



Class Location & Time: Founder's Hall 210; M/W 11:30 -12:45
Instructor: Christine Jones, PhD
Faculty blog: <http://anthrowarrior.blogspot.com>
Office: FH 217K
Office Hours: M&W 12:45-3:45 (use Scheduler on Canvas to sign up for appointment)
Contact me: Bioarchjones@tamuct.edu

Catalog Course Description:

This course will acquaint the undergraduate student interested in archaeology and physical anthropology with the broad range of issues that can be examined with evidence gleaned from human skeletal remains. The course will focus on the role of human skeletal studies in reconstructing both the biological and cultural past of our species.

Mode of instruction and course access:

This course meets face-to-face, with supplemental materials made available on Canvas, the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Check Canvas daily for any course announcements or schedule changes.

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. . If you plan to come to my office hours and want to reserve a time, use the Scheduler tool in the Canvas calendar to make an appointment (see <https://community.canvaslms.com/docs/DOC-10482-4212354555>).

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Required Textbook/Readings: Larsen, CS. 2015. Bioarchaeology: Interpreting Behavior from the Human Skeleton (Cambridge Studies in Biological and Evolutionary Anthropology) ISBN-13: 978-0521547482 ISBN-10: 0521547482 Edition: 2nd (this book is also available on course reserve at our library!)

Course Objectives:

- Learn basic human osteology
- Learn basic bioarchaeological methods such as determination of age and sex of skeletons and skeletal indicators of trauma and disease.
- Learn what bioarchaeological studies contribute to science: growth and stress, activity patterns, diet, and paleopathology. A review of the history of research and recent studies highlight each topic.

Course requirements:

1. Reading assignments: Readings from the textbook are listed in the course schedule below. It is best to read the chapter just before the class period for which it is listed. Supplemental readings will be posted on e-reserves. To access e-reserves go to the TAMUCT library home page. <http://tamuct.libguides.com/index>. Under the heading "Library Information," look for the blue hyperlink link to E-Reserves. Click on this hyperlink. Use the search box to locate our course either using your instructor's name (Jones) or the course name (Bioarchaeology) or number (type "ANTH 4330"). The readings will be listed in folders by date. The e-reserves password is "bones".
2. Exams: There will be three exams, each worth 150 points. Exams cover readings, lectures and films and are not cumulative. A study guide is usually provided the week before each exam. Exams are a combination of written (short answer, essay) and fill in the blank style questions. Photo-based questions presented via powerpoint and/or question stations may also be used (Ex: A photo of a particular lesion is projected and the question asks to which disease the lesion belongs).
3. Burial Project (2 parts worth 150 points each for 300 total points): Students will select and research ONE specific burial site for which a bioarchaeological analysis has already been completed. This will require the student to consult a minimum of THREE scholarly sources directly related to the selected site. A guide for scholarly sources will be provided on canvas. For this class, peer-reviewed journal articles which may be useful for this project include those in *American Journal of Physical Anthropology*, *International Journal of Osteoarchaeology*, *International Journal of Paleopathology*, and *Journal of Archaeological Research*. The student will present the information they acquired through their research in the following two parts, submitted in hard copy in the classroom on **FEB 28 WED**:
 - a. PART ONE (150 points): A summary of the burial site/bioarchaeological data following the example template provided, typed 12 pt font, 1 page, single spaced. An example sheet of the required summary is attached to this syllabus. Your summary should include ALL of the same categories as in the example sheet. Included with this summary is a 1 page typed bibliography listing all scholarly sources used for this project (at least 3). Use APA format

for your references. Make sure they are consistently formatted and include the following information:

- Author(s) name (last, first)
- Year of publication
- Name of the publication
- Name of the article in the publication
- If a website, the url and the date retrieved

- b. **PART TWO (150 points):** An original 3-d model (does not have to be to scale, but can be if desired) of the burial site which illustrates the mortuary site and burial context. This is also known as a diorama. Your model should be no larger than 12" Long by 12" Wide by 6" Deep. A good reference size is a USPS priority mail medium sized flat rate box (that measures 11" x 8 ½" by 5 ½"). Your diorama should contain all relevant aspects of your selected burial site, including but not limited to: burials themselves and grave goods, coffins or sarcophagi, other artifacts, archaeological features such as roads, walls, buildings, headstones, and/or landscape features such as trees or hills. Your model will be based on the actual mortuary site you select, so you should use it as a guide. Guidelines for materials used to make a diorama and examples will be discussed in class. A rubric for the diorama is attached to the end of this syllabus. If you have questions, please email the instructor well before the due date for this diorama: **FEB 28 WED.**

