CURRICULUM SIS ENTRY

- ☐ 1. Check Course Number
- ☐ 2. SCACRSE
- ☐ 3. SCADETL
- ☐ 4. SCASYLB
- ☐ 5. SCARRES
- ☐ 6. SMAALIB
- ☐ 7. SMAAREA
- ☐ 8. SCAPREQ
- ☐ 9. Summer Prereq
- ☐ 10. SZACXRF / CBM003

TEXAS STATE UNIVERSITY
COURSE ADDITION FORM

1. Effective Semester: Fall 2018

2. College: Liberal Arts	**3.** Department/School/Program: Anthropology

4. Prefix/Subject				Number				
A	N	T	H	7	3	1	5	

5. Course Title:																	
Proposed Long	Advanced Archaeological Techniques																
Abbreviated (18 characters only including spaces)																	
A	D	V		A	R	C	H		T	E	C	H					

6. Course Description (complete sentences in 50 words or less): The focus of this methods course is the analyses of various archaeological materials, such as ceramics, lithics, or the images and symbols of pre-historic cultures. The course highlights the integration of these techniques into broader research designs and their application to important questions about the past. This course may be repeated for credit, but not more than 6 hours will apply towards the doctoral degree.

7. Prerequisites (Including Minimum Grade Required):	**9.** Restrictions:
8. Co-Requisites (Including Concurrent Enrollment Allowed):	

10. Course Data

CIP Code (10 digits - no spaces or periods)									
4	5	0	2	0	1	0	0	0	1

Instruction Type		Lecture Contact Hours	Lab Contact Hours	Credit Hours	Repeatable for Credit?		Maximum Credit Hours Allowed
1-Lecture	☒	1	2	3	Yes	☒	6
2-Lab	☐				No	☐	
3-Practicum/Intrnshp/ Student Teaching	☐						
4-Seminar	☐						
5-Independent Study	☐						
6-Private Lesson	☐						
8-Thesis	☐						
9-Dissertation	☐						
0-Individualized	☐						
C-Clinical	☐						

Writing Intensive?		Topics Course?	
Yes	☐	Yes	☐
No	☒	No	☒

Valid Grade Mode (choose only one) (See PPS 4.07 for definitions.)	
Standard Letter	☒
Credit/ No Credit	☐
Leveling/Assistantships/ESL	☐
Developmental	☐

Course Equivalency(s) (Prefix and Number)

11. Justification for the course action:	
Degree: PhD	Major: Applied Anthropology
Minor:	Certificate: NA

Explain why the new course is needed.

This new course provides students with the theoretical and methodological background to interpret the lithic and ceramic artifacts of past cultures, as well as the images and symbols found on artifacts. It is needed for students developing careers in CRM archaeology.

12. Course Goals and Objectives:

- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to *Bloom's Taxonomy of Measurable Verbs*.

Depending on the focus of the course, students will be able to explain the theory and methods involved in the analysis of lithic artifacts, ceramic artifacts, or the images and symbols found on artifacts. They will participate in laboratory analyses and construct independent research projects.

13. Description of Instructional Methodologies:

- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

The course will include lectures, discussion by students facilitated by the instructor, individual presentations that summarize and critically evaluate peer-reviewed literature on assigned topics, and complete individual projects in the form of research papers that include directed laboratory analysis of artifacts.

14. Assessment of Student Learning:

- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

Students will participate in discussion (15%), give four class presentations on additional readings (40%), write a 20-page research paper (35%), and give a presentation on the conclusions of their research (10%).

15. Course Outline: Lithics

- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

Week 1: Introduction-basic concepts of lithic analysis	Week 9: Classification, Typology & Style-Other tools
Week 2: Lithic knapping and stone tool production techniques	Week 10: Ground Stone analysis
Week 3: Manufacture, replication & raw material use	Week 11: Paper Research approaches and strategies
Week 4: Debitage analysis	Week 12: Specialization & mass production
Week 5: Reduction sequences/operational chains	Week 13: Exchange
Week 6: Refitting and formation processes	Week 14: Organization of technology
Week 7: Wear/micro-wear analysis	Week 15: Paper research methods
Week 8: Classification, typology & style-projectile points	Week 16 (Finals Week): Research paper due

15. Course Outline: Ceramics

- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

Week 1: Introduction to studying ceramics	Week 9: Paste analysis – lab work
Week 2: The history of pottery	Week 10: Compositional, provenance, and residue studies
Week 3: Raw material and pottery manufacture	Week 11: Pottery and sociopolitical organization
Week 4: Classification and quantification – lab work	Week 12: Pottery and sociopolitical organization (continued)
Week 5: Form and function – lab work	Week 13: Hand built pottery – lab work
Week 6: The organization and context of pottery production – ethnography and ethnoarchaeology	Week 14: Ceramics and ritual.
Week 7: The organization and context of pottery production – archaeology	Week 15: Summary and conclusions of the course.
Week 8: Style and design	Week 16 (Finals Week): Research papers due and final presentations.

