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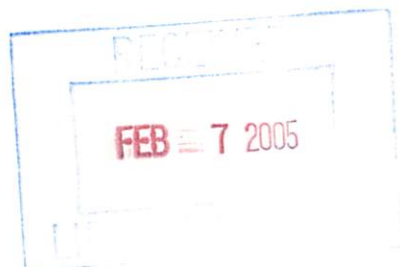
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Sarah Neusius	Email Address sawn@iup.edu
Proposing Department/Unit Anthropology	Phone 7-2133

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
		ANTH 325 Archaeological Lab Methods
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	1/24/05
Department Chair(s)	<i>Phil D. Nune</i>	1-25-05
College Curriculum Committee Chair	<i>Gail Sule</i>	2/2/05
College Dean	<i>A. Ann</i>	2/2/05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schuist</i>	3-22-05

* where applicable



1.Syllabus of Record

I. Catalog Description

ANTH 325 Archaeological Lab Methods

3c-01-3cr

3 class hours

0 lab hours

3 credit hours

Prerequisites: ANTH 244

A hands-on introduction to the study of artifacts and other cultural materials recovered from archaeological excavations. Experience in the specific methods of analysis in archaeological lab settings focusing on the analysis of stone artifacts, pre-Columbian ceramics, and historic artifacts. Analytic techniques will include classification, quantification of attributes and reporting of the results of the analyses.

II. Course Objectives

Students will be able to

- 1.) Understand the responsibilities that archaeologists have for the care and long term curation of artifacts.
- 2.) Catalogue artifacts using the Pennsylvania state system.
- 3.) Understand the difference between artifact cataloging and analysis. Learn basic methods for identifying lithic, ceramic, and historic artifacts. Learn some basic laboratory processes such as flotation analysis, separating and identifying botanical items from flotation samples, and some basic faunal identification.
- 4.) Understand how specific methods for analyzing artifacts relate to specific theoretical approaches and research questions and how certain methods of analysis can be used in a variety of research designs.
- 5.) Conduct different types of artifact analysis and use statistics and graphs to describe the results of the analysis.
- 6.) Effectively communicate the results of artifact analysis through both written and oral presentations.

III. Course Outline

A. Introduction to Artifact Cataloging and Curation (3 hours)

1. Artifact record keeping during excavations
2. Initial laboratory processing
3. Artifact Cataloging
4. Pennsylvania State System for Artifact Cataloging
5. Issues with artifact curation

B. Lithic Analysis (11 hours)

1. Chipped Stone Tools
2. Byproducts and Debitage
3. Raw material types
4. Ground and Pitted Stone
5. What can you learn from analyzing lithics?

Exam 1 (1 hour)

C. PreColumbian Ceramics (11 hours)

1. Fabric analysis
2. Temper and inclusions
3. Shape and function
4. Using pottery to determine dates, trade, and status

Exam 2 (1 hour)

D. Historic Ceramics and other artifacts (11 hours)

1. Historic ceramics – identification
2. Historic ceramics – consumer choice and pattern analysis
3. Metal artifacts – care and handling
4. Glass artifacts – dating bottles
5. Issues with the curation of historic artifacts
6. Use of functional groups in historic artifact analysis

Exam 3 (1 hour)

E. Ecofacts: The analysis of botanical and faunal remains (3 hours)

1. Processing ecofacts
2. Identification of ecofacts

Poster presentations (2 hours during period scheduled for final exam)

IV. Evaluation Methods

The final grade will be determined as follows:

40% Exams. Three in-class exams. Each will include the identification of artifact types and essay questions on the interpretation of an archaeological analysis.

20% Independent Artifact Analysis and Poster presentation. Each student will choose a set of artifacts and use one of the types of analysis discussed in class to analyze the artifacts. Students will then present the results of this analysis as a poster presentation.

40% Class Analysis Exercises Each week during the semester, students will conduct an in-class artifact analysis exercise.

V. Grading Scale

A: ≥90% B: 80-89% C: 70-79% D: 60-69% F: <60%

VI. Attendance Policy Although there is no formal attendance policy for this course, student learning is enhanced by regular attendance. In class assignments contribute to a substantial portion of the class grade and can not be made up.

