# Course Syllabus

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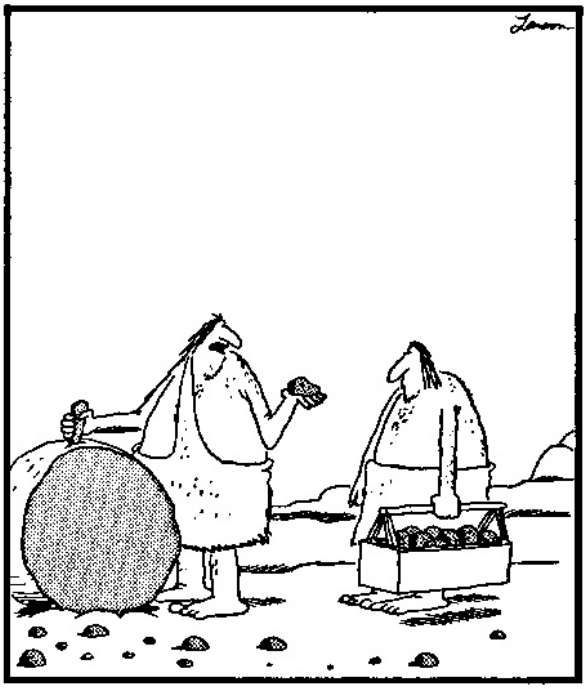
## ANT 4932: Lithic Analysis: The Archaeology of Stone Tools

University of Central Florida

M 3:00-4:15 PM CB1 Room O122

W 3:00-4:15 PM MSB Room 0149



"So what's this? I asked for a *hammer*! A hammer! *This* is a crescent wrench! ... Well, maybe it's a hammer. ... Damn these stone tools."

Course Instructor:

Dr. Brigitte Kovacevich

Office: Howard Phillips Hall Room 309P

Phone: 407-823-6554

Office Hours: Tuesday 3-4 PM, Wednesday 10:00-11:00 AM and by appointment

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TA:

Aaron Ott

Office: MSB Room 0149 (our lab)

Phone: 407-823-2227 (for messages to have your call returned)

Office Hours: Wednesday 1-3 PM and by appointment

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**Course Description:** This course is an introduction to the manufacture and analysis of flaked stone tools. We will also examine the ways in which lithic analysis can enlighten us about human behavior in past societies. Students will work with both archaeological and experimental collections, and engage in stone tool manufacture themselves. Course work will include raw materials properties and selection, technological developments, replication studies, tool description, classification, and analysis, debitage (waste) analysis, lithic illustration, toolstone sourcing, and analysis of style and technology.

**Learning outcomes:**

By the end of the course students should be able to 1) identify ancient tool technologies, 2) replicate some ancient tool technologies, 3) describe and analyze stone tools and debitage, 4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method).

**Required Textbooks:**

Patten, Bob. 2009. Old Tools-New Eyes: A Primal Primer of Flintknapping, Second Edition. Stone Dagger Publications, Denver.

Whittaker, John C. 1994. Flintknapping: Making and Understanding Stone Tools. University of Texas Press, Austin.

Available online via the library:

Andrefsky, W., 2005. Lithics: Macroscopic Approaches to Analysis (Cambridge Manuals in Archaeology). Cambridge: Cambridge University Press.

Link: https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=146179&db=nlebk (https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d%23AN=146179&db=nlebk)

**Course requirements:**

| | |
|---|---|
| Attendance and participation | 10% |
| Article Presentation | 20% |
| Midterm Exam | 20% |
| Final exam | 20% |
| Final Project (and outline etc.) | 30% |

Class attendance and participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. Attendance will be taken each day. If you do miss a discussion class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence and emailing it to me. If you miss a lab class there will generally be no way to make that up. You may be able to schedule lab time outside of the class period with your

TA, but this is not guaranteed. Your “academic activity” for the first week will be your attendance, so if you miss the first class, be sure to contact me so that I know you are enrolled and active so that you can receive your financial aid.

Quizzes

There will not be pop quizzes or reading quizzes, but if it appears that students are not doing the readings and cannot adequately discuss them in class, quizzes will be instituted.

Readings and Article Presentation:

Students will be asked to read and present extra articles during certain class periods marked as “Additional Student Readings.” On the assigned day certain students will create an outline of the article, a brief critical summary of the article and then present this outline to the class. Each student will present 2 times during the semester and this will form the basis of the article presentation grade. The instructor will provide a sign up for days and topics within the first week of the semester and examples of article summaries will be provided. If you miss the day of your article presentation you will get a 0 for the summary and a 0 for attendance for the day.

