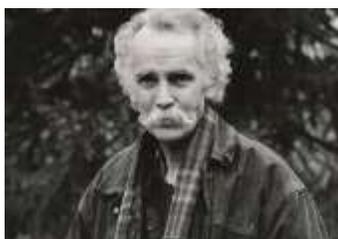


Pottery Analysis in Archaeology

01:070:381

Credits: 3

Rutgers University . Spring 2021



“Coming into being, the work of art, this very pot, creates relations—relations between nature and culture, between the individual and society, between utility and beauty.”
—Henry Glassie, In *The Potter's Art* (1999:17)

Instructor

Dr. Keri Sansevere

Email: Keri.Sansevere@rutgers.edu

(Please kindly allow 48 hours for e-mail response, exclusive of weekends.)

Office Hours: My virtual office is open to meet with you.

Please e-mail the instructor to schedule an appointment.

Course Meeting Information

Course runs: 01/18/21 – 05/11/21

Format: [Asynchronous remote instruction](#)

Learning Management System: Canvas

Student Technical Support

OIT Help Desk: Call 833-OIT-HELP or visit the [OIT website](#)

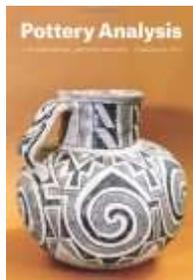
Course Description

Pottery is one of the most encountered artifacts on archaeological sites, second to stone tools, and among the most studied artifacts within the field of archaeology. When analyzed, pottery can be a useful tool to establish chronology at archaeological sites and provides clues as to the nature of past human events, activities, connections between groups, and more.

In *Pottery Analysis*, we will initially focus on pottery technology, including the nature of clay and temper, the “art” or “craft” of potting, and the firing process. These fundamentals will help students recognize techniques used by potters of the past. The second component of the course is designed to help participants understand how archaeologists can use pottery to answer questions about the human past. Throughout the course, we will read a selection of classic and recent literature on the topic of pottery analysis in archaeology and endeavor to practice skills such as drawing pottery, analyzing pottery, and working with a database.

Prerequisite: No prerequisite is required for this course, though some background in archaeology, anthropology, or ceramics may be helpful.

Required Readings



2015 Rice, Prudence. *Pottery Analysis: A Sourcebook*. 2nd edition. University of Chicago Press, Chicago. (Available for purchase through the [Rutgers University Official Bookstore](#), [University of Chicago Press](#), and other reputable online outlets.)

Other required reading articles will be posted weekly on Canvas.

Suggested General Reference Texts

- 1965 Shepard, Anna O. *Ceramics for the Archaeologist*. Carnegie Institute of Washington, Publication 609. Reprinted in 1995.
- 1987 Majewski, Teresita and Michael J. O'Brien. Use and Misuse of Nineteenth-Century English and American Ceramics in Archaeological Analysis. *Advances in Archaeological Method and Theory*. 11:97-209.
- 1991 Sinopoli, Carla M. *Approaches to Archaeological Ceramics*. Plenum Press, New York.
- 1997 Sussman, Lynne. Mocha, Banded, Cats Eye, and other Factory Made Slipwares. *Studies in Northeast Historical Archaeology*. Council for Northeast Historical Archaeology, Boston.

How This Course Works

This class operates in an [asynchronous format](#), meaning there are no live meeting times. This affords students flexibility to get their work done throughout the week. Many students find this learning format enables them to work through and reflect on class material bit-by-bit, instead of rushing to turn-in an assignment at the end of a class period. Please make sure you are dedicating proper time during the week for learning and completing assignments. Some students find it helpful to design a schedule with block-out time for completing course work. You may wish to use the template I posted for you on Canvas titled “**Design Your Learning Schedule.**”

Weekly learning guides will be released beginning the first day of the semester. In general, weekly work may consist of: listening to recordings by the instructor, reading a selection of professional literature, participating in online discussion forums, and/or completing activities. **Work is generally due Friday’s by 5 PM**, though there may be some exceptions to this (for example, class discussions, which have two

components). Try to make it a habit to check Canvas by the end of the day on Monday to get a sense of what work is due for that week and how you'll need to budget your time.

