



**Department of Anthropology**  
**ANTH 1026F-650:**  
**Introduction to Biological Anthropology and Archaeology**  
**DISTANCE STUDIES**  
**Course Outline**  
**Spring/Summer 2017**

**Instructor:** Dr. Karyn Olsen  
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Office Hours: In person or skype, by appointment

**Credit Value:** 0.5

**Anti-requisite:** Anthropology 1020E

**Prerequisite:** None

Anthropology 1020E is anti-requisite for this course, meaning that you cannot receive credit for taking both since they cover similar material.

### **COURSE DESCRIPTION**

This course introduces students to the biological and cultural development of humankind through a combined focus on biological anthropology and archaeology. The topics we will cover include methods of fieldwork, research, and analysis; human origins, evolution, adaptation, and variation; the earliest evidence for human culture; the development of modern humans as hunter-gather-foragers and later shifts to food domestication and production; and the rise of politically complex societies around the world.

### **LEARNING OUTCOMES**

By the end of this course, successful students will be able to:

- Define fundamental terminology, concepts, and methods associated with the study of biological anthropology/archaeology.
- Identify the kinds of questions anthropologists ask about past people and their environments and describe how anthropologists answer those questions using multiple lines of evidence.
- Ask questions relating to common debates in biological anthropology/archaeology, and identify answers in the literature using academic research skills.
- Complete the essential first steps of scholarly research, including locating and critically evaluating scholarly and other information sources relevant to anthropological topics.
- Articulate connections between biological anthropology/archaeology and today's society, and the students' own lives.

## REQUIRED READING

Text:

- Olszewski, Deborah I. (2016) *Archaeology and Humanity's Story: A Brief Introduction to World Prehistory*. New York, NY: Oxford University Press.

Supplementary Articles:

- In some weeks, additional readings beyond the textbook are assigned. These readings will be linked from the library database in OWL.

## ASSESSMENTS

<b>Quizzes</b>	<b>5%</b>	<i>Weekly</i> <ul style="list-style-type: none"><li>• Students will complete one quiz per week</li><li>• Each quiz is worth 0.5%</li><li>• No quizzes occur in Weeks 6 or 12</li></ul>
<b>Discussion Activities</b>	<b>20%</b>	<i>Weekly</i> <ul style="list-style-type: none"><li>• Discussion activities may include peer interaction, or contribution of a question, research finding, personal reflection, or course feedback</li><li>• Each activity will be worth between 1-5%</li><li>• No discussion activities occur in Weeks 6, 9, or 12</li></ul>
<b>"The Great Debate" OWL Page</b>	<b>15%</b>	<i>Due Week 6</i> <ul style="list-style-type: none"><li>• Student-designed webpage in OWL</li></ul>
<b>Research Paper</b>	<b>30%</b>	<i>Due Week 9</i> <ul style="list-style-type: none"><li>• Paper Introduction and Bibliography (5%)</li></ul> <i>Due Week 12</i> <ul style="list-style-type: none"><li>• Research Paper (25%)</li></ul>
<b>Final Exam</b>	<b>30%</b>	During the scheduled Exam Period; written in person at Western University or at the nearest Exam Centre.

## DESCRIPTIONS OF ASSESSMENTS

### Quizzes (5%)

Quizzes have been incorporated into this course to help students stay on track with the material over the semester. Quizzes are scheduled weekly (except for Weeks 6 and 12) and each quiz is worth 0.5%. Each quiz will last 10 minutes and consist of ten multiple choice questions that are directly related to the readings and supplementary material (e.g., videos, mini-lecture, discussion activity, etc.) for that week. Each week the quiz will be available for a set period, and if you have not completed the quiz by the closing date, you will not be permitted to make up for missed quizzes. Students are free to refer to their readings and notes when taking the quizzes.

