ANG 6122C Archaeological Ceramics

Spring 2009
Section 7955
Monday 1:55-4:55 PM (Periods 7-9)
Turlington B357

Instructor: Dr. Kenneth E. Sassaman
Office: 1112 Turlington Hall
Phone: (352)392-2253 ext. 205
email: sassaman@anthro.ufl.edu

Office Hours: Mon. 10 AM-noon

REQUIRED TEXT

Additional readings as specified below

COURSE DESCRIPTION
Archaeological Ceramics is a graduate-level practicum in the analysis of prehistoric pottery. We review a variety of analytical approaches to pottery, but the emphasis is on technological and functional approaches. The course is structured around a "life cycle" perspective that begins with the selection of clay and temper and follows the manufacture, use, discard, and recycling trajectories of alternative vessel technologies. Our inferential bases about the decisions and behaviors involving pottery come primarily from ethnoarchaeological and experimental research. Particular attention is given to the mechanical performance of alternative ceramic pastes, design specifications, and vessel forms. We also delve into the behavioral insights of use alteration and assemblage formation processes.

The ultimate goal of this course is to familiarize you with pottery analysis so that you can conduct independent research in the technofunctional variation of archaeological ceramics. To this end, you are required to either have an assemblage of pot sherds for analysis, or to review a body of extracurricular literature on technofunctional variation in pottery. In bridging ethnoarchaeological and experiment findings to archaeological ceramics we employ a vessel-unit of analysis. After determining the minimum number of vessels, you will gather data on variables such as temper, wall thickness, vessel profile, orifice diameter, use alteration, and breakage patterns. The actual data you collect will be determined by the question(s) you pose. Our readings from the text and supplemental articles (all required reading!) will provide ample inspiration for the sorts of questions you might address, as well as the inferential basis for linking the mute sherds in your assemblage to human decisions and actions.
FORMAT AND EXPECTATIONS

We meet every Monday from 1:55-4:55 PM. I will present material, through lecture and demonstration, at each of these meetings. The first few weeks will be full presentations; thereafter we split our time between lectures, laboratory demonstrations, discussion, and an occasional video. Your performance in this course will be based on grades from three lab quizzes (30 percent), your ca. 20-page paper (60 percent), and class participation, including a 15-minute presentation to the class on your research project (10 percent).

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Prospectus</td>
<td></td>
</tr>
<tr>
<td>Jan. 19</td>
<td>No Class - MLK Day</td>
<td></td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Pottery in Prehistory</td>
<td>Rice Chap. 1; Rice 1996a, 1996b, 1999</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Pots to Sherds to Pots</td>
<td>Rice Chap 9.; Braun 1983; Stark 2003; Crown 2007</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Life Cycle Perspective</td>
<td>DeBoer 1974; DeBoer &amp; Lathrap 1979; David &amp; Henning 1972; Mills 1989; Beck 2006; Sullivan 2008</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Clay Selection and Preparation Quiz 1</td>
<td>Rice Chaps. 2, 3; Chap 13:375-382; Chap 14:406-413; Gosselain 1994; Stark et al. 2000; Fowles et al. 2007</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Temper Selection Lab 2: Identifying Aplastics</td>
<td>Rye 1976; Bronitsky &amp; Hamer 1986; Schiffer and Skibo 1987; Skibo et al. 1989</td>
</tr>
<tr>
<td>Mar. 2</td>
<td>Forming Techniques Quiz 2</td>
<td>Rice Chap. 5; Arnold 1985 Chap. 8</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>No Class - Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar. 16</td>
<td>Finishing and Firing Techniques Lab 3: Surface Treatments</td>
<td>Rice Chaps. 4, 14.3; Gosselain 1992; Schiffer et al. 1994; Longacre et al. 2002; Pierce 2005</td>
</tr>
<tr>
<td>Mar. 23</td>
<td>Form and Function: Cooking Lab 4: Vessel Profiles</td>
<td>Rice Chaps. 7, 12.4; Frink and Harry 2008; Linton 1944; Reid 1989</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>Form and Function: Storage &amp; Serving Quiz 3</td>
<td>Mills 1999; Hally 1986; DeBoer 2001; Blitz 1993</td>
</tr>
<tr>
<td>Apr. 6</td>
<td>Use Alteration Lab 5: Reporting Results</td>
<td>Rice Chap 7.4; Arthur 2002; Hally 1983; Skibo 1992, Skibo et al. 1997</td>
</tr>
<tr>
<td>Apr. 20</td>
<td>Pottery, Society, Culture (Student Paper Presentations)</td>
<td>Rice Chaps. 6, 8; Crown 1999; Brown 1989; Sassaman and Rudolphi 2001; Bowser 2000; Eerkens et al. 2002</td>
</tr>
<tr>
<td>Apr. 22</td>
<td>Papers Due</td>
<td></td>
</tr>
</tbody>
</table>
Additional Reading List

Arnold, Dean E.  

Arthur, John W.  

Beck, Margaret  

Blitz, John H.  

Bowser, Brenda J.  

Braun, David P.  

Bronitsky, Gordon, and R. Hamer  

Brown, James A.  

Crown, Patricia L.  


David, Nicholas, and Hilke Hennig  

Deal, Michael  

Deal, Michael, and Melissa B. Hagstrum  
DeBoer, Warren R.


DeBoer, Warren R., and Donald Lathrap

Eerkens, Jelmer, Hector Neff, and Michael Glascock

Fowles, Severin W., Leah Minc, Samuel Duwe, and David V. Hill

Frink, Lisa and Karen G. Harry

Gosselain, Olivier P.


Hally, David J.


Linton, Ralph

Longacre, William A., Jingfeng Xia, and Tao Yang

Mills, Barbara J.


Pierce, Christopher
Reid, Kenneth C.

Rice, Prudence M.

Rye, O. S.

Sassaman, Kenneth E., and Victoria Rudolphi

Schiffer, Michael B., and James M. Skibo

Schiffer, Michael Brian, James M. Skibo, Tamara C. Boelke, Mark A. Neupert, and Meredith Aronson

Senior, Louise M.

Skibo, James M.

Skibo, James M., Tamara C. Butts, and Michael Brian Schiffer

Skibo, James M., Michael B. Schiffer, and Kenneth C. Reid

Stanislawski, Michael B.

Stark, Miriam

Stark, Miriam T., Ronald L. Bishop., and Elizabeth Miksa
Sullivan, Alan P.