



Institute of Continuing Education

Undergraduate Diploma in Archaeology: Death and the Ancient World

2022 - 23

Course code: 2223DCR601

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 Diploma in Archaeology provides students with an opportunity to extend their knowledge and develop further the archaeological abilities which they have acquired in the Certificate in Archaeology. Aspects of the core subjects are pursued in greater depth, into different areas, and in ways which enable the students to practice their interdisciplinary skills to their best advantage. There is a strong emphasis throughout each unit on theory and method, and on combining core skills with regional and/or chronological specialisation

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.

Learning Outcomes

On completion of Diploma in Archaeology: Death and the Ancient World, students should be able:

- to develop an in-depth knowledge and understanding of particular chronological and geographical areas within the discipline; to demonstrate an understanding of the interpretation of funerary remains and contexts from a variety of different periods;
- to expand their research skills and abilities in writing extended documents and analysing data;
- to identify and critically evaluate the work of other academic researchers in the field and to evaluate the link between the case studies and the general context provided by the academic literature.

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

Course Assessment

The Diploma in Archaeology is made up of three independent, complementary pathways. Each pathway is made up of three units which must be completed successfully for the achievement of the award.

Students are awarded a course grade on the basis of

1. Summative assignments totalling 9,000-12,000 words or their equivalent

Students who successfully complete two non-overlapping 60-credit Diplomas in Archaeology are eligible to receive the 120-credit Diploma of Higher Education in Archaeology at FHEQ level 5.

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 Associate Professor and Academic Director in Archaeology at the Institute of Continuing Education. She is also a member of the Department of Archaeology and the McDonald Institute for Archaeological Research, a Partner of the Cambridge Heritage Research Centre, and a Fellow and Director of Studies at St Catharine's College. Gilly works in the fields of conflict archaeology, dark heritage and Holocaust heritage. She is the author / editor of 13 volumes, and is a UK delegate for the International Holocaust Remembrance Alliance as well as a member of the Academic Advisory Board of the UK Holocaust Memorial.

Tutors:

Dr Ella Brown is an Associate Lecturer in Biological Anthropology at Oxford Brookes University. She has recently finished her PhD in Archaeology at the University of Cambridge. Her PhD research focused on the morphological structure of trabecular bone. She uses high resolution micro-CT scanning to study the three-dimensional structure of trabecular bone in different human populations and mammal species. She aims to illustrate how changes in diet and subsistence can affect loading in the jaw, and how this potentially impacts the development and growth trajectories of the trabecular bone.

Dr Rachael J Dann is a Visiting Associate Professor in Egyptian & Sudanese Archaeology at the University of Copenhagen, and Tutor in the Department of Continuing Education at the University of Oxford. She conducts research on the archaeology of death, identity, aesthetics and painterly practice. She was the Co-Director of the International Kurru Archaeological Project which undertook archaeological research at the UNESCO World Heritage site of El Kurru in the Sudan.

Dr Sarah Paris is an Associate Lecturer in Forensic Science at Anglia Ruskin University. She was previously a doctoral student at the McDonald Institute for Archaeological Research, University of Cambridge. Her research interests include bioarchaeology, taphonomy, burial practices, and prehistoric use of ochre.

Administrative staff

Arts and Sciences Enquiries
e. artscience@ice.cam.ac.uk
t. 01223 746418 / 746236

Venue

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit www.ice.cam.ac.uk and www.madingleyhall.co.uk for further information.

Contact details of ICE

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

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 2022/23 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 22 July 2022

Syllabus for Unit 1

Michaelmas term 2022

Osteoarchaeology and Palaeopathology

Start date	12 October 2022	End date	14 December 2022
Dates	Wednesdays 7-8pm and occasional Saturdays, 4-5pm	No of meetings	10 pre-recorded sessions, 10 live weekday sessions, & 3 Saturday sessions

Tutors Dr. Ella Brown

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.
- provide students with an ethical framework for working with human remains

Content

This unit will cover the theoretical and practical aspects of osteoarchaeology, the study of human skeletal and mummified remains from archaeological contexts. Students will learn how to record human bones and produce an osteobiography that could be for an excavation or museum report.

These sessions are interleaved with lectures and discussions setting the specialism in context: its integration into field and research archaeology and funerary studies and the ethical aspects of working with human remains.

Using 3D models, CT scans, and images, students will learn how to identify skeletal elements, understand how disease manifests in skeletal tissues, and learn about innovative techniques used in investigating human remains.

Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides), 3D models and online activities, and live seminars (tutor-led

discussions), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include sessions that relate to the topics currently being addressed by students and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 1, pre-recorded lectures will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them; alternatively they may be watched in the scheduled times below.

