

**COURSE OUTLINE**  
**Anthropology 1026G-650**  
**Introduction to Biological Anthropology and Archaeology**  
**Winter 2018-2019**

**Distance Studies**

Instructor: Dr. Karyn Olsen  
Office: SSC 3422  
Office hours: By appointment (in-person or online options)  
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Teaching Assistants: Please refer to the course site in OWL.

Credit value: 0.5 credit

Calendar Course Description: This course introduces you to the biological and cultural development of humankind through a combined focus on biological anthropology and archaeology. We first cover human evolution and adaptation and then explore the earliest evidence for human culture. We also examine the development of modern humans as hunter-gather-foragers, later shifts to food domestication and production, and the rise of politically complex societies around the world.

Prerequisite(s): None.

Antirequisite(s): Anthropology 1020 (or the former Anthropology 1020E).

Course Syllabus:

Why take this course? You will get more than just the fundamentals of how biological anthropology and archaeology are used to understand the world around us. You will have the opportunity to engage in disciplinary debates that are still ongoing in the field. For example, we will explore arguments for why humans first started walking upright (there are many!) We will examine the oldest known forms of musical instruments and debate their origins. We will discuss famous archaeological hoaxes and what can be learned from them. And finally, you will have the chance to research key questions in archaeology like, "How did humans first arrive in the New World?" and "How does fringe archaeology impact scientific research in the discipline?"

Note, a full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course's OWL site before the first day of class.

### **Learning Outcomes:**

Upon successful completion of this course, 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, today's society, and your own lives.

### **Course Materials:**

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

The course text is available at Western's Bookstore (<https://bookstore.uwo.ca>). When you do a textbook search from the bookstore's main page, be sure to follow this pathway: Textbook Search>Distance Online Studies>Undergrad Winter/2nd Term 2019>ANT1026G Anthropology 1026g (650 CO).

In some weeks, short article readings beyond the textbook are assigned as follows:

Goodman, Alan H. 2016. "Disease and Dying While Black: How Racism, Not Race, Gets Under the Skin" In *New Directions in Biocultural Anthropology*, edited by Molly K. Zuckerman and Debra L. Martin, 69-87. Hoboken: John Wiley & Sons.

Lovejoy, C. Owen. 1984. "The Natural Detective." *Natural History* 93 (10): 24–28.

Stanford, Craig, John S. Allen, Susan C. Antón. 2017. "What is Biological Anthropology?" In *Exploring Biological Anthropology: The Essentials*, 4th edition, 1-11. Boston: Pearson.

Turnbaugh, William A., Robert Jurmain, Lynn Kilgore, and Harry Nelson. 2002 "Primate Behavior." In *Understanding Physical Anthropology and Archaeology*, 148-171. Belmont: Wadsworth.

Registered students will be able to access additional course readings through the OWL site before the first day of class.

### **Evaluation:**

Weekly Quizzes – 5%

The 10 quizzes (worth 0.5% each) incorporated into this course are intended to help you stay on top of the course material. Each quiz consists of 10 multiple choice questions and is based on the readings and resources (e.g., lecture videos, YouTube videos, discussion activities, etc.) covered since the previous quiz. Quizzes are open book. You may work together if they wish.

Quizzes occur in Weeks 1-4, 6-11.

Note: Each quiz will only be open for a one-week period. If you miss a quiz deadline, you will not be able to complete that quiz. However, the quiz that receives the lowest mark will be dropped from the overall grade calculation for the course.

Discussion Activities – 21%

The seven Discussion Activities (worth 3% each) embedded in this course are opportunities to engage with course content, 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. Additional details for each discussion activity will be posted on the course OWL site.

Discussion Activities occur in Weeks 2-4, 6-9.

Note: Discussion Activities are not accepted following deadline given that each one is relevant to its own week and contributions are typically synthesized and posted for everyone to read. If you miss a deadline, you will not be able to complete that activity. However, the Discussion Activity with the lowest mark will be dropped from the overall grade calculation for the course.

## The Great Debate: Bipedalism – 20%

For this assignment, you will design a page within OWL. Your page will address an important debate in biological anthropology: “Why did humans develop bipedal locomotion?” As a class, we will read a key article that reflects one researcher’s explanation for the development of bipedalism. Your task will be to identify and evaluate two additional explanations in the peer-reviewed literature. Your OWL page will include an annotated bibliography (using Chicago Manual of Style citation style), and your own argument for the best explanation among the three articles.

This assignment is due February 8.

Note: Unless a student receives accommodation for illness through Academic Counselling, late Bipedalism assignments will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late assignments will not be accepted after 5 days.

## *Research Essay – 24%*

For this assignment, you will have the opportunity to choose a topic (from two-three options) related to ongoing academic debates in archaeology. Your task is to write a 1500-word paper that critically evaluates the debate. This assignment is broken into two parts. You will receive feedback on your introductory paragraph and bibliography (4%, due March 22) to improve the quality of your final draft (20%, due April 5).

Note: Unless a student receives accommodation for illness through Academic Counselling, late research essays will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late assignments will not be accepted after 5 days.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### *Final Exam – 30%*

Exams will be written in person on Western University campus (Student ID required) or at the nearest Exam Centre. The final exam is cumulative for the course and will include multiple choice questions and a mini-essay question. A live final exam review session will be held online at the end of the semester using the Blackboard Collaborate tool in OWL.

The final exam will take place during the designated exam period for this course. Use of electronic devices will not be allowed during the final exam.

Note: If you do not attend an examination at the time set in the timetable, you will not be allowed to write the missed examination. You may petition for permission to write a Special Examination by submitting written documentation in support of your request to the Academic Counselling Office where it will be determined if accommodation is warranted.

### **Course Specific Statements and Policies:**

#### *Course Specific Conditions Required to Pass this Course*

In order to pass this essay course, students must submit and receive a passing grade on their final essay.

#### *Statement on Seeking Special Accommodations:*

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

#### *Statement on Plagiarism:*

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

#### *Statement on Engaging in the Online Learning Environment*

This course relies on the OWL site to connect you with the syllabus, assignment outlines, content, and other course material. Here, you will engage with me, the

TA, and your peers as we progress through the course. Please keep track of weekly tasks and contribute respectfully to online activities.

### *Statement on Email*

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

### *Statement on Student Success*

If you need support with your academic writing skills, please visit the Writing Support Centre in person or online at: <http://www.sdc.uwo.ca/writing/>. The Centre aims to (1) enhance your writing and communication skills and build your confidence, (2) equip you with tools, resources and knowledge to effectively communicate through writing, (3) increase your critical analysis abilities to effectively communicate scholarly ideas, (4) convey university level writing expectations, and (5) provide you with the skills you need to navigate academic transitions.

The staff at Learning Skills Services (<http://www.sdc.uwo.ca/learning/>) support your development as an excellent student by answering your questions and providing advice on how to succeed in your studies at Western. They can help you to develop new skills or strengthen existing academic skills. You can make an individual appointment with a learning skills counsellor, attend learning skills presentations, drop by the Peer Assisted Learning (PAL) Centre, or receive helpful information via e-mail. Information on important learning skills topics is also available online.

Visit the Wellness Education Centre (<http://wec.uwo.ca/>) if you need support in navigating any kind of mental health issue (e.g., anxiety, stress, etc.) WEC provides free assistance in connecting you with wellness services and resources on and off campus.

### **Institutional Statements and 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 on the Anthropology website.](#)*