VII. Required textbooks, supplemental books and readings

Two textbooks are required for the course:

Patterson, Thomas C. 1994. *The Theory and Practice of Archaeology: A Workbook* (Second Edition)

Sutton, Mark Q. and Brooke S Arkush. 2001. *Archaeological Laboratory Methods: An Introduction* (Third

Edition)

Other readings:

Rice, Patricia. 1997. *Doing Archaeology: A Hands-On Laboratory Manual*. Mayfield Publishing Company

Andrefsky, William Jr. 1998. *Lithics: Macroscopic approaches to Analysis*. Cambridge Manuals in Archaeology. Cambridge University Press

Orton, Clive, Paul Tyers, and Alan Vince. 1993. *Pottery in Archaeology*. Cambridge Manuals in Archaeology. Cambridge University Press

The Pennsylvania State Museum. 2004. *Curation Guidelines*. Pennsylvania Historical and Museum Commission

Additional readings to be added as needed

VIII. Special Resource Requirements

Current resources are adequate. As needed, departmental ESF will be used to purchase lab supplies and upgrade analytic equipment.

IX. Bibliography

Lithic Artifact Analysis

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- Vaughn, P. 1985. *Use-Wear Analysis of Flaked Stone Tools*. Tuscon: University of Arizona Press.

Ground Stone Analysis

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- Clark, John E. 1988. The Lithics of La Libertad, Chiapas, Mexico: An Economic Perspective. Brigham Young University, Papers of the New World Archaeological Foundation No. 52.
- Fratt, Lee and Jennie L. Adams (eds). 1993. New Trends in Ground Stone Research: It's Not the Same Old Grind. *Kiva* 58(3): 313-428. Issue devoted to "ground stone" symposium presented at the 1991 Society for American Archaeology Meeting.
- Hayden, Brian. 1987. *Lithic Studies Among the Contemporary Highland Maya*. Tuscon: University of Arizona Press.
- Yohe, Robert M., Margaret M. Newman, and Joan S. Schneider. 1991. Immunological Identification of Small Mammal Proteins on Aboriginal Milling Equipment. *American Antiquity* 56(4) 659-666.

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Shell and Bone Artifact Analysis

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Course Analysis Questionnaire

Section A: Details of the Course

A1. This course change is designed for majors in the Anthropology Department Archaeology Track. One of the concerns of the Archaeology faculty in the Anthropology Department has been to provide our students with sufficient real world skills for either the job market or as they attend graduate school. In the past, we have incorporated some archaeological lab experience into two courses, ANTH 320, the Archaeological Field School and ANTH 317, Archaeological Research Design and Lab Methods. However, in neither course is there sufficient time to provide students with intensive training in basic analytic techniques for archaeological materials and in the more sophisticated types of analysis that are currently required for the field. This new course ANTH 325 is a course in basic lab methods in archeology.

A2. No, except for the deletion of ANTH 317 which is included in this revision packet.

A3. No.

A4. No.

A5. The course is not to be taken for variable credit.

A6. Examples of similar courses taught at other universities include:

University of Arkansas in Fayetteville ANTH 4353 Laboratory Methods in Archaeology
 University of Northern British Columbia ANTH 301 - Archaeological Lab Methods
 Pennsylvania State University ANTH 562- Laboratory Methods in Anthropology

A7. The Society for American Archaeology has a NSF funded undergraduate curriculum reform project called "Making Archaeological Teaching Relevant for the 21st Century (MATRIX). The program emphasizes the development and revision of courses that incorporate seven principles for curricular reform developed by a SAA Task Force. This course is designed in response to Principle 7, which concerns the development of fundamental disciplinary skills in fieldwork and laboratory analysis and promotes effective learning via the incorporation of problem solving. More information on the Matrix program is available from the project website <http://www.indiana.edu/~arch/saa/matrix/principles.html>

Section B: Interdisciplinary Implications

B1. The course will be taught only by instructors from the Anthropology Department.

B2. This course will not overlap with the content of courses taught by other departments.

B3. The course will not be cross-listed.

B4. Seats can be made available to students in the School of Continuing Education on a limited basis.

Section C: Implementation

C1. Faculty resources are adequate. This course will be taught as part of the normal course rotation approximately every fourth semester.

C2a. Current space allocations are adequate to offer this course.

- b. Some additional laboratory equipment is necessary for this course. These will be purchased through the department's ESF allocation
- c. Some additional laboratory supplies are necessary for this course. These will be purchased through the department's ESF allocation.
- d. Library holdings are adequate.
- e. There are no travel expenses.

C3. None of the course activities are funded by grants.

C4. We plan to offer the course once every other year, starting in the Fall of 2006.

C5. We plan to offer one section every other year.

C6. Up to 24 students can be accommodated in this class because of the hands-on nature of the laboratory exercises as well as the number of student seats in the department's laboratory classroom.

C7. No.

C8. This course is not a distance education course

Section D: Miscellaneous

No additional information is included.