Overview
This half-unit second or third year option introduces the methods used to study human remains, together with a discussion of the main issues in current research. It deals only with remains of the past 100,000 years and examples are drawn from many different periods and parts of the world, including palaeodemography, cannibalism, modern human origins, dietary change, growth in childhood.

Methods of assessment
- One Essay of 3000±5% words, contributing 75% to the final grade for the course
- One Class Test contributing 25% to the final grade for the course.

Teaching methods
Classes consist both of lectures and practicals. The objective of the lectures is: to develop a compact framework for the course, to review the main issues in the literature, to discuss examples of the way in which studies of human remains are related to broader archaeological issues, to act as a weekly meeting point for the course, stimulate and maintain interest, and keep the course aims in focus. Each is supported by an optional further reading list. Practical consists of extended one-and-a-half-hour classes. Their objective is to allow students to handle specimens themselves, learn at first hand some of the problems involved in identification and interpretation, and to discuss them with tutors and one another. At the end of the course, students are able to identify the main components of fragmentary skeletons and dentitions, and to lay them out in order, but the classes are not in any way intended to act as a full training for work on human remains. Each practical class has limited objectives, and these are clearly stated in practical worksheets (handed out at each session) as check-lists of features, observations etc. which each student is expected to cover during the class. Each is also supported by key texts which are available in the practical room and in the library. Because practical teaching space is limited, and to make sure each student is able to see all the specimens within the time, you are divided into five groups (A, B, C, D and E) for practical classes. There is a maximum of 20 students in each group. Each group has its own session on Tuesdays (see class schedule).

Workload
The lectures and practicals total 23 hours of work for each of you over one term. In addition, it is anticipated that you will require 67 hours of private reading and 60 hours producing written coursework. This adds up to around 150 hours for the course as a whole. It is a College regulation that attendance at lectures, seminars and practicals be monitored, and a register will be taken. A 70% minimum attendance at all scheduled lectures and practicals is required (excluding absences due to illness or other adverse circumstances, provided that these are supported by medical certificates or other documentation).

No prerequisites
AIMS, OBJECTIVES AND ASSESSMENT

Aims
This course is intended to introduce students to the basic anatomy and methodology used in the study of human remains, and palaeopathology, as well as some of the main issues in archaeological and anthropological interpretation. It covers specifically the remains of anatomically modern Homo sapiens, coming from archaeological contexts ranging from Upper Palaeolithic to the present day, and involves some discussion of the origins of modern humans, but is designed to be complimentary to broader hominin evolution courses.

Objectives
When they have successfully completed the course, students should:
- be able to recognise the main elements of the human skeleton and dentition
- have a basic understanding of the methods used to study human remains in archaeology
- have an overview of the main current research issues in the study of the remains of modern humans
- be able to review critically specialist archaeological reports on human remains and palaeopathology, and to make some of their own judgements on the evidence.

Learning outcomes
On successful completion of the course students should be able to demonstrate general skills of observation and inference, critical reflection and application of acquired knowledge.

Assessment
- Essays are to be submitted to Turnitin with a printed copy also handed-in at the Institute of Archaeology Reception Desk by 5 pm on Friday of Week 2 of Term 2
- Class Test takes place at the time and place of the lecture, Week 9, Term 1. NB There is only one chance to take the test, so you must be present at that time on that day.

Candidate codes
There is one essay for the course which is marked anonymously and you are identified by a candidate code of letters and numbers, for example like this: "XZZR5". They were introduced in 2012 and have caused quite a lot of trouble because they are difficult to remember and we continue to get a fair few wrong ones on the essays and tests that are handed in. If you are a continuing UCL student, this may be because you are using your codes for last year. They change every year and you need to look your current code up on Portico. It is very difficult for us to check, so please make sure you’ve got it right! Even more problematic, the codes don’t automatically appear on Turnitin (below) so make sure you start your essay title with your exam code like this: "XZZR5 How distinct were Neanderthals ..." and do the same in the essay itself. In short, use the code where you would normally expect to put your name!
Essay

Essay titles will be circulated in a separate handout

Essay format and presentation

Focus on answering the question in the title directly. Keep the introduction short. Do not use it to summarise what you are going to argue later as it’s a waste of space. Aim to write clearly and concisely. Start by amplifying the essay question and placing it in context, present the data that you have gathered in a logical order and exercising critical judgement, and then try to make sensible conclusions that are aimed directly at answering the question.

