

Department of Anthropology
ANTHROPOLOGY 1026F, Section 001

Introduction to Biological Anthropology and Archaeology
Course Outline -- Fall 2017

Class Time: Wednesdays 3:30-6:20 PM
Class Room: Biol. & Geol. Sci. (B&GS) 0153

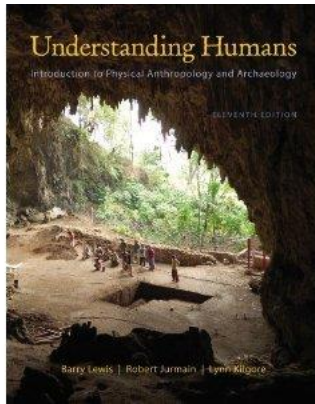
Instructor: Dr. Ian Colquhoun
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Office Hours: Wed. 11:00 AM -- 1:00 PM
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Th. 10:00 AM -12:00 PM

Prerequisite: none.

Anti-requisite: Anthropology 1020E. You cannot receive credit for this course and Anthropology 1020E.

Required Text: The required text is:



Lewis, B., Jurmain, R., and Kilgore, L.E., 2012. *Understanding Humans: Introduction to Physical Anthropology and Archaeology* (11th edition). McGraw-Hill, Inc., New York.

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; the rise of complex, stratified societies; and, humans in the Anthropocene Epoch. 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!

Learning Outcomes: Students who successfully complete Anthropology 1026F will:

- have gained a general appreciation of the importance of genetics in human biology;

- understand the impacts that the “Forces of Evolution” have on populations of species (including humans);
- grasp the weaknesses in the “human race” concept and understand that despite human biological variation across populations, there are no “human races”;
- have developed a broad appreciation of the scope and variability of nonhuman primate behaviour and ecology;
- have been introduced to the current interpretations of hominin, and human, evolution that paleoanthropologists have developed;
- be familiar with the techniques archaeologists employ in researching the history of human cultural behaviour and rise of ancient human societies;
- have insight on the fact that the research of biological anthropologists and archaeologists is inherently “biocultural” in nature, which requires a wide range of methodologies and interpretive perspectives to be adequately understood.

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 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 any time before Wed. Oct. 4, 2017; submission is to be made online, with a hard-copy also submitted in class;
Abstracts/draft Introduction 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 Wed., Nov. 15, 2017; submission is to be made online, with a hard-copy also submitted in class; **DEADLINE EXTENSIONS WILL ONLY BE GRANTED UNDER CONDITIONS OF COMPELLING MEDICAL OR COMPASSIONATE GROUNDS**),
- a final examination, written in December exam period (35% of final grade);
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 after the due date (to a maximum penalty of -10 marks)**. For example, a paper that is submitted 2 classes (14 days) late, would be penalized 10 marks and receive a mark out of 20.0. Essentially, the student in this case would have **forfeited 10% of their final mark in the course** – that is a drop of a full letter grade. **NO DEADLINE EXTENSIONS WILL BE GRANTED WITHOUT DOCUMENTATION OF MEDICAL AND/OR COMPASSIONATE GROUNDS.** So, to avoid a grade penalization on your research paper, avoid submitting 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 the T.A. **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!**

Your completed research paper should be 12 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 12 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 submission of 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, consult the Academic Counselling Office in your "home" Faculty, or arrange to speak with me -- preferably **before** the deadline.

Course Outline (tentative):

week 1

W Sept. 13:

"What is Anthropology?"-- Introduction and course overview.

"How did Biological/Physical Anthropology develop as a field of scholarly inquiry?" --

"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

W Sept. 20:

"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

W Sept. 27:

“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

W Oct. 4*:

“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

W Oct. 11

Fall Reading Week (Oct. 9-13) -- no class!

week 6

W Oct. 18:

“Primates 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).

video presentation: The Nature of Things -- “Monkey Business”.

Primate Ecology and Social Behaviour; L. *et al.*, ch. 7 (pp. 145-172).

week 7

W Oct. 25*

***Mid-term exam (30% of grade): to be written during the regularly scheduled class time (SSC 2032).**

week 8

W Nov. 1:

“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 9

W Nov. 8:

“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 10

W Nov. 15*:

“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 (5 marks off the 30 mark value of the paper towards the final grade for each class the paper is late, to a maximum penalty of 10 marks -- see “Student Evaluation”, above).**

week 11

W Nov. 22:

“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

W Nov. 29:

“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

W Dec. 6:

“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: “Indus: The Unvoiced Civilization”.

****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 mid-year exam period -- **December 10th** to **December 21st**; the date, time, and place of our final examination will be announced in class when these have been determined by the Office of the Registrar (which should be done by early November). **DO NOT MAKE HOLIDAY TRAVEL PLANS BEFORE YOU KNOW WHAT THE DECEMBER EXAM SCHEDULE IS.**