15. Course Outline: Images and Symbols

- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

Week 1: Iconography and symbols as a cognitive process and the role of ecology in analysis Week 2: Civilization and its characteristics Week 3: Symbols and their importance to civilization Week 4: Civilization, art, ideology, and political authority Week 5: Olmec art and the Olmec style Week 6: The Olmec heartland, political control and social stratification Week 7: Cosmology and the Olmec symbol system Week 8: Middle Formative Ceremonial Complex	Week 9: The Olmec and the rise of civilization in Mesoamerica Week 10: Pre-Mississippian cultures Week 11: The belief and ideological systems of the Native Americans of the eastern U.S. Week 12: Chiefly centers of the Mississippian Period Week 13: The function of art and esoteric knowledge in chiefdoms Week 14: The Mississippian Period and the Southeastern Ceremonial Complex Week 15: The function of art and esoteric knowledge in chiefdoms Week 16 (Finals Week): Student presentations

16. Suggested Textbook(s) and Other Learning Resources:

- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)

Lithics:
Andrefsky, William Jr. 2006 *Lithics: Macroscopic Approaches to Analysis,* 2nd edition. Cambridge: Cambridge University Press.

Ceramics:
Rice, Prudence M. 2015. *Pottery Analysis: A Sourcebook, Second Edition*. University of Chicago Press.
Orton, Clive and Michael Hughes. 2013. *Pottery in Archaeology, Second Edition*. University of Cambridge Press, Cambridge.

Images and Symbols:
Grove DC. 2014. *Discovering The Olmecs An Unconventional History*. Austin: The University of Texas Press.

Lankford GE, Reilly FK, Garber JF. 2011. *Visualizing the Sacred, Cosmic Visions, Regionalism, and the Art of the Mississippian World*. Austin: The University of Texas Press.

17. Bibliography:

- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.

Lithics:

Bamforth, D.B., Bleed, P. (1997). Technology, flaked stone technology, and risk. In: Barton, C.M., Clark, G.A. (Eds.), *Rediscovering Darwin: Evolutionary Theory and Archeological Explanation*, pp. 109-139. Archeological Papers of the American Anthropological Association, No. 7. American Anthropological Association, Washington.

Bleed, Peter (1986). The optimal design of hunting weapons: maintainability or reliability. *American Antiquity* 51:737-747.

Bousman, C.B. (1993) Hunter-gatherer adaptations, economic risk and tool design. *Lithic Technology* 18:1&2:59-86.

Bousman, C. B. (2005). Coping with risk: Later stone age technological strategies at Blydefontein Rock Shelter, South Africa. *Journal of Anthropological Archaeology*, *24*(3), 193-226.

Collins, Michael B. (1975). Lithic Technology as a Means of Processual Inference. In *Lithic Technology: Making and Using Stone Tools*, pp. 15-35, edited by Earl Swanson.

Harry J. Shafer; Thomas R. Hester (1991) Lithic Craft Specialization and Product Distribution at the Maya Site of Colha, Belize. *World Archaeology*, Vol. 23:79-97.

Fitzhugh, B., (2001). Risk and invention on human technological evolution. *Journal of Anthropological Archaeology* 20:125-167.

Frédéric Sellet (1993). Chaîne Opértoire: The Concept and its Applications. *Lithic Technology* 18:106-112.

Krieger, Alex (1944) The typological concept. *American Antiquity* 9:271-288.

Lassen, R. (2015). The Folsom–Midland component of the Gault site, central Texas: Context, technology, and typology. *Plains Anthropologist*, *60*(234), 150-171.

Marks, Anthony and Phillip Volkman (1989). Technological Variability and Change Seen Through Core Reconstruction, In *The Human Uses of Flint and Chert*, pp. 11-20, edited by G. de G. Sieveking and M. H. Newcomer.

Surovell, T. A. (2012). *Toward a behavioral ecology of lithic technology: Cases from paleoindian archaeology*. University of Arizona Press.