Late work is typically not accepted for credit, unless arrangements are authorized by the instructor in advance of a deadline. **Students are responsible for regularly checking our course Canvas site and Rutgers University e-mail to stay current with the class.**

Department of Anthropology Learning Goals

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills.
3. Students are able to demonstrate proficiency using current methods in their major fields, including library research skills.
4. Students are able to express themselves knowledgably and proficiently in writing about central issues in their major field.
5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.

ASSIGNMENTS

Weekly Reading Log

Department of Anthropology Learning Goals 1, 2, 3, and 5.

Students are expected to keep a weekly reading log throughout the semester that engages with the ideas presented in your reading assignments. Students have found the reading logs to be a useful strategy that helps them process professional literature. Please review the “**Close Reading Pro Tips**” and “**Reading Log Pro Tips**” pages on Canvas before you begin. At minimum, your log should contain the following:

1. Three thoughtful, reflective, *college-level* comments or enlightening questions on one assigned reading of your choice each week; these should demonstrate that you completed the reading assignment.
2. Responses must be typed. Please include your name, the assignment due date, and corresponding reading.
3. Reading Logs must be uploaded to the respective “Reading Log” folder on Canvas no later than **5 PM each Friday beginning at the end Week 2. Your first reading log is due on Friday 01/29/21 at 5 PM.**

Reading logs will be graded on a scale of 0 (did not complete) – 5 (excellent work). You can use your reading log score to gauge how your assignments are meeting course expectations. Responses that score above 0 but below 5 might reflect work that is incomplete, provides simple summaries of readings, or demonstrates average work. Responses that receive a 5 score represent complete and excellent work; these might be particularly reflective, sophisticated, or enlightening, identify a problem, or make connections to other reading assignments or class resources. Responses that receive a 5 score are near-perfect or perfect and indicate a higher level of thinking. **Value: 15%**

Reader Leader Presentation

Department of Anthropology Learning Goals 1, 2, 3, and 5.

"Reader Leaders" play an important part in the course by communicating key points and reflections about critical reading assignments to their peers. Beginning Week 2, each student is required to lead a discussion of one reading, at minimum, during the term. Your reader leader presentation should be a five-minute video recording that provides an overview of the reading, discusses its significance (for example, in terms of the weekly topic in which it is assigned), and presents a critique or evaluation of the material. Some students find it helpful to prepare a PowerPoint to accompany their talking points. Please record your video on a share platform (like YouTube), that allows you to upload your video as a URL link. This ensures the format is supported by Canvas and can be easily accessed by your classmates.

Please see the “**Reader Leader Schedule**” posted under the module titled “Reader Leader Presentations” to find out what week you are presenting on. Presentations should be uploaded to the dedicated “**Reader Leader Presentation Forum**” by Friday 5 PM at the end of your presentation week. Students should check this forum weekly to stream content as part of their weekly learning materials. Students are encouraged to engage with their classmate's recordings in a response post, though this is not a graded requirement.

Value: 5%

Weekly Discussions and Activities

Department of Anthropology Learning Goals 1, 2, 3, and 4.

Students will “participate” in class by completing weekly online discussions and/or activities. Refer to the instructor’s weekly learning guide for more information.

Discussions and activities will be graded on a scale of 0 (did not complete) – 5 (excellent work). You can use your score as a gauge to measure how your assignments are meeting course expectations. Responses that score above 0 but below 5 might reflect work that is incomplete, provides simple summaries of readings, or demonstrates average work. Responses that receive a 5 score represent complete and excellent work; these might be particularly reflective, sophisticated, or enlightening, identify a problem, or make connections to other chapters or class resources. Responses that receive a 5 score are near-perfect or perfect and indicate a higher level of thinking.

