

Lithic Analysis
Anthropology 5420/6420
T/Th 1:30 pm – 2:45 pm
Fall 2014

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Office hours 8:00 am to 10:30 am Tuesday and Thursday mornings or by appointment.

Textbooks: 1) *Lithics*, Andrefsky 1998.
2) *Flintknapping*, Whittaker 1994.

Overview and Objectives: This course will provide an introduction to the study of stone tools. Class will include both a seminar component devoted to fundamental theoretical and methodological issues, and a hands-on component designed to instruct students on the manufactured, identification and analysis of flaked stone artifacts. By the end of the semester, students should be familiar with the major issues in lithic analysis, should have a basic understanding of flintknapping and be prepared to conduct basic lithic research on their own.

Class Participation: We will devote Tuesdays to discussing a group of assigned readings. Each group of articles will include papers from the primary literature and chapters from the assigned texts that outline an important issue in the body of method, theory or research that together make up lithic analysis. The class discussions are designed to help students understand the basic issues in the field. Accordingly, I expect students to read all of the articles and actively discuss and critique them during class. On a rotating basis, you will present and then lead a discussion on an assigned reading. Simply providing a verbal overview of the article is not the goal of this exercise. Instead, be prepared to discuss your article within the context of the other readings for the week and those from previous weeks, as well as its implications for understanding archaeology as a discipline. On your day to present, please provide an outline of the articles main points to all members of the class (type it up, make copies, etc.). “Satisfactory” (see grading policy for definition of satisfactory) performance will include regular attendance, presentation of an appropriately proportional number of articles, and regular substantive contributions to class discussion. If you are scheduled to present an article, but for whatever reason, cannot make it to class, then it is your responsibility to find another student to present for you. If an assigned reading is not presented due to your absence or you are otherwise unprepared to do so, your overall, final class grade will be adjusted downward by one +/- letter grade (e.g. A to A-). A tentative schedule of topics is included with this syllabus and I will place the readings on Canvas at least one week in advance of the assigned discussion date. I reserve the right to modify this list at my discretion.

Abstracts: Students will write a short ~200-word summary of each of the assigned readings. A “satisfactory” (see grading policy for definition of satisfactory) summary will provide a properly formatted citation followed by a properly written paragraph that states the main points of the paper. Your abstract should identify what the authors wanted to learn, the methods that they used, their results, and any conclusions they might reach from their research. All citations will follow the American Antiquity style guide (available at SAA.org). You will turn these in at the beginning of

each Tuesday class period. Abstracts will be graded on a pass/fail system. I will award a pass to work deemed “adequate” (as defined in the grading policy). Please note that my grading policy defines “adequate” for undergraduates as “C – satisfactory work” and for graduate students as “B – very good work”. If you earn a fail on a set of abstracts, you will have the option of resubmitting them for a re-grade at the beginning of the next class period. If on the second attempt, your work meets the standard for “adequate” work, you will receive full credit, if not no credit will be given. I will re-grade no more than two sets of abstracts from any given student during the semester and then, *only if the abstracts were complete on the first attempt.*

Hands-On/Lab: The Thursday classes will focus on exercises designed to introduce students to the manufacturing, identification and analysis of flaked stone tools. This portion of the class will include several movies, flintknapping exercises, (weather permitting) an obsidian collecting field trip, and a series of simple lab analyses of actual archaeological material. You will earn a grade based on attendance as well as regular quizzes of various types and short lab write-ups. Expect to spend some time in addition to the class period in the lab to complete the lithic analyses.

Graduate Student Research Paper: Each graduate student will complete a research project designed to answer a question dealing with the context of lithic analysis. “Satisfactory” papers will outline a problem, derive a specific hypothesis for evaluation, present an overview of the relevant literature, design a set of methods for conducting the research, derive a set of results and finally, discuss their results within the context of their research problem. The final product will include a no less than 4000 word paper (~15 pages) excluding tables, figures and references. Finally, graduate students will give a short 20 min spoken/PowerPoint presentation on their research during one of the last two lab periods. Subject matter is wide open and may range from the analysis of an archaeological assemblage to conducting an experimental study. You will submit your paper in SAA manuscript format.

Statement of Attendance Policy. Attendance is mandatory for this class. You cannot participate in class discussions if you are not present. I do expect that students will arrive to class before the period begins and that once in class they will remain until the period ends or until their presence is optional. Lectures and other class materials will only be available during class. If you cannot make it to class, please inform me BEFORE the scheduled class period.

