



Institute of Continuing Education

Undergraduate Diploma in Archaeology: Death and the Ancient World

2019 - 2020

Course code: 1920DCR601

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk

Welcome to the **Undergraduate Diploma in Archaeology; Death and the Ancient World**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Diploma is taught and awarded at FHEQ level 5 (i.e. second-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course aims to:

- Provide students with a sound grounding in archaeological theory in order that they may understand how the discipline and archaeological interpretation progresses with time
- Provide students with a practical and hands-on approach to the field, so that they may develop key laboratory-based skills and a familiarity with and overview of practical techniques relating to a variety of different archaeological materials
- Provide students with an in-depth knowledge and understanding of particular chronological and geographical areas within the discipline
- Prepare students for putting into practice in the field, through archaeological excavation and survey, the concepts that they have learned during their studies
- Give students an opportunity to expand their research skills and abilities in writing extended documents and analysing data

Transferable skills for further study and employability

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Academic Director:

Dr Gilly Carr is a University Senior Lecturer in Archaeology with academic responsibility for Archaeology at the Institute of Continuing Education. She also has additional responsibility for programmes in Heritage Studies, Anthropology, Egyptology and Classical Archaeology. She is attached to the University of Cambridge Department of Archaeology, is a member of the McDonald Institute for Archaeological Research and a Fellow and Director of Studies at St Catharine's College. Since 2006 Gilly has been working in the field of Conflict Archaeology, Heritage Studies and POW Archaeology.

Tutors:

Dr Corinne Duhig teaches archaeology and Egyptology, mainly at Cambridge University, and runs the osteoarchaeology and funerary-archaeology consultancy Gone to Earth. She also spent 15 years assisting the police and coroners in suspicious-death cases and teaching forensic and biological sciences. Corinne's research is primarily on taphonomy and depositional ritual, interpretation of trauma, and physiological stress indicators.

Dr Isabelle Vella Gregory is affiliate scholar at the McDonald Institute for Archaeological Research, University of Cambridge. She was previously Junior Research Fellow at Christ's College, Cambridge. Her research interests include the prehistoric Mediterranean and the Maghreb, figurines and ceramics.

Administrative staff

Heads of Academic Centre Administration

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Rachel Revell: rachel.revell@ice.cam.ac.uk, 01223 746282

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Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and Wi-Fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms. The student B&B rate is £60/night.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: <http://www.ice.cam.ac.uk/about-us/how-find-us>

Please note that some sessions are held in the Department of Archaeology rather than at Madingley Hall; such sessions are clearly labelled on the timetable. Lunch will be provided where day schools take place at Madingley Hall, but not where sessions are held in the Department.

Students are responsible for making their own travel arrangements for fieldtrips and paying any associated entrance fees.

Contact details of ICE

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Please also refer to the 'information for students' section on ICE's website www.ice.cam.ac.uk/studying-with-us/information-for-students and the 2019/20 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 24 January 2019

Syllabus for Unit 1

Michaelmas term 2019

Osteoarchaeology and Palaeopathology

Start date	19 October 2019	End date	7 December 2019
Dates	19 October 9 November 23 November 7 December	No of meetings	4 Saturday day schools Plus field trip to Museum of Zoology on 16 November 2019.
Venue	Department of Archaeology, Cambridge, CB2 3DZ		
Tutors	Dr Corinne Duhig		

Aims

This unit aims:

- provide a basic training in osteoarchaeological methods, both theoretical and practical;
- set the osteological and palaeopathological specialisms within the context of the wider archaeological discipline;
- enable students to critically examine osteoarchaeological reports in the archaeological literature and the media.

Content

The course will introduce the human skeleton in its evolutionary context and the skills of osteology: basic anatomy and physiology of the hard tissues; the preparation of a skeletal inventory and determination of the 'Big Four' of demography (ancestry, sex, age and stature); recording and interpreting of pathological changes.

Excavation and handling of human remains will be explained and the ethical and legal aspects of osteoarchaeology discussed. Finally, cultural and environmental factors (funerary archaeology and taphonomy) and population studies are introduced. There will be a short introduction to forensic archaeology and anthropology.

