

ANTH 397: Archaeology of Death

DEAD (WO)MEN DO TELL TALES

Instructor	Dr E McGuire	e-mail	ehalstad@uvic.ca [Please see email policy below]
Office	Cornett B225	Office Hours	Thurs 10:00-11:00 or by appointment
Dates	Jan 6- Apr 4, 2014	TA	Fionn Colton [fionn@uvic.ca – same email policy applies]
Time	TWF 9:30-10:20	Location	COR B135

Course description

The dead are all around us. Yet they are not silent. They built the house I am sitting in now; they founded the University at which we study. The dead are constantly invoked and recycled in daily life, this much is true. And yet, what can the actual treatment of the dead, the death and mortuary behaviour of a society, tell us about the living? Some societies do not bury their dead: can an absence of evidence tell us anything about a society's beliefs? The first burials in the history of humanity are often said to herald the "origins of symbolism, ritual and religion" (Parker Pearson, 1999, p.147). But is burial any more than a practical means of getting rid of a body? This course explores themes and issues in the study of mortuary practices. Topics and case studies will include ethical issues, gender and identity, social organisation and structure, spirituality etc... The time range that we will cover in the course will span from the Neolithic to the 20th century, and numerous cultures from all parts of the globe will be our subject matter.

Aims

The aims of this course are:

- To investigate funerary in the archaeological record through the use of cross-cultural case studies;
- To outline theoretical and interpretative approaches to mortuary archaeology;
- To explore issues of ethics and respect in relation to the study of funerary remains; and
- To challenge notions of legitimate knowledge and identify and explore alternative agendas.

Learning objectives

By the end of the course students should be able to:

1. Identify and discuss various types of funerary rituals and their archaeological expression;
2. Assess the contribution archaeology makes to interpreting the ways that societies respond to death;
3. Recognise, describe, apply and analyze a range of different interpretative stances used in the archaeological study of funerary remains;
4. Apply anthropological terminology and methods to the written expression of an argument analysing archaeological approaches to the study of funerary remains;
5. Discuss the ethical considerations that apply to the archaeological study of funerary remains;
6. Critically evaluate a case study as a tool for analysing theoretical perspectives; and
7. Effectively utilise technological resources for presenting archaeological materials, including research, article reviews, mapping and cemetery survey.

Course requirements

This course includes a combination of lectures, discussions, and group work. The nature of the assignments means that regular attendance is essential, as is completion of the assigned readings. Because of the nature of the group assignments you will sometimes be given class time to work within your groups.

Textbook

Parker Pearson, M. (1999) *The Archaeology of Death and Burial*. Sutton: Stroud.
[Check SUBText for used copies!]

Other reading materials will be available in the library or on Moodle.

Grading Scale

We will be using the standard UVic Undergraduate Grading Scale, as can be seen here:

<http://web.uvic.ca/calendar2012/FACS/UnIn/UARe/Grad.html>

In particular, I draw your attention to the criteria required for grades within the A range (A- to A+):

“Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.” Therefore, B range grades are assigned to students who fulfill all expectations, while A range grades must be reserved for those who exceed them.

Assessment

This course involves a lot of work. Most of it can be managed by budgeting time to work on your assignments every week. You will be allocated some class time for your group assignments but, as with any course, you should expect to be working for about 6 hours/week outside the class. Don't let yourself fall behind. It becomes difficult to catch up.

Blog	10%	Weekly; last post by March 28, submit by Apr 1
Reading Assignments	5%	Weekly; posted to Moodle forums
Data Assignment	10%	Jan 24
Monument Analysis (Group portion)	10%	Feb 15
Monument Analysis (Individual portion)	15%	Feb 18 (or earlier)
Case study: Proposal	P/F	Mar 1 (or earlier; must pass to continue)
Case study: Final	25%	Mar 28 (11:55 pm)
Take Home Exam	25%	

Individual Assignments

Blog (10%)

You will maintain a **weekly** blog (web-based journal), prompted by questions posed in class. A regular feature of the blog will be reflection on course concepts and themes as encountered in our lives, as well as in other times and places. The blog will be informally assessed on a regular basis for feedback. Marks for the blog will be based on the submission of **THREE** blog entries, primarily selected by you, and the completion of a **minimum of 10 blog entries**, each from a **different** week. You cannot make up for missed weeks by doing several entries at once. Further guidelines will be given in class and on Moodle.

Reading Responses (5%)

Each week you will be assigned at least 2 peer-reviewed papers to read. It is expected that your readings will be completed before the Tuesday classes, so that they can form the basis of your understanding for the lectures. For 8 weeks of the term, there is a Reading Response Forum that will provide you with the space to demonstrate that you have completed the readings. You can approach this in two ways.