Set your work out like this:

- essays must be printed on one side of the paper only (so I can write comments on the back if needed)
- use 12 point size letters and 1.5-line spacing (so I can see it)
- follow each full stop with two spaces (otherwise it’s very hard to see where one sentence ends and the other starts)
- leave wide margins so I can write in them
- use diagrams and/or tables where appropriate, but only if you refer to them in the text, and give the source if you’ve copied it
- no more than 3000 words long, ± 5% which translates to between 2850 and 3150 words (not including title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices). Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.
- staple together the sheets in the top left corner, with the submission form at the front
- do not put your essay into any kind of folder or envelope (it slows us down a lot when we mark them)

- use the Harvard system (author, date) for citations and references

Do check your spelling, punctuation, grammar, citations and bibliography carefully, because there is no sense at all in being marked down for basic mistakes of this kind. Read it out loud — you notice the punctuation and grammar better that way. Automatic spell checkers in word processing programs can let you down with strange errors, especially with anatomical and archaeological terms, and are no substitute for the human eye.

Common spelling problems in previous years include: sagittal, palate, eruption, protuberance, principal components, epiphysis (singular) and epiphyses (plural), vertebra (singular) and vertebrae (plural), resorption. Dental caries is the name of the condition (where there’s a hole in the tooth it’s called a carious lesion, NOT a dental caries or a carie). Species names go in italics like this: Homo sapiens, H. neanderthalensis etc. Always specify the dating scale you are using – A.D., B.C. or B.P. 2000 B.C. or 2000 B.P. but A.D. 2000.

Advice on the essay

If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator. Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment. The Course Co-ordinator is willing to discuss an outline of the student’s approach to the assignment, provided this is planned suitably in advance of the submission date.

Submission of essay

Students are required to submit hard copy of all coursework at the Institute of Archaeology Reception Desk by 5 on the day of the deadline. The coursework must be stapled to a completed coversheet (available from the web, from outside Room 411A or from the library). You also need to submit the essay to Turnitin (below) by midnight on the day of the deadline. This is what actually provides us with a date stamp. Please note the stringent UCL-wide penalties for late submission in Appendix A below. New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.

The Turnitin ‘Class ID’ is 2970192 and the ‘Class Enrolment Password’ is IoA1516. For further information see http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin.

PLEASE REMEMBER TO PUT YOUR CANDIDATE CODE AS PART OF THE “SUBMISSION TITLE” WHEN YOU SUBMIT YOUR ESSAY TO TURNTITTIN

Backup your work

Every year a student has a problem with deleting their essay by mistake, broken down computer, or theft and they don’t have a back up copy of their essay, so they have to start again from scratch. Please do not let it be you. Of course you know all this but keep daily backups separately from your computer – on USB flash drive, email the file to yourself, Dropbox, Google Drive – lots of options. Change the filename as you save different versions so you don’t overwrite previous versions. Numbering and dating your different versions actually in the filename is a really good idea.

Class test

The Class Test will last one hour and is a multiple choice question test. It will take place in the same lecture theatre as your lectures and in the same time slot. There will be about 50 questions, some based on pictures of specimens. The format will be discussed in practical class and examples of the type of questions involved will be given. The test is unseen and reference books are not permitted. Please ask the Course Co-ordinator if you have any queries about it. NB There will only be one chance to take the test, so it is essential that you are present at the time given below.
SCHEDULE AND SYLLABUS

Teaching schedule – this is a Term 1 course

- **Lectures**, on **Mondays** at 5–6 pm, in the G6 lecture theatre, Institute of Archaeology
- **Practicals**, on **Tuesdays** in room 308 of the Institute of Archaeology at the following times:
  - **GROUP A** 10–11.30 am
  - **GROUP B** 11.30 am–1 pm
  - **GROUP C** 1–2.30 pm
  - **GROUP D** 2.30–4 pm
  - **GROUP E** 4–5.30 pm.

