

# Archaeology of the Body (ANTH 261)

Fall 2020



“Lovers of Valdarò”, Mantua Italy

**Location:** Tent 4 (Bottoms Center patio)  
**Time (Mon. Section, on campus):** Monday 1:40 - 2:40 PM *and* Friday 1:40 - 2:05 PM  
**Time (Wed. Section, online):** Wednesday 1:40 - 2:40 PM *and* Friday 2:15 - 2:40 PM  
**Professor:** Dr. Lydia Wilson Marshall  
**Email:** [lydiamarshall@depauw.edu](mailto:lydiamarshall@depauw.edu)  
**Office Hours:** Wednesday, 10:30 - 11:30 AM, Thursday 1:00 - 2:30 PM, and by appointment (online only)  
**Online Class and Office Hours Link:**  
**Password:**

## *Why Does This Course Matter?*

Can a bone be read like a book? This course approaches the archaeological analysis of human bones through both cultural and biological lenses. How do we read personal histories of disease, violence, labor, and migration in human bones? What stories do ancient people’s bodies tell us not only about their lives but also about the societies in which they lived? Did ancient people think of death in the same way that we do? This course will begin to unravel such mysteries for you.

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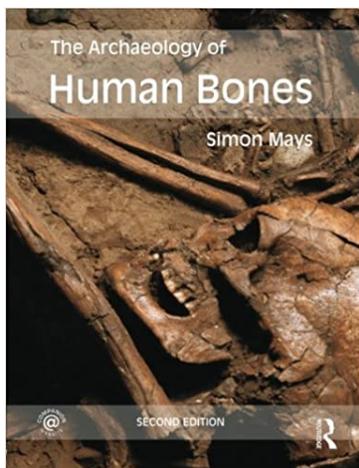
## *How This Course Will Help*

We have three main tasks for the semester. First, I wanted you to ***understand what sort of information archaeologists can glean from human remains and how they do so.*** Toward this end, we will explore the skeletal identification and analysis of sex, age at death, diet, disease, injury, and migration. Our second task is to ***understand what the analysis of human bones and burial practices can reveal about the economic, social, and ideological organization of ancient societies.*** Our focus here will include mortuary rituals, the modification of human bones after death, and the relationship between the living and the dead.

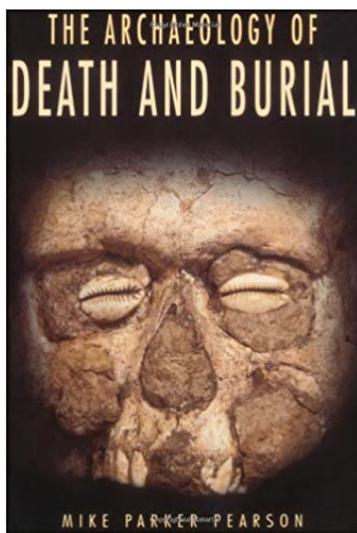
A final major task this semester is to ***improve your confidence and capability working with quantitative data.*** You will practice making calculations and interpreting quantitative data relevant to the analysis of human bones. You will also learn how to effectively represent quantitative data visually and how to use such data to make sound judgments and persuasive arguments.

## *What Texts Do You Need to Buy or Rent?*

You will need access to the following two books for the course. All other assigned readings will be posted as pdfs in Moodle.



Mays, Simon. 2010. *The Archaeology of Human Bones*, 2nd ed. London: Routledge.



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

### ***How Will You Learn Remotely? How Will You Learn on Campus?***

This class includes both in-person and virtual elements. It has been designed to be accessible to students both on and off campus. I am committed to helping you learn wherever you are. Our course is scheduled to meet Monday, Wednesday, and Friday. Our class will be split into two sections. The Monday Section will attend class *in person* in Tent 4 (Bottoms Center patio) on Monday and the first half of the hour (1:40-2:05 PM) on Friday. **If you are learning on campus, please bring your laptop to class**, as this will enable us to do a wider variety of activities. The Wednesday Section will meet virtually; students will attend class on Zoom on Wednesday and the second half of the hour (2:15-2:40) on Friday using the password and the link.