4. **Cemetery Project (250 points total):** Students will visit and survey a historic cemetery of their choice, *on their own and not in groups*, using the cemetery survey form and guidelines provided by the instructor in class. This project must be completed by students on their own. No group work will be accepted. The project will be submitted in class on **APR. 25 WED** and will consist of the following parts:

- a. Completed cemetery form following survey guidelines (the required form will be handed out in class and posted on Canvas) **(100 points)**
- b. Plan (aerial view) map of the cemetery, hand-drawn or created using a computer program, not to scale. **(50 points)**
- c. A typed analysis of the cemetery explaining your survey in 3 to 5 pages, 12 point font, double-spaced. **(100 points)**. Photos are encouraged as figures to supplement your analysis, but they must be attached in an appendix to the report. Photos do not count as part of the 3-page requirement. **Guidelines on how to write the cemetery analysis will be provided in class along with the survey form.** No bibliography is required *unless* you cite outside work in your analysis. If you include a bibliography please use APA style.
- d. Cover sheet is optional

Coursework	Points
Exams (3 x 150)	450
Cemetery Project	250
Burial Project (2 parts x150)	300
Total:	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

Grade posting: All grades will be posted online; it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

COURSE SCHEDULE (Lecture topics listed by week)

Readings: **Larsen** is the “Bioarchaeology” Textbook, **E-reserves** is the E-reserves link online through library (**password: bones**), **E-Books** are always available through the library website.

Week 1: Introduction to bioarchaeology & the human skeleton

Jan 17 W: Syllabus review and introduction, **Skeleton study sheet**

Readings from textbook: Larsen Ch. 1

Visit online: Eskeletons.org

Week 2: The human skeleton: Sex, Age & More

Jan 22 M: Basics of the skeleton, sex determination

Jan 24 W: Age determination

Readings on E-reserves between 1/17/18 - 1/31/18:

- Meindl et al. 1985. Accuracy and Direction of Error in the Sexing of the skeleton: Implications for Paleodemography. *American Journal of Physical Anthropology* 68:79-85
- Walker, P.L. 2008. Sexing Skulls Using Discriminant Function Analysis of Visually Assessed Traits. *American Journal of Physical Anthropology*. 136:39-50.

Week 3: Human remains in the archaeological record

Jan 29 M: Mortuary practices,

Jan 31 W: Mortuary practices continued, **Review diorama project guidelines**

Readings on E-reserves and available online as e-books all semester:

- “CHAPTER 3: THE AXED MAN OF MOSFELL “ ONLY PP. 26-43 IN Larsen, C. S., Palkovich, A. M., & Stodder, A. W. (2012). *The Bioarchaeology of Individuals*. Gainesville: University Press of Florida.
- Jones, A. M. (2016). *Preserved in the Peat: An Extraordinary Bronze Age Burial on Whitehorse Hill, Dartmoor, and Its Wider Context*. Oxford: Oxbow Books.

Week 4: Stress, Growth, & Malnutrition

Feb 5 M: EXAM #1

Feb 7 W: Stress in human remains

Readings from textbook: Larsen ch. 2

Week 5: Disease: Paleopathology

Feb 12 M: Nonspecific infection

Feb 14 W: Infectious diseases

Readings from textbook: Larsen ch. 3

Readings on e-reserves between 2/7/18-2/21/18:

- Dettwyler, K.A. 1991. Can paleopathology provide evidence for compassion? *American Journal of Physical Anthropology*. 84:375-384
- Buikstra, et al. 2017. Introduction: Scientific rigor in paleopathology. *International Journal of Paleopathology* 19:80-87

Week 6: Paleopathology continued

Feb 19 M: Metabolic and Congenital disorders

Feb 21 W: Neoplasms and more

Readings from textbook: Finish Larsen ch. 3

Readings On E-reserves between 2/12/18-2/21/18:

- Klaus, H. 2015. Paleopathological rigor and differential diagnosis: Case studies involving terminology, description, and diagnostic frameworks for scurvy in skeletal remains. *Int J. Paleopathol.* 19:96-110.

