Department of Anthropology  
ANTHROPOLOGY 1026G, Section 001  
Introduction to Biological Anthropology and Archaeology  
Course Outline -- Winter 2018

Class Time:  Mon. 7:00-9:50 PM  
Class Room: Social Science Centre (SSC) 2028

Instructor: Dr. Ian Colquhoun  
Office: SSC 3428  
E-mail: colquhou@uwo.ca  
Office Hours: Mon. 12:00-2:00 pm  
Office Phone: 519-661-2111 x 85061

TA: Amedeo Sghinolfi  
Office: SSC 3407  
E-mail: asghinol@uwo.ca  
Office Hours: Tues. 10:00 AM -- 12:00 PM

Prerequisite(s): None.  
Antirequisite(s): Anthropology 1020E is anti-requisite for this course, meaning that you cannot receive credit for taking both courses since they cover similar material.

Required Text: The required text is:


Course Description:

Anthropology is the study of humankind, in all its facets.  This course covers two of the four anthropological sub-fields: biological (or, physical) anthropology, and archaeology.  The underlying theme connecting these diverse areas of interest is the study of human evolution, both biological and cultural -- the examination of our biological nature, our biological roots, and our cultural past.  Or, if you prefer, “What are we, where did we come from, and how did we get here?”  Thus, we will be considering and discussing theoretical frameworks, biological and behavioural processes, and fossil evidence relevant to the evolution of our species, Homo sapiens.

Topics to be covered during the course include: the place of bio-archaeological anthropology within the broader discipline of anthropology; the nature of scientific thinking as it applies to the study of human evolution; a brief history of evolutionary thinking; the genetic basis of evolution; the forces of evolution, and tempo and mode in evolution; human biological variation and the concept of “race”; interpreting the fossil record -- the evolution of the Order Primates; an overview of the taxonomy, ecology, and behaviour of the living non-human primates; method and theory in paleoanthropological and archaeological research; evolution of the family Hominidae -- from our extinct ancestors to ourselves; the Neolithic Revolution - - the origins of plant and animal domestication; and, the evolution of complex, stratified societies.
Learning Outcomes: Students who successfully complete this introductory “survey course” will:

- have developed a broad appreciation of the extensive scope of topics that constitute the fields of biological anthropology and anthropological archaeology;
- have gained experience in academic writing that can be transferred to other courses in the future;
- have expanded their critical thinking skills -- again, a capacity that can be transferred to other courses and beyond academia;
- have achieved a prerequisite course for taking a range of second year courses in biological anthropology and archaeology;
- students who gain a sense of the biological and historical development of our species as an habitually bipedal, relatively hairless, big-brained, culture-dependent primate will have achieved the single over-riding objective of the course!

Student Evaluation:

It is expected that (short of personal illness or family emergency) students will attend each lecture in the course. There is good reason to do so because the mid-term and final exams will be primarily based on the material presented during lectures.

Course requirements will include:

- a mid-term examination -- see class schedule below (30% of final grade),
- a research paper Abstract/draft Introduction -- this should only be 250-300 words in length (5% of final grade); due on or before Mon. Jan. 29, 2018; Abstracts/draft Introductions will not be accepted after this date (although consultations regarding your paper can certainly continue right up until the due date),
- a research paper* (30% of final grade – due in class Mon., Mar. 19, 2018; NO DEADLINE EXTENSIONS WILL BE GRANTED),
- a final examination, written in April exam period (35% of final grade) – date, time, and location TBA; the final exam will not be cumulative (i.e., it will be based on material presented *after* the mid-term exam).

*NB: Because this is an "essay course", you must submit a research paper to earn academic credit for this course. The research paper is worth 30% of your final mark in the course and will be graded out of a possible 30 marks; in effect, each mark you receive on your paper goes directly toward your final grade in the course. A paper handed in after the due date is subject to a late penalty equal to 1 mark per day (to a maximum penalty of -10 marks). For example, a paper that is submitted 2 days late would be penalized 3 marks and receive a mark out of 27.0. Essentially, the student in this case would have forfeited 3% of their final mark in the course. NO DEADLINE EXTENSIONS WILL BE GRANTED. So, to avoid a grade penalization on your research paper, avoid submitted it late! However, submitting a late paper is certainly better than not submitting a paper at all!

