ARCL0156: Funerary Archaeology

2018-19 (term 1)
MA Option Module: 15 credits (0.5 unit)
Tuesdays 4.00-6.00 in Room 612

Turnitin Class ID: 3885620
Turnitin Password: IoA1819

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Please see the last page of this document for important information about submission and marking procedures, or links to the relevant webpages.

Essay 1 (1,900-2,100 words) submission date: Monday 26 November 2018
(Target return: 4 December 2018)
Essay 2 (1,900-2,100 words) submission date: Monday 14 January 2019
(Target return: 22 January 2019)
1 OVERVIEW

Short description
How we dispose of and commemorate our dead is fundamental to human culture. Human remains are some of the most significant archaeological finds and archaeologists have to know something about the diversity of attitudes and practices relating to the dead. This half-module begins with the study of methods and techniques of analysis, followed by a survey of contemporary societies' funerary practices and the variety of human responses to death. It then focuses on the interpretive theories and models that have been used to reconstruct the social significance of funerary treatment in past societies. Case studies will focus on the interpretation of rank and status, ritual and symbolism, territory and legitimation, and the ethical and legal aspects of exhumation and reburial. These studies will range across a wide variety of periods and places, from the Lower Palaeolithic to the present day.

Week-by-week summary

TERM 1

02.10.18 16:00 1. Introduction to funerary archaeology: module organization
9.10.18 16:00 2. Principles of analysis: ritual and remembrance
16.10.18 16:00 3. Ethnoarchaeology of death
23.10.18 16:00 4. Reading the body, treating the corpse
30.10.18 16:00 5. Status, power and identity: the powerful dead
06.11.18 READING WEEK (NO TEACHING)
13.11.18 16:00 6. Death in the landscape
20.11.18 16:00 7. Death and the origins of human consciousness
27.11.18 16:00 8. The human experience of death
04.12.18 16:00 9. The politics of the dead
11.12.18 16:00 10. Funerary powerpoint karaoke

Basic texts

Online

Online reading list
http://readinglists.ucl.ac.uk/lists/646C6FC1-B582-5AD3-4F1F-AB43DBC9CA62.html

Methods of assessment
This module is assessed by means of two pieces of coursework, each of 1,900-2,100 words, which each contribute 50% to the final grade for the module.

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.

Teaching methods
The module is taught through lectures/seminars. In addition, a gallery visit will be arranged to give students greater familiarity with the materials covered in the module.

Workload
There will be 20 hours of seminars for this module. Students will be expected to undertake around 90 hours of reading for the module, plus 40 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the module.

2 AIMS, OBJECTIVES AND ASSESSMENT

Aims
This half-module’s aims are:
• to evaluate different types of archaeological and historical evidence
• to integrate this variety of evidence in a theoretically informed manner
• to explore a range of themes in funerary archaeology
• to discuss patterns of human behaviour in funerary archaeology
• to explore the relationship between material culture and funerary practices
Objectives
On successful completion of this module a student should:

- be familiar with the archaeological and historical sources for past and present funerary practices
- have developed a critical awareness of the ritual, political, social and economic factors influencing funerary practices
- appreciate the problems and potentials of the data available, and be able to apply this knowledge to a range of archaeological periods
- have become familiar with the sources available for funerary archaeology
- understand the strengths and weaknesses of the archaeological and documentary sources for funerary archaeology
- understand the need for a broad geographical and chronological approach to funerary archaeology
- Be able to make effective paper and discussion/lecture presentations on the materials relevant to the module

Learning Outcomes
On successful completion of the module, students should be able to demonstrate/have developed:

- observation and critical reflection
- application of acquired knowledge
- oral presentation skills

Coursework

Assessment tasks
Essay 1 (1,900-2,100 words):
Submission date: Monday 26 November 2018

Essay 1a: What advances have been made in methods of excavation and analysis of inhumation burials since publication of Don Brothwell's third edition of *Digging up Bones* in 1981? How have these advances changed our understanding of past societies?

*Introductory reading:*
McKinley, J.I. and Roberts, C.A. 1993 Excavation and post-excavation treatment of cremated and inhumed human remains. *Institute of Field Archaeologists Technical Paper* 13. ISSUE DESK IOA MAC 3 & IoA 2980 (Teaching Collection)


Essay 1b: How far does the new fashion for ‘green’ burial reflect changes in attitudes to the body and to the environment rather than religious belief?