For each week, I will post three mini-lectures on each day's topic in advance. These will be located on our Moodle page. Before your full-length class meeting (on Monday or Wednesday, depending on your section), you should watch the first *two*

weekly lecture videos and do the associated reading for both days (see the reading schedule in this syllabus). Before the Friday half-class meeting, you should watch the final weekly lecture video and do the associated reading. Class time will be devoted to discussion, clarification, and activities. **If you are in a very different time zone** and meeting during our scheduled class time is a problem, please get in touch so we can strategize and plan together. Let me know what you need. Let me know how I can help you. I am here to support you. I want you to succeed.

### ***How Will We Stay Safe?***

To minimize the risk of disease spread, students learning on campus will meet in an open-sided tent. **Masks must be worn for the entirety of the class period**, and, for this reason, eating and drinking are prohibited during class, unless we are meeting over Zoom and not in person. During days with bad weather, on-campus learners will meet for class online using the password and the link. During our in-person classes, if you approach me, make sure to maintain six feet of distance, per guidelines from DePauw and Indiana Governor Eric Holcomb. Also make sure to maintain six feet of distance with your classmates. All office hours and student appointments will be conducted online using the password and the link. Following Thanksgiving Break, DePauw's campus will close and all remaining class meetings for both sections will be online.

## ***When Are Assignments Due? When Will Exams Happen?***

*Please note that there will be **three** four-minute, two-question open-book reading quizzes on Moodle each week. All three will be due each Friday at 5 PM for the week prior.*

- 9/23: Quantitative reasoning exercise #1 (Cemetery Demography) due via Moodle at 5 PM (Eastern Time Zone)
- 9/30: Open-book, timed skeletal anatomy quiz due via Moodle at 5 PM (Eastern Time Zone)
- 10/7: Quantitative reasoning exercise #2 (Osteometry) due via Moodle on at 5 PM (Eastern Time Zone)
- 10/16: Open-book, take-home midterm exam due via Moodle at 5 PM (Eastern Time Zone)
- 10/21: Quantitative reasoning exercise #3 (Isotope Analysis) due via Moodle at 5 PM (Eastern Time Zone)
- 11/11: Quantitative reasoning exercise #4 (Status) due via Moodle at 5 PM (Eastern Time Zone)
- 11/18: Quantitative reasoning exercise #5 (Quantitative vs. Qualitative) due via Moodle at 5 PM (Eastern Time Zone)
- 12/16: Open-book, take-home final exam due via Moodle at 11:30 AM (Eastern Time Zone)

## ***How to Succeed in This Course***

**Engage:** Come prepared to actively engage in this course. I have found this is the best way to enhance your learning. Prepare to engage deeply by reading all assigned material carefully prior to class, taking careful notes during recorded lectures and in class, and participating in class discussion. Your comments and questions make the class a more rewarding and more fun learning experience for your classmates and for me.

**Communicate:** The study of human bones may be a completely new area of study for you. Your success is important to me. Please let me know when the course material is unclear. I am here *for you*. Let me know in class if I need to explain something again, write a term on the board, or slow down. I welcome these requests and directions from students because they benefit our shared learning community. *I will not be offended if you tell me I'm not making sense—I will be grateful that you let me know.*

**Connect:** Please feel free to drop in (virtually) during office hours or make a special appointment to see me. I am always happy to meet with students outside of class if they want to discuss class material, work on assignments, prepare for exams, or just chat. Please also remember that your classmates are an asset to your learning. Talk to them! Study with them!