The only possible exceptions to the late penalty and no extension rules are cases in which compelling medical or compassionate grounds can be documented, and where academic accommodation may be allowed. Students should consult the University's "Policy on Accommodation for Medical Illness" (https://studentservices.uwo.ca/secure/index.cfm), and the "Academic Rights and Responsibilities" section of the Western Academic Calendar (http://www3.registrar.uwo.ca/calendars/index.cfm) for further details.

Or, students should consult the Academic Counselling Office in their “home” Faculty in the event of illness, family emergency, or other personal difficulties that constitute "extenuating circumstances".

Anthropology Department Policy Statement:

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
Additional Statements:

Statement on Use of Electronic Devices: Students are requested to switch off cell phones while in lecture. Students are not permitted access to cell phones during the mid-term and final exams. There will be no need for the use of calculators during either the mid-term or final exam. Electronic dictionaries, PDAs, smart phones, etc., are not permitted during the mid-term or final exams. Students may use laptop computers to take notes during lecture, but only if this laptop usage is not a distraction to other students in the class -- use of a laptop by a student for purposes other than those directly related to the course (e.g., watching YouTube; exchanging messages over MSN; etc.) would be grounds for disallowing further use of the laptop in class by the student.

Statement on Use of Personal Response Systems ("Clickers"): "Clickers" will not be used in this course.

Course Research Paper:

Be sure to get started on your selection of a paper topic as quickly as possible! Remember, there are a few hundred other students besides yourself taking this course; depending on your choice of topic, demand for research materials could be high. So, to avoid the frustration of being unable to track down references (because someone else got to them first), it is best to begin your research sooner rather than later -- that is, if you intend to avoid late penalties!

Virtually everything we cover in this course could be the basis of a research paper -- in fact, leafing through the text book would be one way to select a particular research topic from among the many possibilities. You may choose to seek approval for the topic of your research paper. You can do this by coming to meet with either me or one of the T.A.s during office hours to discuss the topic of your research paper. Engaging in this conferral process will provide you direction during your research for, and writing of, the paper. Don't worry if you only a general area of interest as a starting point for a possible paper topic. Through discussion of a general area of interest, we can arrive at a suitable specific topic for your paper. Regardless of how you choose the topic for your research paper, you should make sure you approach the topic from a problem-oriented perspective. Do not simply provide a descriptive outline of some topic -- you must examine some question or problem that relates to a particular topic. The “Guidelines for Course Research Papers” is attached to assist you in preparing and presenting an anthropology research paper that is acceptable. Be sure to read it thoroughly and refer to it often!

The research paper should end up being approximately 8 typed, double-spaced pages in length -- the title page is not a numbered page; appendices and reference pages (although numbered pages) are not counted as contributing to the 8 page total. Proper reference citation format must be used (see the “Guidelines” section below). Be sure to use APA reference citation style. DO NOT USE THE MLA STYLE OF REFERENCE CITATION. Do not cite references with the use of either footnotes or endnotes. Failure to use the proper referencing format will negatively affect the mark you receive on the research paper assignment. -- you've been warned!

Extensions are generally not granted. The deadline for the paper is the deadline, period. The only possible exceptions would be either in the event of personal illness (a doctor’s note is required as verification), or a family emergency (i.e., “compassionate grounds” for academic accommodation) – see above also. If other extenuating circumstances crop up and prevent you from meeting the paper deadline, arrange to speak with me -- preferably before the deadline.

Course Outline (tentative):

week 1
Mon. Jan. 8:
“What is Anthropology?”-- Introduction and course overview.
“How did Biological/Physical Anthropology develop as a field of scholarly inquiry?” – Introduction and course overview:
"I am a primate" -- An Introduction to Bio-archaeological Anthropology; L. et al., ch. 1 (pp. 1-18).
A Short History of Evolutionary Thinking; L. et al., ch. 2 (pp. 19-36).

week 2
Mon. Jan. 15:
“How did Biological/Physical Anthropology develop as a field of scholarly inquiry?” (cont.) -- video presentation: “Great Books: On the Origin of Species”.
Genetic Inheritance and the Biological Basis of Life; L. et al., ch. 3 (pp. 37-56).
Population Genetics and the Forces of Evolution;
L. et al., ch. 3 (pp. 56-68), ch. 4 (pp. 79-80) and Appendix C (pp. 428-430).
**Week 3**
Mon. Jan. 22:

“How many ‘races’ of humans are there? The “Race Concept” from the perspective of Biological Anthropology” --
Human Biological Diversity and the Concept of "Race"; L. et al., ch. 4 (pp. 69-79, and 80-94).
Macroevolution: Evolution at the Level of the Species; L. et al., ch. 5 (p. 95 -- top of p. 103).

