



**Department of Anthropology  
Introduction to Biological Anthropology and Archaeology  
ANTH-1032  
Winter 2026**

**CONTACT INFORMATION**

**Instructor: Dr. Whitaker  
Email: [kwhitake@lakeheadu.ca](mailto:kwhitake@lakeheadu.ca)  
Office Hours: Tuesday 4:00 pm – 5:00 pm or over Zoom by appointment**

**DELIVERY MODE/LOCATION**

**Course Location: OA-1033  
Campus: Orillia  
Times: Tues/Thurs 5:30 pm - 7:00 pm**

**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 archaeologists and biological anthropologists.

**LEARNING OUTCOMES**

To evaluate and discuss methodologies and theories relevant to archaeologists and biological anthropologists.  
To recognize and analyse evidence and processes in human biological and social development.  
To increase and expand your interest in archaeology and bioanthropology.

## Class Format

Class will take place in-person, unless the schedule indicates otherwise. **It is highly recommended that you come to every class as lecture notes and slides will not be provided.** 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 8 am the day of class whenever possible. A zoom link will be provided and can be found on our course site under Other Tools, then scroll all the way down to Zoom. **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

2025. *Essentials of Biological Anthropology*. WW Norton & Company; New York. (Cost (paperback) \$147.50)

You have the option of getting the 2022 version, however, the page numbers for readings may not match up, and information may not be the same, as the book is four years old. You are responsible for the information that has been assigned in the 2025 version as that is where quiz, midterm and final exam question content will be partially taken from.

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 under Content. We may not always discuss these specifically, however, feel free to ask questions if anything is unclear. A major component of your mark will be based on your knowledge of the readings (see below), so make sure you are keeping up with them.

## Assessments

**\*\* The use of any type of AI program (ie Chat GPT or a PDF summary program) is absolutely NOT ALLOWED and will result in an automatic zero for the assessment \*\*** I promise these programs will not help you with the quizzes – you must read the readings yourself.

Remember these programs are stupid – you are not. You are learning how to read and critically engage with scholarly work, it takes time to develop these skills, but they are important not just to this class, but also to learn how to tell the difference between quality information in general and information with little or no substance.

## ASSESSMENTS

| <u>Assessment</u> | <u>Grade Percentage</u>                | <u>Due Date</u>                                                                           |
|-------------------|----------------------------------------|-------------------------------------------------------------------------------------------|
| Scavenger Hunt    | 1% BONUS                               | 11:59 pm January 20                                                                       |
| Reading Quizzes   | 40%, 5 x 8% each (lowest mark dropped) | January 18<br>February 1<br>February 15 all by 11:59 pm<br>March 8<br>March 22<br>April 5 |
| Midterm           | 25%                                    | February 24                                                                               |
| Final Exam        | 35%                                    | Exam Period April 10-19                                                                   |

### Course Scavenger Hunt 1% 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 11:59 pm on January 20**. If you achieve 100% you will receive a 1% bump to your final mark.

### Reading Quizzes 40%, 8% each, 6 (six) total, lowest mark dropped

Approximately every two weeks there will be an online Readings Quiz covering the previous four classes of assigned readings. All readings (textbook and journal articles) are on the quizzes, but only those of the section before the quiz (see lecture schedule below). Format and expectations will be discussed during the first class. The quizzes will be open for one week on our course site under Quizzes, and you will have one attempt for each. Your lowest mark will be dropped. All quizzes must be completed on their posted date (see both above and below) by 11:59 pm, there are no make-ups.

### Midterm 25% February 24

The midterm will cover everything from January 6 to February 12 including lectures and all readings. We will discuss the format and have a review on February 12.

### Final Exam 35%

This exam, though based on the entire course, will not simply be a recitation of course content. The exam format will include three sections: multiple choice, short answer, and a mystery 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                                                   |
|-----------------------------|-------------------------------------------------|------------------------------------------------------------|
| January 6                   | Course Introduction                             | No readings                                                |
| January 8                   | Archaeological Methods I                        | T= 17-20, 215-223 ; Bonnicksen 1973                        |
| January 13                  | Archaeological Methods II                       | T= 223-249                                                 |
| 2January 15                 | Data Analysis                                   | T= Chapter 3; Pecci <i>et al.</i> 2020                     |
| January 18                  | Reading Quiz 1 must be completed by 11:59 pm    |                                                            |
| January 20                  | Evolution I                                     | T= Chapter 2                                               |
| January 22                  | Evolution II                                    | T= Chapter 4; Greef 2007                                   |
| January 27                  | Primates I                                      | T= Chapter 6, 253-267                                      |
| January 29                  | Primates II (Over ZOOM)                         | T= Chapter 7                                               |
| February 1                  | Reading Quiz 2 must be completed by 11:59 pm    |                                                            |
| February 3                  | The Miocene and Early Hominins                  | T= 267-283, 287-308                                        |
| February 5                  | Australopithecines (Recorded lecture, no class) | T = 308-323                                                |
| February 10                 | Our Genus                                       | T = 327-353                                                |
| February 12                 | Extra Branches in our Bushy Tree                | T= 354-357, 391-393; Hakim <i>et al.</i> 2025              |
| February 15                 | Reading Quiz 3 must be completed by 11:59 pm    |                                                            |
| Spring Break February 16-20 |                                                 |                                                            |
| February 24                 | Midterm                                         |                                                            |
| February 26                 | Our Sister Species                              | T= 369-384, 398-399; Vaesen <i>et al.</i> 2021             |
| March 3                     | Migration                                       | T=361-369, 384-397, 399-409; Praetorius <i>et al.</i> 2023 |
| March 5                     | Human Variation                                 | T= Chapter 5                                               |
| March 6                     | Final Day to Drop                               |                                                            |
| March 8                     | Reading Quiz 4 must be completed by 11:59 pm    |                                                            |