## *How Will You and I Evaluate Your Progress?*

I have designed this course to include a variety of types of assignments, including exams, quizzes, and quantitative reasoning exercises. These assignments are designed to support my four learning objectives. In this course, you will

- learn what kinds of biological and cultural data can be recovered from human remains
- understand the methods by which archaeologists recover such data
- interpret human osteological data and burial practices to make inferences about past societies, and
- apply quantitative tools to the analysis and interpretation of human bones

Course Requirement	Percentage of Final Grade
Class Participation	5%
Moodle Reading Quizzes	5%
Skeletal Anatomy Quiz	5%
Quantitative Exercise 1 (Cemetery Demography)	10%
Quantitative Exercise 2 (Osteometry)	5%
Quantitative Exercise 3 (Isotope Analysis)	5%
Quantitative Exercise 4 (Status)	10%
Quantitative Exercise 5 (Quantitative vs. Qualitative)	12.5%
Take-Home Midterm	20%
Take-Home Final Exam	22.5%

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

Please remember that 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.” **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.

If students choose to take the course Pass/Fail, their assignments will be graded to the same standard as other students. A “Pass” is defined as a course grade of C- (70%) or above. A “D” is defined as a course grade in the range 60-69.999%, and a “Fail” remains any grade under 60%.

Whether or not a student chooses to take the course for a grade or for Pass/Fail, **the requirements to receive the ‘Q’ competency certification are the same**: a student must receive a grade of 70% (cumulatively) on the six quantitative reasoning exercises (42.5% of the course grade). He or she must also pass the course.

## ***Exercise and Assignment Details***

**Class Participation:** This course will include both lecture and discussion components, and class participation is essential. Class participation means attending our class meetings, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments or 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. ***I recognize that social distancing, face coverings, and online learning may make your participation more difficult. If you are struggling to participate, let me know so that I can offer alternate options, such as submitting response paragraphs to me following class.*** Class participation accounts for 5% of the course grade.

**Moodle Reading Quizzes:** Every week, I will post ***three timed, four-minute, two-question, open-book*** reading quizzes in Moodle. Each of these quizzes corresponds to readings for a specific course topic/day. These will be due every Friday at 5 PM for the entire week. These quizzes will together count for 5% of the course grade. The lowest two quiz scores will be dropped.

**Skeletal Anatomy Quiz:** Students will take one timed, open-book quiz focusing on the

human skeleton on Moodle. This quiz is worth 5% of your course grade.

**Quantitative Reasoning Exercises:** Five quantitative reasoning exercises will be assigned throughout the semester. The topics for these exercises are: (1) Cemetery Demography (10% of the course grade) (2) An Introduction to Osteometry (5% of the course grade); (3) Isotope Analysis (5% of the course grade); (4) Comparing Social "Status" and Biological "Status" (10% of the course grade); and (5) Comparing Qualitative and Quantitative Approaches to Burial Analysis (12.5% of the course grade). Cumulatively, quantitative reasoning exercises are worth 42.5% of the course grade.

**Exams:** Two open-book take-home exams will be given over the course of the semester. The midterm is worth 20% of your course grade. The final exam, which is cumulative, is worth 22.5% of your course grade. These exams will consist of a series of essay questions. You will receive the exam directions at least a week before the deadline. ***Please take advantage of this extra time.*** You should budget at minimum one hour per essay question for each exam. Try to answer one essay question per day. If you wait to begin the exam until the day before the due date, you will regret it.

### ***What if You Miss Class?***

***If you are an on-campus learner and you need to switch to remote learning for any reason***, please alert me within 24 hours and switch your attendance to the Wednesday class section that meets online (1:40-2:40 PM Wednesday and 2:15-2:40 PM Friday via the link and password. You do not need to give me any reason for this switch. So long as you are still able to participate, you will just learn as a remote student until you can return to class meetings on campus. ***If you are a remote or on-campus learner and you are temporarily unable to attend class meetings or continue with coursework***, please get in touch with me as soon as possible so that we can plan for you to make up your work and attendance later. If this is the case, I will record the live class meetings with online learners for you to later view. If I record a class in which you are present, I will notify you at the start of the recording, and let you know when the recording stops. These recordings, in part or in whole, are not allowed to be shared outside of class.

