

COURSE OUTLINE
Anthropology 1026F-650
Introduction to Biological Anthropology and Archaeology
Summer 2021 · Distance Studies



This online course runs for 6 weeks from May 3 to June 11.

Instructor: Dr. Karyn Olsen

Pronouns: she/her

Office: Online

Office hours: Online, by appointment

Email: kolsen5@uwo.ca

Mode of delivery

This course will be conducted online. It is *asynchronous*, meaning that students will be provided with a variety of lesson materials and activities that can be done throughout the week, although there may be tasks that must be completed by specific times.

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 discuss famous archaeological hoaxes and what can be learned from them. We will examine examples of ancient artifacts and explore their origins. And finally, you will have the chance to consider recent research in the areas of bio-anthropology and archaeology to better understand the methods and challenges associated with working in these disciplines.

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).

- An [eBook version of the textbook](#) is available at the University of Toronto Press website.
- Note: Given the pandemic, there are fewer paper copies of the custom textbook available at the Bookstore. If you are interested in a printed version of the text, go to the [Bookstore website](#), click on textbook search, choose University of Western Ontario > Undergraduate > Intercession 2021 > ANT1026F.

Registered students will be able to access additional course readings through the course site in OWL before the first day of class. These readings include but are not limited to:

- Ackermann, R., Athreya, S., Bolnick, D., Fuentes, A., Lasisi, T., Lee, S.H., McLean, S.A., and Nelson, R. 2019. "[Association of American Anthropologists \(AAPA\) Statement on Race and Racism](#)".
- Kelly, R. L., and Thomas, D. H. 2017. "Bioarchaeological Approaches to the Past". In: *Archaeology*, 7th edition. Boston: Cengage Learning, pgs. 198-218.
- Lovejoy, O. 1984. "The Natural Detective." *Natural History* 93 (10): 24–28.

- Stanford, C., Allen, J. S., and Antón, S. C. 2017. "Human Variation: Evolution, Adaptation and Adaptability". In: Exploring Biological Anthropology: The Essentials, 4th edition. Boston: Pearson, pgs. 105-140.

Evaluation

Assessment	Weight	Due Date
Module Quizzes (1% x 10 modules)	10%	Two quizzes/week during weeks 1-5
Discussion Activities (15% x 2)	30%	Due Week 2 and 5
Midterm Assignment: Garbology	25%	Due Week 4
Research Essay: Debates in Archaeology	35%	Due Week 6

Module Quizzes – 10%

The 10 quizzes (worth 1% each) incorporated into this course are intended to help you stay on top of the course material. Each quiz consists of 10 questions (multiple choice and true/false) and is based on the readings and video lecture content covered since the previous quiz. These assessments allow students to demonstrate learning outcome (LO) 1.

Quizzes are open book. To encourage you to keep on top of quizzes, each quiz will only be open for a specific period of time (see table below). If you miss a quiz deadline, you will not be able to complete that quiz. Once you start a quiz, you have an unlimited amount of time to complete the quiz with the exception of the close date. If you start the quiz near to the close deadline (Fridays at 11:55 pm), you will not be able to continue past this deadline.

Note: The quiz that receives the lowest mark will be dropped from the overall grade calculation for the course.

	Quiz Available (Open Date)	No longer Available (Close Date)
Quizzes 1-2	May 3	May 14
Quizzes 3-4	May 3	May 14
Quizzes 5-6	May 8	May 21
Quizzes 7-8	May 15	May 28
Quizzes 9-10	May 22	June 4

Discussion Activities (2x15%) – 30%

For the first Discussion Activity, you will reflect on an important debate in biological anthropology: the driver of bipedal locomotion in human evolution. We will read one article that reflects one researcher's explanation for the development of bipedalism. Your task will be to critically assess this explanation and identify alternative explanations found in the peer-reviewed literature. Word limit 500 words. This assignment allows students to demonstrate LO 2, LO 3, and LO 4.

Discussion Activity 2 is a learning reflection. You will be asked to respond to 2-3 short answer questions that will ask you to bring together course concepts and consider the work of bio-anthropologists and archaeologists in broader context. You will use specific examples from the readings and lecture content to illustrate your ideas and demonstrate your learning. Word limit 500 words. This assignment allows students to demonstrate LO 1, LO 2, and LO 5.

- Discussion Activity 1 is due Sunday, May 16
- Discussion Activity 2 is due on Sunday, June 6

Note: Unless a student receives accommodation for illness through Academic Counselling, late discussion submissions will be penalized at the rate of 5%/day, and not accepted after 5 days.

