Zooarchaeology

Zooarchaeology, ANG5126
Fall 2019
Section 4D79
www.clas.ufl.edu/users/sdef/

Class number – 10499
T – 3  9:35-10:25
R – 3-4  9:35-11:30

Required Texts

Required lab documents and illustrations are available on the class Canvas elearning site. Additional materials/readings will be posted on the elearning site.

Course Objectives and Learning Outcomes
The goal of the class is to provide an understanding of zooarchaeological methods and analysis. We will also cover a variety of theoretical issues related to zooarchaeological research; however, the primary goal of the class is develop skills in the identification and analysis of zooarchaeological materials. You will master a range of biological information related to skeletal biology and taxonomy. You will then apply that knowledge to a sample of archaeologically recovered faunal remains. The class will also provide you with the skills to make decisions regarding recovery methods in field situations.

Course Requirements
The first third of the class will provide the biological foundation for zooarchaeological research. You will then conduct an analysis of zooarchaeological material. The analysis will consist of the sorting of the material, identification, quantification, and preparation of a report describing your findings. In your report you will contextualize the sample in terms of location and chronological placement, problematize your sample, and compare your findings to other faunal studies. An additional handout on the format of your report will be provided (see also Reitz and Wing Appendix A3-2, Pg. 374). You will also present an oral presentation on your findings to the class.

Grading
Attendance and Participation (CEL phones OFF)  10 %
Lab Practicals (5 – drop one score, must take all 5)  20
Assignments (3) 5% each  15
Midterm take-home exam  20
Research Project and Paper  25
15 minute Oral Presentation  10

Please do not email me your assignments to me. Bring hard copies to class.
Honor Code:
The UF Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. For all work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students with Disabilities:
The Disability Resource Center coordinates the needed accommodations of students with disabilities. Please register with the Dean of Student’s office if you require assistance. They will provide you with documentation to present to your professor. www.dso.ufl.edu/drc/

Use of the Archaeology Lab – B357
The archaeology lab is used for teaching and student lab projects. You may use the lab anytime that a class is not in session including nights and weekends. You MUST return the key to the lock box on the door. Do not leave the lab door open and unlocked. Always close the door and make sure that it is locked.

Food and drinks are not allowed in the lab. You must clean the table tops of dirt and return all items to the storage shelves along the walls of the room before you leave.

Your respect and consideration of other individuals is essential. Please keep your voices to a minimum. Please be considerate of your use of space and your belongings (backpacks).

There are some comparative skeletal specimens specifically for teaching. However, the majority of the specimens will be from the zooarchaeology comparative collection. These are modern complete skeletal specimens. Countless hours have been spent in their collection and curation. Please be extremely careful when using them. They are in black boxes. Many of the specimens have been sorted (i.e., the black box will contain several smaller boxes and or vials with various elements).

Once your samples are selected, comparative specimens appropriate to your geographic region will be stored on shelves in the lab.

When using a comparative specimen, place the elements in a tan sorting box or on a plastic tray. Do not place specimens on bare table tops. Be careful to keep comparative specimens separate when you are comparing two or more taxa. Be careful to return all vials and smaller boxes to the original box. Return all specimens to the shelf in the lab from which it was removed so that your classmates have access to the material. Do not leave specimens with your sample. DO NOT remove skeletal specimens from the lab B357.

The archaeological faunal sample for your project will be housed in boxes on a metal tray. You can use tan trays for the sorting and storage of your specimens. Do not write on the tan boxes. Place temporary identification labels in the boxes. These will contain both provenience information and taxonomic information. You will be responsible for returning your project assemblage to the metal cabinet or storage area assigned after each lab session.

You will be responsible for labeling your assemblage with proper information for curation purposes. Once your preliminary identifications are complete, you will prepare analysis forms with detailed identification information. Once I have checked your identifications, you will be able to prepare permanent labels for your assemblage and transfer your assemblage to ziploc plastic bags for curation.