For your privacy, you are not required to give any reason for either switching to the remote section or for missing class. However, it is DePauw's policy that if you are unable to attend class for any reason for two or more weeks cumulatively, it may not be possible for you to continue in the course. In addition, if you do not communicate with me and make up your absences in the ways listed above, your absences will be unexcused and will negatively impact your participation grade and your final course grade at my discretion. Remember, if you

are an on-campus learner attending the remote section of the course for a time, that still counts as attending class!

### ***What if You Miss a Deadline?***

All exercises, quizzes, and exams are due via Moodle at the times and on the dates listed in the syllabus. On the due date, a paper or exam submitted later in the day is eligible for 95% of original points. A paper or exam submitted one day late is eligible for 90% of original points. A paper or exam submitted two days late is eligible for 80% of original points. A paper or exam submitted three days late is eligible for 70% of original points. I will not accept assignments more than three days late without a formal extension having been approved by me in advance. If you have an emergency, contact me before class. Make-up reading quizzes are given only if an emergency prevents a student from taking the quizzes during the week they are open on Moodle.

### ***Academic Integrity***

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.** I can't help you if you don't let me know that you need help.

## *Additional Assistance*

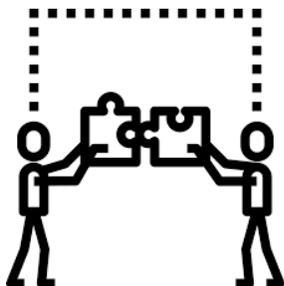
DePauw has some great resources to help to improve your performance in this and other courses.



**W-Center:** Peer tutors are available online to help you work on your paper's thesis, organization, development, and voice; they can also help with brainstorming, punctuation, spelling, and grammar. Sign up using the left-hand menu here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center/>



**Q-Center:** Peer tutors are available online to help you better understand quantitative reasoning lessons and assignments in this class and other courses. They can help you unpack assignment directions and explore strategies for approaching problems. Sign up using the left-hand menu here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center/>



**Academic Peer Tutoring:** Peer tutors are available online to help you develop individualized strategies in the areas of study skill development, time management, goal setting, organization, and prioritizing. Tutors meet with students on an individual basis, or upon request, in small groups. Email [acadpeer@depauw.edu](mailto:acadpeer@depauw.edu) for an appointment or sign up here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center/>



**Counseling Services:** Counselors at DePauw specialize in concerns common among college students, such as personal stress and anxiety, depression, academic- and career-related concerns, relationship concerns, identity development, and substance use. They are currently using an online telehealth approach to their services. To schedule a virtual appointment, please email [counselingservices@depauw.edu](mailto:counselingservices@depauw.edu) or call 765-658-4268.



**Student Accessibility Services:** If you need accommodations, you have a right to have these met. If you have a documented disability, please contact Student Accessibility Services to arrange for any needed accommodations. Also, if you suspect that you have a disability but don't yet have documentation, please reach out to Student Accessibility Services to talk. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning

disabilities, ADD, ADHD, psychological disabilities, neurological impairments, and chronic medical conditions such as migraines, AIDS, cancer, and diabetes. DePauw's ADA syllabus statement follows: *"It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Accessibility Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Accessibility 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 Accessibility Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Accessibility Services for a confidential discussion. Student Accessibility Services can be reached by phone at 765-658-6267 or [studentaccessibility@depauw.edu](mailto:studentaccessibility@depauw.edu). Meetings with SAS staff will be conducted virtually this semester."*

### ***Course Reading Schedule***

#### **Monday 8/31 and Wednesday 9/2: Finding King Richard III**

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**Syllabus Review**

#### **Friday 9/4: Why Archaeology of the Body?**

Parker Pearson, Michael. 1999. "Chapter 1: Learning from the Dead," pages 1-20. (Textbook)

#### **Monday 9/7 and Wednesday 9/9: Archaeological Perspectives on the Body**

Tarlow, Sarah. 2008. "The Extraordinary History of Oliver Cromwell's Head." (Moodle)

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#### **The Human Body as a Cultural Construct**

Malafouris, Lambra. 2008. "Is It 'Me' or Is It 'Mine'?": The Mycenaean Sword as Body-Part." (Moodle)

*Tuesday 9/8: Deadline to drop or add Fall 2020 classes*

### THEME 1: UNDERSTANDING AND INTERPRETING THE HUMAN BODY

#### **Friday 9/11: An Introduction to Human Skeletal Anatomy**

Mays, Simon. 2010. "Chapter 1: The Nature of Bones and Teeth," pages 1-14. (Textbook)

*In lieu of additional reading, use the "Human" section of [eskeletons.org](http://eskeletons.org) to identify all bone and tooth types listed on the worksheet posted on Moodle.*



"The hip bone's connected to the...! Once you start humming, it all comes back to you."