Midterm Assignment: Garbology – 25%

The midterm assignment involves making interpretations of modern-day garbage piles or “middens” in order to better understand the challenges archaeologists face when interpreting the refuse of past societies. Archaeologists can identify a variety of cultural practices from studying middens. Your task will be to examine an example midden and consider questions about classifying refuse and the importance of context in making interpretations. Word limit is 750 words. This assignment allows students to demonstrate LO 1, LO 2, and LO 5.

- The midterm assignment is due Sunday, May 30

Note: Unless a student receives accommodation for illness through Academic Counselling, late assignments will be penalized at the rate of 5%/day, and not be accepted after 5 days.

Research Essay: Debates in Archaeology – 35%

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 paper that critically evaluates the debate. As part of the research essay, you will be asked to complete the Essay Check-in Quiz (3%) to ensure that you are following the assignment guidelines. Word limit is 1000 words. This assignment allows students to demonstrate LO 2, LO 3, and LO 4.

- Essay Check-in Quiz B is due Tuesday, June 8.
- The final draft of the Research Essay is due Friday, June 11.

Note: Unless a student receives accommodation for illness through Academic Counselling, late research essays will be penalized at the rate of 5%/day, and not accepted after 5 days.

Course Policies and Statements

Course-Specific Conditions Required to Pass this Course

In order to pass this essay course, students must demonstrate competence in essay writing and an appropriate level of knowledge of the content of the course. To demonstrate competence and knowledge, students must submit and receive a passing grade on their Research Essay.

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. Please ensure that your emails are worded professionally and include the course number (1026F) 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. 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](#) 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](#) 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 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 Turn-it-in

All required written assignments (i.e., Discussion Activities, the Bipedalism Assignment, the Research Essay, and the Take Home Exam) 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](https://www.turnitin.com).

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 in Western's academic policies by clicking on this link: [Western's academic policies](#).

Weekly Breakdown of Topics, Readings and Due Dates

Date	Module	Topic	Reading	Due Dates
Week 1 May 3-9	Module 1	Introduction to Biological Anthropology and Archaeology: Definitions, branches, situating the discipline	Custom Text: "Through the Lens" (Ch. 1) and "Intro Arch" (Ch. 1; Ch. 3, p. 55-66)	Quiz 1 (by May 14) Quiz 2 (by May 14)
	Module 2	Evolutionary Thought and Theory: Science, historical and modern perspectives on evolution	Custom Text: "Through the Lens" (Ch. 3)	
Week 2 May 10-16	Module 3 Module 4	Human Biological Evolution: Paleoanthropology, hominins, bipedalism	Custom Text: "Through the Lens" (Ch. 4) Find in OWL: Lovejoy (1984)	Quiz 3 (by May 14) Quiz 4 (by May 14) Discussion Activity 1 due (on May 16)

Date	Module	Topic	Reading	Due Dates
		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 3 May 17-23	Module 5 Module 6	Studying Nonhuman Primates: Taxonomy, evolution, and behaviour	Custom Text: "Through the Lens" (Ch. 2)	Quiz 5 (by May 21) Quiz 6 (by May 21)
		Comprehending the Archaeological Record: Sites, preservation, analysis	Custom Text: "Intro Arch" (Ch. 4; Ch. 5, p. 95-102; Ch. 6, p. 113-124)	
Week 4 May 24-30	Module 7 Module 8	Reconstructing Ecological Adaptations: Paleoenvironments, settlement patterns, subsistence strategies	Custom Text: "Intro Arch" (Ch. 8)	Quiz 7 (by May 28) Quiz 8 (by May 28)
		Explaining Things of Archaeological Interest: Conceptual frameworks, interpretations, biases	Custom Text: "Intro Arch" (Ch. 10)	Midterm Assignment (due on May 30)
Week 5 May 31- Jun 6	Module 9 Module 10	Inequality, Identity, and Ideology: Artifacts, symbols, and mortuary data	Custom Text: "Intro Arch" (Ch. 9)	Quiz 9 (by Jun 4) Quiz 10 (by Jun 4)
		Bioarchaeology: Ethics, aging, sexing, and indicators of stress and disease	Custom Text: "Intro Arch" (Ch. 6, p. 124-130) Find in OWL: Kelly & Thomas (2017)	Discussion Activity 2 (by Jun 6)
Week 6 Jun 7-11	No modules	Students finalize Research Essay	No readings	Essay Check-In Quiz (by Jun 8) Research Essay (due on Jun 11)