ANT 4184: Mortuary Archaeology
Section OM01 – Spring 2020
Th 10:00am-11:45am | BA1 121

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Office Hours: MW 1:30pm – 2:30pm
Phone: 407-823-6503
Email: Use WebCourses Mail
Office hours are not held on days class does not meet, such as holidays.

Catalog Description

Archaeological interpretations of death; basic data collection, skeletal analysis, and comparative study of mortuary ritual – both ancient and modern. Prerequisite(s): ANT 2140 or ANT 2511.

Required Course Materials/Resources

Pearson, Mike Parker. *The Archaeology of Death and Burial*. Texas A&M University Press.

1 pack of 3x5 inch ruled note cards. These will be used most weeks to collect reading responses as part of the class participation grade.

Additional readings will be posted on WebCourses as PDF files.

Course Description

This course explores how archaeologists come to understand death and dying through the analysis of material culture (e.g., artifacts, architecture). Death and mourning are fundamental, inescapable aspects of the human experience. Understanding the different ways human groups dispose of and commemorate the dead is essential to understanding culture. Each culture has unique ways of expressing grief, commemorating life, and rules governing the response to the biological processes of decay after death. These processes leave behind physical remains that archaeologists recover and use to learn about past behavior, social structure, and belief systems. Understanding how archaeologists use these data is the central goal of this course.

Student Learning Outcomes

Upon successful completion of this course, each student will:

- Examine the archaeological dimensions of burial and other death-related rituals,
- Compare and contrast varying methods for constructing mortuary landscapes,
- Examine how data, theory, and methods affect interpretations of mortuary evidence,
- Consider the role of mortuary evidence in understanding of past cultures,
- Understand how analyses of the body are integrated into interpretations of burial rituals,
- Develop expertise in documenting and interpreting mortuary evidence (e.g., gravestones).

Course Format

This is a mixed mode course. As such, part of the course will be held online and accessed via Webcourses. The online portion will consist of lectures (posted each Monday), links to articles, and other materials/resources. The in-class portion will consist of discussion. Students are responsible for all material presented in class and Webcourses.

Grading

Grades will be determined from classroom discussion/participation, four online discussions, one film response, three exams, and a semester project. Further details will be provided during the semester.

Your grades will come from the following:

Class Participation	20 possible points
Film Response	10 possible points
Semester Project	50 possible points
Four Exams	240 possible points

Breakdown of Grading

Classroom Participation: Students will be graded on classroom participation by responding to a discussion question on 3x5 inch ruled note cards. This will occur on 12 different days/weeks during the semester. They will count for 2 points each, meaning students can miss up to two and still receive full credit. Students cannot make up classroom participation. The grading scale for classroom participation is as follows:

≥ 10 weeks = 100% 8 weeks = 90% 7 weeks = 80%
6 weeks = 70 % 5 weeks = 60% ≤ 4 weeks = 50%
[Total Points: 20]

Film Response: Students will watch a film (*Who Owns the Past?*) via WebCourses and write a 2-page response paper. Complete instructions and a rubric will be provided during the semester.
[Total Points: 10]

Semester Project: In this course, we will be looking at the various ways individuals and groups are memorialized in the past and in the present. This project requires you to visit a local cemetery (to be determined in consultation with the instructor) and examine demographic differences in tombstone construction, design, epitaph style, and other aspects. You will be expected to apply concepts learned in class to your cemetery analysis. The semester project consists of the following portions: a 2-page statement of intent (1 points), an 8-page paper (30 points), and supporting documentation (10 points). Guidelines for completing the cemetery project will posted via WebCourses and discussed at several points during the semester.
[Total Points: 50]

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. *Each exam is worth 60 points.* Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours. Questions are drawn from lectures and readings. There is NO cumulative final exam. Exams will take place on Fridays.
[Total Points: 240]

Total Possible Points: 320

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, 90/100 = .9 x 100 = 90%. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NO assign C- or D- grades. I DO assign A- and B- grades.

A	94-100	A-	90-93.9		
B+	87-89.9	B	84-86.9	B-	80-83.9
C+	77-79.9	C	74-76.9		
D+	67-69.9	D	64-66.9		
F	59.9 and below				

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

Attendance and Make-Up Policies

Attendance is not taken in this class, but is highly encouraged. Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. There are no make-ups for in-class participation. If a student has a valid reason for missing 3 or more in-class discussions (in other words, three weeks of class), schedule a meeting with the instructor and bring appropriate documentation. There are no make-ups for any portion of the final project as students will have several weeks to complete each aspect.