Presentation of the unit

The heavily-illustrated lectures begin by setting osteoarchaeological work in context, then provide the basis for interleaved practical work in the laboratory. This is a unique opportunity for hands-on learning, involving examination and recording of anatomical and archaeological bone, and applying methods of recording and interpretation, both of the bones themselves and of skeletal assemblages generally. Textbooks are provided and handouts build up into a basic

mini-guide to practical osteoarchaeology, which students might potentially use in their archaeological excavations.

Provisional timetable

Session	Date	Content
Day 1	Saturday 19 October	An introduction to the human skeleton Anatomy and physiology of the hard tissues Excavation and post-excavation treatment of human remains SKELETAL INVENTORY PRACTICAL
Day 2	Saturday 9 November	From the skeleton to the individual Demography at the individual level: the 'Big Four' Pathology and individuation BIG FOUR AND PATHOLOGY PRACTICAL
Day 3	Saturday 23 November	From the individual to society Funerary behaviour and taphonomy Population studies SKELETON RECORDING 1 — PRACTICAL
Day 4	Saturday 7 December	Improving expertise Forensic archaeology and anthropology SKELETON RECORDING 2— PRACTICAL

Field trip to the Museum of Zoology: ***Homo sapiens*, the atypical mammal**. 16 November 2019.

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- carry out standard skeletal recording and reporting using appropriate methodologies;
- thoroughly record pathological changes on bone and explore differential diagnoses;
- interpret skeletal data presented in various ways (e.g. text, photographs, plans, tables, graphs) and critically examine osteological reports;
- demonstrate a knowledge of the archaeological contexts to which skeletal data can contribute including cemetery and population analyses, the variations of funerary behaviour and effects of taphonomic processes;
- discuss the ethical arguments around working with ancient or modern human remains

Student assessment

The course requires a commitment to reading and pre-class preparation, students will be expected to read material provided by the tutor in advance of lectures, participate in laboratory activities and classroom discussions.

Students are expected to write **two** assignments totalling 3,000 – 4,000 words overall, **weighted 60:40 of the unit total**, with 60% of the weighting on the skeletal report and 40% on the short essay.

Assignment titles

(i) Prepare a skeletal report of 2000–2500 words, following the standard form as covered in class, on the skeleton examined by the student's group during the course.

(ii) Write a short essay of 1000–1500 words on a topic from the list below; use of the resource list will provide the core readings and the Tutor can suggest other references if necessary.

The essay should review current practice in the recording and interpretation of one of the topics. You will need to consider the methodologies used, their advantages and limitations, and their reliability or otherwise; one or more case studies should be mentioned to illustrate how the data is used in interpretation.

- The methods, scope and limitations of cremation analysis
- The sero-negative arthropathies
- How anthropology has contributed to forensic investigations
- The Treponemal group of infections
- Minimally-invasive techniques in the examination of mummies
- repatriation/reburial issues
- Disorders of developmental delay
- Trauma analysis (for a chosen location or time period)
- Taphonomic effects on bone
- Dental disease (for a chosen location or time period)

Students are expected to submit their assignments online and feedback on assignments is delivered online.

For the award of credit the skeletal report is weighted at 60% and the short essay at 40% of the unit total.

Closing date for the submission of both assignments: Monday, 6 January 2020 by 12.00 (noon) GMT (Greenwich Mean Time)

Reading and resource list

Please note that students have borrowing rights from the Haddon Library of Archaeology and Anthropology and reading rights only at the Classics faculty.

§ = osteology manual

¶ = palaeopathology manual

§ Bass, W. M., Human osteology: a laboratory and field manual. Missouri Archaeological Society, 1987.

Brickley, M. B. & R. Ferllini. Forensic anthropology. Case studies from Europe. Thomas, 2007.

Brothwell, D. Digging up bones. OUP, 1981.

Cox, M. & S. Mays. Human osteology in archaeology and forensic science. Greenwich Medical Media, 2000.

Iscan, M. Y. & K. A. R. Kennedy. Reconstruction of life from the skeleton. Wiley, 1994.

Larsen. C. S. Bioarchaeology. Interpreting behavior from the human skeleton. CUP, 1997.

Mays, S. The archaeology of human bones. Routledge, 1998.

¶ Ortner, D. & W. G. J. Putschar. Identification of pathological conditions in human skeletal remains. Smithsonian Institution Press, 1985.

