



**Department of Anthropology  
Introduction to Biological Anthropology and Archaeology  
ANTH-1032  
Fall 2023**

**CONTACT INFORMATION**

**Instructor: Dr. Katie Whitaker  
Email: [kwhitake@lakeheadu.ca](mailto:kwhitake@lakeheadu.ca)  
Office Location: Sessional Desk Area  
Office Hours: Tuesday 2:30-3:30pm or by appointment**

**DELIVERY MODE/LOCATION**

**Course Location: OA2018  
Campus: Orillia  
Times: Mon/Wed 11:30am - 1:00pm**

**COURSE DESCRIPTION**

This course examines the fields of biological anthropology and archaeology and introduces students to the theories, concepts, and real-world applications of the discipline.

**COURSE OBJECTIVES**

Be able to analyse and evaluate scholarly work.  
Have a solid understanding of basic archaeological principles.  
Be able to identify the fundamental practices of a biological anthropologist.

**LEARNING OUTCOMES**

To recognize and analyse evidence and processes in human biological and social development.  
To think and write critically.  
To increase and expand your interest in archaeology and bioanthropology.

## Class Format

Class will take place in-person as long as public health requirements allow us to do so. In rare circumstances, it may be required to host a lecture over zoom, this will be communicated by email and on our course site should this be necessary. Please check these locations in the morning before you leave for class as a change will be posted by 7am whenever possible. A zoom link will be provided.

**Please ensure you bring headphones with you to campus in case you need to log on.**

## **REQUIRED MATERIALS**

The assigned readings will include a textbook:

Larsen CS. 2022. *Essentials of Biological Anthropology*. WW Norton & Company; New York.

As well as journal articles. You are expected to read these **BEFORE** the class in which they are assigned. These can be found in the appropriate folder on MyCourseLink. We may not always discuss these specifically, however, feel free to ask questions if anything is unclear.

## Assessments

\*Unless otherwise stated, all assessments are due at 10:00 pm and must be uploaded to the course site, all assessments must be submitted in Word with the required file name \*

\*\* The use of any type of AI program (ie Chat GPT) is absolutely NOT ALLOWED and will result in an automatic zero for the assessment \*\*

## **ASSESSMENTS**

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	2% BONUS	11:59pm September 13
Attendance	10%	N/A
Midterm	30%	October 25
Essay Proposal	10%	October 2
Final Essay	20%	November 22
Final Exam	30%	Exam Period

### **Course Scavenger Hunt 2% BONUS**

On the course website you will find a quiz which is focussed on being aware and understanding the content of the course. The aim is to make sure you are familiar with the course rules with respect to expectations as well as the various documents found in the Content section. You will have up to 10 attempts to get 100% on the quiz, but it **must be completed by 11:59pm on September 13**. If you achieve 100% you will receive a 2% bump to your final mark.

### **Attendance 10%**

Attendance will be taken every class, considering that **lecture slides and notes will NOT be posted**, you are encouraged to attend and participate in order to get full marks. Marks will be based on the following criteria: attending 90% or more classes receive 10%, attending 70-89% of classes receive 6%, attend 50-69% of classes receive 3%, attend less than 50% and you will receive no credit.

### **Midterm Exam 30% October 25**

The midterm (October 25) will cover everything from September 6 to October 18 including lectures and all readings. The format will consist of three sections: multiple choice, short answer and essay and we will have a review on October 18.

### **Essay Proposal 10% October 2**

Topic: Please email me your top 3 (three) topic choices from the list below, starting after class on September 6 and by **September 13 at 10:00pm**. Do a bit of research on Google Scholar to see what sources are available and what information comes up. You must receive a confirmation email from me to lock in your topic, only one per student. If you fail to confirm your topic with me by the deadline, you will lose 5% from your final essay mark, do not start your outline without confirming your topic with me. I highly suggest you email me as soon as possible to increase your chances of getting the topic you would like.

Your proposal will be 2 (two) pages in length and include a working title, a thesis or hypothesis, and a plan for your essay. Follow this general plan but obviously use specifics for your topic! Full sentences.

Introduction: will include a brief description of the general topic including useful definitions (with scholarly references NOT the dictionary) and you will finish with your thesis.

Body paragraph(s) A: will include a specific site/technology/artifact description including relevant archaeologists/paleoanthropologists and key discoveries.

Body paragraph(s) B: will include major debates/disagreements about interpretations.

Body paragraph(s) C: will include current perspectives/interpretations and future research directions.

Conclusion: will sum up your paper, no new information here.

