

Department of Anthropology

ANTH 1026G-650 – Introduction to Biological Anthropology and Archaeology

PROVISIONAL COURSE OUTLINE

Winter 2024

Version date: January 19, 2024

Instructor and course information

Instructor: Dr. Jeremy Trombley

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Credit Value: 0.5

Mode of delivery: Online.

Antirequisites: None

Prerequisites: None

Course Description

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 discuss famous archaeological hoaxes and what can be learned from them. We will examine the challenges associated with interpreting the past from archaeological artifacts and ancient human remains. And finally, you will have the chance to research key questions in archaeology that range from topics like Neanderthal behaviour, the evolutionary spread of humans around the world, significant societal changes in the ancient past, and the impact of non-scientific approaches to archaeology on the discipline.

Learning Outcomes

Upon successful completion of this course, you 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

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* (By Muckle & Tubelle de González) and *Introducing Archaeology* (By Muckle).

Both paper and eBook versions of the textbook are available at Bookstore.

Evaluation

My philosophy of teaching is that students learn when they are actively involved in a course, working through materials, and having discussions with the instructor(s) and other students. This is how we build new connections and learn to use materials and ideas in our lives. I am not a difficult grader, but I do expect students to demonstrate their active involvement to me in order to receive a good grade.

The following rubric will help you understand how I will be grading assignments in this course – it is based on the general grading policy for the University. Please be familiar with it so that you will know how to get the grade you expect in the class.

General Grading Rubric:

A+	A	B	C	D	F
90-100	80-89	70-79	60-69	50-59	<50
Assignment is without error or flaw.	Assignment is exceptionally high quality with few minor errors or flaws	Assignment is high quality with some minor errors or flaws.	Assignment is good, but contains several errors or flaws.	Assignment is low quality with many errors or flaws.	Assignment is very low quality with extensive errors or flaws.
Demonstrates that student has gone above and beyond the requirements	Demonstrates effort to go above and beyond the requirements	Student has completed the assignment according to the requirements	Student has mostly completed the assignment according to the requirements but has missed one	Student has missed multiple essential elements of the assignment	Student has failed to follow the requirements of the assignment.

			key element.		
Reflects the student's own voice and work.	Reflects the student's own voice and work.	Reflects the student's own voice and work.	Reflects minimal work and voice.	Reflects minimal work and voice.	Reflects none of the student's work or voice.

Weekly Quizzes	20%
Weekly Discussions	30%
Essay 1 - Biological	20%
Essay 2 - Archaeology	20%
Take Home Exam	10%

Weekly Quizzes (20%)

Each week, you will complete a short (~5-question) quiz about the course readings for that week. The quizzes will cover major topics or concepts in the readings. Each quiz is worth 2% of your grade, but the lowest two grades over the course of the semester will be dropped. Quizzes will be due by the end of the day on Fridays.

Weekly Discussions (30%)

Each week, you will be given a discussion topic or activity to complete. They will ask you to delve a little further into some of the concepts and materials for the week and write a response. Discussions will be due by the end of the day on Fridays.

Essays x2 (20% each)

You will be given two essay assignments during the semester. The first will be on a topic related to biological anthropology and the second will be on a topic related to archaeology. These essays will ask you to weigh in on important debates in the fields by conducting your own independent research and making a compelling argument.

Each essay should be at least 750 words in length, inclusive of citations but not the works cited page. They should be in your own words (see the academic integrity section below for more details), and any references (including generative AI) should be cited in text and listed in a works cited page. The first essay will be due in the middle of the term, and the second on the last day of the term.

Take-Home Exam (10%)

The final exam for this course will be all-inclusive and consist primarily of multiple choice and true/false questions. You will have one week to complete it and

At the end of the course, I ask that you write a short (~300-word) reflection on the course, what you learned or will take away from it, what you would like to see improved, and anything else that you'd like to share. These reflections will help to inform future versions of this class, but also allow you to consider what you've gained as a result of taking it.

Late Policy for Assignments

Assignments can be submitted up to one week late with an automatic 5% penalty. After one week, the assignment will be closed and will not be reopened unless you have consulted with the academic accommodations office and received an extension.

Use of OWL and Slack

This is an online course, and we will primarily use Slack – a communications platform – to hold weekly discussions on the readings and other topics. I will send out the invitations to our Slack channel in the first week of class, and it is your responsibility to make sure that you are connected to it and able to access and use it. I can help with technical issues as needed. Slack will allow us to have an open and continuous conversation about the topics in the class – you should feel free to ask questions of the instructor and/or the other students, share your thoughts on the readings, relevant experiences or insights, additional materials you find that are relevant, or anything else you think might be valuable to the course.

I will also use Western's online course management program (OWL) to provide the final course outline and weekly schedule (Syllabus page); provide, submit, and return assignments (Assignments page); communicate with the class (Announcements and Messages tools); and provide PDF copies of weekly readings and links to course materials (Lessons, Resources, or Course Reserves pages), PowerPoint presentations of the lectures will be made available on the OWL Lesson pages after each class. You may make use of the OWL Wiki tool for group collaborations and fieldnotes. All grades will be posted in the OWL Gradebook.