Introductory reading:


Essay 1c: To what extent are archaeologists now able to make well-substantiated claims about cannibalism from archaeological evidence?

Introductory reading:


Essay 1d: How can archaeologists distinguish between head-hunting and other forms of skull-removal in prehistory, and to what extent can head-hunting be considered a ritualized and funerary practice?

Introductory reading:


Essay 1e: How have archaeologists and historians explained the lavishness and monumentality of the Victorian way of death in Britain?

Introductory reading:


Essay 2 (1,900-2,100 words):
Submission date: **Monday 14 January 2019**

**Essay 2a: To what extent to Upper Palaeolithic burials in Europe and western Asia provide evidence for social structure and social status?**

**Introductory reading:**


**Essay 2b: To what extent were cosmological beliefs about the transition to the afterlife in Egypt’s New Kingdom embodied in the tomb and its contents?**

**Introductory reading:**

Reeves, C.N. 1990. *The Complete Tutankhamun: the king, the tomb, the royal treasure*. London: Thames & Hudson. (pp. 70-74, 78-91, 100-114, 119-122, 128-149, 188-196, 208-211). **EGYPTOLOGY E 7 REE**


Essay 2c: How do mortuary practices act as levelling mechanisms, and how is ‘conspicuous consumption’ in funerary contexts regulated by sumptuary laws and other means?

Introductory reading:


Essay 2d: To what extent can the burials of infants and children give insights into social and institutional inequalities?

Introductory reading:


**Essay 2e: What have archaeological studies in the phenomenology of landscape contributed to our understanding of the placing of the dead in past societies?**

**Introductory reading:**


3 SCHEDULE AND SYLLABUS

Teaching schedule
Seminars will be held 16:00-18:00 on Tuesdays, in room 612. One visit will be scheduled to the British Museum. It is anticipated that this will be held in the fourth week of the autumn term, subject to finalization of the arrangements and discussion with the class. Further details will be announced closer to the date.
Lecturer: Mike Parker Pearson.

Syllabus
The following is an outline for the module as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available; their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system. Readings marked with an * are considered essential to keep up with the topics covered in the module. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright) or are available online.

1. Introduction to funerary archaeology
This lecture introduces students to the main themes and directions of funerary archaeology, from methods of excavation and analysis to concepts and principles for investigating ritual and social dimensions of funerary practices in past societies. It is an opportunity to discuss the theoretical and empirical influences on the development of funerary archaeology.

Reading:

2. Principles of analysis: ritual and remembrance
How do archaeologists identify and characterize ritual, with regard to the treatment of human remains? What are the concepts of ritual, liminality, remembrance, and materiality? How do concepts of reversal, separation, transition, decay, fertility and sex have relevance for understanding mortuary rites and rituals? These are questions that will be addressed in this seminar.

Reading:
3. Ethnoarchaeology of death
Archaeologists have drawn on ethnographic and ethnoarchaeological studies to develop a wide range of analogies for understanding the archaeology of mortuary practices. This seminar examines different types of analogy and their relative uses and limitations for understanding the past.

Reading:
4. Reading the body, treating the corpse

Human remains may be exposed to lengthy post-mortem treatments: mummification, cannibalism, trophy-taking, cremation, excarnation and skull decoration amongst other activities. This seminar examines the material residues of different methods of post-mortem treatment to understand their social implications and significance.

Reading:


5. Status, power and identity: the powerful dead

Archaeologists have long used burial rites to interpret social status of the deceased. With the understanding that the dead do not bury themselves, more sophisticated approaches to social ranking have emerged. This seminar examines the different approaches to interpreting social status, including the political and ideological impact on those holding funerals and those being commemorated.

Reading:


6. Death in the landscape
The dead are all around us, in monuments, mementos and memories as well as their physical remains. This seminar explores spatial, topographical and phenomenological approaches to placing the dead in the landscapes of past societies in order to understand how relationships were constructed and maintained between the living and the dead.

Reading:


7. Death and the origins of human consciousness
In contrast with other primates, humans have an unusually developed sense of mortality, treating the remains of their species with a dazzling variety of post-mortem practices. How and why did this come about, and at what stages in our evolution? How did it develop in relation to other indices of self-awareness, and what were its long-term implications for human evolution and adaptation?