Shott, M. J., & Seeman, M. F. (2015). Curation and recycling: Estimating Paleoindian endscraper curation rates at Nobles Pond, Ohio, USA. *Quaternary International*, *361*, 319-331.

Vincent Mourre, Paola Villa, Christopher S. Henshilwood (2010) Early Use of Pressure Flaking on Lithic Artifacts at Blombos Cave, South Africa. *Science,* 330 (6004), 659-662.

Villa, P., Soriano, S., Tsanova, T., Degano, I., Higham, T. F., d'Errico, F. & Beaumont, P. B. (2012). Border Cave and the beginning of the Later Stone Age in South Africa. *Proceedings of the National Academy of Sciences*, 109 (33), 13208-13213.

Wiessner, Polly (1983). Style and social information in Kalahari San projectile points. *American Antiquity* 48, 253-276.

Wiessner, Polly (1984). Reconsidering the behavioral basis of style. *Journal of Anthropological Archaeology* 3, 190-234.

Ceramics:
Aimers, J. J. (editor)
2013 *Ancient Maya Pottery: Classification, Analysis, and Interpretation*. University Press of Florida, Gainesville.

Backes, C.J., Jr., D. Cheetham, and H. Neff
2012 The Color of Influence: A Provenance Study of Hematite –Based Paints on Early Olmec Carved Pottery. *Latin American Antiquity* 23(1):70-92

Barker, A., B. Venables, S.M. Stevens Jr., K.W. Seeley, P. Wang, and S. Wolverton
2012 An Optimized Approach for Protein Residue Extraction and Identification from Ceramics after Cooking. *Journal of Archaeological Method and Theory* 19(3):407-439

Bevan, A., X. Li, M Martinon-Torres et al.
2014 Computer Vision, Archaeological Classification, and China's Terracotta Warriors. *Journal of Archaeological Science* 49:249-254.

Blanco-Gonzalez, A.
2014 Tracking the Social Lives of Things: Biographical Insights into Bronze Age Pottery in Spain. *Antiquity* 88:441-455.

Craig, O.E. et al.
2013 Earliest Evidence for the use of Pottery. *Nature* 496:351-354.

De la Fuente, G.A.
2011 Urns, Bowls, and Ollas: Pottery –Making Practices and Technical Identity in the Southern Andes during the Late Period (ca. AD 900-AD 1450). *Latin American Antiquity* 22:224-252.

Frankel, D. and J.M. Webb
2014 A Potter's Workshop from Middle Bronze Age Cyprus: New Light on Production Context, Scale and Variability. *Antiquity* 88:425-440.

Golder, J.
2010 Administrator's Bread: An Experiment-Based Re-assessment of the Functional and Cultural Role of the Uruk Bevel-Rim Bowl. *Antiquity* 84:351-362.

Jordan, Peter and Marek Zvelebil (editors)
Ceramics before Farming: The Dispersal of Pottery among Prehistoric Eurasian Hunter-Gatherers. Left Coast Press, Walnut Creek, CA.

Kuzminsky, S.V. and M.S. Gardiner
2012 Three-dimensional Laser Scanning: Potential Uses for Museum Conservation and Scientific Research. *Journal of Archaeological Science* 39:2744-2751.

Palumbi, G., B. Gratuze, A. Harutyunyan, and C. Chataigner
2014 Obsidian-tempered Pottery in the Southern Caucasus: A New Approach to Obsidian as a Ceramic Temper. *Journal of Archaeological Science* 44:43-54.

Pecci, A., G. Giorgi, L. Salvini, and M.A. Cau Ontiveros
2013 Indentifying Wine Markers in Ceramics and Plasters Using Gas Chromatography-Mass Spectrometry: Experimental and Archaeological Materials. *Journal of Archaeological Science* 40:10-115.

Rasmussen, K.L., G.A. de la Fuente, A.D. Bond, K.K. Mathisesen, and S.D. Vera
2012 Pottery Firing Temperatures: A New Method for Determining the Firing Temperatures of Ceramics and Burnt Clay. *Journal of Archaeological Science* 39:1705-1716.

Rodriguez, E.C., and C.A. Hastorf
2013 Calculating Ceramic Vessel Volume: An Assessment of Methods. *Antiquity* 87:1182-1190.

Skibo, James M.
2013 *Understanding Pottery Function*. Springer, New York.

Velde, B. (editor)
2010 *Origin and Mineralogy of Clays: Clays and the Environment*. Springer, Berlin.