Provisional lecture list

NB the pattern of teaching for Michaelmas term is a one-hour pre-recorded lecture and a one hour live seminar a week, with occasional Saturday socials / tutor Q&A sessions spread throughout the length of the course

Wednesday 12 October 2022, 7-8pm

Introduction to the Osteoarchaeology [TB] – pre-recorded lecture

Introduction to the Virtual Lab [TB] – live seminar and student exercises

Wednesday 19 October 2022, 7-8pm

Ethics in the Study of Human Remains [TB] – pre-recorded lecture

Padlet discussion on museums, mummies, and ethical research [TB] – live seminar and student exercises

Saturday 15 October 2022, 4-5pm

Meeting the group, Tutors' welcome, Virtual Lab [TB] - live session

Wednesday 26 October 2022, 7-8pm

An Introduction to the Skeleton – pre-recorded lecture

Bone identification and the skeletal inventory [TB] – live seminar and student exercises

Wednesday 2 November 2022, 7-8pm

Human Variation Part 1: sex, age, and growth [TB] – pre-recorded lecture

Assessment of sex, age, and stature [TB] – live seminar and student exercises

Wednesday 9 November 2022, 7-8pm

Human Variation Part 2: cultural modification [TB] – pre-recorded lecture

Assessment of metric and non-metric traits [TB] – live seminar and student exercises

Saturday 12 November 2022, 4-5pm

Tutor drop in / social; Virtual Lab [TB] – live session

Wednesday 16 November 2022, 7-8pm

Introduction to Paleopathology: archaeology and disease [TB] – pre-recorded lecture

Describing lesions and differential diagnosis [TB] – live seminar and student exercises

Wednesday 23 November 2022, 7-8pm

Skeletal indicators of trauma, behaviour, and taphonomy [TB] – pre-recorded lecture

Case studies workshop [TB] – live seminar and student exercises

Wednesday 30 November 2022, 7-8pm

Diet, Nutrition, and Dental Pathology [TB] – pre-recorded lecture

Truth in the Tooth activity: [TB] – live seminar and student exercises

Saturday 3 December 2022, 4-6pm

Tutor drop in / social; Virtual Lab [TB] – live session

Social / end of term Q&A [TB] - live

Wednesday 7 December 2022, 7-8pm

Scientific innovations in osteoarchaeology [TB] – pre-recorded lecture

Presenting an Osteobiography [TB] – live seminar and student exercises

Wednesday 14 December 2022, 7-8pm

The future of osteoarchaeology and paleopathology[TB] – pre-recorded lecture
Padlet discussion on recent trends [TB] – live seminar and student exercises

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 50:50 of the unit total**.

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

Assignment titles

Assignment 1 – Topical Discussion Report, due 11th November.

Write a short report of 2000 words on a topic from the list below. The report should review current practice in the interpretation of one of the topics. You will need to consider the methodologies used, their advantages and limitations, and current thinking on the subject (for example, through recent publications or online discussions). Each report should have an introduction to the topic, a literature review, a discussion of methods or key arguments, and a summary with references. One or more case studies should be mentioned to illustrate how the data is used in interpretation.

1. What are the debates about using the term 'stress' in osteoarchaeology? Discuss how occupational and physiological stress are used in the field and what contribution can these studies make to investigating peoples of the past.
2. The Columbian Exchange as discussed in class, saw a global transmission of disease between indigenous populations and European colonists that has led to some debate about the origin of diseases such as Syphilis. Create a timeline for the historical, medical, and archaeological history for a disease of your choosing i. e. Syphilis, Tuberculosis, Smallpox, Cholera, Cancer, Haemorrhagic fever, Plague, etc...and discuss how the field of paleopathology has contributed to the narrative of this disease.
3. Research on mummified human remains is not new, however, new techniques of analysis and innovation see mummy studies changing the way we collect data on the dead. Report on some of the latest mummy studies you can find and discuss the scientific and ethical ramifications or outputs this research has on the field of osteoarchaeology.
4. Excavated skeletons and mummies are often on display at museums due to their general popularity, and for museums to discuss death practices in the past. For many visitors, it is the first time they will see a deceased human being whether they are skeletonised or fleshed. More published articles have emerged in recent years debating whether or not human remains should be on display. Report on some of the key arguments both for and against exhibitions with human remains.

5. Archaeology in the media has seen a significant increase in viewership this past decade whether it's through television, podcasts, blogs and social media sites such as Twitter, Instagram, and Facebook. Skeletons are often shown with a specialist talking about the intimate details of the deceased such as disease and trauma, but this has come under fire by some as being seen as disrespectful and without consent. What are the key topics in this discussion and how does social media influence how the public view archaeology?

