ANTH 290A: Archaeology of the Body
Spring 2016

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

Dr. Lydia Wilson Marshall
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Office Hours: 2:00-3:30 PM Tuesday and 3:00-4:00 PM Friday 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


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, six-minute, three-question reading quiz on Moodle before every class period, excluding the cemetery lab day and the midterm exam.

2/17: Skeletal exercise #1 due
2/24: Skeletal exercise #2 due
3/2: Human skeletal anatomy quiz
3/16: Midterm
3/30: Research paper proposal and annotated bibliography due
4/8: Cemetery demography lab assignment due
4/13: Research paper outline due
4/20: Social identity and death exercise due
4/27: Research paper draft due
5/6: Student research presentations
5/11: Student research presentations (continued); final draft of research paper due
5/18: Final exam

CLASS SCHEDULE AND READINGS

Wednesday, 2/3: Finding King Richard III

Friday, 2/5: Why Archaeology of the Body?


Monday 2/8: Deadline to drop (cancel) or add Spring Term 2016 classes

Wednesday 2/10: Archaeological Perspectives on the Body


Skeletal exercise #1 handed out
THEME 1: UNDERSTANDING THE HUMAN BODY

Friday, 2/12: Understanding Human Skeletal Anatomy: Determining Sex

Wednesday, 2/17: Understanding Human Skeletal Anatomy: Determining Age

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

Friday, 2/19: The Interpretive Value of Age and Sex Determination

Wednesday, 2/24: The Human Skull

*Skeletal exercise #2 due

Friday, 2/26: Bone Disease

Wednesday, 3/2: Dental Disease

*In-class human skeletal anatomy quiz

Friday, 3/4: Skeletal Injury

*In-Class Library Demonstration with Tiffany Hebb
Wednesday, 3/9: The Interpretive Value of Identifying Violence

Friday, 3/11: Isotope Analysis

Wednesday, 3/16: Midterm

Tuesday, 3/22: Midterm

Wednesday, 3/30: The Human Experience of Death

Research paper proposal and annotated bibliography due
Friday, 4/1: Cemetery Demography Lab

**Cemetery demography lab assignment handed out**

*Friday, 4/1*: Last day to drop course with grade of W (strictly enforced) or change a course from grade to pass/fail or from pass/fail to grade.

**Wednesday, 4/6: University-Wide Conversation on Inclusiveness (no classes)**

**Friday, 4/8: The Social Archaeology of Death: Analogy and Context**

**Cemetery demography lab assignment due**

**Wednesday, 4/13: Burial and Status**

**Social identity and death exercise handed out**

**Research paper outline due**

**Friday, 4/15: Mortuary Ritual and Social Identity**

**Wednesday, 4/20: The Relationship between the Living and the Dead**

Social identity and death exercise due

Friday, 4/22: Territoriality and Ancestors

Wednesday, 4/27: Post-Mortem Modification

Research paper rough draft due

Friday, 4/29: Are Grief and Other Emotions Archaeologically Accessible?

Wednesday, 5/4: The Ethics and Politics of Body-Centered Archaeology

Friday, 5/6: Student Research Presentations
Wednesday, 5/11: Student Research Presentations, continued

*Final Research Paper due in class*

Wednesday, 5/18: 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. This course is also designed to help you sharpen your critical reading skills, practice clear verbal communication of your ideas in class discussion, improve your ability to write reflectively and integrate ideas from different sources in your writing.

**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, six-minute, three-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.

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 7.5% of the course grade.

Research Paper: You will develop a 6-8 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, proposal, and annotated bibliography (5 source minimum), (0%), (3) paper outline (0%), (4) rough draft (0%), and (5) final research paper (15%). Although no points are awarded for the first four 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. 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. The research paper is 12.5% of your course grade; your in-class presentation on your paper topic is 2.5% of your course grade.

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

Class Participation: 10%; Moodle Quizzes: 5%; Moodle Questions: 2.5%; Skeletal Exercises: 5%; Human Skeletal Anatomy Quiz: 7.5%; Cemetery Demography Lab: 7.5%; Social Identity and Death Exercise: 7.5%; Research Paper: 12.5%; Research Paper Presentation: 2.5%; Midterm Exam: 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 assignments 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 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 that you use a laptop to take notes, talk to me.

**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 studentdisabilityservices@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 migraines, AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from Student Disabilities Services, so plan ahead. It is student’s responsibility to share the letter of accommodation with me. Accommodations will not be implemented until I have received the official letter. Please note that accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with me. Students with documented disabilities also have the right to choose not to use accommodations; in exercising that right, they accept the resulting outcomes. I will not retroactively address any issue arising from a student’s choice to forgo accommodations.