This online course runs for 6 weeks from May 4 to June 19.

**Instructor:** Dr. Karyn Olsen  
**Pronouns:** she/her  
**Office:** Online  
**Office hours:** Online, by appointment  
**Email:** kolsen@uwo.ca  
**Teaching Assistant:** TBA

**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.

**Credit value:** 0.5 credit  
**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?”

Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Define fundamental terminology, concepts, and methods associated with the study of biological anthropology/archaeology.
2. 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.
3. Ask questions relating to common debates in biological anthropology/archaeology and identify answers in the literature using academic research skills.
4. Complete the essential first steps of scholarly research, including locating and critically evaluating scholarly and other information sources relevant to anthropological topics.
5. Articulate connections between biological anthropology/archaeology, today’s society, and your own lives.

Course Materials
Your custom text for this course is titled, “Archaeology and Biological Anthropology” and is published by the University of Toronto Press. This text combines excerpts from two different textbooks: Through the Lens of Anthropology (2016, Muckle & González) and Introducing Archaeology (2014, Muckle).

- Note: Given the current situation regarding the COVID19 pandemic, it is unclear whether or not you will be able to order paper copies of the custom textbook. I am working with both the Bookstore and Western Libraries to see what additional options may be available to you.

In some weeks, short article readings beyond the textbook are assigned and will be available through the OWL course site:

## Evaluation

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<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Learning Outcomes Demonstrated by Completing the Assessment</th>
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<tr>
<td>Quizzes</td>
<td>10%</td>
<td>LO 1</td>
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<tr>
<td>Discussion Activities</td>
<td>20%</td>
<td>LO 1; LO 2; LO 5</td>
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<tr>
<td>Bipedalism Assignment</td>
<td>25%</td>
<td>LO 2; LO 3; LO 4</td>
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<tr>
<td>Research Essay</td>
<td>30%</td>
<td>LO 2; LO 3; LO 4</td>
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<tr>
<td>Take Home Exam</td>
<td>15%</td>
<td>LO 1; LO 2; LO 5</td>
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### Quizzes – 10%

There are five quizzes incorporated into this course that are intended to help you stay on top of the content. Each quiz consists of 20 multiple choice and true/false questions. The quizzes are based on the readings and resources (e.g., lecture videos, YouTube videos, discussion activities, etc.) covered since the previous quiz. Quizzes are open book and have no time limit. You may work together if you wish.

- Note: Each quiz will only be open for a specific period. If you miss a quiz deadline, you will not be able to complete that quiz.

### Discussion Activities – 20%

There are four Discussion Activities embedded in this course that serve as 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.

- 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.

### The Great Debate: Bipedalism Assignment – 25%

For this assignment, you will address an important debate in biological anthropology: “Why did humans develop bipedal locomotion?” As a class, we will read one article that reflects specific researcher’s explanation for the development of bipedalism. Your task will be to describe additional explanations found in the peer-reviewed literature and assess the best explanation among the articles. Word limit 750-1000 words. As part of the bipedalism assignment, you will complete an Assignment Check-in Quiz to ensure that you are on the right track for the assignment.

- 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 – 30%

For this assignment, you will have the opportunity to choose a topic (from two options) related to ongoing academic debates in archaeology. Your task is to write a 1200- to 1500-word paper that critically evaluates the debate. As part of the research essay, you will be asked to complete an
Assignment Check-in Quiz to ensure that you are on the right track for the assignment. The Research Essay is due Thursday, June 18 and all submissions will be reviewed by Turnitin plagiarism software. Students who submit assignments that receive a score from Turnitin of <15% similarity will receive 2 bonus marks on their essay. If an essay receives a Turnitin score >15% similarity, students will have 24 hours to revise and resubmit their essay without penalty (final deadline: Friday June 19).

- 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 June 18 deadline. Late assignments will not be accepted after 5 days.