Option 1: For 5 of the 8 weeks, you post a reading response. Additionally, you make 4 or more quality comments on other student's posts.

Option 2: For 7 of the 8 weeks, you post a reading response. No comments on other students' posts are required.

A response must include: a 2-3 sentence summary of *two* of the assigned papers; a 1-2 sentence statement identifying the connections between them; and at least two questions that we can use to cultivate discussion during class. To be counted towards your grade, they must be **posted by 5pm on Tuesday** of the assigned week, unless otherwise noted. Each post will be marked out of 2: 1 mark for evidence of reading/understanding of the papers; 1 mark for evidence of critical thinking.

A comment must indicate: that you have read the material and are thinking critically about the content of the material and the post to which you are replying. Each good quality comment will earn 1 mark, to a maximum of 4.

If you opt for Option 1 and do 5 reading responses that demonstrate both quality reading and critical thinking and make three comments but not a fourth, your mark will be 13/14. This earns a mark of 4.65% for this assignment.

If you opt for Option 2 and complete 4 readings, you could get a maximum of 8/14, which earns a mark of 2.85% for this assignment.

If, at any point you post a response or comment that does not receive full marks, you will receive an email from the TA, otherwise, you can assume that you have received full marks for that particular post or comment.

Data Assignment (10%)

We will spend two classes working in a computer lab (week of Jan 14 and week of Jan 21). You will be given a dataset to manipulate and a worksheet to complete. The worksheet will be due a short time after the second lab session (Friday, Jan 24). The purpose of this assignment is to introduce you to core skills relating to data management and manipulation, helping establish skills required for the monument analysis and reading assignments.

Take Home Exam (25%)

The final exam will be in essay format and will be due on Apr 4th. You will be given the topic two weeks in advance. Details will be given in class and on Moodle.

Group Assignments

1. Memorial Monument Analysis (10% +15%)

Students will work in groups to create a digital record of a set of graves or monuments. The record will include a database, map, photos, and transcriptions of each inscription included in the set. Students will form groups of 4 or 5 for this assignment. Each group will need to do some fieldwork on sites selected by students.

Possibilities include, but are not limited to: segments of Ross Bay Cemetery, Pioneer's Square, the Veterans' Cemetery, memorial benches in Oak Bay etc... The assignment is broken into two parts for assessment. The digital record is a group project and is worth 10%. In addition to the digital record, each student will write a short essay based on their analysis. These essays are individual projects and are worth a further 15%. Further details will be available on Moodle.

2. Case study (25%) and Proposal (P/F)

Each student group will select a case study to analyse. The analysis will be presented in an on-line format of the group's choice. Some possible options include a web page, a digital magazine, or group blog. The analysis should include a short description of the site, an analysis and critique of current interpretation(s), and one or more alternative interpretations, based on different methodological or theoretical approaches. In addition to the final product, groups need to produce a proposal for their project. Proposals that are not accepted must be resubmitted before embarking on the project itself. Further details will be made available via Moodle.

Course policies

Email Policy:

Most of the time, you can expect a reply to an email within 24-48 hours. Please do NOT expect an immediate reply. You should also know that I will only rarely reply to emails on the weekends. Moreover, there are limited issues that I will deal with over email – general administrative business, quick questions regarding class assignments etc. I will not answer bigger questions over email (such as questions about your marks, problems within your groups or course content questions while working on group papers). Please visit me during office hours or make an appointment to see me. Make sure you include the course code (ANTH 397) in your subject line, along with the subject of your message, otherwise your email may skip my inbox and be rejected as junk mail. Finally, before emailing me a question, check the Moodle, syllabus, assignment guidelines and announcements – the answer to your question may already be there.

Late Assignments:

Assignments are to be submitted to Moodle by the start of the class on the due date unless otherwise noted. If you are unable to attend the class the day that something is due, you must still submit your assignment. All late assignments will be penalised by 10% per day, including weekends and holidays, to a maximum of 5 days. Assignments more than 5 days late will not be marked.

Extensions will only be granted by prior arrangement or upon receipt of a medical note.

Academic Integrity:

The University of Victoria does not tolerate academic misconduct, and the policies of the University will be upheld in this course. The Policy on Academic Integrity can be found in the University of Victoria Calendar.

Equity in the classroom:

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members [Senate resolution, January 13th, 1999]. As part of our commitment to equity, the Department of Anthropology has established an Equity Committee. If you have concerns regarding equity issues in the classroom, you may contact a member of the Equity committee or the Chair of the Department. The Department Secretary can provide you with the names of the current members of this committee.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Student Success Tips:

Your success at UVic is important to the Department of Anthropology. Familiarize yourself with the language of the campus: <http://www.registrar.uvic.ca/recruiting/vocabulary-large.html> for more information and refer to the Academic Calendar as well <http://web.uvic.ca/calendar2010/>.

