Spring 2-1-2018

# ANTY 455.01: Artifact Analysis

John Douglas
*University of Montana, Missoula*

# Anthropology 455                                  ARTIFACT ANALYSIS

## *Professor:*
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## *Purpose:*
A hands-on introduction to interpreting artifacts from archaeological sites that focuses on the analysis of chipped stone tools, ceramics, and historic artifacts. The class consists of lecture, discussion, and laboratory work. It will cover all phases of an artifact analysis: defining problem domains, selecting attributes, coding data, analyzing the data, interpreting results, and presenting the analysis in a coherent professional report. This class is an advanced writing course, and how results are presented in written form to a professional audience is an integrated aspect of this course

## *Expected Outcomes for the Discipline of Anthropological Archaeology:*
1. Demonstrate an upper-level undergraduate knowledge of the interpretation of artifacts from archaeological sites from a laboratory or hands-on perspective.
2. Evaluate the general issues of selecting attributes, using typologies, in a problem-oriented framework that focuses on the life history of artifacts manufacture through deposition.
3. Distinguish some of the specific issues and attributes to analyze common artifacts frequently encountered by archaeologists in North America, such as chipped stone tools, prehistoric ceramics, and historic artifacts.
4. Understand how to conduct a research project on artifacts, beginning with background research and a proposal, through collecting data, analyzing data, and writing the report.

## *Expected Outcomes for Advanced Writing:*
1. Identify and pursue more sophisticated questions for academic inquiry.
2. Find, evaluate, analyze, and synthesize information effectively from diverse sources.
3. Manage multiple perspectives as appropriate.
4. Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.
5. Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
6. Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.
7. Develop competence in information technology and digital literacy.

## *Prerequisites:*
Completion of Anthropology 250 (Introduction to Archaeology) or the equivalent. A statistics class is helpful, but not required.

## *Required text:*
Mark Sutton and Brooke Arkush, 2014, *Archaeological Laboratory Methods: An Introduction* (6th edition preferred, edition 4-5 OK) Kendall/Hunt Publishing, Dubuque.

## *Optional equipment:*
A magnifying glass, preferably 10x "Hastings triplet," the geologist's choice, may be helpful on lab days and working on an independent project. Before buying, you'll find useful information **here**.
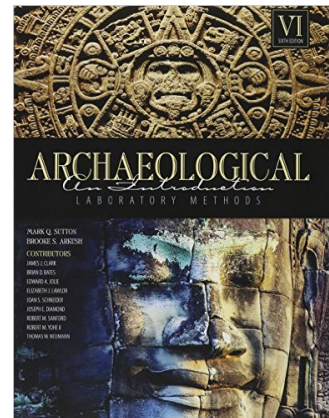
*Grade Determination:*
There are five sources of grades in this course: (1) attendance and active participation in class exercises; (2) a test; (3) proposal and bibliography for your project; (4) class presentation of an article you have read; and (5) the project.

*Attendance:*
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 for attendance.

*Test:*
The test covers the assigned chapters, terms and ideas, and any slides or videos that may be shown. The test consists of multiple choice questions and short definitions. The test occurs on **March 16.**

*General Requirements and Issues for Written Projects:*
1.  All papers must be uploaded through the appropriate Moodle assignment link on time.
2.  If you use Microsoft Word, submit the document in any word format; otherwise, export the document to a PDF file before submitting. You will receive feedback through Moodle in an edited file in the same format as you submitted.
3.  All papers should be submitted with your name on the first page, using standard 1" margins, double-spacing, employing a professional 12-point font. Don't forget to check spelling before submission.
4.  All written assignments must include citations and references. Primarily use professional, refereed, books and journal articles to support your arguments—there are some professional open websites (such as the **SHA bottle website**) that are important sources, but it would be unlikely that a nonprofessional or anonymous source--Wikipedia--would be appropriate.
5.  Follow the Society for American Archaeology (SAA) **Style Guide** or The Society for Historical Archaeology (SHA) **Style Guide,** available on the linked pages or on the course Moodle page consistently for all your reference and style questions.
6.  If your report has photographs or figures, insure that these don't bloat the size of the file, making it difficult to upload, download, and edit. I recommend you start with images that are in the 200-400k range. Following these **Microsoft instructions** can reduce Word file sizes.