Assignment 2 - Prepare an Osteobiography, due 4th January 2023.

Following the standard forms as covered in class, prepare an osteobiography of 2000 words, on the virtual burial you examined during the course. You will include the osteological data as well as some social interpretation as discussed in class. We will review the format ahead of time; further details will be placed on the VLE.

Closing date for the submission of assignments:

Assignment 1: Friday 11 November 2022, 12.00 (noon) GMT (Greenwich Mean Time);

Assignment 2: Wednesday 4 January 2023 by 12.00 (noon) GMT

Reading and resource list: [an online reading list will be available on the VLE via Leganto. A preliminary list can be found below; a supplementary one will be available on the VLE before the course begins.](#)

Key references for theory, context and interpretation:

Agarwal SC & Glencross BA 2011. Social Bioarchaeology. New York: Wiley.

Gowland R & Knüsel C 2009. The Social Archaeology of Funerary Remains. Oxford: Oxbow Books.

Grauer AL (ed) 2012. Companion to Paleopathology. London: Blackwell Publishers. (available online here)

Katzenberg MA & AL Grauer (eds) 2018. Biological Anthropology of the Human Skeleton. 3rd Edition. Hoboken, NJ: Wiley Blackwell.

Knüsel C & MJ Smith (eds) 2013. The Routledge Handbook of the Bioarchaeology of Human Conflict. Abingdon: Routledge.

Larsen CS 2015. Bioarchaeology: Interpreting Behavior from the Human Skeleton. 2nd Edition. Cambridge: Cambridge University Press. (available online here)

Lewis ME 2006. The Bioarchaeology of Children: Perspectives from Biological and Forensic Anthropology. Cambridge, Cambridge University Press.

Roberts CA & Manchester K 2010. The Archaeology of Disease. 3rd edition. The History Press.

Tarlow S & LN Stutz. 2013. The Oxford Handbook of the Archaeology of Death and Burial. Oxford Handbooks.

Key references for practical human osteology and paleopathology:

Aiello LC & Dean MC 1990. An Introduction to Human Evolutionary Anatomy. London: Academic Press.

Barnes E. 2012. Atlas of Developmental Field Anomalies of the Human Skeleton. New York: John Wiley & Sons, Inc.

Brooks, S. and J.M. Suchey. 1990. Skeletal age determination based on the os pubis: a comparison of the Acsádi-Nemeskéri and Suchey-Brooks methods. *Journal of Human Evolution* 5(3):227-238.

Buckberry, J.L. and A.T. Chamberlain. 2002. Age estimation from the auricular surface of the ilium: a revised method. *American Journal of Physical Anthropology* 119(3):231-239.

Buikstra JE 2019. Ortner's Identification of Pathological Conditions in Human Skeletal Remains. Elsevier Science.

Cunningham C, Scheuer L & Black S 2016. Developmental Juvenile Osteology. Amsterdam: Elsevier Science.

DiGangi, EA & MK Moore. 2012. Research Methods in Human Skeletal Biology. Boston, MA : Amsterdam: Academic ; Elsevier.

Grauer AL 2012. Introduction: The scope of paleopathology. In: AL Grauer (ed), *A Companion to Paleopathology*. London: Blackwell: 1-14.

Mitchell PD & Brickley M (eds) 2017. Updated Guidelines to the Standards for Recording Human Remains. Reading: BABAO/Chartered Institute of Field Archaeologists. (available at: <https://www.babao.org.uk/assets/Uploads-to-Web/14-Updated-Guidelines-to-the-Standards-for-Recording-Human-Remains-digital.pdf> with additional pathology information at: <http://dro.dur.ac.uk/6160/2/6160.pdf?DDD6+drk0car+d67a9y>)

Nikita E 2016. Osteoarchaeology: A Guide to the Macroscopic Study of Human Skeletal Remains. Amsterdam, Elsevier Science.
<https://www.sciencedirect.com/book/9780128040218/osteoarchaeology>

Ortner, D. & W. G. J. Putschar. Identification of pathological conditions in human skeletal remains. Smithsonian Institution Press, 2003.
<https://www.sciencedirect.com/book/9780125286282/identification-of-pathological-conditions-in-human-skeletal-remains>

Roberts CA 2012. Re-emerging infections: developments in bioarchaeological contributions to understanding tuberculosis today. In: AL Grauer (ed), *A Companion to Paleopathology*. London: Blackwell, 434-457.

Roberts CA 2016. Palaeopathology and its relevance to understanding health and disease today: the impact of the environment on health, past and present. *Anthropological Review* 79: 1-16.

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

White TD & Folkens PA 2005. The Human Bone Manual. New York: Academic Press.

