

Department of Anthropology  
ANTH 1026G-650:  
Introduction to Biological Anthropology and Archaeology  
**DISTANCE STUDIES**  
Course Outline  
Winter 2017

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Office Hours: Virtual Office Hours TBD, or by appointment

**TA:** TBD  
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**Credit Value:** 0.5

**Anti-requisite:** Anthropology 1020E.

**Prerequisite:** None

Anthropology 1020E is anti-requisite to 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 biological anthropology and archaeology.
- Identify the kinds of questions anthropologists asks about past people and their environments and describe how anthropologists answer those questions using multiple lines of evidence.
- Discuss how anthropological research is influenced by the context (social, political, historical) in which it takes place.
- Complete the essential first steps of scholarly research, including locating and critically evaluating scholarly and other information sources relevant to anthropological topics.
- Articulate the value of biological anthropology and archaeology to today's society and to their 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 to the course OWL site (no purchase necessary).

## 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 regularly and respectfully.

## E-mail

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 speak with me during virtual office hours, or in my office by appointment. Please ensure that your e-mails are worded professionally and include the course number (1026G) in the subject line.

## ASSESSMENTS

<b>Introductory Assignment</b>	<b>5%</b>	Due Week 2 <ul style="list-style-type: none"><li>Introduction and Course Visualization</li></ul>
<b>Discussion Activities</b>	<b>20%</b>	Weeks 2-13 <ul style="list-style-type: none"><li>Contributions to online discussions and/or engagement in various discussion activities</li></ul>
<b>"The Great Debate" Group OWL Page</b>	<b>20%</b>	Due Week 6 <ul style="list-style-type: none"><li>Evaluation of page by professor (15%)</li><li>Evaluation of your contributions to the page by your group members (5%)</li></ul>
<b>Research Paper</b>	<b>25%</b>	Due Week 9 <ul style="list-style-type: none"><li>Paper Introduction and Bibliography (5%)</li></ul> Due Week 12 <ul style="list-style-type: none"><li>Research Paper (20%)</li></ul>
<b>Final Exam</b>	<b>30%</b>	During April Exam Period. Must be written in person at Western University or at the nearest Exam Centre.

### Descriptions of Assessments:

#### ***Introduction and Course Visualization (5%)***

For this assignment, you will design a single PowerPoint slide to serve as your self-introduction to the course community. Include a picture of yourself and your preferred first name. You must also depict the part of the course that you are most excited to learn about using images and/or famous quotes. In the notes section of the slide, describe what interested you in the course and what you hope to gain from taking it in 3-5 sentences. Note: remember to include reference links for any images or quotes used that are not your own in the notes section of the slide.

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

There will be opportunities for you to engage in discussion forums and similar kinds of activities that will allow you to ask questions, present evidence from the readings, and contribute your own knowledge,

ideas, and experiences. Discussions will be distributed across Weeks 2-13 and are worth 2% -5% each. Every discussion will be open for a set period of time. If you have not contributed by the closing date of the discussion, you will lose marks and you will not be permitted to make-up for missed discussions. Thoughtful, evidence-based, and well-reasoned contributions will be awarded the highest marks. Additional details for the discussion activities will be posted in OWL.

### ***"The Great Debate" Group OWL Page (20%)***

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, the class will be divided into small groups of 4-6 individuals. Groups will work together to design a Lessons Page in OWL (i.e., a webpage housed within the learning management system) that presents and critically evaluates the evidence for and against a debated issue in biological anthropology. The page must include text and images (e.g., pictures, graphs, charts, cartoons, etc.) and may also include animated PowerPoint slides, and audio or video clips/links. Each group will be assigned one of several possible topics, and provided with a peer-reviewed academic article (a "key" article) that represents one side of debate. The group's task is to identify supportive and opposing arguments, collate all of the information, and present it in a visually accessible manner in OWL.

Guidelines for working collaboratively, fairly dividing work, and staying on task will be provided before groups start working together. Note: 5% of the total mark will be derived from a detailed and anonymous peer evaluation of each other's contributions.

### ***Research Paper (25%)***

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

For this assignment, you will critically evaluate an ongoing debate among archaeological researchers. You will be able to choose from one several possible topics, and you will be provided with one peer-reviewed academic article (a "key" article) that represents one side of the debate. You must write a 1400 to 1600-word paper (no more and no less!) evaluating the strength of that article, and making reference to three other academic articles on the topic. In total, you should cite four articles (two articles for each side of the debate).

Your essay assignment must be typed, single-spaced, 11 point, black Calibri font with 2.54 cm (1 inch) margins. Number all pages except the title page. The title page must have your name, the professor's name, the course number and section, and the assignment title. 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.

### ***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 will be composed of essay questions, short answer questions and/or multiple choice questions. The final week of the course will be devoted to review and practice exam questions.

## Weekly Outline/Readings

DATE	TOPIC	READINGS
Week 1 (Jan 5 - 8)	<b>Introduction and guidelines for success in this course</b>	
Week 2 (Jan 9 - 15)	<b>Biological Anthropology Methods and Practice &amp; Acquiring and Interpreting Data in Archaeology</b> <a href="#">Introductory assignment due Jan 13 at noon</a>	Reading link in OWL & Olszewski, Chapter 1
Week 3 (Jan 16 - 22)	<b>Understanding Evolution and Human Variation</b> Focus: Evolutionary processes; basic genetics; false concept of race; environmental adaptations	Reading link in OWL
Week 4 (Jan 23 - 29)	<b>Studying Nonhuman Primates</b> Focus: Using research on nonhuman primate species to better understand the evolution of human behaviour	Reading link in OWL
Week 5 (Jan 30 – Feb 5)	<b>Humanity's Roots</b> Focus: The significance of bipedalism, early Hominins, and first stone tools	Olszewski, Chapter 2
Week 6 (Feb 6 – 12)	<b>Becoming Human</b> Focus: Movement of Hominins out of Africa, the relationship of modern humans to Neandertals, and the origins of language <a href="#">"The Great Debate" Group OWL Page due Feb 10 at noon</a>	Olszewski, Chapter 3
Week 7 (Feb 13 - 19)	<b>A World of Modern Humans</b> Focus: Technological innovations, use of symbolism, and the role of art among early human populations	Olszewski, Chapter 4
<i>Reading Week</i> (Feb 20-26)		
Week 8 (Feb 27 – Mar 5)	<b>Hunting, Gathering, Foraging, and Farming</b> Focus: Subsistence strategies and the shift to domestication and food production	Olszewski, Chapter 5
Week 9 (Mar 6-12)	<b>On the Threshold of Political Complexity</b> Focus: Eastern North America <a href="#">Paper Introduction and Bibliography due Mar 10 at noon</a>	Olszewski, Chapter 7
Week 10 (Mar 13-19)	<b>Early Politically Complex Societies</b> Focus: Pharaonic State and Old Kingdom Egypt	Olszewski, Chapter 9
Week 11 (Mar 20-26)	<b>Early Politically Complex Societies</b> Focus: Mesoamerica and Classic Maya	Olszewski, Chapter 12
Week 12 (Mar 27 - Apr 2)	<b>Later Politically Complex Societies</b> Focus: Andean South America and Inka Empire <a href="#">Research Paper due Mar 31 at noon</a>	Olszewski, Chapter 13
Week 13 (Apr 3 – 7)	<b>Final exam review and practice questions</b>	
Exam Period (April 9 – 30)	Final exam date is determined by the Registrar and takes place on Western Campus or an Exam Center.	

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

### **Mental Wellbeing**

- 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.** Your online submission must be completed before noon on the 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)