief day – work on bibliography instead!
28-Feb		<u>Writing Workshop:</u> Field Trip – Julie Edwards, Mansfield Library Readings Journal Entry Due	Thomas, Roger, 2004, Archaeology and Authority in the Twenty-first Century; Shackel, Paul, 2001, Public Memory and the Search for Power
7-Mar	T	<u>Faunal Analysis:</u> Intro to the subfield; ID-ing and Interpreting Animal Bones; Faunal Database Development Readings Journal Entry Due	Sutton and Arkush, Chapter 7; Prummel and Frisch 1986; France 2009; Besaw, 2006, Faunal Report w/Appendix A, Faunal Database; http://www.identifyingbones.com/page2/Tips.html
14-Mar		<u>Landscape(s) as Artifact(s):</u> Identification, Analysis, Interpretation, Protection AND Faunal Analysis Cont'd. Readings Journal Entry Due	Siebert n.d.; Browse Sutton and Arkush, Chapter 8; Teeman, Diane, 2008, CRM and the Protection of Valued Tribal Spaces; others TBA
21-Mar	T	SPRING BREAK - NO CLASSES THIS WEEK	
28-Mar		<u>Figures:</u> Artifact Illustration and Photography ASSIGN students subjects for figures. PastPerfect and UMACF Overview	Sutton and Arkush, Chapter 14; others TBA (e.g., Fisher 2009); browse http://anthro.utah.edu/labs/imacs.php ;
4-Apr	T	<u>Artifact Analysis:</u> Ceramics Teaching Collection will be used. Readings Journal Entry Due	Sutton and Arkush, Chapters 6 and 9; Choy 2014; Allen, et al. 2017; Others TBA (e.g., AMERICAN STONWARE)
11-Apr	T	<u>Artifact Analysis:</u> Bottles, Glass Teaching Collection will be used	Shultz, et al. 2016; Guide to Dating 20 th -Century Artifacts (https://sha.org/resources/20th-century-artifacts/);

Date	Day	Topic	Readings
		Laboratory Time/Project Research Time Artifact Illustrations DUE	Historic Bottle ID (https://sha.org/bottle/); Amelia Earhart Blog by Thomas King (http://ameliaearhartarchaeology.blogspot.com/);
18-Apr	T	<u>Metal Artifact ID, Firearms Analysis</u> Laboratory Time/Project Research Time; discussion of comments on final paper drafts. Turn in Final Written Project DRAFTS <u>GIS and the Future of Artifact Analysis</u>	Fox and Scott 1991; Scott and McFeaters 2011; Merritt et al. 2011, 2012; others TBA
25-Apr	T	Laboratory Time/Project Research Time <u>Conservation: Planning for the Future of Cultural/Archaeological Collections</u> <u>Digital Archiving – K. Ross Toole Archives Visit</u>	Conservation FAQs (https://sha.org/conservation-facts/);
2-May	T	LAST DAY OF CLASSES! Final Written Projects Due (to be discussed/presented in class)	
10-May	W	FINAL EXAM – 1:10-3:10 pm	

Photo descriptions from top:

1. Stamp seal with a seated male figure (ca. 2000–1900 B.C.; Harappan, Indus Valley, Mohenjo-daro), Met. Museum of Art.
2. Ivory toothbrush with child's name (Jennie Hilma Chamberlain) from Coloma, Montana, etched into the handle, photo(s) by Roselyn Campbell).
3. Bison femur (multiple views with anatomical, “bony” landmarks), photo by L.C. Todd.
4. Tabasco Pepper Sauce Bottle, 1869-70, Boston Saloon, Virginia City, NV, NV State Museum, photo by Ronald M. James.