White, T. & P. A. Folkens. Human osteology. Third Edition. Academic Press, 2011.
<https://www.sciencedirect.com/book/9780123741349/human-osteology>

Wilson, R.J., N.P. Herrmann, L. Meadows Jantz. 2010. Evaluation of stature estimation from the Database for Forensic Anthropology. *Journal of Forensic Sciences* 55(3):684-689.

Interesting Case Studies

Conklin, B. A. (2004). "thus are our bodies, thus was our custom": mortuary cannibalism in an Amazonian society. *American Ethnologist*, 22(1), 75–101.
<https://doi.org/10.1525/ae.1995.22.1.02a00040>

Crandall, J. J., & Martin, D. L. (2014). The Bioarchaeology of Postmortem Agency: Integrating Archaeological Theory with Human Skeletal Remains. *Cambridge Archaeological Journal*, 24(03), 429–435. <https://doi.org/10.1017/s0959774314000584>

Marino, R., & Gonzales-Portillo, M. (2000). Preconquest Peruvian neurosurgeons: A study of Inca and pre-Columbian trephination and the art of medicine in ancient Peru. *Neurosurgery*. Lippincott Williams and Wilkins. <https://doi.org/10.1097/00006123-200010000-00028> 2

Stiner, M. C. (2017). Love and Death in the Stone Age: What Constitutes First Evidence of Mortuary Treatment of the Human Body? *Biological Theory*, 12(4), 248–261. <https://doi.org/10.1007/s13752-017-0275-5>

Tiesler, V. (2012). Studying cranial vault modifications in ancient Mesoamerica. *Journal of Anthropological Sciences*, 90, 33–58. <https://doi.org/10.4436/jass.90007>

Torres-Rouff, C., & Yablonsky, L. T. (2005). Cranial vault modification as a cultural artifact: A comparison of the Eurasian steppes and the Andes. *HOMO- Journal of Comparative Human Biology*, 56(1), 1–16. <https://doi.org/10.1016/j.jchb.2004.09.001>

Tung, T. A. (2014). Agency, 'Til death do us part? Inquiring about the agency of dead bodies from the ancient Andes. *Cambridge Archaeological Journal*, 24(3), 437–452. <https://doi.org/10.1017/S0959774314000614>

Weiss-Krejci, E. (2005). Excarnation, Evisceration, and Exhumation in Medieval and Post-Medieval Europe. In G. Rakita, J. E. Buikstra, L. Beck, & S. Williams (Eds.), *Interacting with the dead: perspectives on mortuary archaeology for the new millennium*. (pp. 155–172). University Press of Florida. Retrieved from <https://www.researchgate.net/publication/273059553%0AExcarnation>,

Williams, H. (2004). Death Warmed up. *Journal of Material Culture*, 9(3), 263–291. <https://doi.org/10.1177/1359183504046894>

Principal journals: International Journal of Osteoarchaeology, American Journal of Biological Anthropology (formerly Physical Anthropology), International Journal of Paleopathology

A list of digital resources will put on the VLE for you including our Virtual Lab guidelines

§ = osteology manual

¶ = palaeopathology manual

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

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.

Nikita, E. Osteoarchaeology: A Guide to the Macroscopic Study of Human Skeletal Remains. Elsevier, 2017. <https://www.sciencedirect.com/book/9780128040218/osteoarchaeology>

¶ Ortner, D. & W. G. J. Putschar. Identification of pathological conditions in human skeletal remains. Smithsonian Institution Press, 2003.
<https://www.sciencedirect.com/book/9780125286282/identification-of-pathological-conditions-in-human-skeletal-remains>

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

§ White, T. & P. A. Folkens. Human osteology. Third Edition. Academic Press, 2011.
<https://www.sciencedirect.com/book/9780123741349/human-osteology>

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 2023

Prehistoric Unit

The Origins of Human Burial

Start date	7 January 2023	End date	11 March 2023
Dates	Wednesdays 7-8pm and occasional Saturdays 4-5pm	No of meetings	13 live sessions and 10 pre-recorded sessions

Tutors Dr Sarah Paris

Aims

This unit aims to:

1. Provide a solid foundation in early prehistoric burial practices;
2. Build on the students' osteological knowledge to introduce osteobiographies and the principals of burial interpretation and analysis;
3. Introduce students to key current research questions, including the transition from mortuary practice to funerary practice;
4. Introduce students to differences in behaviour associated with later human evolution.