Midterm and Final Exam

Students will also be required to take a midterm and final exam that will consist of both practical (lithic identification) and theoretical (questions on the readings) components which will translate to objective (multiple choice, fill-in-the blank, matching, etc.) and subjective (essay and short answer) questions.

Final project/paper:

Students will be required to submit an original experimental design involving lithic technologies. This paper can be a proposal for an experimental design, but if possible, the experiment could be carried out. It should be at least 10 double-spaced pages in length. This experiment should include:

- An explanation of why the experiment needs to be conducted
- A description of the experiment’s applicability to specific archaeological contexts
- A literature review summarizing previous relevant experiments
- A methods section - how will the experiment be carried out?
- A materials section - what materials are needed to carry out the experiment?
- A series of hypotheses to be tested and potential results
- Conclusions and results of study (if experiment was carried out)

FINAL PROJECT TIMELINE:

| | |
|---|---|
| Discussion about topic: | February 18, 20 |
| List of 5-10 references due: | March 20 |
| Outline due: | April 10 |
| Written, final experimental design due: | April 29 |

**SAFETY:**

The handling and analysis of finished lithic artifacts and debris, and especially the practice of flintknapping itself, are inherently dangerous activities. Stone tools, debitage, and even raw material may be sharp! The odds are very good that you will be cut (or otherwise injured) at least once during this course. To guard against this as much as possible, proper attention to safety is required. On lab class days with flintknapping please observe the following procedures:

(1) Handle lithic artifacts, debitage, and raw materials with care, and hold artifacts over the tables provided at all times.

(2) Do not wear open-toed shoes to class (including flip-flops, sandals, etc.). The floor may be littered with very small piece of debitage that will cut you, and artifacts have sometimes been dropped off the tables and onto toes—space in the lab will be provided for you to leave a pair of closed-toe shoes so you don't have to carry a pair to and from class.

On knapping practicum days (marked "flintknapping" on the syllabus), please take the following additional precautions:

(1) Wear appropriate clothing such as long pants (jeans work well), socks, and shoes which cover your legs, feet, and ankles, and a loose long-sleeve shirt that covers your forearms completely is preferred. Consider wearing old clothing that you don't mind getting dirty or possibly damaged.

(2) Wear safety goggles and leather gloves at all times (see Lab Equipment below).

(3) Be awake and alert. You must not be groggy from lack of sleep or under the influence of over-the-counter or prescription medicines, alcohol, or other intoxicating substances, don't drink and knap!

Your instructor will provide basic first aid and bandages in case of injury, but more serious wounds may require the use of an ambulance service and/or hospitalization. You agree to participate in the course at your own risk. Neither your instructors, nor UCF is responsible for any medical costs incurred by you that relate to injuries derived from your participation in this course. Check that your health insurer will cover any medical costs associated with injuries that might result from your handling of lithic artifacts or our knapping activities. If you have a medical condition that could imperil you if were cut (i.e. hemophilia) or those administering first aid inform your instructors immediately after class—such information will be held in the strictest confidence (modified from syllabus of Prof. Peterson, University of Hawaii).

**Lab Equipment:**

Some lab equipment is provided by the Anthropology Department, and is required for participation in the flintknapping components of the course includes: (1) shatter-resistant plastic safety glasses; and (2) leather gloves (full leather gloves are preferable, but those with leather palms and tips are acceptable). Students are responsible for making sure they bringing them

to class on the days specified (we will have a space for them to store and leave them) and they must be worn while knapping. Other items may need to be purchased out of pocket as the semester continues.

**ETHICAL ISSUES**

**Disability Accommodations**: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Religious Observance**: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Excused Absences for University Extracurricular Activities**: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

**Emergencies** on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**http://www.ehs.ucf.edu/AEDlocations-UCF (http://www.ehs.ucf.edu/AEDlocations-UCF)** > (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu (https://my.ucf.edu/)** > and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (< **You CAN Survive an Active Shooter (https://youtu.be/NlKYajEx4pk)**

  **(https://youtu.be/NlKYajEx4pk)**
  >).

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive

notification of deployment to make related arrangements.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc (http://osc.sdes.ucf.edu/process/roc) >. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org (http://academicintegrity.org/) >.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9 (http://wpacouncil.org/node/9) >.

**Responses to Cheating, Academic Dishonesty, Plagiarism**: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**GRADES:**

Midtrem exams will be handed back in class since they are taken in class, students can pick up final exams by emailing the instructor. Final projects and article summaries will be graded in webcourses where they are submitted.

