

David POKOTYLO, ANTHRO 3908, Aug. 3/79

Timing: Best way to get this across is intensively; you really can't get the knowledge and practice across in only 2 hours/day. I don't know if a person could take more than one week, considering that the majority are spending their evenings up in the lab. Put the same in Session I rather than III, to free those who have field commitments.

Organization: I don't think that such a course can be highly structured, however, I would organize it along the lines of a lithic reduction sequence. This started off oh - 1st day on raw materials, properties, acquisition, but then all (or most) were left to handle the flakes and I feel are still not sure how to handle percussion. If they are to follow this up they still don't have the practical knowledge to get flakes from a core.

From my own perspective, I enjoyed the loose structure, as this made Don relatively free to handle problems as they came up. I came with some specific questions and problems--Plateau Microblade Technology--and was able to get some results that will help me out after the course. But others??

One thing that would help is a quiz on the 1st-2nd day to force everyone to complete the readings, this would speed up the progress to be made over the 5 days, rather than to worry about whether everyone can handle the terminology.

You really can't grade more than a Pass/Fail on something like this.

The only way this could have been pulled off in a class

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this large is with TV close ups. This I found just as good as being under Don's nose. Also gives two nice perspectives -- at a distance from your seat as well as a close up. The "TA" is also something to retain.

I would give the course a bit more theoretical push--relating all this back to field observation and lithic interpretation. It's nice to know how to pull off a flake, but how does this reflect cultural adaptation?? This could easily be done with some follow-up readings and, say, a small seminar on the topic.

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