Content

From individual graves to monumental landscapes, there is a vast array of diversity in the way in which we respond to death. In '*The Origins of Human Burial*' we look at the earliest evidence for treatment and commemoration of the dead. From the natural world to ancestral hominins, over the term we explore different responses to death, building a picture of how mortuary practices developed. Predominantly rooted in Palaeolithic Europe and the African Middle Stone Age, we place the origins of mortuary behaviour in the wider context of global human evolution. This course is designed to build on learning from the previous term's osteology course. Looking beyond the bones we take a biocultural approach to funerary archaeology, combining osteology and burial practices to explore how bioarchaeology can unlock the past.

The course begins by exploring the key aspects of burial interpretation, considering how we frame interpretation of both the human remains and the context in which they are situated. We move on to consider what we mean by 'funerary practices', what constitutes an active rather than passive response to death. Beginning with the earliest expressions of hominin mortuary activity we move through the palaeolithic while

considering the wider evolutionary context. We compare Neanderthals and anatomically modern humans, considering how recent DNA evidence has changed perspectives and interpretation of ancestral species. In the second half of the course, consider the adornment of the dead and what 'grave goods' can tell us about past societies. We also consider what the emergence of cemeteries means from both an interpretive and methodological point of view. At the end of the course, we consider where the palaeolithic sits within the diversity of burial culture: how far it has come and how much further it has to go.

Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led discussion combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include skills sessions that relate to the topics currently being addressed by students, and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 2, pre-recorded lectures will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them; alternatively they may be watched in the scheduled times below. Please note that in some weeks there are two teaching sessions (in addition to Saturday drop-in sessions).

Provisional lecture list

NB the pattern of teaching for Lent term is a one-hour pre-recorded lecture and a one hour live seminar a week, with socials / tutor Q&A sessions on several Saturdays spread throughout term. Because of the short length of the term, on occasion there will be more material provided for the week.

Saturday 7 January 2023, 4-5pm

Introductory session, Tutor's welcome, study skills – live session

Wednesday 11 January 2023, 7-8pm

Origins of human burial – pre-recorded lecture

Origins of human burial – live seminar and student exercises

Wednesday 18 January 2023, 7-8pm

Responses to death – pre-recorded lecture

Responses to death – live seminar and student exercises

Wednesday 25 January 2023, 7-8pm

Transitioning from morbidity to mortuary practices – pre-recorded lecture

Transitioning from morbidity to mortuary practices – live seminar and student exercises

Saturday 28 January 2023, 4-5pm

Tutor drop in and social [SP] – live session

Wednesday 1 February 2023, 7-8pm

Early Homo sapien burial – pre-recorded lecture

Early Homo sapien burial – live seminar and student exercises

Wednesday 8 February 2023, 7-8pm

Uniquely human? Neanderthal burials – pre-recorded lecture

Uniquely human? Neanderthal burials – live seminar and student exercises

Wednesday 15 February 2023, 7-8pm

Adorning the dead – pre-recorded lecture

Adorning the dead – live seminar and student exercises

Saturday 18 February 2023, 4-5pm

Tutor drop in and social/discussion first assignment – live session

Wednesday 22 February 2023, 7-8pm

Cemeteries Part I, case studies – pre-recorded lecture

Cemeteries Part I, case studies – live seminar and student exercises

Wednesday 1 March 2023, 7-8pm

Cemeteries Part II, a methodological perspective – pre-recorded lecture

Cemeteries Part II, a methodological perspective – live seminar and student exercises

Wednesday 8 March 2023, 7-8.30pm

Palaeolithic burial in context – pre-recorded lecture

Beyond the Palaeolithic – pre-recorded lecture

Palaeolithic burial in context and Beyond the Palaeolithic – live seminar and student exercises (1.5 hour session)

Saturday 11 March 2023, 4-5pm

Tutor drop in / social / discussion of second assignments – live session

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: a report and an essay. Equal weight 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:

Assignment 1: A Report, due Wednesday 15 February 2023 12:00 (noon) GMT

Compare and contrast two Palaeolithic mortuary sites.

Choose sites that differ by time period, region and/or species. Think about each site in relation to evolving burial behaviours and how they compare to each other. This should have the following structure and sub-headings: introduction; site descriptions; discussion (a critical comparison of the two chosen sites); conclusion.

Assignment 2: Choose one of the following essay questions. Due Wednesday 22 March 2023 12:00 (noon) GMT

1. Not everything survives in the archaeological record. Why is this, what problems does this cause us in funerary archaeology, and how have funerary archaeologists grappled with this?

In addition to preservation issues with the grave, are there parts of wider funerary practices that do not survive in the archaeological record? Does this cause assumptions in analysis? Think about this from an osteobiographical perspective. Consider the biases that form in relation to the palaeolithic, but you may like to bring in examples from other periods.