**Monday 9/14 and Wednesday 9/16: Determining Sex**  
Mays, Simon. 2010. "Chapter 3: The Determination of Age and Sex" (excerpt) pages 40-50.  
(Textbook)

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**The Interpretive Value of Sex Determination**

Agarwal, Sabrina. 2017. "Reading the Bones."  
(Moodle)

Hollimon, Sandra E. 2000. "Sex, Health, and Gender Roles among the Arikara of the Northern Plains." (Moodle)

**Friday 9/18: Cemetery Demography Lab**

Chamberlain, Andrew. 2006. "The Life Table." In *Demography in Archaeology*, 27-31.

Cambridge: Cambridge University Press.

Lobell, Jarett A. 2017. "Memento Mori." *Archaeology* 70 (2): 38-41.

*Directions for quantitative reasoning exercise #1 (Cemetery Demography) posted on Moodle on Friday 9/18 at 9 AM (Eastern Time Zone)*

**Monday 9/21 and Wednesday 9/23: Determining Age**

Mays, Simon. 2010. "Chapter 2: The Determination of Age and Sex" (excerpt), pages 51-76. (Textbook)

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**The Interpretive Value of Age Determination**

Mays, Simon. 2010. "Chapter 2: The Determination of Age and Sex" (excerpt), pages 76-89. (Textbook)

Perry, Megan. 2005. "Redefining Childhood through Bioarchaeology." (Moodle)

*Quantitative reasoning exercise #1 (Cemetery Demography) due via Moodle on Wednesday 9/23 at 5 PM (Eastern Time Zone)*

**Friday 9/25: The Human Skull**

Mays, Simon. 2010. "Chapter 4: Metric Variation in the Human Skull," pages 91-125. (Textbook)

### **Monday 9/28 and Wednesday 9/30: Skeletal Anatomy Quiz Review**

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#### **Bone Disease**

Mays, Simon. 2010. "Chapter 7: Bone Disease," pages 177-216. (Textbook)

*Open-book, timed skeletal anatomy quiz due via Moodle on Wednesday 9/30 at 5 PM (Eastern Time Zone)*

#### **Friday 10/2: Dental Disease**

Mays, Simon. 2010. "Chapter 8: Dental Disease," pages 217-235. (Textbook)

*Directions for quantitative reasoning exercise #2 (Osteometry) posted on Moodle on Friday 10/2 at 9 AM (Eastern Time Zone)*

### **Monday 10/5 and Wednesday 10/7: Interpretive Value of Identifying Disease**

Lambert, Patricia M. 2006. "Infectious Disease among Enslaved African Americans at Eaton's Estate, Warren County, North Carolina, ca. 1830-1850." (Moodle)

Seiler, Roger, Andrew Spielman, Albert Zink, and Frank Rühli. 2013. "Oral Pathologies of the Neolithic Iceman." (Moodle)

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#### **Stable Isotope Analysis**

Mays, Simon. 2010. "Chapter 10: Stable Isotope Analysis," pages 265-289. (Textbook)

*Quantitative reasoning exercise #2 (Osteometry) due via Moodle on Wednesday 10/7 at 5 PM (Eastern Time Zone)*

*Directions for open-book, take-home midterm exam posted on Moodle on Wednesday 10/7 at 5 PM (Eastern Time Zone). This exam includes readings and ideas covered through 10/14.*