You are not to remove specimens, samples, or work materials (scales, microscopes) from B357. If you do, I will file a grievance with student honor court for inappropriate use of university material and you will fail the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Aug. 20</td>
<td>Introduction</td>
<td>Reitz and Wing Ch. 1 and 2</td>
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<td>Aug. 22</td>
<td>History and Theory of Zooarchaeology</td>
<td>Lyman; Albarella; Thomas; Corona; Wing – elearning</td>
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<td></td>
<td>Taxonomy, field guides, basic sources fish and mollusk guides</td>
<td>field guides, web sites, ITIS</td>
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<td><strong>Assignment 1 assigned-taxonony and habitat</strong></td>
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<td><strong>Week 2</strong></td>
<td>sdef at ICAZ FRWG (Fish Remains Working Group) meetings</td>
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<td>August 27</td>
<td>History of Zooarchaeology</td>
<td>see bib on elearning</td>
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<td>Read 3 articles and compare approaches and findings</td>
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<td>August 29</td>
<td>Tour FLMNH (Dickinson Hall, Museum Road)</td>
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<td>Environmental Archaeology – meet in lobby, sign in, and get name badge, Nicole Cannarozzi will meet you for tour of Environmental Arch, Zooarch</td>
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<td>Dr. Verity Mathis, Collections Manager, Division of Mammals</td>
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<td>Dr. Tom Webber, Collections Manager, Division of Ornithology</td>
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<td><strong>Week 3</strong></td>
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<td>Sept. 3</td>
<td>Skeletal and Basic Biology</td>
<td>Reitz and Wing Ch. 1 and 2</td>
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<td></td>
<td>and appendices illustrations</td>
<td>Sisson and Grossman</td>
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<td>Sept. 5</td>
<td>Mammalian biology and skeleton</td>
<td>Reitz and Wing Ch. 3</td>
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<td>Lab: Mammals</td>
<td>Sisson and Grossman; Gilbert</td>
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<td></td>
<td><strong>Assignment 1 due</strong></td>
<td>Reitz and Wing A2-3</td>
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<td>Canvas lab materials</td>
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<td><strong>Week 4</strong></td>
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<td>Sept. 10</td>
<td>Basic Ecology</td>
<td>Reitz and Wing Ch. 4</td>
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<td>Sept. 12</td>
<td>Lab: Birds</td>
<td>Howard 1929</td>
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<td></td>
<td><strong>Quiz: Mammals</strong></td>
<td>Reitz and Wing A2-4-A2-10</td>
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<td>Canvas lab materials</td>
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<td><strong>Week 5</strong></td>
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<td>Sept. 17</td>
<td>Site Context and Recovery</td>
<td>Reitz and Wing Ch. 5</td>
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<td>Tacahuay Birds Case Study</td>
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<td>Sept. 19</td>
<td>Lab: Reptiles and Amphibians</td>
<td>Romer 1956, Olsen 1968</td>
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<td><strong>Quiz: Birds</strong></td>
<td>Reitz and Wing A2-11-A2-13</td>
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<td>Canvas lab materials</td>
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<td><strong>Week 6</strong></td>
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<td>Sept. 24</td>
<td>Primary Zooarchaeological Data</td>
<td>Reitz and Wing Ch. 6</td>
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Sept. 26  
Lab: Fish  
**Quiz: Reptiles and Amphibians**  
Gregory 1933  
Reitz and Wing A2-14-A2-20  
Wheeler and Jones 1989  
Canvas lab materials

**Week 7**

Oct. 1  
Secondary Zooarchaeological Data  
**Assignment 2 assigned**  
Reitz and Wing Ch. 7, 8  
elearning readings

Oct. 3  
**Quiz: Fish**  
Lab - Taphonomy  
Taphonomy exercise  
**Assignment 3 assigned**  
Reitz and Wing Ch. 10 and 11  
elearning readings

**Week 8**

Oct. 8  
Ethnoarchaeology  
Hadjikoumis; Jones and Quinn; Lupo and Schmitt  
**Assignment 2 due**

Oct. 10  
Lab: receive samples, begin sorting samples

**Week 9**

Oct. 15  
Domestication  
Reitz and Wing Ch. 9  
elearning readings

Oct. 17  
**Quiz: All vertebrates**  
Lab – sort samples  
**Distribute Midterm Exam**

**Week 10**

Oct. 22  
Andean Case Study – Middle Horizon sites  
Nash and deFrance

Oct. 24  
MIDTERM EXAM due start of class  
**Assignment 3 due**  
Work on samples

**Week 11**

Oct. 29  
New Orleans Historical Case Study  
deFrance and Kennedy  
read project literature

Oct. 31  
Work on samples  
read project literature

**Week 12**

Nov. 5  
Translocating Fauna  
Lefebvre et al.

Nov. 7  
Work on samples  
read project literature

**Week 13**

Nov. 12  
Ritual and Symbolic Uses of Animals  
**I will begin to check identifications**  
read project literature

Nov. 14  
Work on samples

**Week 14**

Nov. 19  
Work on samples  
read project literature

Nov. 21  
Work on samples  
read project literature
**Week 15**

Nov. 26  
Work on samples  
**All identifications must be completed for me to verify**  
Begin quantification of data, NISP, MNI, Biomass and Percentages

Nov. 28  
Thanksgiving Holiday

**Week 16**

Dec. 3  
Student Presentations – brief and informal  
All corrections to identifications must be completed

Friday, Dec. 6  
all curation of identified samples must be complete by 4 p.m.

**Week 17**

REPORTS DUE Monday, December 9, 4:30 pm  
Email full report or drop off hard cop