Discussions may take place amongst the entire class or within small groups. In some cases, students may be asked to “follow-up” (or respond) to other students’ posts; this will be indicated

in the weekly learning guide. In these cases, your **first post will be due Friday by 5 PM** and your **“follow-up” (or response) will be due on Sunday by 5 PM. Value: 20%**

Major Practical Exercises

Department of Anthropology Learning Goals 1, 2, 3 and 4.

Students will be able to practice skills in pottery analysis by participating in several exercises throughout the semester. These are designed to build on concepts and ideas presented in class and in readings. Exercises link relevant subject matter to an activity, research assignment, or writing assignment. Examples of exercises may include analyzing ethnographic film, drawing pottery, and analyzing pottery using a database. Exercises will be assigned periodically throughout the term. **Value: 20%.**

Research Paper

Department of Anthropology Learning Goals 1, 2, 3, and 4.

This assignment is tailored so that you will have the opportunity to explore a topic pertaining to pottery analysis in-depth on your own. Plan to write an 8-10 page research paper on a topic of your choosing as it relates to pottery in archaeology. It is suggested that you approve your topic with the instructor. More information about this assignment will be discussed during the semester. The research paper will be due near the end of classes. **Value: 20%.**

Book Review

Department of Anthropology Learning Goals 1, 2, 3, and 4.

In lieu of a final exam, students will complete a proper book review of a scholarly book pertinent to the analysis of pottery in the field of archaeology. More information about this assignment will be discussed during the semester. The book review will be due during final exam week. **Value: 20%**

INSTRUCTOR POLICIES

Classroom Etiquette

The virtual classroom is a professional environment and students are expected to remain courteous and respectful. Please take a few moments to review [these general “netiquette” guidelines](#) for online classes.

Exam Conduct

During exams you **may not** retrieve/use your cell phone, talk to fellow students, retrieve any materials from your backpack, briefcase or other bags, or read other students’ exam papers. This is viewed as cheating on an exam and will not be tolerated. Cheating on exams (or any other course work) will not be tolerated and will result in a zero (0).

Late Submission Policy

Please submit assignments on time. *Late assignments will not be accepted for credit and will be marked zero (0) unless arrangements are made with the instructor in advance.

*“Printer issues”, “technical difficulties”, “forgetting” to print or upload an assignment, and the like are not an excuse for failing to submit an assignment on time. Consider completing work early enough to ensure you do not encounter any problems.

Grading

Reading Logs: 15%

Reader Leader Presentation: 5%

Weekly Online Discussions and Activities: 20%

Major Practical Exercises: 20%

Research Paper: 20%

Book Review: 20%

Letter grades will be assigned as followed:

A = >=90

B+ =85-89.99

B = 80 -84.99

C+ = 75-79.99

C = 70-74.99

D = 60-69.99

F = <60

Make-up Policy

“Make-ups” (exams, assignments, discussions, etc.) are typically not given in online classes since students are afforded the flexibility to work remotely.

UNIVERSITY RESOURCES and POLICIES**Academic Honesty**

Academic honesty is expected of all students enrolled at Rutgers University. Please review the university guidelines [here](#).

Common examples of plagiarism include (but are not limited to) copying and/or paraphrasing another author’s work and passing it as your own, transcribing speech from a movie without acknowledging credit or using quotations, or submitting a purchased or downloaded paper (or other materials). Words, concepts, ideas, thoughts, and the like that are not your own must be cited both in-text and listed in a bibliography. Please contact the instructor directly if you are unsure what plagiarism is or require additional clarification.

Office of Disability Services

(848) 445 - 6800 / 54 Joyce Kilmer Avenue Piscataway, NJ 08854

Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to the completion of the documentation process with the appropriate disability service office. Contact the Office of Disability Services at 848.445.6800 to coordinate reasonable accommodations for students with documented disabilities.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, [crisis intervention](#), referral to specialists in the community and consultation and collaboration with campus partners. You may also wish to [report a concern](#).