**Take Home Final Exam - 15%**

The final exam is cumulative for the course and involves responding to 1-2 mini-essay questions. Mini-essay questions will ask you to identify and explain course concepts, consider the kinds of questions bio-anthropologists and archaeologists work on, and include specific examples from class to illustrate your ideas. The final exam questions will be released on Saturday, June 20th. The exam is due in OWL on Friday, June 26th.

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

**Course Specific Statements and Policies**

*Diversity and Inclusion Statement*

I would like to create a learning environment that supports diverse thoughts, perspectives, and experiences. We all bring unique identities to the classroom that reflect differences in age, ethnicity, gender, sexuality, ability, religion, and class. I will gladly honour any request to address you by an alternate name or gender pronoun. I will attempt to foster an environment in which students are able to express ideas and hear and respect one another. Please let me know if there are ways that you think I could improve the effectiveness of the course for you personally or for other students/student groups.

*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 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 by email, but it may take up to 24 hours for a response. If I cannot provide an immediate response, or if the matter is something that I cannot address easily in an email, we will plan to meet virtually using Zoom or Collaborate. Please ensure that your emails are worded professionally and include the course number (1026G) in the subject line.
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.

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).

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.
- Learning Development and Success (http://www.sdc.uwo.ca/learning/) supports your development as student by answering questions and providing advice on how to succeed in your studies at Western. They can help you to develop and strengthen academic skills.
- The Wellness Education Centre (http://wec.uwo.ca/) will help you navigate 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.

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 contact an academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

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.

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, at: http://anthropology.uwo.ca/undergraduate/academic_policies.html
<table>
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<th>DATE</th>
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| Week 1: May 4 to 10 | A. Introduction to Biological Anthropology and Archaeology  
B. Evolutionary Theory | 1. Through the Lens, Chapter 1  
2. Introducing Archaeology, Chapter 1  
3. Introducing Archaeology, Chapter 3 (pages 55-66)  
4. Through the Lens, Chapter 3 | - Discussion Activity 1 due Sun, May 10  
- Quiz 1 due Sun, May 17 |
| Week 2: May 11 to 17 | A. Nonhuman Primates  
B. Human Variation and The False Concept of Race | 1. Through the Lens, Chapter 2  
2. AAPA Statement on Race/Racism (2019)  
3. Stanford et al. (2017) | - Discussion Activity 2 due Fri, May 15  
- Quiz 2 due Sun, May 17 |
| Week 3: May 19 to 24 | A. Human Biological Evolution | 1. Through the Lens, Chapter 4  
2. Lovejoy (1984) | - Assignment Check-in Quiz A due Thu, May 21  
- Bipedalism Assign due Fri, May 22 |
| Week 4: May 25 to 29 | A. Comprehending the Archaeological Record  
B. Reconstructing Ecological Adaptations  
C. Bioarchaeology | 1. Introducing Archaeology, Chapter 4  
2. Introducing Archaeology, Chapter 5 (pages 95-102)  
3. Introducing Archaeology, Chapter 6  
4. Introducing Archaeology, Chapter 8  
5. Kelly & Thomas (2017) | - Discussion Activity 3 due Sat, Jun 6  
- Quiz 3 due Sun, June 7 (covers Readings 1-3)  
- Quiz 4 due Sun, June 7 (covers Readings 4-5) |
| No class: May 30 to June 5 |                                                                 |                                                                 |                                                                      |
| Week 5: June 8 to 14 | A. Explaining Things of Archaeological Interest  
B. Inequality, Identity and Ideology | 1. Introducing Archaeology, Chapter 10  
2. Introducing Archaeology, Chapter 9 | - Discussion Activity 4 due Fri, June 12  
- Quiz 5 due Sun, June 14 |
| Week 6: June 15 to 19 | Complete the Research Essay | None | - Research Essay due Thu, June 18 |
| Exam: Take Home | Cumulative | None | Posted: Sat, Jun 20  
Due: Fri, June 26 |