



ANTHROPOLOGY 1026F-650

Introduction to Biological Anthropology and Archaeology

COURSE OUTLINE

Summer 2024 · Distance Studies

This is a six-week course (May 6 – June 14)



Instructor: Dr. K. Olsen (she/her)
Email: kolsen5@uwo.ca
Office Hours: Online, by appointment

Credit value: 0.5 credit

Anti-requisites: Anthropology 1022A/B and Anthropology 1020 (formerly Anthropology 1020E).

Prerequisites: None.

Mode of delivery:

This course will be conducted online. It is *asynchronous*, meaning that you will be provided with recorded lectures, lesson materials, and activities that can be done throughout the week on your own time. There are no synchronous lectures. However, there may be tasks that must be completed by specific times which will be shared as part of weekly instructions.

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 the challenges associated with interpreting past behaviour from archaeological artifacts and ancient human remains. Through the course assignments, you will gain a deeper understanding of our evolutionary history and apply analytical skills to interpreting the “stuff” that humans leave behind that points to their knowledge, beliefs, and activities.

Learning Outcomes

Upon successful completion 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

The custom course text, "Archaeology and Biological Anthropology," is published by the University of Toronto Press. The text combines excerpts from *Through the Lens of Anthropology* (by Muckle, Tubelle de González, and Camp) and *Introducing Archaeology* (by Muckle and Camp). Both paper and eBook versions of the textbook [at this link](#). Or go to the [Bookstore website](#) and click on Books > Textbook Search > University of Western Ontario > Summer Distance > ANT1026F (650).

Registered learners will be able to access additional course readings through the course site in OWL Brightspace starting 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

All of the evaluation methods described below are essential requirements to completing/achieving the learning outcomes identified for this course.

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| • Quizzes (x10) | 10% |
| • Bipedalism Research Assignment | 30% |
| • Archaeological Analysis (Garbology) Assignment | 30% |
| • Take Home Exam | 30% |

Quizzes – 10%

The 10 quizzes (worth 1% each) will help you to 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, supplementary YouTube videos, etc.) covered since the previous quiz. Quizzes are open book, but each quiz is open for a limited period. If you miss a quiz deadline, you will no longer be able to complete that quiz. However, the lowest graded quiz will be dropped from the overall grade calculation at the end of the course. Students demonstrate learning outcome (LO) 1 by completing the quizzes.

Bipedalism Review Assignment – 30%

This assignment is an opportunity to critically engage with content from the biological anthropology component of the course. For the review, you will explore an assigned reading (Lovejoy, 1984) that provides a potential explanation for why our earliest human ancestors started walking on two legs. Your task will be to summarize and critique Lovejoy's hypothesis/argument using your own words. You can use AI (ChatGPT) to help you understand the article but remember, AI is not always reliable and AI output should not be copied verbatim into your response. You will use your comprehension and analysis skills to judge the credibility of any AI generated responses and your communication skills to prepare a response in your own words that is as accurate as possible. You will also identify and explain one alternative explanation for the evolution of bipedalism published by biological anthropologists. Students demonstrate LOs 2-4 by completing this assignment. Assignment length ~850 words.

Archaeological Analysis (Garbology) Assignment – 30%

This assignment focuses on the archaeology content of the course. Garbology is the term that means the "study of garbage". We can learn a lot about people's everyday living habits by studying their food waste and trash. This is also true for ancient garbage deposits known as middens. By studying the contents of middens, archaeologists can speculate about where people in the past obtained their food, what foods made up their diet, and how diets may have changed across seasons or over time. We can also learn about how people lived by studying the broken tools or other discarded objects found in middens.

For this analysis assignment, you will examine photos of household garbage to better understand the challenges archaeologists face when interpreting ancient behaviours from archaeological middens. You will first learn about how archaeologists classify and analyze archaeological material by completing the readings and lecture videos. Then you will apply what you have learned to answering provided questions about the samples of household garbage. You will also find and share a published paper focused on midden research. Learners demonstrate LOs 1, 2, 4, and 5 by completing this assignment. Assignment length ~850 words.

Assignment Late Policy

Unless a student receives academic consideration, assignments will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the deadline. Late assignments will not be accepted after 5 days with the exception of notification from Academic Counselling or when the student contacts the instructor prior to the due date to make reasonable arrangements.

