

# Introduction to Physical Anthropology and Archaeology

ANTHROPOLOGY 111-11 | Fall 2018

Tue 9:45 – 11:00 a.m.

Thu 8:15 – 9:30 a.m.

J. Bruce Brown BB237

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Office Hours: Mon. 10 – 12 | Tue 1 – 3 |

Thu 10 - 12



The word "archaeology" probably conjures images of an Indiana Jones-type explorer crashing through the jungle in search of lost cities. The words "physical anthropology" probably do not conjure up any images in your head at all. Yet these two branches of the anthropology discipline are each vast fields of study that seek to understand who we are as humans, and how we got to the world that we have today.

In fact, no other field of study takes such a long view of humanity's past. Our biological evolution has played out over the last seven million years, and people spread around the world and founded thousands of unique cultures in the last 300,000 years. An introduction to these fields informs an understanding of what it means to be human.

In this course we will cover the key issues and topics that physical anthropologists and archaeologists cover, including: (1) human biological evolution; (2) humanity's spread around the world; (3) the development of large-scale societies; (4) research methods; (5) popular ideas about the discipline; and (6) indigenous North America.

**LEARNING OBJECTIVES**—This course has several learning objectives that students should accomplish by the completion of the course:

- Think critically about ways that archaeological and physical anthropological information and ideas are discussed in the wider world.
- Understand the timeline of human biological evolution and of the spread of humans and human cultures around the world.
- Understand how anthropology functions as a social science.
- Appreciate the importance of physical anthropology and archaeology to modern society.
- Learn how to do undergraduate research in the social sciences.

**COURSE FORMAT**—This course will be taught in two sessions per week. Each session will consist of a lecture (with short videos and interactive material used occasionally).

There will also be time in most sessions for work in small groups (4-5 students). Group work will consist of discussions and activities relevant to that week's lecture topics. You are free to choose your own group. This type of activity really promotes learning and helps you prepare for future workplaces. That said, I recognize that not everyone is comfortable working in groups; *please see me if you would like to discuss alternatives to group work.*

*While I welcome you to work in groups and help each other out, all written work submitted for grades must be completed **individually**.*

**STATEMENT ON EQUITABLE LEARNING**—“Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity”.

**REQUIRED COURSE MATERIALS**—The textbook for this course is:

Muckle, R.J. and L. Tubelle de González (2016), *Through the Lens of Anthropology: An Introduction to Human Evolution and Culture*. Toronto, University of Toronto Press.

The book has a companion website at [www.lensofanthropology.com/](http://www.lensofanthropology.com/) that has chapter overviews, study guides, and more.

I chose this textbook because it does a great job covering a wide range of topics (more than we cover in the course) and because it is available in both printed and ebook versions. This book is also relatively affordable and the ebook is less expensive than the printed version.

Online readings may also be assigned.

**Weekly Readings**—Readings are assigned from the textbook and from selected online resources. **Assigned Readings are fair game for the mid-term quiz and the final exam.** I will also regularly post links to relevant news articles, blogs, etc. These are optional and will not be covered on exams.

## COURSE REQUIREMENTS

All assignments must be submitted on Moodle by 11:00 p.m. on the date that they are due. Paper copies will not be accepted.

Attendance & Participation	Weekly	7%
Below the Surface Assignment	September 27 <sup>th</sup> (11:00 p.m.)	8%
Research Report		
- Topic and Sources	October 25 <sup>th</sup> (11:00 p.m.)	10%
- Research Report	November 22 <sup>nd</sup> (11:00 p.m.)	30%
Mid-term exam	October 18 <sup>th</sup> (in class)	20%
Final exam	December 5 – 15 Exam Period	25%



**Attendance & Participation**—Regular attendance in this class is required. In fact, the easiest way to do well in any course is to come to every class on time and prepared to learn. Attendance will be taken every class, but your attendance and participation grade will also be based on your willingness to participate in group discussions.

**Below the Surface**—For this assignment, you are required to visit the website [belowthesurface.amsterdam/en](http://belowthesurface.amsterdam/en) and to create your own artifact display using at least 10 artifacts. Displays are meant to be creative and can be anything. You must also submit a short (250 word max) description of your display. An assignment guide will be posted in the second week of class.

**Research Report**—Tell me about a physical anthropology find or an archaeological site! While a research paper is normally an opportunity to write an argument supported by scholarly research, this paper will be a little different.

I want you to pick an archaeological site, a paleoanthropological find, or a major research report and tell me about it using a mixture of your own thoughts about the topic **AND** at least 5 scholarly sources, including 3 journal articles.

*The goal of this paper is to learn to discuss something from multiple perspectives: your own/that of documentaries that you may have seen/that of guides that you may have had, AND scholarly voices.*

If you have visited an archaeological site, seen a hominid fossil in a museum, etc. then you are welcome to choose that as your topic. You are also free to choose a site or find that you have not experienced first-hand, but that you are very interested in.