Make-ups for midterm and final exam may not be possible because of the laboratory nature of parts of the exam. Missing one of these exams may result in an extensive 10-12 page take home exam that will cover related topics. Late assignments for article summaries will not be accepted. The Final Project may be turned in late with a penalty of one letter grade per day. Extra Credit may be offered during the semester.

Grades at the threshold of the next highest letter grade above the .5 level will be rounded up. FINAL GRADES ARE FINAL.

| Grading Scale (%) | |
|---|---|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 0 - 59 | F |

## COURSE SCHEDULE

(Tentative! Subject to change-FOR THE MOST UP TO DATE READING LIST SEE WEEKLY MODULES)

**WEEK 1**

Monday, January 7: Course Introduction

Wednesday, January 9: The Basics, Fracture Mechanics, Flintknapping Demonstration

Readings:

1. **Patten** 2009: 7-52
2. **Whittaker** 1994: 1-82
3. **Andrefsky** 2005: Chapters 1 and 2

**WEEK 2**

Monday, January 14: Primate Tool Use and Early Stone Tool Industries

Readings:

1. **Patten** 2009: 53-66
2. **Whittaker** 1994: 85-126

3. **Pelegrin, Jacques**. 2005. “Remarks About Archaeological Techniques and

Methods of Knapping: Elements of a Cognitive Approach to Stone Knapping,” in Stone Knapping: The Necessary Conditions for a Uniquely Hominin Behaviour, edited by Valentine Roux and Blandine Bril, pp. 23-33. McDonald Institute for Archaeological Research, Cambridge.

Additional Student Readings:

4. **Haslam, Michael**. "‘Captivity bias’ in animal tool use and its implications for the evolution of hominin technology." Philosophical Transactions of the Royal Society B: Biological Sciences368.1630 (2013): 20120421.
5. **Roche, Helene**. 2005. “From Simple Flaking to Shaping: Stone-knapping Evolution Among Early Hominids,” in Stone Knapping: The Necessary Conditions for a Uniquely Hominin Behaviour, edited by Valentine Roux and Blandine Bril, pp. 35-48. McDonald Institute for Archaeological Research, Cambridge.

Wednesday, January 16: Flintknapping: Hard Hammer Percussion

**WEEK 3**

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Monday, January 21: NO CLASSES-MLK DAY

Wednesday, January 23: Early Stone Tool Industries cont.

Flintknapping: Hard Hammer Percussion Cont.

1. **Toth, Nicholas**. 1985. The Oldowan Reassessed: a Close Look at Early Stone Artifacts. Journal of Archaeological Science 12: 101-120.
2. **Newcomer, Mark**. 1971. Some Quantitative Experiments in Handaxe Manufacture. World Archaeology 3(1): 85-104.

**WEEK 4**

Monday, January 28: Middle and Upper Paleolithic Stone Tool Technologies

Readings:

1. **van Peer, Philip**. 1995. “Current Issues in the Levallois Problem,” in The Definition and Interpretation of Levallois Technology, edited by Harold Dibble and Ofer Bar-Yosef, pp. 1-9. Prehistory Press.
2. **Dibble H** (1995) Middle Paleolithic Scraper Reduction: Background, clarification and review of evidence. Journal of Archaeological Theory 2.4: 299-368.

Additional Student Readings:

3. **Eren MI and SJ Lycett** (2012) Why Levallois? A morphometric comparison of experimental 'preferential' Levallois flakes versus debitage flakes. PLoS ONE 7.1.
4. **Eren, Metin I., Aaron Greenspan, and C. Garth Sampson**. 2008. Are Upper Paleolithic Blade Cores More Productive Than Middle Paleolithic Discoidal Cores? A Replication Experiment. Journal of Human Evolution 55(6): 952-961.

Wednesday, January 30: Flintknapping: Soft Hammer Percussion

**WEEK 5**

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Monday, February 4: Paleolithic Technologies: Advanced Bifaces by Stone Age

Foragers

Readings:

1. **Whittaker** 1994: 177-217 and 219-242

2. **Bradley, Bradley, Michael Collins, and Andrew Hemmings**. 2010. “Chapter 2: Clovis Blade Making Technology,” in Clovis Technology. International Monographs in Prehistory.
3. **Aubry, Thierry, Bruce Bradley, and 6 other authors**. 2008. Solutrean Laurel Leaf Production at Maitreaux: an Experimental Approach Guided by Techno-

   Economic Analysis. World Archaeology 40: 48-66.

