ANTH 290A: Archaeology of the Body  
Spring 2014

Monday Wednesday, 8:20 - 9:50 AM  
Asbury Hall 007

Dr. Lydia Wilson Marshall  
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Office Hours: 2:30-4 PM Monday and Thursday or by appointment.

COURSE DESCRIPTION

This course examines archaeological and physical anthropological research on the human body. The course considers how such research is carried out, what it contributes to our understanding of ancient societies, and the ethical issues unique to the study of human remains. Topics discussed include mortuary ritual, the relationship between the living and the dead, prehistoric warfare, and skeletal markers of disease.

COURSE TEXTBOOKS

Mays, Simon  

Parker Pearson, Michael  
1999   The Archaeology of Death and Burial. College Station, TX: Texas A&M University Press.

All other assigned readings will be posted as pdfs in Moodle or put on reserve in the library.
SUMMARY OF ASSIGNMENT DUE DATES, QUIZZES, AND TESTS

2/17: Skeletal exercise #1 due
2/24: Skeletal exercise #2 due
3/3: Human skeletal anatomy quiz
3/12: Midterm
3/21: Cemetery demography lab assignment due (note: not a class day)
4/2: Research paper title, two-page proposal, and bibliography (6 sources minimum) due
4/14: Research paper outline due
4/16: Social identity and death exercise due
4/23: Rough draft of research paper due
4/28: Peer-review of rough draft of research paper due
5/5: Final draft of research paper due
5/5: Student research presentations
5/7: Student research presentations, continued
5/10: Final exam

CLASS SCHEDULE AND READINGS

Monday, 1/27: Course Introduction and Overview of Expectations and Goals

Wednesday, 1/29: Why Archaeology of the Body?
Parker Pearson, Michael

Turner, Terrence S.

Monday, 2/3: Archaeological Perspectives on the Body
Hamilakis, Yannis, Mark Pluciennik, and Sarah Tarlow

Tarlow, Sarah

Monday 2/3 – Last day of adjustment period
THEME 1: UNDERSTANDING THE HUMAN BODY

Wednesday, 2/5: Understanding Human Skeletal Anatomy: Determining Sex
Mays, Simon  

Monday, 2/10: Understanding Human Skeletal Anatomy: Determining Age
Mays, Simon  

Skeletal exercise #1 handed out

Wednesday, 2/12: The Interpretive Value of Age and Sex Determination
Mays, Simon  

Perry, Megan  

Monday, 2/17: The Human Skull
Mays, Simon  

Skeletal exercise #1 due  
Skeletal exercise #2 handed out

Wednesday, 2/19: Bone Disease
Mays, Simon  

Monday, 2/24: Dental Disease
Mays, Simon  
Seiler, Roger, Andrew Spielman, Albert Zink, and Frank Rühli
121(3): 137-141.

Skeletal exercise #2 due

Wednesday, 2/26: Skeletal Injury
Mays, Simon

Monday, 3/3: Human skeletal anatomy quiz, in-class film Skeletons of the Sahara (excerpt), and film discussion.
No reading

Wednesday, 3/5: The Interpretive Value of Identifying Violence
Martin, Debra
Milner, George R.

Monday, 3/10: Isotope Analysis
Mays, Simon
Price, T. Douglas, Joachim Wahl, and R. Alexander Bentley

Wednesday, 3/12: Midterm
Monday, 3/17: Cemetery Demography Lab
Chamberlain, Andrew
2006  The Life Table. In Demography in Archaeology. Pp.27-31. Cambridge:
Cambridge University Press.

Cemetery demography lab assignment handed out

THEME 2: DEATH, BURIAL, AND BODIES

Wednesday, 3/19: The Human Body as a Cultural Construct
Fowler, Chris
2002  Body Parts: Personhood and Materiality in the Earlier Manx Neolithic. In
Thinking through the Body: Archaeologies of Corporeality. Yannis Hamilakis, Mark
Publishers.

Malafouris, Lambroa
2008  Is It “Me” or Is It “Mine”? The Mycenaean Sword as Body-Part. In Past Bodies:
Body-Centered Research in Archaeology. Dušan Borić and John Robb, eds. Pp. 115-123.