### **Discussion Activities (20%)**

There will be opportunities for you to engage with course content that will allow you to see the thoughts and opinions of your peers, contribute your own questions, or ideas, present evidence from independent research on the web, or reflect on coursework. Each week the activity will be open for a set period, and if you have not contributed by the closing date, you will not be permitted to make up for missed discussions. Thoughtful, evidence-based, and well-reasoned contributions will be awarded the highest marks. Each activity will be worth 1-5%. Additional details for the discussion activities will be posted in OWL.

### **“The Great Debate” OWL Page (15%)**

*Biological Anthropologists draw conclusions about human culture and behaviour based on a range of evidence types derived from nonhuman primates, fossils, skeletons, ancient DNA, and more... but their interpretations of that evidence do not always agree.*

For this assignment, students will design a webpage in OWL (i.e., a webpage housed within the learning management system) that presents and evaluates an important question in biological anthropology: *why did humans develop bipedal locomotion?* The page must include text and images and may also include animated PowerPoint slides, and audio or video clips/links. As a class, we will read a key article that represents one explanation for the development of bipedalism. The student’s task is to identify an opposing argument, synthesize the information, and present it in a visually accessible manner in OWL.

### **Research Paper (30%)**

*Archaeologists draw conclusions about people in the past based on a range of evidence types, including artifacts, buildings, site layout, burial practices, animal remains, and more ...but their interpretations of that evidence do not always agree.*

For this assignment, the goal is to critically evaluate an ongoing debate in archaeology. Students choose from one of three topics based on a peer-reviewed academic article (an assigned “key” article) representing one side of the debate, and write a 1400 to 1600-word paper evaluating the strength of that article. The essay must reference three additional peer reviewed journal articles on the topic (i.e., one article that supports the position of the assigned key article and two articles that contrast or oppose the position).

The essay assignment must be typed, double-spaced, 11 point, black Calibri font with 2.54 cm (1 inch) margins. Follow the Chicago Manual of Style Author-Date system for citing references within your essay and in the References Cited list. Additional guidelines will be provided in OWL. Note: **Turnitin software** will be used to assess student work for instances of plagiarism.

### **Final Exam (30%)**

The final exam will take place during the April exam period as scheduled by the Registrar. Exams will be written **in person** on Western University campus (id required) or at the nearest Exam Centre. The final exam is cumulative for the course and may include multiple choice questions, short answer, or essay questions. The final week of the course will include an exam review session.

## **INSTRUCTOR POLICIES**

### **Learning Environment**

This course relies on the OWL course site. The syllabus, assignment outlines, content, and other course material will be posted there. Here, you will engage with the professor and your peers as we progress through the course. Please contribute respectfully.

### **Email**

You may contact me by e-mail but it may take up to 24 hours for a response. If I cannot provide an immediate response, or if the matter is something I cannot address quickly, I will direct you to meet with me through skype or in-person at my office on campus. Please ensure that your e-mails are worded professionally and include the course number (1026G) in the subject line.

### **Support Services to Help Students Succeed**

#### Wellness

- Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth> for a complete list of options about how to obtain help.

#### Writing Support Centre <http://www.sdc.uwo.ca/writing/>

- The goals of the Writing Support Centre are as follows (1) to enhance the writing and communication skills of students and build their confidence, (2) equip students with tools, resources and knowledge to effectively communicate through writing, (3) increase critical analysis abilities to effectively communicate scholarly ideas, (4) convey university level writing expectations, and (5) provide students with skills they need to navigate academic transitions.

#### Learning Skills Services <http://www.sdc.uwo.ca/learning/>

- The goal of Western's Learning Skills Services is to make good students even better students. The counsellors answer questions and provide advice on how to be successful at Western. They help students develop new skills or strengthen existing academic skills. Students can choose from a variety of services: they can make an individual appointment with a learning skills counsellor, attend learning skills presentations, drop by SDC's PAL Center, or receive helpful information via e-mail. As well, information on important learning skills topics is available online.

### **Assignments**

Assignments must be submitted electronically, through the Assignments tab in OWL. Late assignments will be penalized 5% per day (including weekends and holidays) unless Academic Counselling supports a request for an extension. Submissions must be completed by the designated due date to avoid late penalties. An assignment will NOT be accepted if it is submitted more than one week past the due date. Make sure to back up all your written work, including notes, drafts, etc. Computer-related problems cannot be used as a justification for extensions or accommodations.