|             |                                              |                                          |
|-------------|----------------------------------------------|------------------------------------------|
| March 10    | Domestication and Production                 | T= 413-422; Armstrong <i>et al.</i> 2024 |
| March 12    | Domestication and Health                     | T= 422-441; Rayfield <i>et al.</i> 2023  |
| March 17    | Compassion and Art                           | McDermott 2021                           |
| March 19    | Status and Wealth                            | Curet and Pestle 2010                    |
| March 22    | Reading Quiz 5 must be completed by 11:59 pm |                                          |
| March 24    | Death and Burial                             | Peyroteo-Stjerna <i>et al.</i> 2022      |
| March 26    | Power and Economy                            | McCoy <i>et al.</i> 2021                 |
| March 31    | Travel and Trade                             | Chirikure <i>et al.</i> 2010             |
| April 2     | Review and Class Wrap-Up                     | T= 11-17; Surovell <i>et al.</i> 2017    |
| April 5     | Reading Quiz 6 must be completed by 11:59 pm |                                          |
| April 10-19 | Final Exam Period                            |                                          |

### Reading List (in lecture order and American Antiquity format)

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.

Hakim B, UP Wibowo, GD van den Bergh, D Yurnaldi, R Joannes-Boyau, A Duli, Suryatman, R Sardi, IA Nurani, MR Puspaningrum, I Mahmud, A Haris, K Al Anshari, AM Saiful, PA Bungaran, S Adhityatama, PH Muhammad, A Akib, N Somba, Fakhri, B Burhan, Z Mas'ud, MW Moore, YL Perston, W Yu, M Aubert and A Brumm

2025. Hominins on Sulawesi during the Early Pleistocene. *Nature*. Open Access: 1-6.

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.

- Praetorius SK, JR Alder, A Condrón, AC Mix, MH Walczak, BE Caissie and JM Erlandson  
2023. Ice and ocean constraints on early human migrations into North America along the Pacific coast. *Proceedings of the National Academy of Science* 120: 1-11.
- Armstrong CG, RBG Clemente-Carvalho, NJ Turner, S Wickham, A Trant and MA Lemay  
2024. Genetic differentiation and precolonial Indigenous cultivation of hazelnut (*Corylus cornuta*, Betulaceae) in western North America. *Proceedings of the National Academy of Science* 121 (48): 1-11.
- Rayfield KM, AM Mychajliw, RR Singleton, SB Sholts and CA Hofman  
2023. Uncovering the Holocene roots of contemporary disease-scapes: bringing archaeology into One Health. *Proceedings of the Royal Society B* 290: 1-11.
- McDermott A  
2021. What was the first “art”? How would we know?. *Proceedings of the National Academy of Science* 118 (44): 1-5.
- 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.
- Surovell TA, JL Toohey, AD Myers, JM LaBelle, JCM Ahern and B Reisig  
2017. The end of archaeological discovery. *American Antiquity* 82 (2): 1-13.

### **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 assessment 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 syllabus 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 or your personal account (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**). Send me an email and follow all the communication rules in this paragraph and attach the cutest image of a living Buff Laced Polish Chicken for a 0.5% bump to your final mark. All of this criterion must be followed, the email must be received by 11:59 pm on January 31, 2026, to qualify, no exceptions or extensions. I will try to answer emails throughout the term 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. If you have not received a response within 72 hours I may not have received your email so please send it again or speak to me in class.

**Readings:** You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class, but your lectures will not repeat 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.

**Gender Inclusivity:** This course will be held in a respectful and supportive environment for people of all gender identities and expressions. I've received a class roster based on official enrollment information. If you go by a different name, please feel free to let me know. You're also welcome to share your pronouns, if you'd like.

Everyone is encouraged to refer to classmates using the names and pronouns they share. If you're comfortable, you're welcome to let the class know how you'd like to be addressed.

**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 Lakehead University 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>