§ Scheuer, L. & S. Black. Developmental juvenile osteology. Elsevier, 2000.

§ Steele, D. G. & C. A. Bramblett. The anatomy and biology of the human skeleton. Texas A & M University Press, 1988.

Ubelaker, D. H. Human skeletal remains: excavation, analysis, interpretation. Taraxacum for Smithsonian Institution, 1989.

§ White, T. & P. A. Folkens. Human osteology. Academic Press, 2000.

Skeletal reports will be referenced as they are mentioned during the course.

Principal journals: International Journal of Osteoarchaeology, American Journal of Physical Anthropology, International Journal of Paleopathology

Useful websites: British Association for Biological Anthropology and Osteoarchaeology (BABAO: guidelines, codes of practice and conference abstracts); British Association for Human Identification (BAHID); Paleopathology Association (use their vast 'Interesting Links' list to find other organisations and their publications)

Syllabus for Unit 2

Lent term 2020

Life and Death in the Ancient Mediterranean

Start date	18 January 2020	End date	21 March 2020
Dates	18 January 1 February 29 February 21 March	No of meetings	4 Saturday day schools
Venues	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Isabelle Vella Gregory		

Aims

This unit aims to:

1. provide a solid foundation in Mediterranean prehistory
2. introduce students to key current research questions, including the role of the environment and seafaring
3. instruct students in critical research analyses
4. introduce students to the main classes of material in the Mediterranean

Content

The Mediterranean's rich archaeological record has preserved major moments in human history. This course explores life and death via key themes: the transition from Mesolithic hunting and gathering, seafaring, Neolithic farming, mobility, sedentism, the first cities, burials and monuments. Regional case studies will show how major trends are transformed by people in light of their life and environment.

The course will start by exploring what the Mediterranean is. It might seem obvious that it is a geographical area, but the Mediterranean is as much a creation by historians and archaeologists as it is the result of geography. Is the Mediterranean a single entity or is it defined by its diversity? Many of the key moments in human history occurred in the Mediterranean. This course will explore how these came into being. Starting with the first peopling of the Mediterranean, this course will then focus on the Mesolithic, Neolithic and Bronze Ages. Boundaries between time periods are often blurred, as are the physical boundaries of the Middle Sea itself. The result is a complex and unusual area which shines a light on the diversity of human behaviour and ingenuity.

Presentation of the unit

Heavily illustrated lectures, class discussion, group exercises.

Course structure

Session	Date	Content
Day 1	Saturday 18 January	The Mediterranean and its Origins What is the Mediterranean and why is it important? The Palaeo Mediterranean. When Did We Settle Down? Island Hopping and Travels in the East
Day 2	Saturday 1 February	Journeys and Crossroads Neolithic Farmers in the Western Mediterranean Mainland Islands in the West (1) and (2)
Day 3	Saturday 29 February	New beginnings Northern Africa: The Forgotten Mediterranean The Age of Metals: The Beginning The Age of Metals: Interactions
Day 4	Saturday 21 March	Life, Death and Beyond Death and Monuments The Visual Landscape Feasting and Creating Communities What is the Mediterranean?: A reassessment

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- identify key moments in human history in the Mediterranean
- recognize and analyze associated key sites
- make linkages between data sets across a set geographical area

Student assessment

The course requires a commitment to reading and pre-class preparation, students will be expected to read material provided by the Tutor in advance of lectures, participate in seminars and discussions.

Students are expected to write **two** assignments of 1500-2000 words each. Equal weightage will be given to both assignments for the award of credit for this unit.

Assignment guidelines will be provided at the beginning of the unit. Please choose two of the following assignments:

1. Human remains and burials tell us more about the living than the dead. Discuss with reference to Neolithic societies, using at least three examples from different regions or countries.

For this question, take the statement as a challenge. Do dead bodies tell us more about the dead? Can we only learn about the living by looking at the dead? What other types of data are there to study the living?

2. How did farming spread and why was the spread uneven? Discuss using archaeological evidence from a minimum of three sites in the Eastern or Western Mediterranean.

In answering this question, think about the origins of farming. What are the positives and negatives of agriculture? Why would people choose to pursue agriculture? What effects did this have on people/landscape/everything else?

3. Why did people settle on islands and in what ways did life on islands differ from the mainland? Discuss using examples from at least two islands.