You will also find and read 3 (three) sources (journal articles and edited book chapters ONLY) and you will create a 100-word brief summary for each touching on what the main argument is, what evidence is used to support it and how they will individually support your paper. Separate each into its own paragraph, title each paragraph as Source One (then Two, Three) and refer to and reference your article by author last name(s) and year of publication. DO NOT refer to the source as “the article” or include the title, always show respect for authors and their work.

Finally, you will create a Reference List in the required format (American Antiquity) of your three sources on a separate page with Reference List as your title. **You must fill out and attach an Essay Proposal Checklist** to your outline and submit your complete assignment (in full-sentence form, not bullets), as one file, with the file name: Your Last Name Essay Proposal (ie. Whitaker Essay Proposal) to the course website, by 10:00pm on October 2. **I will not accept your assignment if it does not include the completed checklist. Your paper is late after 10:00pm and every 24-hour period will continue from there. You will lose 5% per 24-hour period and it will not be accepted after 72 (seventy-two) hours late.**

#### Sample Thesis:

Apples are better than oranges because they are inexpensive (A), come in a wide variety (B) and can be used in a range of ways (C). **\*\*All three underlined points are the ways in which the argument will be explained and supported with evidence.\*\***, please don't actually include (A,B,C,) or underline your arguments in your paper 😊

#### **Final Essay 20% November 22**

The length of your final essay should be 5 (five) pages double spaced not including a title page and your reference page. You must include a completed Essay Checklist and your previously submitted marked proposal when you submit your paper, create 1 (one) file, just copy and paste your outline into your final essay document. **Your paper will not be accepted without these two items.** I expect to see changes and edits in your final paper based on the feedback provided for your outline.

Be sure to provide multiple forms of evidence (in the form of cited articles and edited book chapters) to prove each of your points, this means each argument should be supported by multiple sources, therefore each paragraph must contain more than one source.

You are expected to use a minimum of 5 (five) journal articles and/or edited book chapters, outside of those listed in your course outline, though you may use the journal articles in addition to your other sources. Keep in mind, the minimum will not result in high marks. Please absolutely no websites! **Please watch and understand the *Written Assignments – Things Not to Do* lecture (found on the course site under Content) and be sure to not do those things in your summary. If your references are not in the**

required format (American Antiquity), you will automatically lose 5% from your final essay mark. **Your paper is late after 10:00pm on November 22, and every 24-hour period will continue from there. You will lose 5% per 24-hour period and it will not be accepted after 72 (seventy-two) hours late.**

### Final Exam 30%

This exam, though based on the entire course, will not simply be a recitation of course content. The exam format will include four sections: multiple choice, short answer, a mystery section and an essay section. Every section will have choice. As a result of the lectures in class and the assigned readings, you will have developed these skills throughout the course and as long as you have reviewed these components (which will enable you to draw in examples and create a discussion), this should be straightforward. There will be a review and discussion session during the last class, and you are free to discuss any concerns and questions you have in class or with me during office hours.

### Lecture Outline

Date	Lecture Topic	Readings
September 6	Course Introduction	
September 11	Archaeological Methods I	T= 207-214 ; Bonnichsen 1973
September 13	Archaeological Methods II	T= 215-240
September 18	Data Analysis	Pecci <i>et al.</i> 2020
September 20	Evolution I	T= chapter 2, 253-258
September 25	Evolution II	T= chapter 4; Greef 2007
September 27	Primates I	T= Chapter 6
October 2	Primates II	T= Chapter 7
October 4	Early Hominins I	T= 259-272, 275-287 ; Gibbons 2002
<b>Fall Break Oct 10-13</b>		
October 16	Early Hominins II	T= 287-309
October 18	Early Homo	T= chapter 11
October 23	Homo I	T= 349-370; Vaesen <i>et al.</i> 2021
October 25	Midterm	
October 30	Homo II	T= 371-390

<b>November 1</b>	<b>Over Zoom!! Migration</b>	<b>T=390-398</b>
<b>November 6</b>	<b>Human Variation</b>	<b>T= Chapter 5</b>
<b>November 8</b>	<b>Domestication and Production</b>	<b>T=Pg 401-410; Barrier 2011</b>
<b>November 13</b>	<b>Domestication and Health</b>	<b>T= 410-430; Bocquet-Appel 2011</b>
<b>November 15</b>	<b>Compassion and Art</b>	<b>Vargas et al. 2009</b>
<b>November 20</b>	<b>Status and Wealth</b>	<b>Curet 2010</b>
<b>November 22</b>	<b>Death and Burial</b>	<b>Peyroteo-Stjerna et al. 2022</b>
<b>November 27</b>	<b>Power and Economy</b>	<b>Gibson 2008</b>
<b>November 29</b>	<b>Travel and Trade</b>	<b>Chirikure et al. 2010</b>
<b>December 4</b>	<b>Review and Class Wrap-Up</b>	<b>Roberts 2010</b>
<b>December 5-15</b>	<b>Final Exam Period</b>	