Resources:

The University of Victoria makes available an array of student-centred resources to help you achieve your academic goals. For example, the Learning Skills Program has online and in-person advice about all aspects of the educational environment, including: note-taking, study skills, thinking critically, and preparing for and writing examinations. I highly recommend making use of these resources. Importantly, peer-counselling is also available. For additional information:

The Learning Commons: <http://learningcommons.uvic.ca/>

Learning Skills Program: <http://coun.uvic.ca/learning/>

Writing Centre: <http://www.ltc.uvic.ca/servicesprograms/twc.php>

Peer Help: <http://web.uvic.ca/~peerhelp/>

Tentative schedule of themes, readings and course assignments

This list is approximate: the dates are based on the week, not on specific class days. The course Moodle will tell you by which days each specific reading must be completed. The length of class topics may be adjusted to support in-class discussions and activities. The reading list is also tentative, pending receipt of the requested articles by the library. All readings not contained in your course text will be made available through reserve or on Moodle. Please be aware that this is a short list – it will be expanded. You can anticipate reading at least two academic papers per week in addition to your textbook.

Week	Topic	Important Dates
1 Jan 7-8	<p>Intro to course: Textbook: Ch 1; Funeral of a Rus’</p> <p>Ethnoarchaeology: Textbook: Ch 2 Garazhian O., Papoli Yazdi, L. (2008) Mortuary practices in Bam after the earthquake: An ethnoarchaeological study. <i>Journal of Social Archaeology</i>: 8(1): 94-112.</p>	
* 2/3 Jan 14, 15, 17 Jan 21, 22, 24	<p>Theoretical approaches to death Morris, I. (1991) The Archaeology of Ancestors: The Saxe/Goldstein Hypothesis Revisited. <i>Cambridge Archaeological Journal</i>: 1(2): 147-169.</p> <p>Chapman, R. (2013) Death, burial, and social representation. In S. Tarlow and L. Nilsson Stutz (eds) <i>The Oxford Handbook of the Archaeology of Death and Burial</i>. Oxford: Oxford University Press: 47-57.</p> <p>Williams, H. and D. Sayer (2009) ‘Halls of mirrors’: Death and identity in medieval archaeology. In D. Sayer and H. Williams (eds) <i>Mortuary Practices and Social Identities in the Middle Ages</i>. Liverpool: Liverpool University Press: 1-22.</p>	<p>This week: Group formation</p> <p>Data Assignment workshops (Jan 14/15/21/22)¹ In BEC 160</p> <p>Data assignment due 11:55 pm on Jan 24</p>
4* Jan 28, 29, 31	<p>Landscapes of death: Textbook: Ch 6</p> <p>Parker Pearson, M. (1993) The Powerful Dead: Archaeological relationships between the living and the dead. <i>Cambridge Archaeological Journal</i> 3(2): 203-229.</p> <p>Barrett, J. (1990) The monumentality of death: The Character of Early Bronze Age Mortuary Mounds in Southern Britain. <i>World Archaeology</i>: 22(2): 179-189.</p>	<p>Guest talk by Darcy Matthews on Friday. Read posted conference talk by Darcy before class.</p>

* All weeks marked with a star are weeks that count towards the Reading Response Assignments. Remember, you must respond to 6 weeks’ reading.

¹ The computer lab is not big enough for the whole class. You will be assigned to attend on either Tuesday OR Wednesday.