For this question it is very important to compare and contrast between an island and nearby mainland in the same time period. You can also compare islands that are close to each other AND also close to a mainland. Examples include Corsica/Sardinia/Italy, Malta/Sicily/Italy, Spain/Balearic Islands/Corsica etc.

4. Why and in what ways is the domestication of plants and animals one of the major revolutions in human history? Discuss with examples.

For this question, bear in mind that domestication happens at different speeds. Carefully think about the impact of domestication and don't forget to discuss why it is considered a revolution. Give reasons, backed by data from your examples, on why you agree or disagree with this statement.

5. In what ways does 'art' contribute to our understanding of Mediterranean societies? Choose at least two examples from different geographical areas.

In this question you are expected to put 'art' in the context of everything else we know about a particular societies. Is 'art' on its own enough for understanding people at a particular place in time? Did people understand 'art' in the same ways that we do? In what ways did 'art' influence societies? The term 'art' is deliberately in quotes - as we shall discover during the course, it can have many meanings.

6. Why and how did Mediterranean societies depend on connectivity? Discuss using at least three examples of your choice.

This question is designed to provoke you into debating connectivity. Is the statement true? What is connectivity? Is it between countries? Within societies? Does it have to be across long distances? Ensure you clearly set out how you are going to approach connectivity (many approaches are possible and valid).

Closing date for the submission of both assignments: Friday, 17 April 2020 by 12.00 (noon) BST (British Summer Time)

Equal weightage (50%/50%) will be given to both assignments for the award of credit for this unit.

Reading and resource list

These books introduce the Mediterranean in different ways and are key texts. A detailed bibliography for each session will be distributed at the beginning of the course.

Books

Blake, Emma & Knapp, B. (eds). *The Archaeology of Mediterranean Prehistory*. Oxford: Blackwell 2005

Broodbank, C. *The Making of the Middle Sea: A History of the Mediterranean from the Beginning to the Emergence of the Classical World*. London: Thames and Hudson 2013

Horden, P. *The Corrupting Sea: A study of Mediterranean History*, Oxford: Blackwell. 2000

Syllabus for Unit 3

Easter term 2020

Unwrapping the dead: funerary archaeology in Ancient Egypt

Start date	25 April 2020	End date	23 May 2020
Dates	25 April 2 May 9 May 23 May	No of meetings	4 day schools and a fieldtrip on 16 May 2020.
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Corinne Duhig		

Aims

1. to describe the history of funerary customs in ancient Egypt
2. to show how funerary practice was influenced by environmental, social and religious factors
3. to use the tomb, its artefacts and the human remains themselves to illuminate other aspects of life in ancient Egypt

Content

We will study funerary customs as they articulate ancient Egyptian concepts of the soul and the afterlife and provide mechanisms for the transition to the afterlife and a secure survival in it. Changes through time in funerary practice will be linked to changes in the emphasis of the belief system(s).

Certain material aspects of burial — tomb design, techniques of mummification and so on — will be examined in detail, and the integration of evidence from the funerary sphere into the mainstream of ancient Egyptian life will be explored, including that from palaeoanthropology.

Presentation of the unit

Heavily-illustrated lectures will be interspersed with discussion: there is so much in the media about ancient Egypt that it is hoped that students will bring their own ideas and questions to the class.

There is a field trip to the Fitzwilliam museum in Cambridge, using a worksheet to locate and investigate .

Maps, a full chronology and texts will be provided.

Course structure

Session	Date	Content
Day 1	Saturday 25 April	Beginnings and basics Introduction and our evidence, its strengths and weaknesses Early Egypt and its funerary practices Souls and afterlives
Day 2	Saturday 2 May	Mummification and what the mummy can tell us Mummification Palaeoanthropology (1 and 2)
Day 3	Saturday 9 May	Tombs and cemeteries Funerary artefacts Tombs Cemetery studies
Day 4	Saturday 23 May	Variations Discussion of museum trip and worksheet Late funerary practices and variations (1 and 2) Animal mummies

Field trip to Fitzwilliam Museum, on 16 May 2020, (after session 3), four hours

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. describe the essentials of the 'standard' ancient Egyptian burial and explain their meaning and purpose
2. discuss the main variations through time in relation to the changing social, religious and political environment
3. respond to objects related to ancient Egyptian funerary archaeology, outlining their purpose and setting them in context
4. show with examples how evidence from mummies, tombs and cemeteries illuminates ancient Egyptian life

Student assessment

The course requires a commitment to pre-class preparation. Students will be expected to read course texts and sometimes material provided by the Tutor in advance of lectures, engage in class discussions and complete the field trip worksheet.