Additional Student Readings:

4. **Thomas, K.A., Story, B.A., Eren, M.I., Buchanan, B., Andrews, B.N., O'Brien, M.J. and Meltzer, D.J.,** 2017. Explaining the origin of fluting in North American Pleistocene weaponry. Journal of Archaeological Science, 81, pp.23-30.

Wednesday, February 6: Flintknapping: Tool Retouch, Resharpening, Modification, and Fluting

**WEEK 6**

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Monday, February 11: Bipolar Technology

Readings:

1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176

3. **Shott, Michael**. 1989. Bipolar Industries: Ethnographic Evidence and Archaeological Implications. North American Archaeologist 10: 1-24.

Additional Student Readings:

4. **LeBlanc, Raymond**. 1992. Wedges, Pieces Esquillees, Bipolar Cores and Other Things: An Alternative to Shott’s View of Bipolar Industries.

Wednesday, February 13: Flintknapping: Anvil (bipolar) reduction

Readings:

1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176

**WEEK 7**

Monday, February 18: Lithic Typologies

1. Whittaker pp. 259-268
2. Andrefsky Chapter 4

3. **Thomas Hester** 1986 On the Misuse of Projectile Point Typology in Mesoamerica. American Antiquity 51(2):412-414.
4. **Adams, W. Y. and E. W. Adams**. 1991. Archaeological Typology and Practical Reality: A Dialectical Approach to Artifact Classification and Sorting. Cambridge: Cambridge University Press. Pp. 155-243.

Additional Student Readings:

5. **Flenniken, J. J. and Raymond, A. W**. (1986) Morphological projectile point typology: replication experimentation, and technological analysis. American Antiquity 51:603-614.
6. **Thomas, D. H.** (1986) Points on points: a reply to Flenniken and Raymond. American Antiquity 51:619-627
7. **Odell, G.H.** 2001 Stone Tool Research at the End of the Millenium: Classification, Function, and Behavior. Journal of Archaeological Research 9: 45-100.

February 20: Typology Experiment

**WEEK 8**

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Monday, February 25: Field Trip-Orange County Regional History Center

Wednesday, February 27: Classification

Assignment: Identify and describe a stone tool from the museum collection

**WEEK 9**

Monday, March 4: Artifact Illustration

Readings:

1. **Addington, L. R.** 1986. Lithic Illustration: Drawing Flaked Stone Artifacts for Publication. Chicago: University of Chicago Press.
2. **Inizan, M.-L., M. Reduron-Ballinger, H. Roche & J. Tixier**. 1999. Graphic Representation, Chapter 7 in Technology and Terminology of Knapped Stone. Meudon: CREP.

Assignment:

Complete an illustration of a stone tool

Wednesday, March 6: **IN-CLASS MIDTERM**

**WEEK 10**

NO CLASSES-SPRING BREAK

**WEEK 11**

Monday, March 18: Refitting

1. **Larson, M. L. and E. E. Ingbar (http://courses.washington.edu/archyaec/archy483/Readings/larsoningbar.pdf)**. 1992. Perspectives on refitting: critique and a complementary approach. In Piecing Together the Past: Applications of Refitting Studies in Archaeology, edited by J. L. Hofman and J. G. Enloe. Oxford. BAR. Pp. 151-162.
2. **Schurmans, U. A.** 2007. Refitting in the Old and New Worlds. In Fitting Rocks: Lithic Refitting Examined, edited by A. A. Schurmans and M. de Bie. Oxford: BAR. Pp. 7-23.

Additional Student Readings:

3. **Close, A. E.** 2000. Reconstructing movement in prehistory. Journal of Archaeological Method and Theory **7**: 49-77.
4. **Morrow, T. M.** 1996. Lithic refitting and archaeological site formation processes: a case study from the Twin Ditch Site, Greene County, Illinois. In Stone Tools: Theoretical Insights into Human Prehistory, edited by G. H. Odell. New York: Plenum. Pp. 345-373.

Wednesday, March 20: Refitting Experiments

**WEEK 12**

Monday, March 25: Toolstone Sourcing

Readings:

1. Andrefsky Chapter 3
2. **Luedtke, Barbara**. 1979. The Identification of Sources of Chert Artifacts. American antiquity. v. 44, no. 4, 1979. p. 744-757.
3. **Andrefsky, William**. 2006 Lithics: Macroscopic Approaches to Analysis, pp. TBA. Cambridge University Press; 2 edition

Additional Student Readings:

4. **Roll, Tom E., Michal P. Neeley, Robert J. Speakman, and Michael D. Glascock**. 2005 Characterization of Montana Cherts by LA-ICP-MS. In Laser Ablation-ICP-MS in Archaeological Research, edited by Robert J. Speakman and Hector Neff, pp. 59-76. University of New Mexico Press, Albuquerque.
5. **Glascock, Michael D., Robert J. Speakman, and Helen P. Pollard**. 2005LA-ICP-MS as a Supplement to Abbreviated-INAA for Obsidian Artifacts from the Aztec-Tarascan Frontier. In Laser Ablation-ICP-MS in Archaeological Research, edited by Robert J. Speakman and Hector Neff, pp. 29-38. University of New Mexico Press, Albuquerque.