2. What do 'grave goods' contribute to our understanding of Palaeolithic societies? Answer with reference to case studies.

Think about both advantages and disadvantages. Critically consider how the grave goods have been interpreted in relation to the osteological information. Possible things to consider: burials that do not have grave goods, does that limit interpretation? Do preconceived notions of material culture negatively influence our interpretation? What does the emergence of grave goods tell us about human evolution?

3. Do cemeteries tell us more about the dead than individual inhumations? Discuss with reference to Palaeolithic burial transitions and methods of burial interpretation

Consider the variety of methods that can be used for individual versus cemetery analysis. What are the interpretation limitations of individual burial? Does the individual get lost in larger assemblages?

Reading and resource list

These books introduce the themes within burial origins, alongside the concepts and ideas behind interpretation of burial archaeology. This course will use an online reading list, 'Leganto', which uses online texts from the University Library. You may wish to explore the preliminary core texts below in preparation for the course, but all texts will be available online. This list will be supplemented before the beginning of the course.

Books – General Texts

Pettitt, P., 2011 *The Palaeolithic Origins of Human Burial*. London: Routledge
<https://doi.org/10.4324/9780203813300>

oMorley, Iain., Renfrew, Colin., and Boyd, Michael J., 2015. *Death Rituals, Social Order and the Archaeology of Immortality in the Ancient World: Death Shall Have No Dominion*. Cambridge University Press: Cambridge
DOI: 10.1017/CBO9781316014509

Nilsson Stutz, L., and Tarlow, S., 2013 *The Oxford Handbook of the Archaeology of Death and Burial*. Oxford: Oxford University Press.
DOI:10.1093/oxfordhb/9780199569069.001.0001

Hoy, W.G., 2013. *Do Funerals Matter? The Purposes and Practices of Death Rituals in Global Perspective*, London: Routledge.

Díaz-Andreu, M., Lucy, S., Babić S., and Edwards, D, N., 2005 *The Archaeology of Identity: Approaches to gender, age, status, ethnicity and religion*. London: Routledge

Book Chapters - Ordered to follow course content

Pettitt, P. (2015). Landscapes of the dead: The evolution of human mortuary activity from body to place in Palaeolithic Europe. In F. Coward, R. Hosfield, M. Pope, & F. Wenban-Smith (Eds.), *Settlement, Society and Cognition in Human Evolution: Landscapes in Mind* (pp. 258-274). Cambridge: Cambridge University Press.
[doi:10.1017/CBO9781139208697.015](https://doi.org/10.1017/CBO9781139208697.015)

Ronen, A., 2012. 'The oldest burials and their significance.' Reynolds, S.C. & Gallagher, A., (ed) . *African Genesis*, Cambridge: Cambridge University Press. pp. 554-570. DOI: <https://doi.org/10.1017/CBO9781139096164.032>

Journal Articles - Ordered to follow course content

Pettitt P. 2018 Hominin evolutionary thanatology from the mortuary to funerary realm: the palaeoanthropological bridge between chemistry and culture. *Phil. Trans. R. Soc. B* 373: 20180212. <http://dx.doi.org/10.1098/rstb.2018.0212>

Grün, R. et al., 2005. U-series and ESR analyses of bones and teeth relating to the human burials from Skhul. *Journal of human evolution*, 49(3), pp.316–334.

Martinón-Torres, M., d'Errico, F., Santos, E. *et al.* Earliest known human burial in Africa. *Nature* **593**, 95–100 (2021). <https://doi.org/10.1038/s41586-021-03457-8>

d'Errico, F., and Blackwell, L., (2016) Earliest evidence of personal ornaments associated with burial: The *Conus* shells from Border Cave. *Journal of Human Evolution*. 93. 91-108. <http://dx.doi.org/10.1016/j.jhevol.2016.01.002>

Thorne, A. et al., 1999. Australia's oldest human remains: age of the Lake Mungo 3 skeleton. *Journal of Human Evolution*, Volume 36, pp. 591-612.

Pomeroy, E., Mirazón Lahr, M., Crivellaro, F., *et al.*, 2017 Newly discovered Neanderthal remains from Shanidar Cave, Iraqi Kurdistan, and their attribution to Shanidar 5. *Journal of Human Evolution*. Vol 111. pg 102-118
<https://doi.org/10.1016/j.jhevol.2017.07.001>
<https://doi.org/10.1016/j.jhevol.2017.07.001>.

Pomeroy, E. et al., 2020. New Neanderthal remains associated with the 'flower burial' at Shanidar Cave. *Antiquity*, 94(373), pp.11–26.

Teschler-Nicola, M. et al., 2020. Ancient DNA reveals monozygotic newborn twins from the Upper Palaeolithic. *Communications Biology*, 3(650).