Friday, 3/21 – Cemetery demography lab assignment due by 4 PM

Friday, 3/21 – Last day to withdraw from a course with grade of W

Monday, 3/24-Friday 3/28: SPRING RECESS

Monday, 3/31: Understanding the Body through Iconography
Alberti, Benjamin
2001  Faience Goddesses and Ivory Bull-Leapers: The Aesthetics of Sexual Difference
at Late Bronze Age Knossos. World Archaeology 33:189-205

Mina, Maria
2007  Figurines without Sex: People without Gender? In Archaeology and Women:
Ancient and Modern Issues. Sue Hamilton, Ruth D. Whitehouse, and Katherine I. Wright,

Wednesday, 4/2: The Human Experience of Death
Hertz, Robert
(excerpt). In Death, Mourning, and Burial: A Cross-Cultural Reader. Antonius C.G. M.
Parker Pearson, Michael  

**Research paper title, two-page proposal, and bibliography (6 sources) due**

**Monday, 4/7: The Social Archaeology of Death: Analogy and Context**

Parker Pearson, Michael  

**Wednesday, 4/9: Burial and Status**

Burchell, Meghan  

Parker Pearson, Michael  

**Social identity and death exercise handed out**

**Monday, 4/14: Mortuary Ritual and Social Identity**

Chesson, Meredith S.  

Joyce, Rosemary  

**Research paper outline due**

**Wednesday, 4/16: The Relationship between the Living and the Dead**

Arnold, Bettina  
Gillespie, Susan D.

*Social identity and death exercise due*

**Monday, 4/21: Territoriality and Ancestors**
Parker Pearson, Michael
Morris, Ian

**Wednesday, 4/23: Post-Mortem Modification**
Forgey, Kathleen and Sloan R. Williams
Verano, John W.

*Research paper rough draft due*

**Monday, 4/28: Are Grief and Other Emotions Archaeologically Accessible?**
Rosaldo, Renato
Williams, Howard

*In-class peer review of research papers*
Wednesday, 4/30: The Ethics and Politics of Body-Centered Archaeology
Atalay, Sonya
Blakey, Michael L.
Smith, Julian

Monday, 5/5: Student Research Presentations
Final research paper due

Wednesday, 5/7: Student Research Presentations

Saturday, 5/10: Final Exam, 8:30 – 11:30 AM

COURSE EXPECTATIONS

Class Participation
This course will include both lecture and discussion components, and class participation is essential. Class participation means attending all classes, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments/questions, and sometimes pushing yourself to make more rigorous, analytical, or imaginative points. I expect everyone to be respectful of other people’s ideas and opinions. While we can and should debate issues, we should not attack other people personally for the ideas they express in class. Class participation accounts for 10% of the final course grade.

NOTE ON PARTICIPATION: Participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor’s discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than two excused absences are permitted over the course of the semester. If you have more than four absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.
Reading Comprehension Checks
This course includes a large discussion component. Close reading of assigned texts is essential for quality class discussion. To encourage active and careful reading, I will give unannounced short reading comprehension checks (“one minute papers”) at the beginning of class several times throughout the semester. I will drop each student’s lowest score at the end of the semester. If you read carefully and consistently throughout the semester, these one-minute papers should not be difficult. Together, they account for 2.5% of the final course grade.

Weekly Moodle Questions
Students will be expected to submit at least one discussion question via Moodle that demonstrates a careful reading of the text 1.5 hours before class (7 AM) at least once during the week. Submitted questions will help me structure class discussion and identify areas of confusion in the reading. These questions are graded credit/no credit and are worth 2.5% of the final course grade. Full credit is given for all questions that demonstrate a close reading of the assigned texts.

Skeletal Exercises
Two take-home, open-book, open-notes skeletal worksheets, based on material from the reading and class discussion, will be handed out in the first half of the semester. These exercises, which should be completed individually by each student, account for 5% of the course grade.

Human Skeletal Anatomy Quiz
This in-class, closed-book quiz on human skeletal anatomy will account for 7.5% of the course grade.

Course Exercises
Two take-home course exercises (Cemetery Demography Lab and Social Identity and Death Exercise) will ask students to analyze a raw set of data and write up their conclusions in a 2- to 4-page paper. Each assignment is worth 6.25% of the course grade.

