

Anthropology 314-01, Artifacts of North America
Fall 2003-M and W 4:00pm to 5:15pm
Rm. 232 Lutz Hall
(3.0 credit hrs.)

Instructor: M. Jay Stottman

Office: R244 Lutz Hall

Office Hours: Monday 3:00-4:00 pm and Wednesday 3:00-4:00 pm

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Course Description:

This course is a survey of artifacts in North America from 10,000 years ago to modern times. It will be focused on the identification, manufacture, and history of particular artifact types. How archaeologists organize, store, and use artifacts to interpret past cultures also will be addressed. Artifacts will be discussed by material type with examples that originate from both prehistory and historic times. Most discussion will be concerned with historic period artifacts (18th – 20th Century) typical of the United States and Canada. This course will have a mix of readings, discussion, and hands on activities. Attendance and class participation are most important. Also, there will be several field trips scheduled for this class. Students will participate in a class project that will last the entire semester and require some out of class work.

Required Text and Readings:

1. Course Pack of critique articles available at the Wallace's campus bookstore.

Assignments: The course will consist of lectures and class meetings formed around discussions, as well as hands on activities. Reading assignments will prepare you for the discussions. Your grade will be based on general class participation, class attendance, five short quizzes, ten one-page article critiques, and a class project. The class project will be graded on participation and a small five-page report due at the end of the semester.

Each assignment is worth a percentage of your final grade:

		<u>Grade Scale (no +/-)</u>	
Critiques	40%	90-100%	A
Class Project	30%	80-89%	B
Quizzes	20%	70-79%	C
Class Participation	<u>10%</u>	60-69%	D
Total	100%	Below 60%	F

***A maximum of 20 points towards critiques or quizzes will be available by completing extra critiques worth 5 points each (Extra Credit critique readings will be available at the Department of Anthropology Library).**

Late Policy: 5 points lost for each day late.

Absence Policy: Absences will naturally reduce your class participation grade, so please make every effort to attend class. Five points will be deducted for each day of unexcused absence from class. Assignments may be made-up for excused absences, which will be approved by the instructor.

Schedule

Class Topics

Aug. 25 and 27:	Introduction to Material Culture, Artifacts, and Class Project
Sept. 1:	No Class Labor Day
Sept. 3:	Classification
Sept. 8 and 10:	Researching artifacts, Treatment and Storage of Artifacts
Sept. 15 and 17:	Theory and Interpreting Artifacts
Sept. 22 and 24:	Ceramics-history and manufacture (field trip to Louisville Stoneware)
Sept. 29 and Oct. 1:	Ceramics-identification and interpretation
Oct. 6 and 8:	Stone and Lithics (flint knapping in class demonstration)
Oct. 13:	No Class Fall Break
Oct. 15:	Glass-history and manufacture (field trip to Glassworks studio)
Oct. 16:	Last Day to Withdraw
Oct. 20 and 22:	Glass-identification and interpretation
Oct. 27 and 29:	Metal-history and manufacture (field trip to blacksmith shop)
Nov. 3 and 5:	Metal-identification and interpretation
Nov. 10 and 12:	Bone-analysis and interpretation
Nov. 17 and 19:	Food and Botanical Remains
Nov. 24:	Textiles and Leather
Nov. 26:	No Class Thanksgiving Break
Dec. 1 and 3:	Other materials and artifact types
Dec. 8:	Work on class project
Dec. 15:	Class project due

Critiques Due

Sept. 8
Sept. 15
Sept. 22
Oct. 1
Oct. 15
Oct. 29
Nov. 10
Nov. 19
Nov. 24
Dec. 1

Quizes

Sept. 29: Ceramic identification
Oct. 8: Stone identification
Oct. 22: Glass identification
Nov. 12: Metal and bone questions
Dec. 3: Textiles and Other materials questions

Syllabus prepared by: M. Jay Stottman
August 18, 2003

List of Articles for Artifacts of North America Fall 2003

1.

Stone, Lyle M.

1970 Formal Classification and the Analysis of Historic Artifacts. *Historical Archaeology* 4(1): 90-102.

2.

Schlereth, Thomas J.

1980 Mail-Order Catalogs as Resources in Material Culture Studies. In *Artifacts of the American Past*, pp. 48-65. American Association for State and Local History, Nashville, TN.

3.

Singley, Katherine R.

1981 Caring for Artifacts After Excavation---Some Advice for Archaeologists. *Historical Archaeology* 15(1): 36-48.

4.

Shackel, Paul A. and Barbara J. Little

1992 Post-Processual Approaches to Meanings and Uses of Material Culture in Historical Archaeology. *Historical Archaeology* 26(3): 5-11.

5.

Simmons, Michael P. and Gerald F. Brem

1979 The Analysis and Distribution of Volcanic Ash-Tempered Pottery in the Lowland Maya Area. *American Antiquity* 44(1): 79-91.

6.

Brighton, Stephen A.

2001 Prices that Suit the Times: Shopping for Ceramics at The Five Points. *Historical Archaeology* 35(3): 16-30.

7.

