ANTH 261: Archaeology of the Body  
Fall 2017

Monday Wednesday Friday, 10:20 - 11:20 AM  
Asbury Hall 007

Dr. Lydia Wilson Marshall  
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Office Hours: 1:00-2:30 PM Monday and Tuesday, and 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. **Prerequisite: ANTH 151, ANTH 153, sophomore standing, or permission of instructor.**

COURSE TEXTBOOKS


All other assigned readings will be posted as pdfs in Moodle or put on reserve in the library.

SUMMARY OF ASSIGNMENT DUE DATES, LABS, QUIZZES, AND EXAMS

*Please note that there will be an open-book, four-minute, two-question reading quiz on Moodle before every class period with reading.*

9/6:  Quantitative reasoning exercise #1 (An Introduction to Anthropometry) due  
9/8:  Skeletal anatomy exercise #1 due  
9/15: Skeletal anatomy exercise #2 due
9/20: Quantitative reasoning exercise #2 (An Introduction to Osteometrics) due
9/25: Exam 1
10/23: Quantitative reasoning exercise #3 (An Introduction to Isotope Analysis) due
10/30: Quantitative reasoning exercise #4 (Cemetery Demography) due
11/6: Exam 2
11/13: Quantitative reasoning exercise #5 (Social Status and Biological Status) due
11/29: Quantitative reasoning exercise #6 (Comparing Qualitative and Quantitative Approaches to Burial Analysis) due
12/11: Final Exam

CLASS SCHEDULE AND READINGS

Wednesday, 8/23: Finding King Richard III
Quantitative focus: Why quantitative reasoning?

Friday, 8/25: Why Archaeology of the Body?

Monday, 8/28: Anthropological Perspectives on the Body
Quantitative focus: measures of central tendency (mean, median, mode)

Wednesday 8/30: Archaeological Perspectives on the Body
Skeletal anatomy exercise #1 handed out

Wednesday, 8/30: Deadline to drop or add Fall Term 2017 classes

THEME 1: UNDERSTANDING AND INTERPRETING THE HUMAN BODY

Friday, 9/1: An Introduction to Anthropometry (Lab)
Quantitative reasoning exercise #1 handed out
Monday, 9/4: Understanding Human Skeletal Anatomy: Determining Sex

*Quantitative focus: levels of measurement (nominal, ordinal, interval, and ratio)*

Wednesday, 9/6: The Interpretive Value of Sex Determination

*Quantitative reasoning exercise #1 due*

Friday, 9/8: Understanding Human Skeletal Anatomy: Determining Age

*Skeletal anatomy exercise #1 due
Skeletal anatomy exercise #2 handed out*

Monday, 9/11: The Interpretive Value of Age Determination

Wednesday, 9/13: The Human Skull

*Quantitative focus: inter-observer error and intra-observer error*

Friday, 9/15: An Introduction to Osteometrics (Lab)

*Skeletal anatomy exercise #2 due
Quantitative reasoning exercise #2 handed out*
Monday, 9/18: Bone Disease

Wednesday, 9/20: Dental Disease

Quantitative focus: accuracy and precision
Quantitative reasoning exercise #2 due

Friday, 9/22: The Interpretive Value of Identifying Disease

Monday, 9/25: Exam 1

Wednesday 9/27: University-Wide Day of Inclusion (no class)

Friday, 9/29: Skeletal Injury

Quantitative focus: populations and samples

Monday, 10/2: The Interpretive Value of Identifying Work-Related Injuries
Wednesday, 10/4: The Interpretive Value of Identifying Violence, Part 1

Quantitative focus: sampling strategies

Friday, 10/6: The Interpretive Value of Identifying Violence, Part 2

Monday, 10/9: Isotope Analysis

Quantitative focus: measures of dispersion (range and interquartile range)

Wednesday, 10/11: An Introduction to Isotope Analysis (Lab)

Quantitative reasoning exercise #3 handed out

Friday, 10/13: The Interpretive Value of Isotope Analysis
Knudson, Kelly J. and Tiffiny A. Tung


Monday, 10/16 - Friday, 10/20: NO CLASS (Fall Break)
Monday, 10/23: Cemetery Demography (Lab, Day 1)
Quantitative reasoning exercise #3 due
Quantitative reasoning exercise #4 handed out

Wednesday, 10/25: Cemetery Demography (Lab, Day 2)

THEME 2: DEATH, BURIAL, AND BODIES

Friday, 10/27: The Human Body as a Cultural Construct
Quantitative focus: measures of dispersion, continued (variance)

Friday, 10/27: Last day to withdraw from a course with grade of W, change from pass/fail to grade, change from grade to pass/fail.