#### **Friday 10/9: Stable Isotope Analysis: Analyzing Diet**

Rodríguez, Veronica, et al. 2020. "Urban to the Bone: Isotopic and Faunal Dietary Data from Formative-Period Cerro Jazmín, Mixteca Alta, Oaxaca, Mexico." (Moodle)

### **Monday 10/12 and Wednesday 10/14: Stable Isotope Analysis: Analyzing Movement**

Knudson, Kelly J., and Tiffany A. Tung. 2007. "Using Archaeological Chemistry to Investigate the Geographic Origins of Trophy Heads in the Central Andes." (Moodle)

Price, T. Douglas, Karin Margarita Frei, Andres Siegfried Dobat, Niels Lynnerup, and Pia Bennike. 2011. "Who Was in Harold Bluetooth's Army?: Strontium Isotope Investigation of the Cemetery at the Viking Age Fortress at Trelleborg, Denmark." (Moodle)

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## Midterm Exam Review

### Friday 10/16: Skeletal Injury

Mays, Simon. 2010. "Chapter 9: Traces of Injury on the Skeleton," pages 236-264. (Textbook)

*Quantitative reasoning exercise #3 (Isotope Analysis) posted on Moodle on Friday 10/16 at 9 AM (Eastern Time Zone)*

*Open-book take-home midterm exam due via Moodle on Friday 10/16 at 5 PM (Eastern Time Zone)*

### Monday 10/19 and Wednesday 10/21: The Interpretive Value of Identifying Work-Related Injuries

Baker, Brenda J., Claire E. Terhune, and Amy Papalexandrou. 2012. "Sew Long?: The Osteobiography of a Woman from Medieval Polis, Cyprus." (Moodle).

Molleson, Theya. 1994. "The Eloquent Bones of Abu Hureyra." (Moodle)

### The Interpretive Value of Identifying Violent Trauma, Part 1

Knüsel, Christopher. 2014. "Courteous Knights and Cruel Avengers: A Consideration of the Changing Social Context of Medieval Warfare from the Perspective of Human Remains." (Moodle)



*Quantitative reasoning exercise #3 (Isotope Analysis) due via Moodle on Wednesday 10/21 at 5 PM (Eastern Time Zone)*

### Friday 10/23: The Interpretive Value of Identifying Violent Trauma, Part 2

Kanz, Fabian, and Karl Grossschmidt. 2006. "Head Injuries of Roman Gladiators." (Moodle)

Mays, Simon. 2014. "The Bioarchaeology of the Homicide of Infants and Children" (Moodle)

**Monday 10/26 and Wednesday 10/28: The Interpretive Value of Identifying Violent Trauma, Part 3**

Osterholtz, Anna J. 2012. "The Social Role of Hobbling and Torture: Violence in the Prehistoric Southwest." (Moodle)

Gaither, Catherine M., and Melissa S. Murphy. 2012. "Consequences of Conquest?: The Analysis and Interpretation of Subadult Trauma at Puruchuco-Huaquerones, Peru." (Moodle)

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**The Interpretive Value of Identifying Disability**

Boutin, Alexi T., and Benjamin W. Porter. 2014. "Commemorating Disability in Early Dilmun" (excerpt). (Moodle)

Tilley, Lorna and Marc F. Oxenham. 2011. "Survival against the Odds: Modeling the Social Implications of Care Provision to Seriously Disabled Individuals." (Moodle)

THEME 2: DEATH BURIAL AND BODIES

**Friday 10/30: The Human Experience of Death**

Parker Pearson, Michael. 1999. "Chapter 7: The Human Experience of Death," pages 142-170. (Textbook)

*Friday 10/30: Last day to withdraw from a course or change grading option*

**Monday 11/2 and Wednesday 11/4: The Social Archaeology of Death: Analogy**

Parker Pearson, Michael. 1999. "Chapter 2: From Now to Then: Ethnoarchaeology and Analogy, pages 21-47 (excerpt). (Textbook)

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**The Social Archaeology of Death: Context**

Parker Pearson, Michael. 1999. "Chapter 2: From Now to Then: Ethnoarchaeology and Analogy," pages 47-71 (excerpt). (Textbook)