NB Practicals do not start until Week 3. You will join ONE of the five practical groups. At the first lecture a list will be circulated, asking you to indicate the times that you CANNOT do. The course co-ordinator will then assign you to your group and circulate a list by email. From previous years’ experience, it is very important to keep each group to fewer than 20 students so, once you have been assigned to a group, please stay there! There is very little flexibility because of the large numbers of students and heavy pressure on teaching rooms.

<table>
<thead>
<tr>
<th>Week</th>
<th>Practicals</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>Mummies, bog bodies and skeletons</td>
</tr>
<tr>
<td>3</td>
<td>1. Long bones in the arm — clavicle, humerus, radius, ulna</td>
<td>What does a cemetery represent?</td>
</tr>
<tr>
<td>4</td>
<td>2. Long bones in the leg — femur, tibia, fibula, patella</td>
<td>The great battle of the sexes — grave goods challenge the pubic bone. And what about the biochemists?</td>
</tr>
<tr>
<td>5</td>
<td>3. Shoulder and hip bones — scapula and innominate</td>
<td>Cannibals, excarnators, or just plain careless?</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Reading week</td>
</tr>
<tr>
<td>8</td>
<td>5. The skull</td>
<td>Skulls and human origins</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td><strong>CLASS TEST</strong></td>
</tr>
<tr>
<td>10</td>
<td>6. The upper jaw and its teeth</td>
<td>The dental clock, growth and development in children</td>
</tr>
<tr>
<td>11</td>
<td>7. The lower jaw and lower teeth</td>
<td>Hunting-gathering, farming, tooth wear and decay, and two less well-known isotopes of carbon.</td>
</tr>
<tr>
<td>12</td>
<td>8. Development and age changes in the skeleton and dentition</td>
<td>Palaeopathology — the ancient history of disease.</td>
</tr>
</tbody>
</table>

Class Test will take place at 5-6 pm on Monday of Week 9 of Term 1
Essay must be submitted to Turnitin by 5 pm on Friday of Week 2 in Term 2, and a paper copied handed in to Reception
Student appraisal forms distributed, completed and collected in Week 11 of Term 1
Review of course appraisal during class in Week 12 of Term 1
Overall texts


Library JF WAL


Lecture summaries and backup reading

These references are listed to help you follow-up some of the ideas presented in the elections, in more detail. They are not in any way intended to be compulsory reading, but you may also find them of some help when writing your essay and reports. The ones which are most strongly recommended are marked *.

Mummies, bog bodies and skeletons

Human remains are preserved in various ways, and are found as many different types of burial. Each has its own problems for excavation and recovery, but there are a number of general principles that should be followed.


What does a cemetery represent?

Any report on the collection of human remains from a cemetery excavation gives a table of age and sex estimations. How far is it possible to use this to say anything meaningful about the dynamics of the population which the collection represents?


* D.P. van Gerven, G.J. Armelagos (1983). "Farewell to paleodemography?" Rumours of its death have been greatly exaggerated. Journal of Human Evolution, 12, 353-360. Institute of Archaeology Library Teaching Collection 1153

* L.W. Koningsberg, S.R. Frankenberq (1994). diinstrofite of Institute of Archaeology Library Teaching Collection 1828


The great battle of the sexes — grave goods challenge the public bone. And what about the biochemists?

Identification of male or female is made on the basis of size and detailed shape of bones, and more recently ancient DNA, but there is always a level of uncertainty. In some archaeological contexts, it seems to be possible to identify clear male and female sets of grave goods but, although these may often some exceptions. These raise a number of interesting possibilities for interpretation.