*Project proposal:*
Completion (and feedback) for this document will prepare you for your individual semester project. The project will either analyze a group of artifacts (usually, at least 30) or will be a library project that explores an artifact analysis issue or approach in detail. In the proposal, present a research plan a group of artifacts, prehistoric, historic, or modern, or a research question/literature domain if you choose a library project. You should include at least six (6) references beyond your textbook (you may start with references from your textbook) and what steps you took to find references and literature. The proposal should be four pages. It will be graded using a rubric in four areas: (1) clarity in stating the problem/aims of the study; (2) strength in linking the proposed research to the problem area; (3) feasibility; (4) use of appropriate references that reflect all aspects of the study; (5) clarity and professionalism of the paper's voice and presentation.  It is due **March 16**. Late proposals will lose points and will not be accepted after March 21.

*Paper Presentations:*
Each student will be assigned a journal paper and a presentation date for a journal about artifact analysis from a "flagship" journal, such as *Journal of archaeological method and theory,* the

*Journal of archaeological science, and American Antiquity.* Most selected journals are available as electronic resources at the **Mansfield Library**, available under the listings of the Electronic Journal Subscriptions. This service can be used off-campus with your NetID. After reading the article, you will give a 15 minute presentation to the class, which can include PowerPoint, explaining the aims, methods, results of the article, as well as critiquing the strengths and weaknesses of the article.

*Semester project:*

The report represents the results of a competed analysis of a group of artifacts in class or an exploration of an artifact analysis issue or approach in detail. Papers should be 12 pages or more in length and must include an abstract, a bibliography with at least 6 references and supports the research, sufficient tables, graphs, figures (drawings or photos) to present your analysis, and whatever appendices needed to provide the supporting data set used for your study. For graduate credit, students will be expected to complete a longer (18 or more pages) paper that will be judged for graduate-level appropriate skills of analysis, interpretation, and presentation. A draft of the paper is due **April 23;** comments/guidance will be returned in one week. The draft version is graded only on completeness. The final version is due on the last day of class, **May 4**. It will be graded using a rubric found in the full instructions.

*Finals week bonus:*

Attendance during the final period during finals week is optional, but presentations of your project during period can provide bonus points for your grade (up to 4).

A total of 210 points (not counting bonus points) are possible for the class:

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|---|---|---|
| Attendance/Participation | 15 | points |
| Project proposal/Bibliography | 20 | points |
| Paper Presentation | 25 | points |
| Test | 30 | points |
| Project draft | 10 | points |
| Project | 100 | points |

A total of 189 or more points is required for an "A" for the semester, etc. The plus/minus system is not be used in this class.

*Plagiarism and misconduct:*

Honesty is required. Students found cheating, plagiarizing, "patch writing" (writing by taking phrases or sections copied from a variety of sources, linked together with your words), or giving false excuses will be dealt with strictly. Plagiarism is a serious issue, and if you are unfamiliar with the rules, please start with **this webpage**. Academic misconduct in this class will be subject to an academic penalty (up to receiving a failing grade in this class) and/or a disciplinary sanction by the University. All students need to be familiar with the **Student Conduct Code**.

*Other policies:*

Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services **website** at or call 406.243.2243 (Voice/Text).

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.
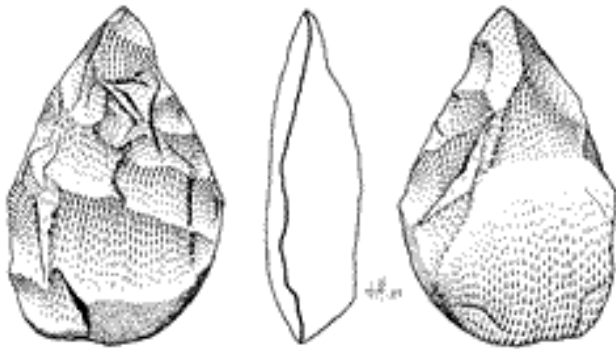


A Paleolithic stone tool



http://www.humanitiesprogram.com/images/stone_tool_web.gif
http://www.nps.gov/fosm/historyculture/february-2007-.htm