Reading:


9. The human experience of death
Archaeology can provide insights into the human awareness of death as it evolved over thousands of years from the earliest civilizations to the world religions and secular humanism of today. In that time, humans have sought to transcend their tragic limitation by seeking paths to immortality on both sides of the grave. This seminar examines the archaeological evidence for these attempts to transcend mortality over the last 10,000 years of social evolution from small-scale hunter-gatherers to urban states.

Reading:

10. The politics of the dead
The dead have always been political, but today archaeologists and museums face challenges from ethnic and religious minorities for reburial and repatriation of human remains and associated materials. In addition, archaeologists are often involved in forensic investigations of genocide and other recent atrocities, bringing them into potential conflict with state authorities as well as local communities.

Reading:
Electronic resource

11. Funerary powerpoint karaoke
This is your opportunity to show what you have learned. Each person in the class must give a 2-minute, stand-up presentation of a randomly chosen series of powerpoint slides selected by the module co-ordinator. The audience can join in to help explain the content of the slides if the presenter is struggling. This is meant to be a light-hearted finale for the half-module.

4 ONLINE RESOURCES

The full UCL Institute of Archaeology coursework guidelines are given here:
http://www.ucl.ac.uk/archaeology/administration/students/handbook
The full text of this handbook is available here (includes clickable links to Moodle and online reading lists if applicable)
http://www.ucl.ac.uk/archaeology/administration/staff/handbook

Online reading list
http://readinglists.ucl.ac.uk/lists/C7E22994-3847-1714-E079-80EFD041BFA0.html

Moodle
Access code ARCL0156. The handbook and all module information, including copies of powerpoints will be available on Moodle. Please ensure you are signed up to the module on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk).

5 ADDITIONAL INFORMATION

Libraries and other resources
In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are: History, Science

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.

Information for intercollegiate and interdepartmental students
Students enrolled in Departments outside the Institute should obtain the Institute’s coursework guidelines from Judy Medrington (email j.medrington@ucl.ac.uk), which will also be available on Moodle.

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.

6 COURSEWORK
If students are unclear about the nature of an assignment, they should discuss this with the Module Co-ordinator.
Students are not permitted to re-write and re-submit essays in order to try to improve their marks.

The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline.

Students are required to submit hard copy of all coursework to the module co-ordinator’s pigeon hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled to a completed coversheet (available from the web, from outside Room 411A or from the library)

Students should put their Candidate Number on all coursework. This is a 5 digit alphanumeric code and can be found on Portico: it is different from the Student Number/ ID. Please also put the Candidate Number and module code on each page of the work.

It is also essential that students put their Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework. – eg YBPR6 Funerary Archaeology

Please note the stringent UCL-wide penalties for late submission given below. Late submission will be penalized in accordance with these regulations unless permission has been granted and an Extension Request Form (ERF) completed.

Date-stamping will be via ‘Turnitin’ (see below), so in addition to submitting hard copy, students must also submit their work to Turnitin by the midnight on the day of the deadline.

Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to ioa-turnitin@ucl.ac.uk in advance of the deadline in order that the Turnitin Advisers can notify the Module Co-ordinator that it may be appropriate to waive the late submission penalty.

If there is any other unexpected crisis on the submission day, students should telephone or (preferably) e-mail the Module Co-ordinator, and follow this up with a completed ERF.

Please see the Coursework Guidelines on the IoA website (or your Degree Handbook) for further details of penalties.
http://www.ucl.ac.uk/archaeology/administration/students/handbook/submission
The Turnitin 'Class ID' is 3885620 and the 'Class Enrolment Password' is IoA1718 Further information is given on the IoA website.
http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin
Turnitin advisers will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed.

**Timescale for return of marked coursework to students.**
You can expect to receive your marked work within four calendar weeks of the official submission deadline. If you do not receive your work within this period, or a written explanation from the marker, you should notify the IoA’s Academic Administrator, Judy Medrington.
**Keeping copies**
Please note that it is an Institute requirement that you retain a copy (this can be electronic) of all coursework submitted. When your marked essay is returned to you, you should return it to the marker within two weeks.

**Late submission**
Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted.
The UCL penalties are as follows:
- The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
- The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
- Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

**Return of coursework and resubmission**
You should receive your marked coursework within one month 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 Module Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

**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

**Avoiding plagiarism**
The term ‘plagiarism’ means presenting material (words, figures etc.) in a way that allows the reader to believe that it is the work of the author he or she is reading, when it is in fact the creation of another person.

