COURSE DESCRIPTION: Artifact Analysis (ANTY 455) is intended to serve as a practical introduction to interpreting artifacts from archaeological sites. The class consists of a mix of lecture, discussion, 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 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:
Sutton, Mark, and Brooke Arkush
Optional textbooks:
Balme, Jane, and Alistair Paterson (editors)

Drennan, Robert D.

Additional readings will be assigned as appropriate for artifact analyses.

**Required equipment:** You must have access to a computer with Microsoft Excel and Word. You might want to have a magnifying glass - preferably 10x hand lens.

**Grade Determination:** (1) class exercises (these include short writing assignments and artifact identification projects); (2) class participation in discussion forums; (3) artifact attribute and identification exam; and (4) a specialized 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 discussion forums.

**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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1: Jan 11-17</td>
<td>Course Introduction; Introduction to assignments and final project</td>
<td>*Sutton and Arkush, Chapter 1; Palincas 2005</td>
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<tr>
<td>2: Jan 18-24</td>
<td>Processing Procedures; Defining Problems, Selecting Attributes, Measurement</td>
<td>Sutton and Arkush, Chapter 2; Lohse 1998; Lawrence 2006; Sanz and Fiore 2014; Read 2007</td>
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<tr>
<td>3: Jan 25-31</td>
<td>Artifact Cataloging, Analysis, Interpretation, and Theory; PastPerfect UMACF database</td>
<td>Sutton and Arkush, Chapter 3; Schiffer and Skibo 1997; Read 2018; Nyberg 2010</td>
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<td>4: Feb 1-7</td>
<td>Dating Methods&lt;br&gt;Artifact Analysis: Ceramics</td>
<td>Sutton and Arkush, Chapters 6 and 13; Holdaway 2006; Adams 2003; Ellis 2006</td>
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<td>5: Feb 8-14</td>
<td>Artifact Analysis: Faunal and Organics</td>
<td>Sutton and Arkush, Chapter 10; O’Conner and Barrett 2006</td>
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<tr>
<td>6: Feb 15-21</td>
<td>Artifact Analysis: Metal; Firearms Analysis</td>
<td>Sutton and Arkush, Chapter 9; Scott and McFeaters 2011; Fox and Scott 1991;</td>
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<td>7: Feb 22-28</td>
<td>Artifact Analysis: Bottles, Glass</td>
<td>Historic Bottle Website: <a href="http://www.sha.org/bottle/">http://www.sha.org/bottle/</a>;</td>
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<td>8: Mar 1-7</td>
<td>Analyzing non-movable/collectible artifacts&lt;br&gt;Cemeteries and Rock Art</td>
<td>McDonald 2006; Rock Art Recording Manual; Recording; Rock Art Sites</td>
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<td>9: Mar 8-14</td>
<td>Analyzing Plant Remains;</td>
<td>Sutton and Arkush, Chapter 11 and 14; Beck 2006; Yentsch et al. 1987</td>
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<td>10: Mar 15-21</td>
<td>Artifact Illustration and Photography</td>
<td>Taylor 2002</td>
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<td>11: Mar 22-28</td>
<td>Analyzing ritual, religious, or magical objects</td>
<td>Hukantaival 2015; Houlbrook 2013; Grinsell 1961; Osborne 2004</td>
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<td>12: Mar 29-Apr 4</td>
<td>Documentary analysis</td>
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<td>13: Apr 5-11</td>
<td>Lithics (a brief overview);</td>
<td>Sutton and Arkush, Chapter 4</td>
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<td>14: Apr 12-18</td>
<td><strong>Research and work time for analysis guide</strong></td>
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<tr>
<td>15: Apr 19-26</td>
<td><strong>Final exam April 26</strong></td>
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*NOTE: I am using the 4th Edition of the Sutton and Arkush textbook (see following table of contents). If you are using a different edition, the chapters may be different. Please read the chapters that correspond to the topic whatever that chapter number may be.*

### Sutton and Arkush 4th edition Table of Contents:
- Ch. 1 Introduction
- Ch. 2 The Archaeological Project
- Ch. 3 The Archaeological Catalog
- Ch. 4 Analysis of Flaked Stone Artifacts
- Ch. 5 Analysis of Ground Stone
- Ch. 6 Analysis of Aboriginal Ceramics
- Ch. 7 Analysis of Shell and Bone Artifacts

*Artifact Analysis* 4
ASSIGNMENT DUE DATES (DHA=Doing Historical Archaeology): All assignments due by 11:55pm on due date.

