ANT 6186: Historical Ceramics  
Spring 2016  
Thursday 9:35am-12:35pm  
TUR B357

Instructor: James Davidson  
Office: TUR B134  
Email: Davidson@ufl.edu  
Office Hours: Mondays 3-5pm and by appointment

Course Overview and Objectives  
This course will focus on the analysis of historical ceramics and the role ceramics play in the interpretation of archaeological sites. It will draw on academic texts and a type collection to guide identification and contextualization of ceramic materials. Students will become proficient at recognizing ceramic types and their variations, as well as dates of manufacture and vessel forms. Finally, students will apply this knowledge to a type collection relevant to their own research, using it to enhance interpretation of a historical site.

Textbooks and Required Readings

Primary texts & resources:

5. www.flmnh.ufl.edu/histarch/gallery_types

Supplemental texts and resources:

10. Fairbanks, Charles H.
14. Goggin, John
22. Lister, Florence C. and Robert
   b. 1976 Italian presence in tin glazed ceramics in Spanish America. Historical Archaeology 10:28-41
   d. 1982 Sixteenth century majolica pottery in the valley of Mexico. Anthropological Papers of the University of Arizona, no. 3. Tucson: University of Arizona Press.
29. Noël Hume, Ivor
   a. 1977 Early English Delftware from London and Virginia. Colonial Williamsburg Foundation, Williamsburg, Virginia,
36. Shulsky, Linda S.
37. Sussman, Lynne
Grading

Course grades will be determined by class participation, five quizzes, and one major research paper.

Quizzes (50 points total—25%): Each quiz will test the student’s ability to identify ceramics, and will be divided broadly by type (coarse earthenwares, tin-enamelled wares, etc.).

Research paper (100 points total—50%): The paper will interpret a site through its ceramic assemblage, supporting artifact identification with relevant documentary sources. Analysis of each student’s assemblage will be checked by an expert in the subject matter, and the paper to follow will be assessed by the course instructor or expert in the appropriate field.

Class participation (50 points total—25%): Each week, one student will lead class discussion. Each discussion leader will be expected to organize readings and to prepare a list of questions/points of discussion. Each student will lead discussion two times during the semester.

Late Work: Late work will not be accepted.

Final Grades. Final grades are assigned out of 200 points, based on identification of ceramics and the final paper. A detailed breakdown of final grades is as follows:

<table>
<thead>
<tr>
<th>Grade Percentile breakdown:</th>
<th>Grade Percentile breakdown:</th>
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<tbody>
<tr>
<td>A (93-100%)</td>
<td>C (73-77%)</td>
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<tr>
<td>A- (90-92%)</td>
<td>C- (70-72%)</td>
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<tr>
<td>B+ (88-89%)</td>
<td>D+ (68-69%)</td>
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<tr>
<td>B (83-87%)</td>
<td>D (63-67%)</td>
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<tr>
<td>B- (80-82%)</td>
<td>D- (60-62%)</td>
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<tr>
<td>C+ (78-79%)</td>
<td>E (59% or below)</td>
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**Attendance**: Regular attendance and participation in class discussions is a requirement. Students are expected to have read the material for that day, and come to class prepared to discuss the readings.

Additional information on UF grading policy can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**Course Policies and Procedures**

**Attendance Policy**: Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

[https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**Classroom Behavior Rules:**

**Harassment and Discrimination**:
“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical) (2) is directed towards or against a person because of their personal status (i.e. race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others) and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening.

“Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels their rights have been violated are asked to confront the offending party, should that not resolve the issue, or the student is uncomfortable with confronting the offending party they may file a complaint with UF Department of Human Resources.

**Cell phones, computers, touch pads and other smart devices**: College students are adults and capable of making informed decisions. Use of cell phones, computers and touch pads will not be actively policed. However, students are asked to please be respectful their fellow students in the course as well as the instructor, who will not appreciate continued distractions.

**Course evaluations**: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but
students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

**Academic Honesty**: Violations will lead to the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University’s Honor Code](#) and the student conduct code.