*Quantitative reasoning exercise #4 (Status) posted on Moodle on Friday 11/6 at 9 AM (Eastern Time Zone)*

**Friday 11/6: Burial and Status**

Parker Pearson, Michael. 1999. "Chapter 4: Status, Rank, and Power," pages 72-94. (Textbook)

**Monday 11/9 and Wednesday 11/11: Mortuary Ritual and Social Identity, Part 1**

Chesson, Meredith S. 1999. "Libraries of the Dead: Early Bronze Age Charnel Houses and Social Identity at Urban Bab edh-Dhra', Jordan." (Moodle)

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**Mortuary Ritual and Social Identity, Part 2**

Joyce, Rosemary. 2001. "Burying the Dead at Tlatilco: Social Memory and Social Identities." (Moodle)

*Quantitative reasoning exercise #4 (Status) due via Moodle on Wednesday 11/11 at 5 PM (Eastern Time Zone)*

**Friday 11/13: Social Inequality and the Treatment of the Dead**

Nystrom, Kenneth C. 2014. "The Bioarchaeology of Structural Violence and Dissection in the 19<sup>th</sup>-Century United States." (Moodle)

*Quantitative reasoning exercise #5 (Quantitative vs. Qualitative) posted on Moodle on Friday 11/13 at 9 AM (Eastern Time Zone)*

**Monday 11/16 and Wednesday 11/18: The Relationship between the Living and the Dead**

Arnold, Bettina. 2002. "A Landscape of Ancestors: The Space and Place of Death in Iron Age West-Central Europe." (Moodle)

Gillespie, Susan D. 2002. "Body and Soul among the Maya: Keeping the Spirits in Place." (Moodle)

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**Are Grief and Other Emotions Archaeologically Accessible?**

Rosaldo, Renato. (1989) 2004. "Grief and a Headhunter's Rage." (Moodle)

Williams, Howard. 2007. "The Emotive Force of Early Medieval Mortuary Practices." (Moodle)

*Quantitative reasoning exercise #5 (Quantitative vs. Qualitative) due via Moodle on Wednesday 11/18 at 5 PM Eastern Standard Time*

**Friday 11/20: Post-Mortem Modification**

Forgey, Kathleen and Sloan R. Williams. 2005. "Were Nasca Trophy Heads War Trophies or Revered Ancestors?: Insights from the Kroeber Collection." (Moodle)

**Monday 11/23 - Friday 11/27: No class (Thanksgiving Break)**

### **Monday 11/30 and Wednesday 12/2: Territoriality and Ancestors, Part 1**

Parker Pearson, Michael. 1999. "Chapter 6: Placing the Dead," pages 124-141. (Textbook)

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### **Territoriality and Ancestors, Part 2**

Morris, Ian. 1991. "The Archaeology of Ancestors: The Saxe/Goldstein Hypothesis Revisited." (Moodle)

*Directions for open-book, take-home final exam posted on Moodle on Wednesday 12/2 at 5 PM (Eastern Time Zone). This exam includes readings and ideas covered through 12/9.*

### **Friday 12/4: Territoriality and Ancestors, Part 3**

Mantha, Alexis. 2009. "Territoriality, Social Boundaries and Ancestor Veneration in the Central Andes of Peru." (Moodle)

### **Monday 12/7 and Wednesday 12/9: The Ethics and Politics of Body-Centered Archaeology, Part 1**

Atalay, Sonya. 2013. "Naming, Claiming, and Epistemologies of Power." (Moodle)

Colwell-Chanthaphonh, Chip. 2009. "Reconciling American Archaeology and Native America." (Moodle)

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### **The Ethics and Politics of Body-Centered Archaeology, Part 2**

LaRoche, Cheryl J. La and Michael L. Blakey. 1997. "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground." (Moodle).

### **Friday 12/11: Final Exam Review Day**

*Open-book, take-home final exam due via Moodle on Wednesday 12/16 at 11:30 AM (Eastern Time Zone)*

