

TALES FROM THE CRYPT

MWF 3:00 - 3:50, ST 131
AR KY 327.04 - Winter 2015
Prof. Geoffrey McCafferty
Office ES 858, 220-6364
Email: mccafferty@ucalgary.ca
Office hours: Wed 1-3, Th 11-12

King Tut's tomb, the terracotta warriors of China, the royal cemetery of Ur, Tomb 7 at Monte Alban...mortuary remains comprise some of the most exciting as well as most revealing of archaeological discoveries. Bioarchaeological studies of ancient skeletons provide a wealth of information about health, diet, and status, while also creating a basis for understanding social identities such as gender and age distinctions. Grave goods ranging from the most basic to fabulous offer a glimpse at all levels of the social hierarchy. Iconography associated with death is often a key to reconstructing past religious ideologies. Mortuary practices from mummification to monumentalism (e.g., pyramids) characterize different cultures of antiquity. This course will survey some of the most famous archaeological discoveries, and in the process will explore the cultural significance used by archaeologists to better understand the past.

COURSE REQUIREMENTS AND GRADING:

Students will be responsible for readings in the text, as well as lectures, selected additional readings, and documentary films to be shown in class. The course will be conducted as a lecture, with the expectation that students will participate in discussions of the films and readings. Requirements will include a map quiz (10 points), two midterm exams (25 pts each), and a final exam (40 pts), totaling 100 points. Students interested in writing a research paper, worth 25 pts, can substitute that for the second midterm exam. Individual grades will be based on total points received; it is not necessary for students to pass all exams and assignments to pass the class:

Map Quiz	10%	January 30, 2015
Midterm #1	25%	February 27, 2015
Midterm #2	25%	March 20, 2015
Final Exam	40%	Registrars scheduled TBA

97 -100 = A+	87-89.9 = B+	77-79.9 = C+	67-69.9 = D+
93-96.9 = A	83-86.9 = B	73-76.9 = C	60-66.9 = D
90-92.9 = A-	80-82.9 = B-	70-72.9 = C-	Less than 60 points = F

RESEARCH PAPERS

A short research paper (5-7 pages) may be substituted in place of the second mid-term exam. Paper topics should be cleared with the professor in advance. A good place to look for topics is in the textbook, readings, the internet, or in anthropology/archaeology journals. A research paper should involve at least 5 published sources (not including the textbook), and at least one of those should be from a scholarly journal; web sources may be (cautiously!) included in addition to the 5 published sources. Referencing format should follow the example found in *American Antiquity*.

TEXTBOOK and READINGS:

Written in Bones: How Human Remains Unlock the Secrets of the Dead, edited by Paul Bahn. Firefly Books, Buffalo, NY. 2012.

Additional readings will be announced on D2L

SCHEDULE:

WEEK 1 (1/12-16): Introduction

Reading: Bahn (2012), Introduction; McCafferty and McCafferty (1994) on Tomb 7 at Monte Alban

WEEK 2 (1/19-23): Bioarchaeology

Reading:

WEEK 3 (1/26-30): Practical exercise in mortuary archaeology

Reading: Cemetery of Bilj archaeology problem
MAP QUIZ

WEEK 4 (2/2-6): Paleoanthropology

Reading: Bahn (2012): Turkana (77-83); Bahn (1996): Lucy (14-17), Peking and Java Man (22-25); Feder (2013): Piltdown; Hobbits!

WEEK 5 (2/9-13): Europe 1

Reading: Bahn (2012): Lapedo Valley (21-23), Hull (27-31), Lewis (32-35), Amesbury (49-52), European farmers (53-56), Herculaneum and Pompeii (58-62), Dolni Vestonice (68-70), Vilnius (84-89), Iceman (96-102). Gaul (107-109), Windeby (110-114), Cap Blanc (120-125)

WEEK 6 (2/16-20): READING WEEK

WEEK 7 (2/23-27): Europe 2

Reading: Bahn (2012): Gran Dolna (152-155), Roman London (160-163), Romito dwarf (164-166), Tower of London (167-170); Bahn (1996): Scandinavian Mesolithic (62-65), Mycenae (92-95)

FIRST MIDTERM EXAM

WEEK 8 (3/2-6): Near East

Reading: Bahn (2012): Ur (36-39), Tutankhamen (115-119), Royal Cemetery of Ur (147-150), Tomb 55 (191-194), EK 9 (3/9-13): Deir el-Bahari (195-198), Asru (211-213); Bahn (1996): Neanderthal (34-37), Jericho (42-45), Persian Gulf (100-103)

WEEK 9 (3/9-13): Asia

Reading: Bahn (2012): Mohenjo Daro (10-14), Lady Dai (63-67), Fenghuangshan (71-76), Siberia (156-159), Okunev (171-175), Tashtyk (199-205), Tarym basin (206-210); Bahn (1996): Imperial China (114-117)

WEEK 10 (3/16-20): Africa and Australia

Reading: Bahn (2012): Steenbokfontein (15-20), Einiqua (40-44), Cape Town (136-141); Batavia (126-130)

SECOND MIDTERM EXAM

WEEK 11 (3/23-27): North America

Reading: Bahn (2012): Moundville (24-26), Kennewick (90-94). Anasazi (103-106); Bahn (1996): Mass burials (50-51), Franklin expedition (170-173)

WEEK 12 (3/30-4/3): Mesoamerica 1

Reading: Bahn (2012): Maya (176-180); Bahn (1996): Pyramid of Feathered Serpent (82-85), Tomb 7 (122-125), Pakal (126-129)

WEEK 13 (4/6-10): Mesoamerica 2

Reading: Mayo 2013; McCafferty and McCafferty 2007; McCafferty et al n.d.

WEEK 14 (4/13-15): South America

Reading: Bahn (2012): Tiwanaku (45-48), Inka (131-135), Huaca de la Luna (142-146), San Jose de Moro (181-184), Chinchorro mummies (186-190); Bahn (1996): Paracas (78-81), Sipan (118-121)

Additional Information

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their university careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The

services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

The purpose of academic accommodation is to provide students with documented disabilities equal opportunity to master the essentials of a post-secondary education. Students with disabilities at the University of Calgary have met all admission requirements but may have done so with the use of accommodations. Similarly, they are expected to meet all academic and non-academic requirements. Adaptive technology and other academic accommodations do not relieve students of their responsibility to develop the essential skills and abilities expected of all students. Please refer to the following web link for detailed information:

<http://www.ucalgary.ca/drc/node/71>

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

USRI

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!

Website: <http://www.ucalgary.ca/usri/>

Plagiarism:

In written work, when a piece of information or a quote is used from another person (author, filmmaker, guest speaker), due credit is required. Failure to attribute the source of ideas and to pass them off as one's own is called plagiarism and is grounds for sanctions as imposed by the university. Please review the Anthropology Department guidelines for Intellectual Honesty here: <http://anth.ucalgary.ca/intellectual-honesty-guidelines>.