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate **after hours, call 848-932-1181.**

Spring 2021 Schedule
(This is a living document and subject to change)

Date	Topic	Readings
Week 1: 01/18/21	Course welcome	Explore the layout and content on our course Canvas site.
Week 2: 01/25/21	Opening considerations and the value of pottery analysis	<p>Rice (2015:293-306)</p> <p>2016 Kuettner, Angelika R. Simply Riveting: Broken and Mended Ceramics. <i>Ceramics in America</i>.</p> <p>2014 Crown, Patricia L. The Archaeology of Crafts Learning: Becoming a Potter in the Puebloan Southwest. <i>Annual Review of Anthropology</i> 43:71-88.</p>
Week 3: 02/01/21	The origins of pottery and ceramic technology	<p>Rice (2015:3-26)</p> <p>2016 Hsieh, Julia. The Practice of Repairing Vessels in Ancient Egypt: Methods of Repair and Anthropological Implications. <i>Near Eastern Archaeology</i>. 79(4):280-283.</p> <p>2002 Hyland, David C. et. al. Pleistocene Textiles in the Russian Far East: Impressions from Some of the World's Oldest Pottery. <i>Anthropologie</i> 40(1):1-10.</p> <p>Recommended: 2009 Lawler, Andrew. World's Oldest Pottery? <i>Science</i>.</p> <p>2019 Hirst, K. Kris. Yuchanyan and Xianrendong Caves - Oldest Pottery in the World. <i>ThoughtCo</i>.</p>
Week 4: 02/08/21	Clay and temper	<p>Rice (2015:31-110 and 406-413)</p> <p>2017 Fowler, Kent D. et. al. Pre-Contact Pottery Tempering Practices at Sipiwesk Lake, Manitoba: The Effects of Grit Tempering on Drying and Firing. <i>Canadian Journal of Archaeology</i> 41(1):97-116.</p> <p>Recommended: 2019 Cohen-Weinberger, Anat. Petrographic Results of Selected Chalcolithic Pottery Vessels from Horbat Nevalat. <i>'Atiqot</i> 94:137-140.</p>
Week 5: 02/15/21	The pottery production sequence and preparing materials	<p>1994 Rye, Owen. <i>Pottery Technology: Principals and Reconstruction</i>. <i>Manuals on Archaeology</i> 4, Taraxcum, Washington. pp. 16-28.</p> <p>Rice (2015:113-124)</p>

		<p>1982 Stimmel, Carole, Robert B. Heimann, and R.V.G. Hancock. Indian Pottery from the Mississippi Valley: Coping with Bad Raw Materials. In <i>Archaeological Ceramics</i>. Edited by J.S. Olin and J.D. Franklin, pp. 219-228. Smithsonian Institution Press, Washington, D.C.</p> <p>2000 Hegmon, Michelle. Advances in Ceramic Ethnoarchaeology. <i>Journal of Archaeological Method and Theory</i> 7(3):129-137.</p> <p>Recommended: 1994 Rye, Owen. <i>Pottery Technology: Principles and Reconstruction</i>. Manuals on Archaeology 4, Taraxcum, Washington. pp. 29-57</p> <p>2000 Costin, Cathy Lynne. The Use of Ethnoarchaeology for the Archaeological Study of Ceramic Production. <i>Journal of Archaeological Method and Theory</i> 7(4):377-403.</p> <p>2018 Suter, Scott Hamilton. “Unless Delayed by Unforeseen Circumstances”: A Tale of a Shenandoah Valley Industrial Pottery. <i>Ceramics in America</i>.</p>
Week 6: 02/22/21	Forming techniques	<p>Rice (2015:124-136)</p> <p>1994 Rye, Owen. <i>Pottery Technology: Principles and Reconstruction</i>. Manuals on Archaeology 4, Taraxcum, Washington. pp. 58-88.</p> <p>1995 Courty, M.A. Identification of Wheel Throwing on the Basis of Ceramic Surface Features and Microfabrics. <i>Journal of Archaeological Science</i>. 22(1):17-50.</p> <p>Recommended: 2003 Erickson, Michelle and Robert Hunter. Swirls and Whirls: English Agateware Technology. In <i>Ceramics in America</i>. Edited by Robert Hunter. Chipstone Foundation, London. 87-110.</p>
Week 7: 03/01/21	Surface treatment, decoration, and other finishing techniques	<p>Rice (2015:136-152)</p> <p>1994 Rye, Owen. <i>Pottery Technology: Principles and Reconstruction</i>. Manuals on Archaeology 4, Taraxcum, Washington. pp. 89-95.</p> <p>1988 David, Nicholas, Judy Sterner, and Kodzo Gavua. Why Pots are Decorated. <i>Current Anthropology</i>. 29(3):365-389.</p> <p>Recommended: 2012 Saunders, Rebecca. Deep Surfaces: Pottery Decoration and Identity in the Mission Period. <i>Historical Archaeology</i> 46(1):94-107.</p>
Week 8: 03/08/21	Firing pottery	Rice (2015:152-167 and 426-435)