Western regulations stipulate that students completing a 0.5 credit essay course like this one are required to write a minimum of 1500 words in essay assignments.

### **Missed Deadlines**

Occasionally illness or other personal issues make it impossible to meet assignment deadlines. In all cases where accommodation is being sought for work totaling 10% or more of the final grade, students should contact their Faculty Academic Counseling Office who will determine if accommodation is warranted and will require appropriate written documentation. Every reasonable effort will be made to accommodate your situation if your documentation is accepted by Academic Counselling. In cases where accommodation is being sought for work totaling less than 10% of the final grade, students must contact me and be ready to provide written documentation in support of their request.

### **Missed Exams**

University policy states that students who fail to appear for an examination at the time set in the timetable will not be allowed to write the examination they missed. Students missing an exam must report it immediately to the office of their Dean. Students may, with the approval of the relevant Department Chair petition their Dean for permission to write a Special Examination.

### **ACADEMIC POLICIES**

All students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences, and medical accommodation**. These policies are outlined (with links to the full policies) at: [http://anthropology.uwo.ca/undergraduate/course\\_information/academic\\_policies.html](http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html)

**WEEKLY OUTLINE, READING SCHEDULE, AND KEY DUE DATES**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>
Week 1 May 8-14	<b>Biological Anthropology Methods and Practice &amp; Acquiring and Interpreting Data in Archaeology</b> Focus: Introduction to research areas and methods in Biological Anthropology and Archaeology	Stanford et al. (2017) & Olszewski, Chapter 1
Week 2 May 15-21	<b>Humanity's Roots</b> Focus: Evolutionary processes, the significance of bipedalism, early Hominins, and first stone tools.	Olszewski, Chapter 2 Lovejoy (1984)
Week 3 May 22-28	<b>Studying Nonhuman Primates</b> Focus: Using research on nonhuman primate species to better understand the evolution of human behaviour	Turnbaugh et al. (2002)
Week 4 May 29-Jun 4	<b>The False Concept of Race</b> Focus: Exploring the scientific and anthropological arguments against biological races; examining the reality and impact of socially constructed racial categories	Goodman (2016)
Week 5 Jun 5-11	<b>Becoming Human</b> Focus: Movement of Hominins out of Africa, the relationship of modern humans to Neanderthals, and the origins of language	Olszewski, Chapter 3
Week 6 Jun 12-18	<b>"The Great Debate" OWL Page Due Jun 16 at 11:55 pm</b>	No reading
Week 7 Jun 19-25	<b>Back to Humans: A World of Modern Humans</b> Focus: Technological innovations, use of symbolism, and the role of art among early human populations	Olszewski, Chapter 4
Week 8 Jun 26-Jul 2	<b>Transition to Agriculture and Eastern North America (3000 BC to 1400 AD)</b> Focus: Exploring the shift food production economies; Late Archaic, Woodland and Mississippian cultures	Olszewski, Chapter 5 (only pages 153-161) & Olszewski, Chapter 7
Week 9 Jul 3-9	<b>Early Politically Complex Societies</b> Focus: Pharaonic State and Old Kingdom Egypt	Olszewski, Chapter 9
	<b>Research Paper Introduction and Bibliography Due Jul 7 at 11:55 pm</b>	
Week 10 Jul 10-16	<b>Early Politically Complex Societies</b> Focus: Mesoamerica and Classic Maya	Olszewski, Chapter 12
Week 11 Jul 17-23	<b>Later Politically Complex Societies</b> Focus: Andean South America and Inka Empire	Olszewski, Chapter 13
Week 12 Jul 24-28	<i>*Final Exam Review Session*</i> <b>Research Paper Final Draft Due Jul 28 at 11:55 pm</b>	No reading
Exam Period (Jul 31-Aug 3)	Final exam date is determined by the Registrar and takes place on Western Campus or at an Exam Center	