**Accommodation for Students with Disabilities**
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Please make any requests by the second week of class.**

**UF Counseling Services**
Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center](#), 3190 Radio Road, 392-1575, personal and career counseling
2. [Sexual Assault Recovery Services](#) (SARS), Student Health Care Center, 392-1161, sexual counseling
3. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling
4. [Reading & Writing Center](#), Broward Hall, 392-0791, writing assistance, study skills, test preparation

**Critical Dates:**

Paper Proposals Due: **February 18**

Papers Due: **April 15**

**Course Schedule:**

**Week 1: Intro to Ceramic Typology and the Physical Properties of Clay and Ceramics**
Discuss class objectives and individual projects and assign weekly responsibilities

**Readings** -

- Deagan 2002 (pp. 19-30)
• B. Velde and I. C. Druc 1999 Archaeological Ceramic Materials: Origin and Utilization. Springer-Verlag Berlin Heidelberg. (Chapters 2, 3 and 4)

Web-based Resources –
• Intro to Ceramic Identification - http://www.flmnh.ufl.edu/histarch/gallery_types/ceramics_intro.asp

Week 2: Unglazed and Coarse Earthenware
Readings -
• Deagan 2002 (pp. 30-46)

Week 3: Slip-decorated and Lead-glazed
Readings -
• Deagan 2002 (pp. 47-53)
• Noel Hume (pp. 102-105; 132-138)
• Grigsby, Leslie B. 1993 English Slip-Decorated Earthenware at Williamsburg. The Colonial Williamsburg Foundation, Williamsburg, VA.

Web-based Resources –
• Lead Glazed Pottery - http://www.burtonartgallery.co.uk/index.php/collections/gallery/pots#.Vn8YDYRNBPw

Week 4: Tin-enamed Ceramics I (Delftware & British )
Quiz - Unglazed and coarse earthenware, slip-decorated, and lead-glazed ceramics

Readings -
• Deagan 2002 (pp. 53-96)
• Noel Hume 1970 (pp. 105-111)
• Black, John 2001 British Tin-Glazed Earthenware. Shire Publications, Buckinghamshire, England
• 1977 Early English Delftware from London and Virginia. Colonial Williamsburg Foundation, Williamsburg, Virginia
• Noël Hume, Ivor 1977 Early English Delftware from London and Virginia. Colonial Williamsburg Foundation, Williamsburg, Virginia

Web-based Resources –
• Tin enameled ceramics - http://www.jefpat.org/diagnostic/ColonialCeramics/Colonial%20Ware%20Descriptions/Tin-glazed.html

Week 5: Tin-enameded Ceramics II (Faience and Majolica)
Readings -
• Deagan 2002
• Lister, Florence C. and Robert  1976 Italian presence in tin glazed ceramics in Spanish America. Historical Archaeology 10:28-41
• Goggin, John  

Week 6: Ceramic Dating, Sampling, and Quantification

Quiz – Tin-enameded ceramics

Readings -
• Miller, George, L., with contributions by Patricia Samford, Ellen Shlasko, and Andrew Madsen 2002 Telling Time for Archaeologists. Northeast Historical Archaeology 29:1-22.
• D. Nicholas. (1972) On the Lifespan of Pottery, Type Frequencies, and Archaeological Inference, *American Antiquity* 37:141-142

**Week 7: Stonewares**

*Readings -*
- Deagan 2002 (pp. 96-102)
- Noel-Hume (pp. 111-122; 276-285)

**Week 8: Porcelain**

*Readings -*
- Deagan 2002 (pp. 96-103)
- Noel-Hume

Week 9: Refined Earthenwares I

Quiz – Stoneware and porcelain

Readings -
• Noel-Hume (pp. 123-132)

Week 10: Refined Earthenwares II

Readings -

Web-based Resources –
• www.stmarys.ca/academic/arts/anthropology/sdavis/ceramics/
**Week 11: Presentations I**  
*Quiz – Refined Earthenware*

*Presentations of Individual Projects*

**Week 12: Presentations II**  
*Quiz – All Ceramic Types*

*Presentations of Individual Projects*