Week 7: Body modification

Feb 26 M: Body modification

Feb 28 W: **DIORAMAS DUE TODAY**

Readings from textbook: Finish Larsen ch. 3

Readings on E-reserves between 2/19/18 - 2/28/18:

- Torres-Rouff, C. 2002. Cranial Vault Modification and Ethnicity in Middle Horizon San Pedro de Atacama, Chile. *Current Anthropology* 43(1):163-178

Week 8: Violence & Skeletal Trauma

Mar 5 M: Trauma 1

Mar 7 W: Film TBD, **Review cemetery project guidelines**

Readings from textbook: Larsen ch. 4

Readings on E-reserves and available online as an e-book all semester:

- **“CHAPTER 4: THE BONES TELL THEIR TALE” ONLY. PP. 57-77 IN** The Grey Friars Research Team, et al. 2015. *The Bones of a King : Richard III Rediscovered*, John Wiley & Sons, Incorporated. ProQuest Ebook Central.

******SPRING BREAK: WEEK OF MARCH 12******

Week 9: More Violence

Mar 19 M: Trauma 2

Mar 21 W: Finish Trauma section

Readings from textbook: Finish Larsen Ch. 4

Week 10: Activity Patterns

Mar 26 M: Arthritis

Mar 28 W: Musculoskeletal markers

Readings from textbook: Larsen Ch. 5

Week 11: Activity Patterns

Apr 2 M: Occupational

Apr 4 W: **EXAM #2**

Readings on E-reserves between 3/26/18 - 4/9/18

- Judd, M.A. and Roberts, C.A. 1999. Fracture Trauma in a Medieval British Farming Village. American Journal of Physical Anthropology 109:229-243.

Week 12: Paleonutrition

Apr 9 M: Intro to Paleonutrition

Apr 11 W : **NO CLASS**

Readings from textbook: Larsen Ch .8

Week 13: Paleonutrition continued

Apr 16 M: Paleonutrition cont'd

Apr 18 W: FILM TBD

Readings from textbook: Larsen Ch 7. 270-300

Week 14: Migration

Apr 23 M: Migration!

Apr 25 W: **CEMETERY PROJECT DUE**

Readings from textbook: Larsen Ch. 9

Week 15: Genetics

Apr 30 M: Genetics 1

May 2 W: Genetics 2

Readings on E-reserves and available online as an e-book all semester:

- Bramanti, B. 2013. "The Use of DNA Analysis in the Archaeology of Death and Burial" IN the Oxford Handbook of the Archaeology of Death and Burial. Oxford: Oxford University Press.

Readings on E-reserves between 4/23/18 - 5/9/18:

- Mays, S. et al. 2001. Paleopathological and biomolecular study of tuberculosis in a Medieval skeletal collection from England. Am J Phys Anthropol 114:298-311.

Week 16: Ethics

May 7 M: Ethics

May 9 W: **EXAM #3**

Readings from textbook: Larsen Ch. 11

COURSE PROCEDURES AND POLICIES

Handling human skeletal remains in this course: Throughout this entire course we will be learning using reproduction (plastic) skeletons as well as actual human skeletal remains. You may be required to handle these materials as part of the course. We will be discussing many of the practical aspects of human mortality. If you are not comfortable handling skeletal remains (either reproduction or actual) or if detailed discussions of death, violence, and the cultural and ritual practices surrounding death and disposal of human remains are difficult for you for any reason, please see the instructor as soon as possible to help determine if this course is right for you.

We will review a number of rules regarding the handling of skeletal remains to ensure they are not damaged during the class, but first and foremost of these involve food and drink. No food or drink (in any container type) is allowed on the same tables as our skeletons, for their safety! This includes candy and gum. You may stow your food and drink away safely in your bag or we can reserve a table/chair for food and drinks. Failure to observe these rules regarding food and drink can result in the instructor asking you to leave the classroom, which may affect your grade and participation in the course. There is no risk to you in terms of eating/drinking after handling these skeletons, but it's strongly recommended that you wash your hands before eating or drinking because eww.

Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Attendance & Recording Lectures Attendance is a requirement of this course to succeed. That said, I'm not taking attendance daily. This course is based heavily on lecture and I do not post my lecture notes online AT ALL either before or after each class. We also may briefly discuss readings during class, which is very helpful if you find them challenging. It's up to you to figure out what you missed if you did not attend class. A note on recording lectures: **I do not permit video recording of any part of my class.** You may record audio with my permission. I discourage the practice of taking photos of my slides. If you need me to slow down please raise your hand and I will do my best. You ALWAYS have the option of coming to office hours or seeing me after class to clarify your notes or go over slides for note taking purposes.