<p>5* Feb 4, 5, 7</p>	<p>Treatment of the dead: Textbook: Ch 3</p> <p>Finn, C. (2006) Bog bodies and Bog Lands: Trophies of Science, Art and the Imagination. In I. Russell, (ed) <i>Images, Representations and Heritage Moving beyond Modern Approaches to Archaeology</i>. Springer-Kluwer, NY: 315-332.</p> <p>Høilund Nielsen, K. (2009) Rituals to free the spirit - or what the cremation pyre told. In D. Sayer and H. Williams (eds) <i>Mortuary Practices and Social Identities in the Middle Ages</i>. Liverpool: Liverpool University Press: 1-22.</p> <p>Williams, H. 2004. Death Warmed Up: the agency of bodies and bones in early Anglo-Saxon cremation rites, <i>Journal of Material Culture</i> 9(3): 263-91.</p>	
<p>6 Feb 11, 12, 14</p>	<p>Reading break – No classes</p>	
<p>7* Feb 18, 19, 21</p>	<p>Status Textbook: Ch 4</p> <p>Cannon, A. (1989) The Historical Dimension in Mortuary Expressions of Status and Sentiment. <i>Current Anthropology</i> 30:437-58.</p> <p>Lopez Castro, J.L. (2006) Colonials, merchants and alabaster vases: The western Phoenician aristocracy. <i>Antiquity</i> 80(307): 74-88.</p> <p>Robb, J., R. Bigazzi, L. Lazzarini, C. Scarsini, and F. Sonogo (2001) Social “status” and biological “status”: A comparison of grave goods and skeletal indicators from Pontecagnano. <i>Physical Anthropology</i> 113(3): 213-222.</p>	<p>Due Feb 21: Monument analysis</p> <p>In-class time for Proposal drafting/editing</p>
<p>8* Feb 25, 26, 28</p>	<p>Gender: Textbook: Ch 5</p> <p>Bruck, J. (2009) Women, death and social change in the British Bronze Age. <i>Norwegian Archaeological Review</i> 42: 1-23.</p> <p>Sofaer Derevenski, J. (2000) Rings of Life: The role of metalwork in mediating the gendered life course. <i>World Archaeology</i> 31: 389-406.</p> <p>Sofaer, J and M.L. Stig Sørensen (2013) Death and gender. In S. Tarlow and L. Nilsson Stutz (eds) <i>The Oxford Handbook of the Archaeology of Death and Burial</i>. Oxford: Oxford University Press: 527-541.</p>	<p>Due Mar 1: Case study proposal</p>

<p>9* Mar 4, 5, 7</p>	<p>Life-cycle Gilchrist, R. (2000) Archaeological biographies: realizing human lifecycles, -courses and -histories. <i>World Archaeology</i> 31(3): 325-328.</p> <p>Pettitt, P. (2000) Neanderthal lifecycles: developmental and social phases in the lives of the last archaics. <i>World Archaeology</i> 31(3): 351-366.</p> <p>Waterman, A. J. and Thomas, J. T. (2011), When the bough breaks: Childhood Mortality and Burial Practice in Late Neolithic Atlantic Europe. <i>Oxford Journal of Archaeology</i>, 30: 165–183.</p>	
<p>10* Mar 11, 12, 14</p>	<p>Kinship: Textbook: Ch 5 (focus on kinship this time)</p> <p>Gillespie, S. D. (2001) Personhood, Agency and Mortuary Ritual: A case study from the Ancient Maya. <i>Journal of Anthropological Archaeology</i> 20: 73-112</p> <p>Howell, Todd L. and Keith W. Kintigh (1996) Archaeological identification of kin groups using mortuary and biological data: an example from the American Southwest. <i>American Antiquity</i> 61(3): 537-554.</p>	
<p>11 Mar 18, 19, 21</p>	<p>Off the beaten track: Textbook: Ch 7</p> <p>Formicola, V. (2007) From the Sunghir Children to the Romito Dwarf: Aspects of the Upper Paleolithic Funerary Landscape. <i>Current Anthropology</i> 48(3): 446-453.</p> <p>Kuijt, I. (1996) Negotiating Equality through Ritual: A Consideration of Late Natufian and Prepottery Neolithic A Period Mortuary Practices. <i>Journal of Anthropological Archaeology</i> 15(4): 313–336.</p> <p>Edwards, D. (2013) African perspectives on death, burial, and mortuary archaeology. In S. Tarlow and L. Nilsson Stutz (eds) <i>The Oxford Handbook of the Archaeology of Death and Burial</i>. Oxford: Oxford University Press: 209-226.</p>	
<p>12* Mar 25, 26, 28</p>	<p>Politics of death: Textbook: Ch 8</p> <p>Scarre, G. (2013) ‘Sapient trouble-tombs’?: Archaeologists’ moral obligations to the dead. In S. Tarlow and L. Nilsson Stutz (eds) <i>The Oxford Handbook of the Archaeology of Death and Burial</i>. Oxford: Oxford University Press: 665-675.</p> <p>Watkins, J. (2013) How ancients become ammunition: Politics and ethics of the human skeleton. In S. Tarlow and L. Nilsson Stutz (eds) <i>The Oxford Handbook of the Archaeology of Death and Burial</i>. Oxford: Oxford University Press: 695-708.</p>	<p>Due Mar 28: Case study, 11:55pm</p>

13 Apr 1, 2, 4	Memory Textbook: Ch 9 Wilson, G.D. (2010) Community, Identity, and Social Memory at Moundville. <i>American Antiquity</i> 75(1): 3-18 Williams, Howard (2005) Keeping the dead at arm's length: Memory, weaponry and early medieval mortuary technologies. <i>Journal of Social Archaeology</i> 5(2):253-275.	Due Apr 2: Blog
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