Communication Policy

I will respond to your emails and other communications as promptly as possible, however, I reserve the evenings and weekends for my family. As a result, I will generally not respond to emails after 5pm or during the weekends. Instead, I will respond on the following day or on Monday when I resume work. If you have an urgent request during that time, please place "URGENT" in the subject and I will respond as appropriate. When you email me, please include your full name and the course you are enrolled in so I can keep track between my three courses. Please use the subject to indicate what you are contacting me about and in the body of the email include any details I might need to address your questions or problem.

Academic Integrity - 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. *This includes the use of generative AI to complete any portion of an assignment.* It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence. Please read and familiarize yourself with the "[Academic Offences](#)" section of the University's Academic Policies. These offenses are taken very seriously by the University and are treated as such. Penalties range from a failing grade for the assignment or the course to suspension or even expulsion from the University. I will provide you with the tools to properly reference and acknowledge other's work in class. Never hesitate to ask if you have a question about academic honesty.

Course Specific Conditions Required to Pass this Course:

In order to pass this course, students must pass the final case study essay assignment. "Passing" an assignment, in this class means that you have submitted an essay, it was your own work, and you received higher than a zero on the assignment.

Assignment Submission

All written assignments, unless otherwise specified, must be submitted to TurnItIn.com using the links on the course OWL site. Assignments should adhere to the following formatting guidelines: double-spaced, 11 point, Times New Roman font, 1-inch margins. Students should use an established citation style like Chicago, APA, or MLA for submissions. It is the student's responsibility to make sure that all in-text citations and bibliography entries are formatting properly and contain the correct information. Failure to cite sources appropriately in submissions (e.g., legibly, consistently, and with all necessary info) will result in point deduction.

Accommodation Policies:

It is important to communicate with me as soon as you know you will need additional accommodations (beyond course policies) to complete coursework or assignments, including exams. Please see your academic counsellor immediately if you will be seeking academic consideration based on medical or compassionate grounds ("[What is Academic Consideration](#)"). It is your responsibility to keep me informed about accommodations and provide the appropriate documentation so that I can work with you on ways to stay caught up in class. All missed work must be made up by the end of the exam period in the applicable term.

Accessible Education

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see [Accessible Education](#) for information.

Academic Rights and Responsibilities

All students should familiarize themselves with Western's current [Academic Policies in the Academic Calendar](#) which include, but is not limited to, academic consideration for medical illness, accommodation for religious holidays, academic appeals, academic accommodation for students with disabilities, as well as scholastic discipline.

Weekly Topics and Readings

Readings, as well as any additions or adjustments, will be announced in advance in class and on OWL.

Weekly Breakdown of Topics, Readings and Due Dates

Week	Date	Topic	Reading
Week 1	Jan 8-12	Mod 1 - Introduction to Biological Anthropology and Archaeology: Definitions, branches, situating the discipline	Custom Text: "Through the Lens" (Ch. 1) and "Intro Arch" (Ch. 1 & 3)

Week	Date	Topic	Reading
Week 2	Jan 15-19	Mod 2 - Evolutionary Thought and Theory: Science, historical and modern perspectives on evolution	Custom Text: "Through the Lens" (Ch. 3)
Week 3	Jan 22-26	Mod 3 - Human Biological Evolution: Paleoanthropology, hominins, bipedalism	Custom Text: "Through the Lens" (Ch. 4) Find in OWL: Lovejoy (1984)
Week 4	Jan 29-Feb 2	Mod 4 - Human Variation & The False Concept of Race: Scientific/ anthropological arguments against biological races	Find in OWL: AAPA Statement on Race/Racism (2019) and Stanford et al. (2017)
Week 5	Feb 5-9	Mod 5 - Studying Nonhuman Primates: Taxonomy, evolution, and behaviour	Custom Text: "Through the Lens" (Ch. 2)
Week 6	Feb 12-16	Complete the Great Debate Assignment	None
	Reading Week	Feb 19-23	
Week 7	Feb 26-Mar 1	Mod 6 - Comprehending the Archaeological Record: Sites, preservation, analysis	Custom Text: "Intro Arch" (Ch. 4; Ch. 5, Ch. 6, p. 121-132)
Week 8	Mar 4-8	Mod 7 - Reconstructing Ecological Adaptations: Paleoenvironments, settlement patterns, subsistence strategies	Custom Text: "Intro Arch" (Ch. 8)
Week 9	Mar 11-15	Mod 8 - Explaining Things of Archaeological Interest: Conceptual frameworks, interpretations, biases	Custom Text: "Intro Arch" (Ch. 10)
Week 10	Mar 18-22	Mod 9 - Inequality, Identity, and Ideology: Artifacts, symbols, and mortuary data	Custom Text: "Intro Arch" (Ch. 9)
Week 11	Mar 25-29	Mod 10 - Bioarchaeology: Ethics, aging, sexing, and indicators of stress and disease	Custom Text: "Intro Arch" (Ch. 6, p. 132-139) Find in OWL: Kelly & Thomas (2017)

Week	Date	Topic	Reading
Week 12	Apr 1-5	Complete the Research Essay	None
Exam Period		Complete the Take Home Exam	

~ End ~