## Journal Articles

Bonnichsen R

1973. Millie's Camp: An experiment in archaeology. *World Archaeology* 4 (3): 277-91.

Pecci A, E Borgna, S Mileto, ED Longa, G Bosi, A Florenzano, AM Mercuri, S Corazza, M Marchesini and M Vidale

2020. Wine consumption in Bronze Age Italy: combining organic residue analysis, botanical data and ceramic variability. *Journal of Archaeological Science* 123: 1-12.

Greeff JM

2007. Deconstructing Jaco: Genetic heritage of an Afrikaner. *Annals of Human Genetics* 71: 674-88.

Gibbons A

2002. In search of the first Hominids. *Science, New Series* 295 (No. 5558): 1214-1219.

Vaesen K, GL Dusseldorp and MJ Brandt

2021. An emerging consensus in paleoanthropology: demography was the main factor responsible for the disappearance of Neanderthals. *Nature* 11:1-9.

Barrier CR

2011. Storage and relative surplus at the Mississippian site of Moundville. *Journal of Anthropological Archaeology* 30: 206-19.

Bocquet-Appel JP

2011. The agricultural demographic transition during and after the agriculture inventions. *Current Anthropology* 52 (S4): S497-S510.

Vargas RC, Vázquez López and S Martin

2009. Daily life of the ancient Maya recorded on murals at Calakmul, Mexico. *Proceedings of the National Academy of Science* 106: 19245-49.

Curet LA and WJ Pestle

2010. Identifying high-status foods in the archaeological record. *Journal of Anthropological Archaeology* 29: 413-31.

Peyroteo-Stjerna R, LN Stutz, HL Mickleburgh and JL Cardoro

2022. Mummification in the Mesolithic: New approaches to old photo documentation reveal previously unknown mortuary practices in the Sado Valley, Portugal. *European Journal of Archaeology* Open Access: 1-22.

Gibson DB

2008. Chiefdoms and the emergence of private property in land. *Journal of Anthropological Archaeology* 27: 46-62.

Chirikure S, A Sinamai, E Goagoses, M Mubusisi and W Ndoro

2010. Maritime archaeology and trans-oceanic trade: A case study of the Oranjemund shipwreck cargo, Namibia. *Journal of Maritime Archaeology* 5: 37-55.

Roberts C

2010. Adaptation of populations to changing environments: Bioarchaeological perspectives on health for the past, present and future. *Bulletins et mémoires de la Société d'anthropologie de Paris* 22: 38-46.

### **Reference Citation Style**

Within the text, you need to identify sources for all information you use, except for that which is common knowledge or your original thoughts. You must cite sources (including page numbers) for any relatively specific information that you are referring to (e.g., Harris 1991: 285), not just when citing or paraphrasing. If you are using a citation in a very general way, such as referring to the entire work, then only the author's name and publication date is required (e.g., Harris 1991).

Please use **American Antiquity** style. This is the required format. These citations should appear within the text in the appropriate place (directly before or after the information used or quoted). Do not use footnotes or endnotes.

Every reference or source of information that you actually utilize must appear in the References Cited section (use that heading). **I do not want a Bibliography of sources consulted but not used.** Follow the

required format for the References Cited section of your paper, see some examples below. Pay attention to what is indented and capitalized below, as well as the order of presentation (see American Antiquity for more examples). Provide working URL addresses for all web-based materials, but this is not needed for a journal article you access electronically. Above all, be consistent.

**For a journal article or chapter in an edited volume:**

Harrison R, J Smyth and E Breithoff

2017 Archaeologies of the Contemporary World. *Annual Review of Anthropology* 46: 201-221.

Spector J and M Whyte

1991 What This Axl Means: Towards a Feminist Archaeology. In *Engendering Archaeology*, edited by J Gero and M Conkey. Blackwell, London: 388-406.

**For a book:**

Kelly, RL

2013 *The Lifeways of Hunter-Gatherers: The Foraging Spectrum*. Smithsonian Institution Press, Washington, D.C.

See your reading list for additional examples, and also the American Antiquity style guide. If you are using the electronic version of a regular journal, you need provide only the usual attribution, not the URL.