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit. It is not fair to provide a second attempt to some students and not everyone.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -2% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

The above policies are non-negotiable.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to *wait at least 24 hours before contacting me about individual grades*. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact me to ask for extra credit, free points, or to round your grade up. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' or co-worker's names? Take this as a real-world lesson.

Respect for Diversity

This class will be conducted in a way that respects all aspects of diversity. Everyone will show respect for one another and the diverse issues and topics that will be covered. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please reach out to me. I want this type of engagement and we can discuss the best way to approach it. Often times, you are not the only one wondering about something. My own views may surprise you, do not expect the classic 'liberal' academic mindset. I am a first-generation college student, entered college in my mid-20s, have held several non-academic jobs, and am attracted to critical and radical perspectives.

Course Schedule

I will post PDFs of lecture notes and other relevant materials on Monday of each week.

Week 1: Jan 6 – Jan 10
Topic: Course Introduction and Learning from the Dead

Readings: Pearson Chapter 1
Assignments: Syllabus Quiz

Week 2: Jan 13 – Jan 17
Topic: Historical Perspectives on Mortuary Archaeology
Readings: Online PDFs (see appropriate Module, posted on Monday January 13)

Week 3: Jan 20 – Jan 24
Topic: Ethnoarchaeology and Analogy
Readings: Pearson Chapter 2 & Online PDFs
Assignment: Classroom Participation Week 1

Week 4: Jan 27 – Jan 31
Topic: Reading the Body
Readings: Pearson Chapter 3 & Online PDFs
Assignment: Classroom Participation Week 2

Exam 1: Weeks 1-4, available 12:00am to 11:59pm January 31.

Week 5: Feb 3 – Feb 7
Topic: Status, Rank, and Power in Burial Traditions
Readings: Pearson Chapter 4 & Online PDFs
Assignment: Classroom Participation Week 3

Week 6: Feb 10 – Feb 14
Topic: Gender & Kinship in Burial Traditions
Readings: Pearson Chapter 5 & Online PDFs
Assignment: Classroom Participation Week 4

Week 7: Feb 17 – Feb 21
Topic: Placing the Dead
Readings: Pearson Chapter 6 & Online PDFs
Assignment: Classroom Participation Week 5

Week 8: Feb 24 – Feb 28
Topic: Historical Archaeology (Florida Cemeteries)
Readings: Online PDFs
Assignment: Classroom Participation Week 6

Exam 2: Weeks 5-8, available 12:00am to 11:59pm February 28

Week 9: Oct. 21 – 25
Topic: Bog Bodies and Other Mummies
Readings: Online PDFs
Assignment: Classroom Participation Week 7, & Semester Project Statement of Intent,

Spring Break: Mar 9 – Mar 13 (No Class)

Week 10: Mar 16 – Mar 20
Topic: Case Study – The Sloan Site
Readings: Online PDFs
Assignment: Classroom Participation Week 8

Week 11: Mar 23 – Mar 27
Topic: Identity and Memory in Southeastern Burial Mounds
Readings: Online PDFs
Assignment: Classroom Participation Week 9

Exam 3: Weeks 9-11, available 12:00am to 11:59pm March 27

Week 12: Mar 30 – Apr 3
Topic: Historical Archaeology & Difficult Heritage
Readings: Online PDFs
Assignment: Classroom Participation Week 10, & Semester Project Supporting Documentation

Week 13: Apr 6 – Apr 10
Topic: Politics of the Dead
Readings: Pearson Chapters 8, 9 & Online PDFs
Assignment: Classroom Participation Week 11, & Film Response *Who Owns the Past?*

Week 14: Apr 13 – Apr 17
Topic: Companion Species - Dog Burials across Time & Space
Readings: Online PDFs
Assignment: Classroom Participation Week 12, & Semester Project Final Project Paper

Week 15: April 20 (No Class – Classes End on Monday)

Exam 4: Weeks 12-14, available 12:00am April 21 to 11:59pm April 22

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund
January 9, 2020 - Drop/Swap Deadline
January 10, 2020 - Add Deadline
March 20, 2020 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student

Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.