Mitnik, A. et al., 2016. A molecular approach to the sexing of the triple burial at the upper paleolithic site of Dolní Věstonice. *PloS one*, 11(10), p.e0163019.

Belcastro, M.G., Condemi, S. & Mariotti, V., 2010. Funerary practices of the Iberomaurusian population of Taforalt (Tafoughalt, Morocco, 11–12,000 BP): the case of Grave XII. *Journal of human evolution*, 58(6), pp.522–532.

Trinkhaus, E. & Buzhilova, A. P., 2018. Diversity and differential disposal of the dead at Sunghir. *Antiquity*, 92(361), pp. 7-21. <https://doi.org/10.15184/aqy.2017.223>.

Mariotti, V., Condemi, S. & Belcastro, M.G., 2014. Iberomaurusian funerary customs: new evidence from unpublished records of the 1950s excavations of the Taforalt necropolis (Morocco). *Journal of archaeological science*, 49, pp.488–499.

Syllabus for Unit 3

Easter term 2023

Historic / Classical unit

Unwrapping the dead: funerary archaeology in Ancient Egypt

Start date	29 March 2023	End date	17 May 2023
Dates	Wednesdays 7-9pm and occasional Saturdays 4-5pm	No of meetings	Various: see below

Tutors Dr Rachael J Dann

Aims

1. to describe the evolution 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

In this unit we will explore the evidence concerning burial practices and afterlife beliefs in ancient Egypt. Starting with the burials that were made in the period before Egypt formed as a state level society, and following the development of burial practices from the pyramids of the Old Kingdom to the animal mummies of the Late Period, we will examine the rich diversity of material practices surrounding the preparation and equipping of the dead for the afterlife.

We will study tomb design, artefacts, techniques of mummification and magical texts within the context of their relationship to beliefs about the nature of the afterlife. We will also consider what makes a 'good burial', the performance of the funeral, and other social aspects of death in ancient Egypt.

Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led discussion, group exercises and time for students to ask questions), as well as reading and assignments undertaken individually by students outside the course sessions. In Unit 3, pre-recorded lectures will be released one week in advance of each live seminar sessions in order that students have the opportunity to watch at a time that suits them.

Provisional lecture list

NB Easter is shorter than the other terms so the pattern for teaching is two pre-recorded lectures and one or two seminar sessions a week, - usually one hour each but variations noted below - with two Saturday socials / tutor Q&A sessions

Please note: all session lengths are one hour unless otherwise stated.

Lectures released w/c Wednesday 22 March 2023

Introduction: The ancient Egyptians in life & death — pre-recorded lecture
Sources of evidence (1.5 hours)

Wednesday 29 March 2023, 7-9pm

Welcome meeting — live session
Ancient Egyptian life and religion: concepts of the afterlife — live session

Lectures released w/c Wednesday 29 March 2023

Predynastic burials — pre-recorded lecture
Early Dynastic burials — pre-recorded lecture (1.5 hours)

Wednesdays 5 and 12 April 2023

Easter break

Wednesday 19 April 2023, 7-9pm

Old Kingdom Pyramids — live session (0.5 hours)
Old Kingdom non-royal burials — live session

Lectures released w/c Wednesday 19 April 2023

Middle Kingdom burials — pre-recorded lecture
Writing for the Dead: Funerary Texts — pre-recorded lecture

Saturday 22 April 2023 4-5pm

Tutor drop in/social – live session

Wednesday 26 April 2023, 7-9pm

New Kingdom royal burials — live session
New Kingdom non-royal burials — live session

Lectures released w/c Wednesday 26 April 2023

Equipping the burial: artefacts for the afterlife — pre-recorded lecture (2 hours)
Performing the burial and interacting with the dead — pre-recorded lecture

Wednesday 3 May 2023, 7-9pm

Mummification — live session
Evidence for pathologies in Egypt — live session

Saturday 6 May 2023 4-5pm

Tutor drop in/social – live session

Lectures released w/c Wednesday 3 May 2023

Animal burials and animal mummies — pre-recorded lecture
Sacred animal cemeteries — pre-recorded lecture

Wednesday 10 May 2023, 7-9pm

Strange Practices: Deviant burials in Egypt — live session (1.5 hours)

Wednesday 17 May 2023, 7-9pm

Mummies in popular culture

Questions and farewell — live session

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 carry out artefact research.

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

This essay 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.

3. Outline the key points of the development of Predynastic/Protodynastic burial practices and explain its trajectory in the light of the subsequent 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.

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

Many kinds of animals were buried or 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 how and why animals were buried, including the 'industry' involved in their production if relevant.