		<p>2014 Zhushchikhovskaya, Irina S. and Yury G. Nikitin. Ceramic Firing Structures in Prehistoric and Ancient Societies of the Russian Far East. <i>Asian Perspectives</i> 53(2):121-149.</p> <p>Recommended: 1994 Rye, Owen. <i>Pottery Technology: Principals and Reconstruction</i>. Manuals on Archaeology 4, Taraxcum, Washington. pp. 96-122.</p> <p>2019 Ther, Richard et. al. How Was Neolithic Pottery Fired? An Exploration of the Effects of Firing Dynamics on Ceramic Products. <i>Journal of Archaeological Method and Theory</i> 26:1143-1175.</p>
Week 9: 03/15/21	SPRING BREAK	
Week 10: 03/22/21	Pottery and function	<p>Rice (2015:207-243)</p> <p>1983 Braun, David. Pots as Tools. In <i>Archaeological Hammers and Theories</i>, edited by James A. Moore and Arthur S. Keene, pp. 108-134. Academic Press, New York.</p> <p>1992 Skibo, J.M. <i>Pottery Function: A Use-Alteration Perspective</i>. Plenum Press, New York. pp. 33-49.</p> <p>Recommended: 1999 Heath, Barbara J. Yabbas, Monkeys, Jugs, and Jars: An Historical Context for African-Caribbean Pottery on St. Eustatius. In <i>African Sites Archaeology in the Caribbean</i> Edited by Jay B. Haviser. Kingston: Ian Randle Publishers, Kingston and Markus Wiener Publishers, Princeton, pp. 196-220</p> <p>2005 Gibble, Patricia E. Eighteenth-Century Redware Folk Terms and Vessel Forms: A Survey of Utilitarian Wares from Southeastern Pennsylvania. <i>Historical Archaeology</i>. 39(2): 33-62.</p>
Week 11: 03/29/21	Pottery and dating	<p>1997 Samford, Patricia. Response to a Market: Dating English Underglaze Transfer-Printed Wares. <i>Historical Archaeology</i>. 31(2): 1-30.</p> <p>1990 Seidel, John L. "China Glaze" Wares on Sites from the American Revolution: Pearlware before Wedgwood? <i>Historical Archaeology</i>. 24(1):82-95.</p> <p>2008 Teed, Michael. Mean Ceramic Dates and Chronology. <i>Lambda Alpha Journal</i>. 38: 47-54.</p>
Week 12: 04/05/21	Pottery and provenance	<p>Rice (2015:371-405 AND 413-426)</p> <p>1991 Stoltman, James B. Ceramic Petrography as a</p>