Since I do want you to practice doing research using the StFX library system, you should choose a topic that has been researched and written about by academics (the 19<sup>th</sup> century farmhouse behind your small hometown museum might not be the best fit). At least **TWO** of the sources must discuss the site or finding itself, and the remainder can be about general context (e.g. two articles that describe the “Lucy” find and three that discuss Australopithecines in general).

This assignment will have two parts:

1. **Topic and sources**—For this one page assignment I want you to choose a topic (archaeological site, paleoanthropological find, etc.) and begin to do research about it. In **ONE PAGE** I want you to tell me:
  - a. What your topic is.
  - b. Why you have chosen to do your paper on this.
  - c. What are you going to discuss in your paper.
  - d. Your academic sources. List **FIVE sources** including at least **THREE peer-reviewed journal articles. Use APA style citations.**
2. **Research Report**—This will be the main paper about your topic. A great paper will be **5-6 pages long** and have at least **five academic sources**.

An assignment guide with some suggested topics will be posted early in the term.



**Mid-term quiz**—One hour, taken in class on **Thursday October 18<sup>th</sup>**. Material will cover **weeks 1-7**.

**Final exam**—1.5 hours, taken during the **December 5 – 15** final exam period. Material will cover the **weeks 8 - 13**.

**Questions on the quiz/exam may include multiple-choice, true/false, fill-in-the-blank (e.g. diagrams, maps), definitions, and short answer questions.**

## **COURSE POLICIES:**

**Moodle**—this course will use Moodle to post assignments, submit your work, return grades, make announcements, etc. Please make sure that you access the Moodle course site early in the course and use it frequently. Log in at [moodle.stfx.ca](http://moodle.stfx.ca).

**Late Assignments**—Please speak to me *BEFORE* a deadline if you feel the need for an extension for assignments. I am flexible if you have good reasons for needing an extension. Last-minute extensions will not be granted except under conditions of medical, family, or other extraordinary circumstances. Late assignments will be penalized at 2% per day (including weekends).

**Missed Exams**—The mid-term quiz is scheduled in class time on **October 18<sup>th</sup>**. The final exam will be scheduled during the December examination period (**December 5 - 10**). Provisions will be made for a make-up quiz/exam if you are not able to write at the assigned time due to extenuating medical or family emergency situations. Quizzes/exams missed for other reasons cannot be written; quizzes/exams **will not** be rescheduled to accommodate airline travel.

*Students unable to write an examination in December at its scheduled time due to illness or due to a serious, unexpected circumstance must notify the Associate Dean, Academic Affairs' Office. Students must provide a doctor's note.*

**Assignment/Exam Grading**—Assignments will be graded promptly and returned with comments through Moodle. Exam grades will be posted on Moodle. Please note that your grades are private and will not be seen by anyone else.

**Accommodations**—I encourage students that require special testing accommodations or other classroom modifications to contact Learning Services ([http://sites.stfx.ca/accessible\\_learning/services](http://sites.stfx.ca/accessible_learning/services)) within the first two weeks of class. If you are comfortable discussing the matter, you may also speak to me during my office hours.

**Computer Problems**—All StFX students have access to Microsoft Cloud services and should take advantage of this to ensure a backup of academic files. If you choose not to use this service, you are responsible for making your own backups to prevent losing data and not being able to submit required coursework. Do not email me two hours before the assignment is due to say that your hard drive crashed—back up your work *regularly*.

**Communication**—All students have a StFX e-mail account, which must be checked regularly as notices and information pertaining to the course will be sent electronically. You can send electronic correspondence to my university e-mail address ([jtdowney@stfx.ca](mailto:jtdowney@stfx.ca)).

**Computers & Social Media in the Classroom**—Computers, tablets, & smartphones are all great and can help promote your learning in the classroom by allowing you to take



notes, look things up, etc. Social media can be great for networking and communicating important ideas. I promote the use of websites and social media for teaching anthropology and you are allowed to use these materials in class.

That said, if you are just using your phone or computer to browse Reddit, watch Youtube, play Fornite, or whatever, why bother coming to class? You are not learning anything and you are potentially distracting others from learning. Please be mindful of your peers.

## ACADEMIC INTEGRITY

The Academic Integrity Policy may be found at:

<http://www2.mystfx.ca/registrars-office/academic-integrity>.

Please read this page **carefully and completely**. Academic dishonesty is a very serious offense and can result in serious consequences for your academic career. These are all examples of **offenses against academic integrity**:

- Copying three paragraphs from Wikipedia and putting them in your paper, changing a few words, and not citing your material (**plagiarism**).
- Paying someone online to write your research paper for you (**cheating**).
- Asking for an extension by lying about a friend's or relative's death (**falsification**).
- Sabotaging a classmate's work because you do not like them (**tampering**).