In academic and other circles, plagiarism is regarded as theft of intellectual property. UCL regulations, all detected plagiarism is to be penalized and noted on the student’s record, irrespective of whether the plagiarism is committed knowingly or unintentionally. The whole process of an allegation of plagiarism and its investigation is likely to cause considerable personal embarrassment and to leave a very unpleasant memory in addition to the practical
consequences of the penalty. The penalties can be surprisingly severe and may include failing a module or a whole degree. It is thus important to take deliberate steps to avoid any inadvertent plagiarism.

Avoiding plagiarism should start at the stage of taking notes. In your notes, it should be wholly clear what is taken directly from a source, what is a paraphrase of the content of a source and what is your own synthesis or original thought. Make sure you include sources and relevant page numbers in your notes.

When writing an essay any words and special meanings, any special phrases, any clauses or sentences taken directly from a source must be enclosed in inverted commas and followed by a reference to the source in brackets. It is not generally necessary to use direct quotations except when comparing particular terms or phrases used by different authors. Similarly, all figures and tables taken from sources must have their origin acknowledged in the caption. Captions do not contribute to any maximum word lengths.

Paraphrased information taken from a source must be followed by a reference to the source. If a paragraph contains information from several sources, it must be made clear what information comes from where: a list of sources at the end of the paragraph is not sufficient. Please cite sources of information fully, including page numbers where appropriate, in order to avoid any risk of plagiarism: citations in the text do not contribute to any maximum word count.

To guard further against inadvertent plagiarism, you may find it helpful to write a plan of your coursework answer or essay and to write the coursework primarily on the basis of your plan, only referring to sources or notes when you need to check something specific such as a page number for a citation.

Collusion, except where required, is also an examination offence. While discussing topics and questions with fellow students is one of the benefits of learning in a university environment, you should always plan and write your coursework answers entirely independently.

Feedback
In trying to make this module as effective as possible, we welcome feedback from students during the module of the year. All students are asked to give their views on the module in an anonymous questionnaire which will be circulated at one of the last sessions of the module. These questionnaires are taken seriously and help the Module Co-ordinator to develop the module. The summarised responses are considered by the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of this module we hope they will feel able to talk to the Module Co-ordinator, but if they feel this is not appropriate, they should consult their Personal Tutor or the Academic Administrator (Judy Medrington).
Marking
Your first essay will be marked and handed back in class a week later on 4 December 2018. Your second assignment will also be marked within a week of handing in, to be collected by email arrangement from Prof. Parker Pearson.
HOW TO UPLOAD YOUR WORK TO TURNITIN

Note that Turnitin uses the term ‘class’ for what we normally call a ‘module’.

1. Ensure that your essay or other item of coursework has been saved properly, and that you have the Class ID for the module (available from the module handbook) and enrolment password (this is IoA1819 for all modules this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year).

2. Click on http://www.turnitinuk.com/ (NB not www.turnitin.com, which is the US site) or copy this URL into your favourite web browser.

3. Click on ‘Create account’.

4. Select your category as ‘Student’.

5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 3 months, unlike your UCL password). In addition, you will be asked for a “Class ID” and a “Class enrollment password” (see point 1 above).

6. Once you have created an account you can just log in at http://www.turnitinuk.com/ and enroll for your other classes without going through the new user process again. Simply click on ‘Enroll in a class’. Make sure you have all the relevant “class IDs” at hand.

7. Click on the module to which you wish to submit your work.

8. Click on the correct assignment (e.g. Essay 1).

9. Double-check that you are in the correct module and assignment and then click ‘Submit’.

10. Attach document as a “Single file upload”.

11. Enter your name (the examiner will not be able to see this).

12. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 In what sense can culture be said to evolve?), and not your name.

13. Click “Upload”. When the upload is finished, you will be able to see a text-only version of your submission.

14. Click on “Submit”.

If you have problems, please email the Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Module Co-ordinator that you attempted to submit the work before the deadline.
APPENDIX

INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning modules and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/module/view.php?id=40867.

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 module co-ordinator.

GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on a the appropriate 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 acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special arrangements. Please see the IoA Student Administration section of Moodle for further information. Additional information is given here:

http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/