Pollack, David and Cheryl Ann Munson

1998 Caborn-Welborn Ceramics: Intersite Comparisons and Extraregional Interaction. In *Current Archaeological Research in Kentucky* Vol. Five, edited by Charles D. Hockensmith, Kenneth C. Carstens, Charles Stout, and Sara J. Rivers. Kentucky Heritage Council, Frankfort.

8.

Des Jean, Tom and Joseph L. Benthall

1994 A Lithic Based Prehistoric Cultural Chronology of the Upper Cumberland Plateau. *Tennessee Anthropologist: Journal of the Tennessee Anthropological Association* XIX(2): 114-147.

9.

Bonasea, Michael C. and Leslie Raymer

2001 Good for what Ails You: Medicinal Use at Five Points. *Historical Archaeology* 35(3): 49-64.

10.

Young, Amy L.

1994 Spatial Patterning on a Nineteenth-Century Appalachian Houselot: Evidence from Nail Analysis. *Southeastern Archaeology* 13(1): 56-63.

11.

Smith, Bruce D.

1979 Measuring the Selective Utilization of Animal Species by Prehistoric Human Populations. *American Antiquity* 44(1): 155-160.

12.

Reitz, Elizabeth J.

1994 Zooarchaeological Analysis of a Free African Community: Gracia Real de Santa Teresa de Mose. *Historical Archaeology* 28(1): 23-40.

13.

Pollack, David, A. Gwynn Henderson, and Christopher T. Begley

2002 Fort Ancient/Mississippian Interaction on the Northeastern Periphery. *Southeastern Archaeology* 21(2): 206-220.

14.

Dudek, Martin G., Lawrence Kaplan, and Marie Mansfield King

1998 Botanical Remains from a Seventeenth-Century Privy at the Cross Street Back Lot Site. *Historical Archaeology* 32(3): 63-71.

15.

Rossen, Jack and Cecil R. Ison

1986 Environmental Degradation During the Late Woodland Period at Green Sulphur Springs. *West Virginia Archaeologist* 38(2): 48-51.

16.

Henderson, A. Gwynn

1999 Caborn-Welborn Decorated Textiles from Impressions on Pans. Paper prepared for the Annual Meeting of the Society for American Archaeology, March 24-28, 1999, Chicago IL.

17.

Closs, Michael P.

1978 The Initial Series on Stela 5 at Pixoy. *American Antiquity* 43(4): 690-694.

18.

Stine, Linda France, Melanie A. Cabak, Mark D. Groover

1996 Blue Beads as African-American Cultural Symbols. *Historical Archaeology* 30(3): 49-75.

Artifacts of North America Class Project Report Specifications

The final product of the Culture of Litter class project is a report of your findings. This report will essentially be a paper that is 5-10 single spaced pages long including figures and tables. The organization of this paper is as follows.

Introduction:

Your paper will need to begin with an introduction that will state the purpose of the project and research questions. The project area will need to be described (where is it, what are the two parts, give description of businesses, location of litter cans, parking lots, alley, etc.). Provide the date, time, and duration of the collection (both litter and observations).

Methods:

You will need to describe the methods that you employed during the project. What methods were used for data collection (litter and observations)? What methods were used during the analysis (classification system used, how artifacts were identified, counted, etc.). What did you do with the litter after the analysis? Where did you do the observation? What kinds of behavior were you looking for?

Analysis:

You will need to tabulate the data you collected. Litter should be listed in a table with text that characterizes the assemblage. Compare and contrast your data categories (you can use percentages). For example, 50% of the total litter collected consisted of fast food packaging. 25% of that category consisted of packaging from one particular restaurant. You could also do other analyses, such as relative distance of litter that is identified from a specific place. For example, most of the fast food packaging originated from restaurants located within $\frac{1}{4}$ mile of the project area. Also talk about anomalies in the data, such as litter that was obviously transported over a long distance. Compare and contrast litter categories in the two areas.

Observations should also be categorized and tabulated in either text or table form or both. Compare and contrast this data as well. For example, there were 5 instances of littering observed during the observation period, while there were 10 instances of proper litter disposal observed.

Conclusions and Recommendations:

This is where you will synthesize the data and make interpretations that will address the research questions. Characterize the litter problem if there is one and the people who visited the project area during your observations. Make some interpretations about litter behavior, good and bad. Make interpretations about the source of litter, affect of weather on litter, and particular problem locations. Explain why you have the patterns that were developed during the analysis. For example, based on the location of fast food packaging along street curbs and in the parking lot and since most fast food restaurants are located more than $\frac{1}{4}$ mile away, the litter was probably deposited from a car.

Finally, make some recommendations about how to solve the litter problem. For example, the addition of more litter cans of a different design could improve the litter problem in the residential area.

Please feel free to use photos of the project area and the litter or maps and other illustrations, but don't over do it. I don't want 10 pages of photos.

If you have any questions feel free to see me during office hours or e-mail me.

*** For a description of the Culture of Littering class project see:**

Stottman, M. Jay; Sarah E. Miller; and A. Gwynn Henderson
2007 The Culture of Litterbugs. In *Archaeology to Delight and Instruct: Active Learning in the University Classroom* edited by Heather Burke and Claire Smith. The One World Archaeology Series Vol. 49, World Archaeological Congress. Left Coast Press, Walnut Creek, CA.