Monday, 10/30: The Human Experience of Death
Quantitative reasoning exercise #4 due

Wednesday, 11/1: The Social Archaeology of Death: Analogy
Quantitative focus: correlation

Friday, 11/3: The Social Archaeology of Death: Context

Monday, 11/6: Exam 2
Wednesday, 11/8: Burial and Status

Quantitative focus: significance
Quantitative reasoning exercise #5 handed out

Friday, 11/10: Mortuary Ritual and Social Identity, Part 1

Monday, 11/13: Mortuary Ritual and Social Identity, Part 2

Quantitative reasoning exercise #5 due

Wednesday, 11/15: Mortuary Ritual and Social Identity, Part 3

Quantitative focus: measures of dispersion, continued (standard deviation)

Friday, 11/17: The Relationship between the Living and the Dead


Quantitative reasoning exercise #6 handed out

Monday, 11/20: Territoriality and Ancestors, Part 1
Wednesday 11/22 - Friday, 11/24: NO CLASS (*Thanksgiving Recess*)

**Monday, 11/27: Territoriality and Ancestors, Part 2**

*Quantitative focus: hypothesis testing*

**Wednesday, 11/29: Post-Mortem Modification**

*Quantitative reasoning exercise #6 due*

**Friday, 12/1: Are Grief and Other Emotions Archaeologically Accessible?**


**Monday, 12/4: The Ethics and Politics of Body-Centered Archaeology, Part 1**


**Wednesday, 12/6: The Ethics and Politics of Body-Centered Archaeology, Part 2**


*Quantitative focus: validity*

**Friday, 12/8: The Ethics and Politics of Body-Centered Archaeology, Part 3**

*Quantitative focus: Why quantitative reasoning? (revisited)*
Monday, 12/11: Final Exam, 8:30-11:30 AM

COURSE GOALS

This course is designed to teach students how anthropologists analyze human remains. We will first review what sort of information can be gleaned from human remains (e.g., sex, age, diet, disease, injury, etc.) and then consider how this information can help us understand ancient societies better. A second major goal this semester is to improve students’ capability working with quantitative data. Students will practice making calculations and interpreting quantitative data. We will also work on representing such data visually and using quantitative data to make sound judgments and effective arguments.

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 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 three excused absences are permitted over the course of the semester. If you have more than six absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.

Moodle Reading Quizzes: Every day we meet as a class, before class, students will take a timed, four-minute, two-question, open-book reading quiz in Moodle on the day’s reading.
These quizzes will together count for 5% of the course grade. The lowest two quiz scores will be dropped.

**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.

**Quantitative Reasoning Exercises:** Six quantitative reasoning exercises will be assigned throughout the semester. The topics for these exercises are: (1) An Introduction to Anthropometry (5% of the course grade); (2) An Introduction to Osteometrics (5% of the course grade); (3) An Introduction to Isotope Analysis (5% of the course grade); (4) Cemetery Demography (7.5% of the course grade); (5) Social Status and Biological Status (7.5% of the course grade); (6) Comparing Qualitative and Quantitative Approaches to Burial Analysis (7.5% of the course grade). Cumulatively, quantitative reasoning exercises are worth 37.5% of your grade.

**Exams:** Three exams will be given over the semester. Exam 1 and Exam 2 are each worth 12.5% of your course grade. The final exam, which is cumulative, is worth 17.5% of your course grade.

**GRADING SUMMARY:**

Class Participation: 10%; Moodle Reading Quizzes: 5%; Skeletal Exercises: 5%; Quantitative Reasoning Exercises: 37.5%; Exams: 42.5%

**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.
Q CERTIFICATION

In order to receive a ‘Q’ competency certification in this course, a student must receive 70% (C-) cumulatively on the six quantitative reasoning exercises (37.5% of the course grade). He or she must also pass the course.

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 assignments are due in class on the due dates listed. On the due date, the assignment may be turned in later that day for a 5 percentage point penalty. 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 and Quizzes: I will not provide make-up examinations for any exam or quiz 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 (or quiz) unexpectedly because of serious illness or family emergency, let me know within 24 hours of the missed exam (or quiz) time.

Laptops and cell phones: Laptop and cell phone use is generally prohibited during class sessions. If you have a special situation that requires you to use a laptop to take notes, talk to me.

Learning and Other Disabilities: If you have a documented disability, please contact 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 reach out to Student Disability Services (see contact information below). 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 migraines, AIDS, cancer, and diabetes. DePauw University’s ADA
syllabus statement is as follows: “It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.”