JAN 27 Naja Typology (DHA Exercise 13)
FEB 10 Pipe Stem and Mean Ceramic Dating (DHA Exercises 14 & 15)
FEB 24 Functional Analysis (DHA Exercise 17)
MARCH 3 Inferring Alcohol Usage from Artifacts (DHA Exercise 11)
MARCH 24 Artifact Illustration
MARCH 31 Ideological Analysis
APRIL 7 Probate Inventories and Acculturation (DHA Exercise 4)
APRIL 15 Cemetery Demography (DHA Exercise 19)
APRIL 21 Specialized artifact analysis guide

Bibliography (includes all course assigned readings plus several other suggested and helpful sources)

Adams, William Hampton

Aldhouse-Green, Miranda

Allen, R., J. E Huddleson, K. J. Wooten, and G. J. Farris (editors.)
2013 Ceramic Identification in Historical Archaeology: The View from California. University of Nebraska Press and Society for Historical Archaeology, Lincoln.

Augé, C. Riley
(Forthcoming) Field Manual for the Archaeology of Ritual, Religion, & Magic.

Balme, Jane, and Alistair Paterson (editors)

Banning, Edward B.
Barbeau, Marius

Barber, Russell J.

Barber, Russell J., and Frances F. Berdan

Baxter, Jane Eva


Beck, Charlotte, and George T. Jones

Beck, Wendy

Boivin, N., and M.A. Owoc (editors)

Charest, Michelle

Clifton, Robert T.

Drennan, Robert D.

Ellis, Linda

Fishbein, Martin, and Icek Ajzen

Fox, Richard A., Jr. and Douglas D. Scott

Gazin-Schwartz, Amy

Grinsell, L. V.  

Gruia, Ana Maria  

Halperin, Christina T., Katherine A. Faust, Rhonda Taube, and Aurore Giguet (editors)  

Hamilakis, Yannis  

Hansson, Ann-Marie, and Andreas G. Heiss  

Hill, J. D.  

Holdaway, Simon  

Horn, Jonathon C.  

Hosler, Dorothy  

Houlbrook, Ceri  

Hukantaival, Sonja  

Insoll, Timothy (editor)  

Kamp, Kathryn A.  
2001 Where have all the Children Gone?: The Archaeology of Childhood. *Journal of Archaeological Method and Theory* 8(1):1-34.

Kersel, Morag M.  

Lawrence, Susan

Lillios, Katina T.

Lohse, E.S.

MacFarlane, Ruth B.

Mallea-Olarte, J.

McDonald, Jo

Merlin, M

Miller, George L.

Nyberg, Jenny

O’Connor, Terry, and James Barrett

Osborne, Robin

Palincas, Nona-Daniela

Pikul, David T., and Ellen M. Plante

Read, Dwight W.

*Artifact Analysis 8*

Russell, Nerissa

Sanz, Inés Domingo, and Dúnae Fiore

Scott, Douglas D., and A. P. McFeaters

Shiffer, Michael Brian, and James M. Skibo

Shopland, Norena

Smith, Claire (ed)

Steiner, Mélanie

Sutton, Mark, and Brooke Arkush

Symonds, James (ed)

Taylor, Anne

Walker, William H.
1995 Ceremonial Trash? Expanding Archaeology. The University of Utah Press, Salt Lake City.

Whittaker, John C., Douglas Caulkins, and Kathryn A. Kamp

Yentsch, Anne E., Naomi F. Miller, Barbara Paca, and Dolores Piperno