**Course, Department and University Policies**

**This class, as all classes go, is a safe environment to provide an opportunity to critically engage with each other and the literature. Treat your fellow students how you feel you deserve to be treated and remember these are just friendly discussions. As we will be discussing the scientific theory of evolution we will have a scientific basis for this course. Personal religious views are just that, personal, so will not be a part of this course.**

**Class expectations:** You are expected to read this outline in its entirety and follow all guidelines as they are clearly set out. If you have any questions, ask them as soon as possible. I will not necessarily be checking my email the night before an assignment is due, so please plan accordingly. This class will be a respectful place; no insulting language or actions will be tolerated.

**There is absolutely no photography or lecture recording permitted in this class.**

**Communication with Dr. Whitaker:** Feel free to email me regarding concerns, however please read through the course outline first, as often, the answer can be found here. If, in fact, your answer can be found within the course documents, I will direct you there to find your answer.



In composing your email, you must send it from your Lakehead account, please DO NOT send an email from the course site (I am not allowed to reply to personal email accounts), include your course number in the subject field and write a formal email, addressing myself in a respectful manner (see the beginning of this section), use complete sentences and sign your email with your full name and student number. Please do not simply attach assignments to blank emails or write as though you are sending a text to your friend (**this drives me crazy**). I will try to answer emails in a timely manner, usually within 48 hours, though I will not be checking or responding to emails from 6:00 pm on Friday to 9:00 am on Monday.

**Readings:** You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class, but your lectures will not follow them so come to class prepared to ask and answer questions.

**Attendance:** It is HIGHLY recommended you attend all classes. It is expected you will show up and participate in every class. Lecture notes and power point presentations WILL NOT be provided so it is up to you to ensure you are keeping up with the pace of the course. Please see me as soon as possible if you feel you are getting behind.

**Late Policy:** You are expected to submit all work on time and be in class. If an assignment is late, 5% will be deducted for every 24 hours past the due date (received by 10:00pm) and will not be accepted after three days (72 hours after the deadline). The Anthropology Department will not accept assignments in person or by email. Deadlines are firm, and **no extensions** will be given unless there are extenuating circumstances, and the appropriate documentation is provided.

If an extension is requested, Dr. Whitaker must be informed by email at least 24 hours BEFORE the assignment is due. **Please note: stating that you have a lot of other course work is not grounds for an extension, and honestly, no professor wants to hear this.** Required documentation will be specific to each case as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. **ALWAYS** keep a backup copy of your work!

**Regrading Assignments:** If you feel you deserve a different mark on an assignment, please use the following procedure: **take 24 hours to step back and consider your assignment.** Read through all of the comments (you will need to download your assignments from me to see my comments) and think about what aspects you understand and agree with and where you have concerns. After 24 hours compose a written explanation of why you feel you deserve a different mark by specifically referring to areas within your paper, comments made, and the grading rubric for your specific assignment. Do not discuss your work in relation to other students', but rather within the context of the work you have put into it and the assignment expectations. Marks are not given based on how much perceived effort you put in, but rather the conformation to assessment and class expectations. Email your explanation as an attachment and also include a copy of your marked assignment. You can expect a response within 72

hours, however, keep in mind your mark could remain the same, be increased, or decreased upon a secondary review.

**Academic Conduct:** You are expected, as a university student, to abide by and follow the Student Code of Behaviour. This means you will submit only your own, original work. If it is found that you have been less than honest in your submission you may receive a mark of zero for the assignment or the course and may possibly face further penalties. Just don't do it. **The standard definition of plagiarism is copying four or more words in a row without quote marks. A consistent pattern of "paraphrasing" by changing only one or two words also constitutes plagiarism.**

**Recording: No form of mechanical or electronic recording device, including cell phone cameras, may be used in this class without the express written approval of the instructor. This includes but is not limited to audio recordings, video recordings, and still photographs.**

It is the responsibility of all students to read, familiarize themselves with, and abide by all university regulations and services as presented in the official University Calendar for the current academic year.

### **Content and Copyright**

Please be advised that the intellectual property rights in the material referred to on this syllabus [and posted on the course site] may belong to the course instructor or other persons. You are not authorized to reproduce or distribute such material, in any form or medium, without the prior written consent of the intellectual property owner. Violation of intellectual property rights may be a violation of the law and University of Toronto policies and may entail significant repercussions for the person found to have engaged in such act. If you have any questions regarding your right to use the material in a manner other than as set forth in the syllabus, please speak to your instructor.

### **GENERAL REGULATIONS**

Student Accessibility Services (SAS) (Thunder Bay) and Student Affairs (Orillia) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus websites:

Thunder Bay: <http://learningassistance.lakeheadu.ca/>.

Orillia: <http://orillia.lakeheadu.ca/about-us--orillia-student-affairs/>

## **ACADEMIC DISHONESTY:**

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:

<http://policies.lakeheadu.ca/policy.php?pid=60>