



**Department of Anthropology
Introduction to Biological Anthropology and Archaeology
ANTH-1032
Fall 2024**

CONTACT INFORMATION

**Instructor: Dr. Katie Whitaker
Email: kwhitake@lakeheadu.ca
Office Hours: By appointment over zoom**

DELIVERY MODE/LOCATION

**Course Location: A115
Campus: Georgian / Barrie
Times: Tues/Thurs 9:30am - 11:00am**

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 gain experience writing and presenting research.
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 11:59 pm and must be uploaded to the course site, the Conference Abstract 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	1.5% BONUS	11:59pm September 15
Attendance	10%	Ongoing
Conference Abstract and Review of Literature	15%	October 4
Midterm	20%	October 15
Conference Poster and Audio	25%	November 15
Final Exam	30%	Exam Period

Course Scavenger Hunt 1.5% 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 15**. If you achieve 100% you will receive a 1.5% 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 20% October 15

The midterm (October 15) will cover everything from September 3 to October 10 including lectures and all readings. The format will consist of three sections: multiple choice, mystery and short answer and we will have a review on October 10.

Conference Abstract and Review of Literature 15% October 4

Topic: Please email me your top 3 (three) topic choices from the list posted on the course site, starting after class on September 4 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 topic per student. I am open to other topics, however if I am discussing a topic in class it will not be allowed. If you fail to confirm your topic with me by the deadline, you will lose 5% from your Conference Poster and Audio mark, do not start your abstract without confirming your topic with me. I will not accept your paper if I have not accepted your topic. I highly suggest you email me as soon as possible to increase your chances of getting the topic you would like.

This topic will apply to this assignment as well as the Conference Poster and Audio below.

An abstract is a brief summary of research you have done or will do, oftentimes it is a submission to a conference in which you wish to present your work, so the aim with this assignment is to create a summary of your topic in such a way that it grabs your reader's attention and makes them want to "accept" your submission in the form of a future conference poster.

Your abstract will be 200 words and should concisely fit within one paragraph. Above your paragraph provide a proposed title that will make it clear what your project is about, ideally less than ten words. Key details to include: explain the background and motivation, here you are going to essentially explain

the why, include briefly what is known about your topic and where the knowledge gap is in the field. Why have you created this presentation (your future Conference Poster)? The methodology, here you will explain how you are going to actually do your project by detailing your materials and methods, our second to fourth lectures will help here, but overall you can be quite brief as this is a short summary. Usually in abstracts you would also include your findings, we will leave this part out and save it for the poster. Limitations, what might be limiting our ability to answer our questions or fill in the knowledge gaps? Wider significance of topic to bioanthropology or archaeology, conclude your abstract with the relevance of your topic to the overall themes of our course, how does it fit in and why is it important?

On a separate page you will create a review of literature that will help form the basis of your research for this assignment and your Conference Poster assignment. You will find and read 3 (three) recent sources (2010 to present) (journal articles and edited book chapters ONLY, no book reviews, textbooks or websites) and you will create a 150-word brief summary for each source touching on the aims of the research, materials and methods, brief results and wider significance. Separate each into its own paragraph, title each paragraph as Source One (then Two, Three) and refer to and reference your article(s) by author last name(s) and year of publication (ie Smith 2014). **DO NOT refer to the source as “the article” or “the research” or include the title**, always show respect for authors and their work. Be sure to reference throughout your paragraph and include a page number in your citation (ie. Smith 2014: 23) whenever you cite specific information. If this is unclear please see me as soon as possible.