Wednesday, March 27: Handheld X-ray Fluorescence Demonstration and Practical

**WEEK 13**

Monday, April 1: Introduction to Photogrammetry of Lithic Artifacts

Readings: TBA

Wednesday, April 3: Measuring Flaked Stone

Readings:

1. Andrefsky Chapter 5
2. Other readings TBA

**WEEK 14**

Monday, April 15: Gender, Agency, and Style in Stone Tool Production

Readings:

1. **Whittaker pp. 289-298**
2. **Weissner, P.** (1983) Style and information in Kalahari San Projectile Points. American Antiquity 48:253-276
3. **Brandt, S. and K. Weedman**. (2002) Woman the toolmaker. Archaeology Sep/Oct:50

53.

Additional Student Readings:

3. **Gero, J. M. 1991**. Genderlithics: women's roles in stone tool production (http://courses.washington.edu/archyaec/archy483/Readings/gero.pdf) . In Engendering Archaeology: Women and Prehistory, edited by J. M. Gero and M. W. Conkey. Oxford: Blackwell. Pp. 163-193.
4. **Wobst, H. M. 2000**. Agency in (spite of) material culture. In Agency in Archaeology, edited by M.-A. Dobres and J. E. Robb. London: Routledge. Pp. 40-50.
5. **McGuire, Kelly and William Hildebrandt, 1994**. The possibilities of men and women: gender and the California Milling Stone Horizon. Journal of California and Great Basin Anthropology 16(1):41-59.

**Film**: Woman the Toolmaker

Wednesday, April 17: Work on Final Projects in Lab (Instructor at SAA meetings-but lab will be open to do work)

Readings: None

**WEEK 15**

Monday, April 22: Mass Debitage Analysis and Lithics in Complex Societies

Readings:

1. **Ahler, S.A.** 1989 Mass Analysis of Flaking Debris: Studying the Forest Rather than the Tree. In Alternative Approaches to Lithic Analysis, Archaeological Papers of the American Anthropological Association 1:85-118
2. **Hester, Shafer, Eaton, Adams and Ligabue. 1983**. Colha's Stone Tool Industry. Archaeology 36:46-52.

Additional Readings:

3. **Olausson, D. J. 2008**. Does practice make perfect? Craft expertise as a factor in aggrandizer strategies. Journal of Archaeological Method and Theory **15**: 28-50.
4. **Andrefsky, W. Jr**. 2004. Partitioning the aggregate: mass analysis and debitage assemblages. In Aggregate Analysis in Chipped Stone, edited by C. T. Hall and M. L. Larson. Salt Lake City: University of Utah Press. Pp. 201-210.

**FINAL EXAM**: Wednesday April 24th @ 1PM-3:50 PM

**FINAL PROJECT DUE**: Monday April 29th @ 11:59 PM on Webcourses

# Course Summary:

| Date | Details | |
|---|---|---|
| Wed Mar 6, 2019 | **Midterm Exam (https://webcourses.ucf.edu/courses/1315654/assignments/6038615)** | due by 3:30pm |
| Wed Mar 20, 2019 | **References for Final Project (https://webcourses.ucf.edu/courses/1315654/assignments/6039629)** | due by 11:59pm |
| Wed Apr 10, 2019 | **Outline for Final Project (https://webcourses.ucf.edu/courses/1315654/assignments/6039685)** | due by 11:59pm |
| Wed Apr 24, 2019 | **Final Exam (https://webcourses.ucf.edu/courses/1315654/assignments/6038627)** | due by 3:30pm |
| Mon Apr 29, 2019 | **Final Project (https://webcourses.ucf.edu/courses/1315654/assignments/6039415)** | due by 11:59pm |
| | **Article Summary Assignment #1 (https://webcourses.ucf.edu/courses/1315654/assignments/6038853)** | |
| | **Article Summary Assignment #2 (https://webcourses.ucf.edu/courses/1315654/assignments/6038855)** | |