

COURSE OUTLINE

Anthropology 1026F-650

Introduction to Biological Anthropology and Archaeology

Summer 2022 · Distance Studies



This course runs for 6 weeks from May 9 – June 17, 2022

Instructor: Dr. Karyn Olsen

Pronouns: she/her

Office: Online

Office hours: Online, by appointment

Email: kolsen5@uwo.ca

Credit value: 0.5 credit

Prerequisite(s): None.

Antirequisite(s): Anthropology 1020 (formerly Anthropology 1020E), Anthropology 1022A/B.

Mode of Delivery

This course is conducted online. It is asynchronous, meaning that there are no live lectures in Zoom. Students will be provided with a variety of lesson materials (e.g., recorded lectures, readings and study guides, video clips, etc.) and activities that can be done throughout the week, although there may be tasks that must be completed by specific times. There are no in-person exams.

Course Description

Why should you 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 material culture, 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

By the end of this course, you will be able to:

1. Define fundamental terminology, concepts, and methods associated with the study of biological anthropology and 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 published by the University of Toronto Press. This text combines excerpts from two different textbooks: *Through the Lens of Anthropology* (2019, Muckle & Tubelle de González) and *Introducing Archaeology* (2014, Muckle).

- Both paper and eBook versions of the custom textbook are available at the [Bookstore website](#). Click on Books > Textbook Search, choose University of Western Ontario > Intercession 2022 > 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

Module Quizzes (x10)	10%
Discussion Assignments (25% + 15%)	40%
Research Essay	35%
Take Home Exam	15%

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 multiple choice and true/false 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. These assessments allow students to demonstrate learning outcome (LO) 1.

Note: Each quiz will only be open for a set 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 Assignments – 40%

Paleoanthropology 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 compare additional explanations found in the peer-reviewed literature and assess the best explanation among the articles. As part of the bipedalism assignment, you will complete Assignment Check-in Quiz A (3%) to ensure that you are on the right track for the assignment. This assignment allows students to demonstrate LO 2, LO 3, and LO 4.

Garbology Assignment (15%) – This assignment involves making interpretations of modern-day garbage piles to better understand the challenges archaeologists face when interpreting the refuse or “middens” 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. This assignment allows students to demonstrate LO 1, LO 2, and LO 5.

Note: Unless a student receives accommodation for illness through Academic Counselling, late 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 – 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 an essay that critically evaluates the debate. As part of the research essay, you will be asked to complete Assignment Check-in Quiz B (3%) to ensure that you are following the assignment guidelines. This assignment allows students to demonstrate LO 2, LO 3, and LO 4.

When students submit their Research Essays on June 16, they will be able to see their Turn-it-in score. Students may upload multiple times without penalty prior to the due date if they are interested in viewing their Turn-it-in score in advance of the deadline. Students who submitted by the due date and achieve a score from Turnitin of <15% will receive 2 bonus marks on their essay. If an essay receives a Turnitin score >15%, students will have 24 hours to revise and resubmit their essay without academic penalty. First time submissions received after June 16 are considered late and are ineligible for bonus marks.

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 16 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 2 mini-essay questions. Mini-essay questions will ask you to reflect on your learning, identify and explain course concepts, consider the kinds of questions biological anthropologists and archaeologists work on, and include specific examples from class content to illustrate your ideas. The final exam questions will be released on (TBA). You will have 3 days from the release of the exam to complete and submit your responses (Final Deadline: TBA). Set aside 3-6 hours to complete your response and upload to OWL. This assignment allows students to demonstrate LO 1 and LO 5.

Note: If you do not submit the Take Home Final Exam at the time set in the course schedule, 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 & Instructor Policies

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.

Course Rationale and Instructor/Student Responsibilities

To help you develop an appreciation for anthropology, my goal is to provide you with opportunities to relate course material to your existing knowledge and worldviews. This way you will be more likely to remember the concepts and apply them in new contexts. It is also very important to me that time is set aside for you to interact with course material (e.g., through study guide questions and polling activities) I believe this will result in a deeper, longer-lasting understanding of the material.

My responsibilities as the professor are to 1) provide an organized, user friendly online learning environment, 2) strive for a positive, supportive, and engaging course, and 3) be open to student contributions, questions, and feedback.

Your responsibilities as a student are to 1) stay on top of weekly tasks by reading and reflecting on the assigned readings, 2) participate respectfully in course activities, 3) plan and manage your time to meet course due dates, and 4) ask questions as needed to ensure that you stay on track.

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 48 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 (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. 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.

[Health and Wellness](#) 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

To ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities. Please see your academic counsellor in a timely manner 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 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](#).

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	Topic	Reading	Due Dates
Week 1 May 9 - 15	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; Ch 3, p. 55-66)	Quiz 1 + Quiz 2 (by May 15)
	Mod 2 - Evolutionary Thought and Theory: Science, historical and modern perspectives on evolution	Custom Text: Through the Lens (Ch 3)	
Week 2 May 16 - 22	Mod 3 - Human Biological Evolution: Paleoanthropology, hominins, bipedalism	Custom Text: Through the Lens (Ch 4) + Find in OWL: Lovejoy (1984)	Quiz 3 + Quiz 4 + Check-in Quiz A (by May 22)
	Mod 4 - Human Variation & The False Concept of Race: Scientific/ anthropological arguments against biological races	Find in OWL: AAPA Statement on Race/ Racism (2019) + Stanford et al. (2017)	
Week 3 May 23 - 29	Mod 5 - Studying Nonhuman Primates: Taxonomy, evolution, and behaviour	Custom Text: Through the Lens (Ch 2)	Paleoanthropology Discussion (due May 26) Quiz 5 (by May 29)
Week 4 May 30 – Jun 5	Mod 6 - Comprehending the Archaeological Record: Sites, preservation, analysis	Custom Text: Intro Arch (Ch 4; Ch 5, p. 95-102; Ch 6, p. 113-124)	Quiz 6 + Quiz 7 (by Jun 5)
	Mod 7 - Reconstructing Ecological Adaptations: Paleoenvironments, settlement patterns, subsistence strategies	Custom Text: Intro Arch (Ch 8)	
Week 5 Jun 6 - 12	Mod 8 - Explaining Things of Archaeological Interest: Conceptual frameworks, interpretations, biases	Custom Text: Intro Arch (Ch 10)	Archaeology Discussion (due Jun 9)
	Mod 9 - Inequality, Identity, and Ideology: Artifacts, symbols, and mortuary data	Custom Text: Intro Arch (Ch 9)	Quiz 8, Quiz 9 + Check-In Quiz B (by Jun 12)
Week 6 Jun 13 - 17	Mod 10 - 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)	Research Paper (due Jun 16) Quiz 10 (by Jun 17)
Exam	Take Home Exam (cumulative)		Released in OWL: - Sat, Jun 18 Due in OWL: - Mon, Jun 20