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 a Conference Abstract Checklist** to your assignment and submit your complete assignment (in full-sentence form, not bullets), as one file, with the file name: Your Last Name Conference Abstract (ie. Whitaker Conference Abstract) to the course website, by 11:59pm on October 4. **I will not accept your assignment if it does not include the completed checklist. Your paper is late after 11:59pm 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.**

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 assignment.**

Conference Poster and Audio 25% November 15

Based on your abstract and your received feedback, you will create a poster using either a single Power Point or Google Slide (please see me if you require to use something else as it must be compatible with my computer system) detailing your study. **Do not post a link to google drive or to YouTube.** Your poster should be 36” x 48” in size (don’t actually print it). Posters are widely used at conferences to

summarise research and present findings concisely with a lot of visual interest. The aim here is to present information while also including a lot of visual examples to explain what your research aims are. The poster should have brief text mixed with, for example, graphs, tables, pictures and other pictographic representations to get your point across. You should be getting these from the same academic sources you are getting your information and data from. Your poster must include the following key details and sections: title, abstract (the same one from your assignment with any edits), introduction, materials and methods, discussion (this will include your findings in terms of how those why questions can get answered and what has been discovered most recently), wider significance to our course themes, reference list. Your word count for all sections together should be about 800 words (not including the reference list).

The audio portion of this assessment is the equivalent of what would be happening if you were at a conference and standing next to your poster. Essentially you are going to provide your “elevator pitch” of your project. This will be a 2-3 (two to three) minute pitch about your work. **You will not be reading your poster**, or all of the information contained in it (or even your abstract), but rather you are going to be explaining the key aspects of your topic to your audience in the form of an audio recording that you will add to your file. With each file type (ppt, google slides etc.) there are different ways to do this, please see me you have difficulties, though I am not an expert, we will sort it out!. The important information to include in your audio will be what your topic is, what you looked at (in terms of specific materials or methods as the case may be), what you found and the wider significance to biological anthropology and/or archaeology. Be sure to rehearse and get comfortable with pronunciation (it must be your own voice; AI generated voices are not allowed unless we have specifically discussed accommodation issues) and make sure you review the recording before you submit your file to our course site by November 15 at 11:59pm.

We will discuss this further in class and we will examine some examples of posters as well.

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 3	Course Introduction	
September 5	Archaeological Methods I	T= 207-214 ; Bonnichsen 1973
September 10	Archaeological Methods II	T= 215-240
September 12	Data Analysis	Pecci <i>et al.</i> 2020
September 17	Evolution I	T= chapter 2, 253-258
September 19	Evolution II	T= chapter 4; Greef 2007
September 24	Primates I	T= Chapter 6
September 26	Primates II	T= Chapter 7
October 1	Early Hominins I	T= 259-272, 275-287 ; Gibbons 2002
October 3	Early Hominins II	T= 287-309
October 4	Conference Abstract and Review of Literature due 11:59pm	
October 8	Early Homo	T= Chapter 11
October 10	Homo I	T= 349-370; Vaesen <i>et al.</i> 2021
October 15	Midterm	
October 17	No class	
Fall Break Oct 21-25		
October 29	Homo II	T= 371-90
October 31	Migration	T=390-398; Mason 2020
November 5	Human Variation	T= Chapter 5
November 7	Domestication and Production	T=Pg 401-410; Barrier 2011
November 12	Domestication and Health	T= 410-430; Bocquet-Appel 2011
November 14	Compassion and Art	Vargas <i>et al.</i> 2009
November 15	Conference Poster and Audio due 11:59pm	

November 19	Status and Wealth	Curet 2010
November 21	Death and Burial	Peyroteo-Stjerna et al. 2022
November 26	Power and Economy	McCoy et al. 2021
November 28	Travel and Trade	Chirikure et al. 2010
December 3	Review and Class Wrap-Up	Roberts 2010
December 6-16	Final Exam Period	

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.

Mason OK

2020. The Thule migrations as an analogue for the early peopling of the Americas: Evaluating scenarios of overkill, trade, climate forcing, and scalar stress. *PaleoAmerica* 6: 308-56.

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.

McCoy MD, J Casana, AC Hill, EJ Laugier, MA Mulrooney and TN Ladefoged

2021. Unpiloted aerial vehicle acquired Lidar for mapping monumental architecture: A case study from the Hawaiian Islands. *Advances in Archaeological Practice* 9: 160-74.

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 Awl 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

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. Although we will be discussing evolution throughout this course, we will be maintaining a scientific focus. We will not be debating the merits or the accuracy of evolution in comparison to religious thought. You are free to have whatever opinions you may have on the matter but please leave these non-scientific opinions at the door, as this is not the appropriate forum for them. 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 11:59pm) 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>