Note that these are just a few examples of offenses. Please pay special attention to Section 3.8.2 b (v) which reads "**Possession** of unauthorized aids or assistance including copying during tests and examinations" This means that you do not need to be caught **USING** a device like a cell phone or smart watch (for example) during a test or exam to be in violation of the policy. **Simply having the unauthorized device on your person during the test or exam is a violation of the policy**. These devices must be left in your bag at the front of the exam room, or left at home.

Your instructor reserves the right to examine submitted course assignments against available resources (e.g. by Googling suspect phrases) to check for academic offenses.



## WEEKLY SCHEDULE

Week	Day	Date	Topic	Weekly Readings & Due Dates
1	Tue	Sept. 4	Introduction & Syllabus Review	No Readings
<b>Thinking Like an Anthropologist</b>				
	Thu	Sept. 6	What is anthropology? Why study it?	Chapter 1 (Whole chapter)
2	Tue	Sept. 11	Introduction to evolutionary thought	Chapter 3 (Whole chapter)
	Thu	Sept. 13	Archaeological methods	Chapter 4 (Pages 67-74) and <a href="http://www.environmentalscience.org/chronology">www.environmentalscience.org/chronology</a>
<b>Seven Million Years of Evolution (in three weeks)</b>				
3	Tue	Sept. 18	Our cousins: the non-human primates	Chapter 2 (Whole chapter)
	Thu	Sept. 20	Which came first: big brains or bipedalism? - Ardipithecus & the Australopithecines	Chapter 4 (Pp. 74 - 81)
4	Tue	Sept. 25	Evolution of the genus <i>Homo</i>	Chapter 4 (Pp. 82 - 89)--Read box 4.4 in week 6
	Thu	Sept. 27	Guest lecture: Research methods in physical anthropology	No Readings <b>Below Amsterdam Assignment Due (11:00 p.m.)</b>
5	Tue	Oct. 2	How did <i>Homo sapiens</i> evolve?	<a href="http://science.sciencemag.org/content/360/6395/1296">science.sciencemag.org/content/360/6395/1296</a>
	Thu	Oct. 4	You'll never use the term "cave man" again.	Chapter 5 (Whole chapter)
6	Tue	Oct. 9	Doing academic research in anthropology	No readings
	Thu	Oct. 11	The global spread of <i>Homo sapiens</i>	TBA
7	Tue	Oct. 16	What do anthropologists think about race?	Box 4.4 (P. 87) & <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC5299519/">www.ncbi.nlm.nih.gov/pmc/articles/PMC5299519/</a>
	Thu	Oct. 18	<b>Mid-term quiz (held during class time)</b>	

Week	Day	Date	Topic	Weekly Readings & Due Dates
<b>Key Themes in Archaeology</b>				
8	Tue	Oct. 23	Language, art, religion, and expression—origins of complex thought	Chapter 9 (Pp. 185 - 192) & Chapter 13 (Whole chapter)
8	Thu	Oct. 25	Ethics in archaeology and physical anthropology	<a href="https://jjs.athabascau.ca/index.php/jjs/article/view/79/75">jjs.athabascau.ca/index.php/jjs/article/view/79/75</a> <b>Research Topic &amp; Sources Due</b>
9	Tue	Oct. 30	Hunting, gathering, fishing, farming...food-getting, in general	Chapter 10 (Whole chapter) & Boxes 5.1 & 5.2 (Pp. 98-99)
	Thu	Nov. 1	Politics, & warfare in the past	Chapter 12 (Whole chapter)
<b>The Last 20,000 Years</b>				
10	Tue	Nov. 6	A recognizable pattern emerges	Chapter 6 (Pp. 113-130)
	Thu	Nov. 8	14,000 years in Nova Scotia	TBA
11	Tue	Nov. 13	The origins and spread of cities & states	Chapter 6 (Pp. 130 - 135) & Chapter 7 (Pp. 137 - 145)
	Thu	Nov. 15	The earliest states in the Old World	TBA
12	Tue	Nov. 20	Cities and states in North and South America	Chapter 7 (Pp. 145 - 148) & TBA
<b>Archaeology in Modern Times</b>				
12	Thu	Nov. 22	Archaeology of the recent past.	Chapter 7 (Pp. 148 - 153) <b>Research Report Due</b>
13	Tue	Nov. 27	Pseudoarchaeology and unfounded beliefs	Chapter 7 (Pp. 153 - 157) & Archaeological Fantasies podcast, episode 96 ( <a href="https://archyfantasies.com/subscribe-to-podcast/">https://archyfantasies.com/subscribe-to-podcast/</a> )
	Thu	Nov. 29	Archaeology and physical anthropology in the modern world	TBA
<b>Final Exam (held during the December 5 – 15 exam period)</b>				