Term Research Paper
You will develop an 8-10 page paper on a topic relevant to the course topic. The project has multiple parts including (1) research appointment with librarian (0%), (2) paper title, two-page proposal, and preliminary bibliography (0%), (3) paper outline (0%), (4) rough draft (0%), (5) peer-review of another classmate’s rough draft (0%), (6) final research paper (15%), and (7) class presentation (5%). Although no points are awarded for the first five parts of the assignment, failure to do them thoughtfully will cause points to be deducted from your research paper grade. No library consultation: -3 points. No proposal/preliminary bibliography: -5 points. No paper outline: -5 points. No rough draft: -7 points. No peer-review: -7 points. All of
these assignments are designed to improve your research project, therefore it is to your advantage to do them. I reserve the right to reject an unauthorized term paper topic.

Exams
This course includes a mid-term and a final. Both are closed book and will take place in class. The midterm is worth 17.5% of the course grade. The final, which is cumulative, is worth 22.5%.

GRADING SUMMARY:

Class Participation: 10%
Reading Comprehension Checks: 2.5%
Weekly Moodle Questions: 2.5%
Skeletal Exercises: 5%
Human Skeletal Anatomy Quiz: 7.5%
Cemetery Demography Lab: 6.25%
Social Identity and Death Exercise: 6.25%
Term Research Paper: 15%
Term Research Paper Presentation: 5%
Midterm: 17.5%
Final Exam: 22.5%

GRADING POLICIES

A 93+; A- 90-92.999; B+ 87-89.999; B 83-86.999; B- 80-82.999; C+ 77-79.999; C 73-76.999; C- 70-72.999; D+ 67-69.999; D 63-66.999; D- 60-62.999; F <60

At Depauw, A and A- grades reflect “achievement of exceptionally high merit.” B+, B, and B-grades indicate “achievement at a level SUPERIOR to the basic level.” C+, C, and C- grades reflect “basic achievement,” and D+, D, D- grades reflect “minimum achievement that warrants credit.” Please realize that B grades in this course reflect very good work; a “B” is not a poor grade in this or any other course at DePauw. C grades also indicate basic mastery of the material.

COURSE POLICIES

Academic Misconduct
Please familiarize yourself with DePauw’s Academic Integrity Policy. I take academic dishonesty, including plagiarism, very seriously, and at DePauw such misconduct can have a variety of serious consequences. If you are at all unsure what constitutes plagiarism, please ask.
If you get behind or overwhelmed, please talk to me. Students in this course will include the following pledge on all assignments and exams: "On my honor, I pledge that I have neither given nor received unauthorized help on this assignment."

Late Assignments
All course exercises are due in class on the due dates listed. After its due date, an assignment’s value drops 10 percentage points for each day it is late. For example, if an assignment were one day late, a perfect score would give you only 90%. If it were two days late, an otherwise perfect assignment would be given 80%. I will not accept assignments more than three days late. If you have an emergency, contact me before class.

Missed Exams
I will not provide make-up examinations for the midterm or final unless a serious illness or family emergency prevents a student from taking the exam at the scheduled time. Otherwise, any missed exam will result in a grade of 0%. If a religious holiday or college athletic competition conflicts with either exam time, please let me know in the first two weeks of class so that we can plan for your accommodation. If you miss the exam unexpectedly because of serious illness or family emergency, let me know within 24 hours of the missed exam time.

Laptops and cell phones
Laptop and cell phone use is generally prohibited during class sessions. If you like to take notes on your laptop, talk to me and we can arrange for your accommodation.

Learning and Other Disabilities
If you have a documented disability, please contact Mrs. Pamela Roberts, Coordinator of Student Disabilities Services, to arrange for any needed accommodations, such as extended test-taking time or the right to take tests in an environment with fewer distractions. Also, if you suspect that you have a disability but don’t yet have documentation, please contact Mrs. Roberts for help. She can be reached at 765-658-6267 or pamelerikoberts@depauw.edu. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments, traumatic brain injury, and chronic medical conditions such as AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from the Student Disabilities Services, so plan ahead. It is the student’s responsibility to bring the SDS memo to me and discuss the implementation of accommodations. Please note that accommodations are not retroactive.