		<p>Technique for Documenting Cultural Interaction: An Example from the Upper Mississippi Valley. <i>American Antiquity</i> 56(1):103-120.</p> <p>1982 Bishop, Ronald L., Robert L. Rands, and George R. Holley. Ceramic Compositional Analysis in Archaeological Perspective. <i>Advances in Archaeological Method and Theory</i>. 5:275-330.</p>
Week 13: 04/12/21	Symbolism and semiotics of pottery	<p>1993 Helms, Mary W. Cosmological Chromatics: Color-Related Symbolism in the Ceramic Art of Panama. In <i>Reinterpreting the Prehistory of Central America</i>, edited by Mark W. Graham, pp. 209-252. University Press of Colorado, Boulder.</p> <p>2009 Demers, Paul A. "Crestspeak": British Military Crested Ceramics, Military Socialization, and Collective Memory. <i>International Journal of Historical Archaeology</i>. 13(3):366-384.</p> <p>2001 Orser, Charles E. Vessels of Honor and Dishonor: The Symbolic Character of Irish Earthenware. <i>New Hibernia Review</i>. 5(1):83-100.</p>
Week 14: 04/19/21	Pottery, social class, sex, and gender	<p>2016 McCartney, Martha W. George Thorpe's Inventory of 1624: Virginia's Earliest Known Appraisal, with photo essay Ceramics in Early Virginia. <i>Ceramics in America</i>.</p> <p>2012 Voss, Barbara Status and Ceramics in Spanish Colonial Archaeology. <i>Historical Archaeology</i> 46(2): 39-54</p> <p>2019 Fowler et. al. The Identity of Potters in Early States: Determining the Age and Sex of Fingerprints on Early Bronze Age Pottery from Tell eš-Šâfi/Gath, Israel. <i>Journal of Archaeological Method and Theory</i> 26:1470-1512.</p> <p>2018 Oras, Ester et. al. Social food here and hereafter: Multiproxy analysis of gender-specific food consumption in conversion period inhumation cemetery at Kukruse, NE-Estonia. <i>Journal of Archaeological Science</i> 97:90-101.</p> <p>Recommended: Arthur, John W. Pottery Use-Alteration as an Indicator of Socioeconomic Status: An Ethnoarchaeological Study of the Gamo of Ethiopia. <i>Journal of Archaeological Method and Theory</i> 9(4):331-355.</p>
Week 15: 04/26/21	Pottery and residues	<p>2009 McGovern, Patrick E. et. al. Ancient Egyptian Herbal Wines. <i>PNAS</i> 106(18):7361-7366.</p> <p>2016 Lucquin, Alexandre, et. al. Ancient Lipids Document Continuity in the Use of Early Hunter-Gatherer Pottery Through 9,000 years of Japanese Prehistory. <i>PNAS</i></p>

		<p>113(15):3991-3996.</p> <p>2006 Reber, Eleanora A. and Richard P. Evershed. Ancient Vegetarians? Absorbent Pottery Residue Analysis of Diet in the Late Woodland and Emergent Mississippian Periods of the Mississippi Valley. <i>Southeastern Archaeology</i> 25(1):110-120.</p> <p>Recommended: 2017 Anderson, Shelby L., Shannon Tushingam, and Tammy Y. Buonasera, Aquatic Adaptations and the Adoption of Arctic Pottery Technology: Results of Residue Analysis. <i>American Antiquity</i> 82(3):452-479).</p> <p>2014 Farrell, Thomas F. G. et. al. Specialized Processing of Aquatic Resources in Prehistoric Alaskan Pottery? A Lipid Residue Analysis of Ceramic Sherds from the Thule-Period Site of Nunalleq, Alaska. <i>Arctic Anthropology</i> 51(1):86-100.</p> <p>2008 Olson, Monika and Sven Isaakson. Molecular and isotopic traces of cooking and consumption of fish at an Early Medieval manor site in eastern middle Sweden. <i>Journal of Archaeological Science</i> 35:773-780.</p>
Week 16:	In lieu of a final exam, a book review will be submitted by Friday 05/07 5PM.	