Cannibalism, excarnators, or just plain careless? More are more claims have been made that evidence exists in the archaeological record for cannibalism. They are, however, hotly disputed on a wide variety of grounds. J. Melbye, S.I. Fairgrieve (1994). A massacre and possible cannibalism in the Canadian Arctic. Arctic Anthropology, 31, 57-77.


Skulls and human origins. The traditional approach to reconstructing the origins and migrations of people over the past 30,000 years or so has been to study similarities and differences in the shape of skulls. More recently, large scale studies of genetic variation in living people have provided new ways to look at these questions.


The dental clock, growth and development in children.

Growth in childhood is a sensitive indicator of general health and nutrition in living populations, so it would be interesting to compare it in ancient populations. The problem lies in trying to find a way of measuring growth. One approach is to examine the microscopic structure of teeth, in which there is a layering which represents a regular rhythm of growth.


APPENDIX A: POLICIES AND PROCEDURES 2015-16 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to courses. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the following website: http://wiki.ucl.ac.uk/display/archadmin

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual:
http://www.ucl.ac.uk/srs/academic-regulations ; http://www.ucl.ac.uk/academic-manual/

GENERAL MATTERS

ATTENDANCE: A minimum attendance of 70% is required. A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email.

DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

COURSEWORK

SUBMISSION PROCEDURES: You must submit a hardcopy of coursework to the Co-ordinator's pigeon-hole via the Red Essay Box at Reception (or, in the case of first year undergraduate work, to room 411a) by stated deadlines. Coursework must be stapled to a completed coversheet (available from IoA website; the rack outside Room 411A; or the Library). You should put your Candidate Number (a 5 digit alphanumeric code, found on Portico. Please note that this number changes each year) and Course Code on all coursework. It is also essential that you put your Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework (example: YBPR6 Funerary practices).

LATE SUBMISSION: Late submission is penalized in accordance with UCL regulations, unless permission for late submission has been granted. The penalties are as follows: i) A penalty of 5 percentage marks should be applied to coursework submitted the calendar day after the deadline (calendar day 1); ii) A penalty of 15 percentage marks should be applied to coursework submitted on calendar day 2 after the deadline through to calendar day 7; iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after the deadline through to the end of the second week of third term. Nevertheless, the assessment will be considered to be complete provided the coursework contains material than can be assessed; iv) Coursework submitted after the end of the second week of third term will not be marked and the assessment will be incomplete.

GRANTING OF EXTENSIONS: New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.

TURNITIN: Date-stamping is via Turnitin, so in addition to submitting hard copy, you must also submit your work to Turnitin by midnight on the deadline day. If you have questions or problems with Turnitin, contact ioa-turnitin@ucl.ac.uk.

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within four calendar weeks of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Course Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

WORD LENGTH: Essay word-lengths are normally expressed in terms of a recommended range. Not included in the word count are the bibliography, appendices, tables, graphs, captions to figures, tables, graphs. You must indicate word length (minus exclusions) on the cover sheet. Exceeding the maximum word-length expressed for the essay will be penalized in accordance with UCL penalties for over-length work.
CITING OF SOURCES and AVOIDING PLAGIARISM: Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Any direct quotations from the work of others must be indicated as such by being placed between quotation marks. Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: http://www.ucl.ac.uk/current-students/guidelines/plagiarism

RESOURCES
MOODLE: Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Nicola Cockerton, Room 411a (nicola.cockerton@ucl.ac.uk).

APPENDIX TO BE INCLUDED AT THE END OF EVERY COURSE HANDBOOK, EXCEPT THOSE FOR CORE COURSES, WHICH SHOULD INCLUDE THE PAGE ABOVE INSTEAD

INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES
General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available in your Degree Handbook and on the following website: http://wiki.ucl.ac.uk/display/archadmin. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.

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New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.