Assignment:

Students are required to write one assignment of 3,000 – 4,000 words taken from the list below:

1. How did the ancient Egyptian tomb change through time, and what do the changes tell us about various aspects of society? Do not attempt a thorough analysis of the whole sweep of Egyptian history, but choose a few instances.

The tomb had several functions, from spiritual to strictly practical. Remind yourself of those aspects that might drive choices — including internal and external politics, the economy, social structure, the slow evolution of religion — as you consider some key changes.

2. Outline the key points of Predynastic/Protodynastic burial and explain its trajectory in the light of the history of the pharaonic period.

There are huge innovations and changes through the Predynastic and Protodynastic, but some continuing themes too. Consider what survived into the pharaonic periods and what did not — and why — remembering to take into account the gaps and distortions of our evidence of these early periods.

3. Explain, with examples, how biological anthropological studies can illustrate lifestyle in ancient Egypt.

Evidence that can be found in ancient Egyptian mummies and skeletons, and differences between individuals and populations, can give clues about social variation, for example — but not exclusively — in access to resources. The variation may be diachronic or synchronic, so consider time and spatial differences.

4. What are the various functions and practices of animal burial and mummification in ancient Egypt, and how can we explain them? Use examples in your answer.

Many kinds of animals were mummified in ancient Egypt, some in extraordinary numbers while others were few; the purposes were not the same as those for human mummification, yet most had religious significance. Consider all the variants and how and why they were carried out, including the 'industry' involved.

5. What are the purposes of mummification and how far did the ancient Egyptians achieve those purposes?

This assignment should bring in aspects of religion: what souls are and do, what afterlives there are and how the body participates in achieving and enduring in the afterlife. Do not, however, neglect other, more material aspects of mummification: the mummy and funeral itself, and variations from the 'standard' at any given time.

Assignment guides and reading lists will be provided on the VLE by the time the course begins.

For the award of credit the assignment is weighted at 100% of the unit total.

Closing date for the submission of assignment: Monday, 15 June 2020 by 12.00 (noon) BST (British Summer Time)

Reading and resource list.

Starred texts are Egyptological background and should be skimmed (at least) in advance of the course. One of the double-starred texts should be read in advance.

Ikram, S. & A. Dodson, 1998. *The mummy in ancient Egypt. Equipping the dead for eternity.* Thames & Hudson.

Lehner, M., 1997. *The complete pyramids.* Thames & Hudson

*Manley, B, 1996. *The Penguin historical atlas of ancient Egypt.* Penguin

*Quirke, S. & J. Spencer, 2001. *The British Museum book of ancient Egypt.* British Museum

**Spencer, A.J., 1991. *Death in ancient Egypt.* University of Chicago Press

**Taylor, J. H., 2001. *Death and the afterlife in ancient Egypt.* British Museum

Websites:

www.newton.cam.ac.uk/Egypt/ Links to web resources on all aspects of Egyptology

www.thebanmappingproject.com Interactive map of western Thebes and the Valley of the Kings: use their 'Resources' link for more sites on excavations and research in the Theban area

www.touregypt.net A travel guide, but the sections on ancient Egypt have short essays written (mostly) by experts, which facilitate brushing up on aspects of history and ancient Egyptian culture; home in on the funerary sections — or just browse

TIMETABLE

Michaelmas 2019

Osteoarchaeology and Paleopathology

Day-school one	19/10/2019
Day-school two	09/11/2019
Day-school three	23/11/2019
Day-school four	07/12/2019

Lent 2020

Life and Death in the Ancient Mediterranean

Day-school one	18/01/2020
Day-school two	01/02/2020
Day-school three	29/02/2020
Day-school four	21/03/2020

Easter 2020

Unwrapping the dead: funerary archaeology in Ancient Egypt

Day-school one	25/04/2020
Day-school two	02/05/2020
Day-school three	09/05/2020
Day-school four	23/05/2020

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

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