**Week 4**
Mon. Jan. 29:

“If Anthropology is the study of humans, why study non-human primates?”
"What is a Primate?" -- An Introduction to the Non-human Primates; L. et al., ch. 6 (pp. 115-144); video presentation: “Life in the Trees”.
Macroevolution II: A Short History of Life on Earth; L. et al., ch. 5 (top of p. 103 -- p. 114);
*Research paper “Abstract”/draft Introduction due in this class -- no late submissions allowed.

**Week 5**
Mon. Feb. 5:

“Primates of the past and present: When and why did primates first evolve and what were extinct primate lineages like? What do we know about extant (living) primate species?”
Evolution of the Order Primates; L. et al., ch. 9 (p. 198 -- middle of p. 202, and “Summary” section to ch. 9, p. 229).

**Week 6**
Mon. Feb. 12:

“Primates of the present: What do we know about extant (living) primate species?”
Primate Ecology and Social Behaviour; L. et al., ch. 7 (pp. 145-172).
video presentation: The Nature of Things -- “Monkey Business”.

**Week 7**
Mon. Feb. 19:
**Reading Week – No class.**

**Week 8**
Mon. Feb. 26:

*Mid-term exam (30% of grade): to be written during the regularly scheduled class time (SSC 2028).

**Week 9**
Mon. Mar. 5:

“How did Anthropological Archaeology develop as a field of scholarly inquiry?”
Method and Theory in Interpreting the Fossil and Archaeological Records; L. et al., ch. 8 (pp. 173-196);
“When and where did bipedal apes (“hominins”) first evolve and how did they differ from modern humans (Homo sapiens)?”
The Earliest Hominids and Genus Australopithecus; L. et al., ch. 10 (bottom of p. 202 -- p. 221, and “Summary” p. 229).
video presentation: “The Search for Early Hominids”.

**Week 10**
Mon. Mar. 12:

“What is the earliest evidence for culture? (Or, what was life like in the Stone Age?)”, and “Which human ancestor first migrated from Africa and what were they like?: ‘Out of Africa’ Part I”.
Questions Concerning “Early Homo”; L. et al., ch. 9 (p. 222 and bottom of p. 230);
Homo erectus; L. et al., ch. 10 (pp. 231-250).

**Week 11**
Mon. Mar. 19:

“Where did modern humans come from, and how are related to Neandertals and other ‘pre-modern’ hominins?: ‘Out of Africa’ Part II’.
Middle Pleistocene “Premodern” Homo and the Neandertals; L. et al., ch. 11 (pp. 251-278).
video presentation: “The Search for Neandertal”.
*NOTE: research papers are due by this class; papers handed in after this date are subject to a late penalty (1 marks off the 30 mark value of the paper towards the final grade for each day the paper is late, to a maximum penalty of 10 marks -- see “Student Evaluation”, above).
Mon. Mar. 26:  “What is the earliest evidence for modern behavioural capabilities? (or, let’s domesticate the dog, invent art, and explore new places)”.
The Evolution of Anatomically Modern Homo sapiens; L. et al., ch. 12 (pp. 279-306)
Homo sapiens at the Pleistocene-Holocene Boundary and the Peopling of the Americas; L. et al., ch. 13 (pp. 307-338);
video presentation: “Ice Age Crossings”.

week 12
Mon. Apr. 2:  “When, and where, did humans invent agriculture, and why go through the trouble?”
The "Neolithic Revolution": The Consequences of Agriculture and Animal Domestication; ; L. et al, ch. 14 (pp. 339-372).
video presentation: Out of the Past: “New Worlds”.

week 13
Mon. Apr. 9:  “People invent political societies, marked social inequalities, writing, and cities: why?”
Ancient Civilizations of the Old and New Worlds; L. et al, ch. 15 (pp.373-406), and Biocultural Evolution and the Anthropocene, ch. 16 (pp. 407-414);
video presentation: TBA?.

**Final exam:** The final exam is worth 35% of the course grade (only material covered since the mid-term will be on the test).
The final exam will be written during the April exam period -- April 14 to April 30; the date, time and place of our final examination will be announced in class when these have been determined. **DO NOT MAKE TRAVEL PLANS BEFORE YOU KNOW WHAT THE APRIL EXAM SCHEDULE IS.**