5. How did the living interact with the dead in ancient Egypt? What kind of evidence do we have for this interaction, and what does it tell us about the importance of those practices?

There are lots of different practices involved with preparing the burial and the dead, the funeral, post-burial festivities. What kinds of evidence can we find for this, and is it the same in all periods and for all people? You may decide to focus on examples from a single time period (such as the New Kingdom), or to consider how practices developed from one period to another (such as Middle Kingdom to New Kingdom).

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 assignments:
Friday 9 June 2023 by 12.00 (noon) BST (British Summer Time)

Reading and resource list:

An online reading list will be available on the VLE via Leganto. A preliminary list can be found below; a longer one will be available on the VLE before the course begins. Bard, K. 2008. *Introduction to the archaeology of ancient Egypt*. Oxford: Blackwell.

Kemp, B. J. 2006. *Ancient Egypt. Anatomy of a civilization*. London: Routledge

Shaw, I. 2000. *The Oxford history of ancient Egypt*. Oxford: OUP

Trigger, B. G. et al. 1983. *Ancient Egypt. A social history*. Cambridge: CUP.

Wendrich, W. 2010. *Egyptian archaeology*. Oxford: Wiley-Blackwell

Ikram, S. & A. Dodson. 1998. *The mummy in ancient Egypt. Equipping the dead for eternity*. Thames & Hudson. Internet Archive
<https://archive.org/details/mummyinancienteg00ikra/page/n5/mode/2up>

Kemp, B. J. 1995. *How religious were the ancient Egyptians?* Cambridge Archaeological Journal 5:1 pp. 25–54 (Cambridge University Press). Cambridge Core via Raven
<https://www.cambridge.org/core/journals/cambridge-archaeological-journal/article/how-religious-were-the-ancient-egyptians/81132C94CDC5B8D3D83D081070BD61D3#>

Lehner, M. 1997. *The complete pyramids*. Thames & Hudson. Internet Archive
https://archive.org/details/thecompletepyramidsbysamysalah_202003/page/n13/mode/2up

Quirke, S. 2015. *Exploring religion in ancient Egypt*. Chichester: Wiley-Blackwell. Internet Archive
<https://archive.org/details/QUIRKEExploringAncientEgyptianReligion/mode/2up>

Taylor, J. H. 2001. *Death and the afterlife in ancient Egypt*. British Museum. Internet Archive
<https://archive.org/details/deathafterlifein0000tayl>

Internet Archive/archive.org requires an individual login (free). Some of the books are open scans – others have to be ‘borrowed’ (by a logged-in user up to 14 days) and are limited in availability – so you may have to wait while another user accesses the book

Reading and resource list: books that can be bought inexpensively

Manley, B. 1996. *The Penguin historical atlas of ancient Egypt*. Penguin. £13.38 Amazon

Quirke, S. & A. J. Spencer. 2001. *The British Museum book of ancient Egypt*. British Museum. £4.44 Amazon

Websites:

www.thebanmappingproject.com

Exhaustive, up-to-date presentation of all the tombs in the Valley of the Kings, with plans, descriptions, excavation details and superb selection of photographs (Run by the American Research Center in Egypt and The American University in Cairo).

<http://www.aeraweb.org/>

The work of AERA on the Giza plateau: background on the pyramids, temples and workers' towns, plus project news and links to AERA publications (Run by Ancient Egypt Research Associates Inc. under Mark Lehner)

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 to get ideas and then follow links

<https://egymonuments.gov.eg/en/monuments/>

Ministry of Tourism and Antiquities searchable database of sites. Very thorough, attractive and easy to use, with a great deal of information.

Virtual tours of tombs and a museum:

Tomb of the Two Brothers (Niankh-Khnum and Khnumhotep):

<https://egymonuments.gov.eg/en/monuments/tomb-of-the-two-brothers-niankh-khnum-and-khnumhotep?fbclid=IwAR3TmjRZJ9BOwteOPI03yaUaymf0Yw55WhJd9BCsxOqQU9drbNE062nPZxg>

Tomb of Queen-Meresankh III:

<https://egymonuments.gov.eg/en/monuments/tomb-of-queen-meresankh-iii>

The Step Pyramid Complex of Djoser:

<https://egymonuments.gov.eg/en/monuments/step-pyramid-of-djoser>

Tomb of Ramses VI:

<https://egymonuments.gov.eg/en/monuments/tomb-of-ramesses-vi-kv9?fbclid=IwAR1X62BSt6-rudQepSryPRU-t8PQ7omcWyfBDLPu4swO3g755-5VxJZt93E>

Tour inside the mummification museum:

<https://egymonuments.gov.eg/en/museums/mummification-museum>

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.