Wallis, Neill J.
2013 The Materiality of Signs: Enchainment and Animacy in Woodland Southeastern North American Pottery. *American Antiquity* 78(2):207-226.

Wu, Xiaohong et al.
2012 Early Pottery at 20,000 years ago in Xianrendong Cave, China. *Science* 336:1696-1700.

Yoshida, Kunio et al.
2013 Dating and Stable Isotope Analysis of Charred Residues on the Incipient Jomon Pottery (Japan). *Radiocarbon* 55 (2-3):1322-1333.

Images and Symbols:

Adams REW. 2007. *The Origins of Maya Civilization*. Albuquerque: University of New Mexico Press.

Bailey GA. 1995. *The Osage and the Invisible World From the Works of Francis La Flesh*. Norman: University of Oklahoma Press.

Danien EC, Sharer RJ. 1992. *Deciphering Maya Architectural Plans*. Philadelphia: University of Pennsylvania Press.

Danien EC, Sharer RJ. 1992. *New Theories on the Ancient Maya*. Philadelphia: University of Pennsylvania Press.

Davito F. 2015. *Breaking the Olmec Code*. Raleigh, NC: Lulu Press.

De La Fuente B, Benson EP. 1996. *Olmec Art of Ancient Mexico*. Washington, D.C.: National Gallery of Art.

Diaz-Granados C, Duncan JR. 2004. *The Rock-Art of Eastern North America, Capturing Images and Insight*. Tuscaloosa: University of Alabama Press.

Freidel D, Schele L. 1993. *Maya Cosmos: Three Thousand Years on the Shaman's Path*. New York: William Morrow and Company.

Galloway P. 1989. *The Southeastern Ceremonial Complex, Artifacts and Analysis: The Cottonlandia Conference*. Lincoln: University of Nebraska Press.

Hall RL. 1997. *An Archaeology of the Soul: North American Indian Belief and Ritual*. Urbana: University of Illinois Press.

Lankford GE. 1987. *Native American Legends, Southeastern Legends: Tales form the Natchez, Caddo, Biloxi, Chickasaw, and Other Nations*. Little Rock: August House.

Miller ME. 2012. *The Art of Mesoamerica: From Olmec to Aztec*. London: Thames and Hudson.

O'Brien Michael J. 1994. *Cat Monsters and Head Pots, The Archaeology of Missouri's Pemiscot Bayou*. Columbia: University of Missouri Press.

Milner, George. 2004. *The Mound Builders*. New York: Thames & Hudson.

Pauketat TR, Emerson TE. 1997. *Cahokia Domination and Ideology in the Mississippian World*. Lincoln: University of Nebraska Press.

Pauketat, TR, Alt SM. 2015. *Medieval Mississippians: The Cahokian World*. Santa Fe: School for Advanced Research Press.

Pellizzi F. 2015. *Anthropology and Aesthetics*. Cambridge: Harvard University Press.

Peregrine, PN. 2013. *Archaeology of the Mississippian Culture: A Research Guide*. New York: Routledge.

Phillips C. 2014. *Lost History of Aztec and Maya: The History, Legend, Myth and Culture of the Ancient Native Peoples of Mexico and Central America: Olmec, Maya, Chichimec, Huastec, Zapotec, Toltec, Mixtec, Totonac, Aztec*. London: Hermes House.

Reilly FK, Garber JF. 2007. *Ancient Objects and Sacred Realms, Interpretations of Mississippian Iconography*. Austin: University of Texas Press.

Rosenwig RM. 2015. *The Beginnings of Mesoamerican Civilization: Inter-Regional Interaction and the Olmec*. Cambridge: Cambridge University Press.

Smith KE, Trubitt MB. 2009. *Speaking With The Ancestors: Mississippian Stone Statuary of the Tennessee-Cumberland Region*. Tuscaloosa: University of Alabama Press.

Smith TS. 1995. *The Island of The Anishnaabeg, Thunderers and Water Monsters In the Traditional Ojibwe Life-World*. Moscow: University of Idaho Press.

Townsend RF, Sharp RV. 2004. *The Hero, Hawk, and the Open Hand: American Indian Art of the Ancient Midwest and South*. New Haven: Yale University Press.

18. Approvals:

Department Chair/Program Director/School Director	11/18/16 Date
Chair of College Curriculum Committee	NOV 1 8 2016 Date
Dean of College	NOV 1 8 2016 Date
Dean of The Graduate College (if applicable)	2/1/2017 Date
Chair of University Curriculum Committee (if applicable)	Date

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