Take Home Exam – 30%

The final exam is cumulative and involves responding to short essay questions. For example, questions will involve written answers but may also include responses that ask for a visual where you will identify one or more pictures (using free photo databases (e.g., Pexels, Unsplash), or image-generating AI (e.g., Microsoft Co-pilot)) and by connecting those photos directly to quotes/references in the readings and other course materials. Another question type will be to ask you to summarize your learning in the course, identify key takeaways, your strength areas, and areas for future study or growth. The exam allows students to demonstrate LOs 1, 2, and 5. Exam length ~850 words. The exam will be posted on the last day of class (June 14th) and will be due 48 hours later (June 17th).

Late Policy: If you miss submitting the Take Home Exam by the deadline, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to submit a Special Examination (Make-up Exam).

Instructor Policies

Diversity and Inclusion

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 the names and gender pronouns you share with me. I will attempt to foster an environment in which you 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 learners/peer groups. If you have a question about your progress in the course or if you are struggling to meet deadlines, please reach out to me by email.

Engaging in the Online Learning Environment

This course relies on the OWL Brightspace 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.

Email Response Time

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 (1026G) in the subject line.

Statement on the Use of Generative AI

Cases in which generative AI tools may be used by learners to complete assignments will be clearly identified in the instructions for those assignments. Note, work written, developed, created, or inspired by generative AI without specific permission from the professor violates student academic integrity. Please do not use generative AI to produce written work for this class unless the instructions provide the go ahead.

Student Success

[The Writing Support Centre](#) is the place to visit the in person or online if you need support with your academic writing skills. 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.

Department and University Policies

Academic Policies

All learners should familiarize themselves with Western's academic policies regarding accessibility, plagiarism and scholastic offences, and consideration for medical illness. These policies are outlined in the Academic Calendar under Academic Rights and Responsibilities: [Western's Academic Polices](#).

Course-Specific Conditions Required to Pass this Course

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

Statement on Seeking Academic Consideration for late or missed work

Please contact the Academic Counselling Office of your Faculty of Registration as soon as possible if you will be seeking academic consideration for a late/missed assignment based on medical or compassionate grounds. For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office. For further information, please consult the University's [medical illness policy](#). The Student Medical Certificate is available at [this link](#).

Statement on Plagiarism

Learners must write their assignments in their own words. Whenever learners take an idea from another author, including AI-generated text, 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 written assignments and the 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.

Weekly Breakdown of Topics, Readings and Due Dates

Week	Date	Topic	Reading	Due Dates
Week 1	May 6 – May 12	Mod 1 - Introduction to Bio-Anthropology and Archaeology Mod 2 - Evolutionary Thought and Theory	Custom Text: "Through the Lens" (Ch. 1) and "Intro Arch" (Ch. 1 & 3) Custom Text: "Through the Lens" (Ch. 3)	Mod 1 & 2 Quizzes due by May 17

Week	Date	Topic	Reading	Due Dates
Week 2	May 13 – May 19	Mod 3 - Human Biological Evolution: Paleoanthropology	Custom Text: "Through the Lens" (Ch. 4) Find in OWL Brightspace: Lovejoy (1984)	Mod 3 Quiz due by May 17 Bipedalism Assignment due May 17
Week 3	May 20 – May 26	Mod 4 - Human Variation & The False Concept of Race Mod 5 - Studying Nonhuman Primates	Find in OWL Brightspace: AAPA Statement (2019) and Stanford et al (2017) Custom Text: "Through the Lens" (Ch. 2)	Mod 4 & 5 Quizzes due by May 24
Week 4	May 27 – June 2	Mod 6 - The Archaeological Record Mod 7 - Reconstructing Ecological Adaptations	Custom Text: "Intro Arch" (Ch. 4 + Ch. 5-6 excerpts) Custom Text: "Intro Arch" (Ch. 8)	Mod 6 & 7 Quizzes due by May 31 Garbology Assignment due June 2
Week 5	June 3 – June 9	Mod 8 - Explaining Things of Archaeological Interest Mod 9 - Inequality, Identity, and Ideology	Custom Text: "Intro Arch" (Ch. 10) Custom Text: "Intro Arch" (Ch. 9)	Mod 8 & 9 Quizzes due by June 7
Week 6	June 10 – June 14	Mod 10 - Bioarchaeology	Custom Text: "Intro Arch" (Ch. 6 excerpt on Analysis of Human Remains) Find in OWL Brightspace: Kelly & Thomas (2017)	Mod 10 Quiz due by June 14
Take Home Exam			Take Home Exam Questions Released Friday, June 14	Take Home Exam due no later than Sunday, June 16