All assignments are due at the beginning of class – T/Th 1:30 pm sharp! Assignments turned in after 1:30 pm will be assessed an immediate 10% grade penalty and a further 10% grade reduction for each additional day that the assignment is late. If you are late for class, any work due that day is late as well and will be assessed a grade reduction. Take home point: do not wait until five minutes before class to print out your assignments in the computer lab - your grade will suffer!

Assignment Format: Please use double spaced 12 point, Times New Roman font with 1- inch margins for all of your written assignments. All other items of style will follow the SAA style guide. Work formatted otherwise will not be accepted. All work should be well-written and proofread – spelling and grammar will count and sloppy, poorly presented work will receive lower grades! If you are not the best writer then you should take advantage of the writing lab.

<u>Evaluation:</u>	<u>Undergraduates:</u>	<u>Graduate Students</u>
	Class Participation 25%	Class Participation 30%
	Abstracts 25%	Abstracts 20%
	Hands-On/Lab 40%	Hands-On/Lab 20%
	Quizzes 10%	Quizzes 10%
	Total 100%	Research Paper 20%
		Total 100%

Note to Anthropology Undergraduate Majors: You must earn a “C” grade or higher for this class to apply to your degree. Grades of “C-“ and lower will require you to retake the class. I do not assign unearned grades to accommodate anthropology majors. Please allocate the effort necessary to earn the grade you need.

Note to Anthropology Graduate Students: You must earn a “B” grade or higher for this class to apply to your degree. Grades of “B-“ and lower will require you to retake the class. I do not assign unearned grades to accommodate graduate students. Please allocate the effort necessary to earn the grade you need.

Grading Scale:

Grades will be assigned following the MSU grading system published in both the graduate and undergraduate catalogs. MSU defines grades as follows:

A (>92%) Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

A- (90-92%) Excellent work. Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B+ (88-89%) Near excellent work. Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B (82-87%) Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduates: B = meritorious; For graduates B = adequate).

B- (80-81%) Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.

C+ (78-79%) Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.

C (72-77%) Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduates: C = adequate; For graduates: C = inadequate).

C- (70-71%) Slightly below satisfactory work.

Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality.

D+ (68-69%) Passing work. Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

D (60-67) Minimum passing work. Achievement barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

F (<60%) Failed - no credit. A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

Schedule of Discussion Topics

Week	Date	Subject
1	8/26-28	Introduction
2	9/2-4	The Lithic Record I – The Old World Lab – Flintknapping Tutorials
3	9/9-11	The Lithic Record II – The New World Lab – Clovis Technology Video
4	9/16-18	Raw Material Lab - Raw Material Excursion (Weather Permitting)
5	9/23-25	Organization of Technology Lab - Raw Material Identification
6	9/30-10/2	Debitage Analysis I Lab - Flintknap
7	10/7-9	Debitage Analysis II Lab – Flintknap
8	10/14	Stone Tool Typology I -No Class 10/16
9	10/21-23	Stone Tool Typology II Lab – Debitage I
10	10/28-30	Use-Wear Analysis Lab – Debitage II
11	11/4-6	Performance Characteristics – Projectile Points Lab – Debitage Quiz, Usewear
12	11/11-13	Analyzing Assemblages Lab – Usewear
13	11/18-20	Refitting Lab – Usewear
14	11/25	Behavioral Ecology and Lithic Analysis No Class 11/27 , Graduate research papers due 11/26 5 pm
15	12/2-4	Technological Change Lab – Usewear

I reserve the right to modify the syllabus as we go, but will notify you if I do so

Electronic Devices

You may not use cell/smart phones and laptops during class. More often than not use of such devices is distracting to both the students around you and your lecturer. Please turn them off and put them away when you enter the classroom. Students identified using electronic devices will be asked to leave the classroom and will lose any and all credit for assignments due that day or quizzes given.

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

IN COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA), it is the policy of the Department of Sociology, Social Work & Anthropology at Utah State University to maintain the confidentiality of students' records. When it is not feasible to distribute exams, papers, and other assignments to students individually (e.g., in large-enrollment classes), the instructor may obtain from students a signed waiver of confidentiality regarding class assignments so exams, papers, and other academic exercises may be placed out during class or during other group sessions for students to pick up. A general waiver may be sought from each student at the beginning of the academic term with the understanding that the waiver may be rescinded , in writing, during the academic term if the student chooses. If a student does not sign a waiver, then assignments must be returned to that student confidentially.