Makeups

Students may request a makeup for a missed exam due to illness or injury for example. To successfully makeup an exam you MUST 1. Contact the instructor prior to the missed exam (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making it up; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor's note, police report) verifying the reason for your excuse. If you don't follow through on all three of these requirements you may be denied the request. Students who miss an exam with no excused absence will receive a zero on the exam. Makeups for final exams are usually denied because it is not possible to schedule a makeup final before final grades are due. For this reason, makeup final exams are given rarely and with a 20 point deduction (evidence pertaining to a serious emergency will be considered for such a makeup).

Late Work

I accept late **cemetery project reports** only, but with point deductions as follows: 15 points for 1 day late, 30 points for 2 days late, 50 points for 3 days late. After 3 days the paper will not be accepted. NO OTHER LATE WORK IS ACCEPTED.

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY POLICIES

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course.

Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other

academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf]. Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html]. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at imdavis@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

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EXAMPLE BIOARCHAEOLOGY PROFILE DATA SHEET

You should follow this template for Part 1 of your Burial Project (DUE FEB 28) using all categories listed for your completed summary. To see more profile examples, consult the e-book through our library and e-reserves titled “Bioarchaeology of the Individual”. These profiles are included at the start of each chapter.

Individual Profile
Site: Kirkjuhóll
Location: Hrísbú farm, Mosfell Valley (Mosfellsdalur), western Iceland
Cultural Affiliation: Icelandic Viking
Date: A.D. 855–1015 based on calibrated radiocarbon dates and tephrochronology
Feature: Trench CK-2001-3 (F2/2001)
Location of Grave: About 1 m east of the eastern end (chancel) of the church at Hrísbú
Burial and Grave Type: A single primary inhumation extended with the head to the west; the body was resting on, partially dug into, a stratum of organic material that appears to be decayed hay or animal dung
Associated Materials: Stones were found under the thoracic area and at the top of the cranium; a poorly preserved lozenge-shaped object was found near the knee
Preservation and Completeness: Cranium is well preserved; many of the long bones have been affected by the acidic conditions at the site and are partially decalcified
Age at Death and Basis of Estimate: 40–45 years, based on age-related changes of pelvic morphology, tooth wear, and fusion of cranial vault sutures
Sex and Basis of Determination: Male, based on cranial and pelvic morphology
Conditions Observed: Massive cranial trauma with a gaping wound in the right parietal and a slice of bone removed from the occipital
Specialized Analysis: Accelerator Mass Spectrometry radiocarbon dating, thermal ionization mass spectrometry
Excavated: 2001, Mosfell Archaeological Project, directed by Jesse Byock and Phillip L. Walker
Archaeological Report: Byock et al. 2002
Current Disposition: National Museum of Iceland (Þjóðminjasafn)

DIORAMA RUBRIC (150 points). The instructor will use this rubric to grade your dioramas. It is useful to consider the grading rubric while planning and constructing your diorama, due FEB 28.

	Excellent (30-25 pts)	Good (24-20 pts)	Fair (19-10 pts)	Poor (9-0 pts)
Content accuracy	The diorama is an accurate model of mortuary context. It includes the burial(s), features, artifacts, and natural elements found in the actual landscape of their selected burial site.	The diorama is mostly accurate. A few elements that would not be found at the actual site are present, or some items are missing.	The diorama has some correct features, but also many things that would not be found at the actual site.	The diorama is not accurate. There are many errors in depicting the scene, including incorrect or missing features.
Completion	The diorama is complete and includes a background, landscape, features, and all elements necessary to portray the mortuary context (burial, artifacts, etc)	The diorama is mostly complete but needs a few more details.	The diorama is about halfway there , but has many details that need to be added.	The diorama is not finished.
Style & Organization	Display is interesting and attractive. Items are very well organized so that the mortuary context is very easily understood.	Display is interesting and attractive. Items are well organized with an evident plan.	Display is somewhat interesting. Only some items are organized following a plan.	Display is uninteresting, not attractive. Items are incomplete and not organized. There is no plan evident to the display.
Labels	There are 5 or more items correctly labeled in the diorama. No labels are incorrect.	There are 4 items correctly labeled. No labels are incorrect.	There are 2-3 items correctly labeled. 1 or 2 labels are incorrect.	Only 1 item is correctly labeled, more than 3 are incorrectly labeled OR have no labels at all.
Appearance	The diorama is very neat and it is easy to see all the features. Project is excellently presented and reflects amazing creativity.	The diorama is mostly neat and it is easy to see all the features. Good creative effort.	The diorama is a little sloppy and it is difficult to see all the features. Some creative effort.	The diorama is very sloppy and you cannot see all the features. Little to no creative effort was made.