

# Introduction to Physical Anthropology and Archaeology

ANTHROPOLOGY 111-20 | Winter 2019

Wed 6:30 – 9:30 p.m.  
Coady CO110

Dr. Jordan T. Downey

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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 one session 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.*

Since this is a long evening class, we will take a short break in the middle of each class.

*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.

Additional online readings will 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	January 25 <sup>th</sup> (11:00 p.m.)	8%
Research Report		
- Describe your site or find	February 8 <sup>th</sup> (11:00 p.m.)	10%
- Annotated Bibliography	March 8 <sup>th</sup> (11:00 p.m.)	10%
- Research Report	April 5 <sup>th</sup> (11:00 p.m.)	20%
Mid-term exam	February 13 <sup>th</sup> (in class; 6:30 p.m.)	20%
Final exam	April 9 - 23 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 search for some artifacts! This will be accompanied by a short written paper. 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! The goal of this paper is to take something that you already know, to do research on it, and to reflect on what you have learned through research and how your perspectives on that thing have changed.

I want you to tell me about an archaeological site, a paleoanthropological find, a museum exhibit, etc. *that you have personal experience with*. Ideally this will be something that you have visited yourself, but if you have not had that opportunity then it should be something that has always interested you, and that may be what drew you to the class.

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 three parts:

1. **Describe your site or find**—This will be a **2-3 page long** (double-spaced) report where you describe the site or find. No outside research or sources are required.
2. **Annotated bibliography**—For this one page assignment I want you to find **FIVE academic sources** that are related to your site or find, including at least **THREE peer-reviewed journal articles**. You will put these in bibliographic form (using **APA style citations**) and write a two sentence annotation for each that summarizes the reading and describes why it is useful for your report.
3. **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 **Wednesday February 13<sup>th</sup>**. Material will cover **weeks 1-5**.

**Final exam**—2 hours, taken during the **April 9 - 23** final exam period.

**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 **February 13<sup>th</sup>**. The final exam will be scheduled during the April examination period (**April 9 - 23**). 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 April at its scheduled time due to illness or due to a serious, unexpected circumstance must notify the Associate Dean, Academic Affairs' Office.*

**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*. Note this site: <https://stfx.teamdynamix.com/TDClient/Requests/ServiceDet?ID=20505>.

**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)). Please practice professionalism in your communications.

**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.



**Human remains**—as this course is focused on physical anthropology we will show human remains (primarily skeletons) and the remains of human ancestors. As displaying the remains of their ancestors is widely considered offensive to Native Americans, First Nations, and Inuit peoples, I will never show images of human remains from North America. I expect you to follow this policy in your assignments.

## 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

Additional readings may be assigned in addition to or in place of these readings.

Week	Date	Topics	Weekly Readings	Items Due
<b>Thinking Like an Anthropologist</b>				
1	Jan. 9	<ul style="list-style-type: none"><li>• Introduction &amp; Syllabus Review</li><li>• What is anthropology and why study it?</li></ul>	<ul style="list-style-type: none"><li>• Chapter 1 (Whole chapter)</li></ul>	
2	Jan. 16	<ul style="list-style-type: none"><li>• Introduction to evolutionary thought</li><li>• Archaeological methods</li></ul>	<ul style="list-style-type: none"><li>• Chapter 3 (Whole chapter)</li><li>• Chapter 4 (Pages 67-74)</li><li>• <a href="http://www.environmentalscience.org/chronology">www.environmentalscience.org/chronology</a></li></ul>	
<b>Seven Million Years of Evolution (in three weeks)</b>				
3	Jan. 23	<ul style="list-style-type: none"><li>• Our cousins: the non-human primates</li><li>• Which came first: big brains or bipedalism? - Ardipithecus &amp; the Australopithecines</li></ul>	<ul style="list-style-type: none"><li>• Chapter 2 (Whole chapter)</li><li>• Chapter 4 (Pp. 74 - 81)</li></ul>	<b><i>Below Amsterdam Assignment Due Jan. 25 (11:00 p.m.)</i></b>



Week	Date	Topics	Weekly Readings	Items Due
4	Jan. 30	<ul style="list-style-type: none"> <li>• Evolution of the genus <i>Homo</i> &amp; the global spread of <i>Homo sapiens</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4 (Pp. 82 - 89)--Read box 4.4 in week 6</li> <li>• Galway-Witham, J., &amp; Stringer, C. (2018). How did <i>Homo sapiens</i> evolve?. <i>Science</i>, 360(6395), 1296-1298. (posted on Moodle)</li> </ul>	
5	Feb. 6	<ul style="list-style-type: none"> <li>• You'll never use the term "cave man" again.</li> <li>• What do anthropologists think of "race"</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5 (Whole chapter)</li> <li>• Box 4.4 (P. 87)</li> <li>• <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC5299519/">www.ncbi.nlm.nih.gov/pmc/articles/PMC5299519/</a></li> </ul>	<p><b><i>Describe your site or find.</i></b>  <b><i>Due Feb. 8 (11:00 p.m.)</i></b></p>
6	Feb. 13	<ul style="list-style-type: none"> <li>• <b>Mid-term quiz</b></li> <li>• Doing academic research in anthropology</li> </ul>	<ul style="list-style-type: none"> <li>• No readings</li> </ul>	<p><b><i>Mid-term quiz held at the beginning of class (6:30 p.m.)</i></b></p>
7	<p><b>February 18 – 22 Reading Break—No Classes</b></p>			
8	Feb. 27	<ul style="list-style-type: none"> <li>• Language, art, religion, and expression—origins of complex thought</li> <li>• Ethics in archaeology and physical anthropology</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9 (Pp. 185 - 192) &amp;</li> <li>• Chapter 13 (Whole chapter)</li> <li>• <a href="http://jis.athabascau.ca/index.php/jis/article/view/79/75">jis.athabascau.ca/index.php/jis/article/view/79/75</a></li> </ul>	



Week	Date	Topics	Weekly Readings	Items Due
<b>The Last 20,000 Years</b>				
9	Mar. 6	<ul style="list-style-type: none"> <li>Hunting, gathering, fishing, farming...food-getting, in general</li> <li>Politics, &amp; warfare in the past</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 10 (Whole chapter)</li> <li>Boxes 5.1 &amp; 5.2 (Pp. 98-99)</li> </ul>	<i>Annotated bibliography Due Mar. 8 (11:00 p.m.)</i>
10	Mar. 13	<ul style="list-style-type: none"> <li>A recognizable pattern emerges</li> <li>13,000 years in Nova Scotia</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6 (Pp. 113-130)</li> <li>Additional readings TBA</li> </ul>	
11	Mar. 20	<ul style="list-style-type: none"> <li>The origins and spread of cities &amp; states</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 12 (Whole chapter)</li> <li>Additional readings TBA</li> </ul>	
12	Mar. 27	<ul style="list-style-type: none"> <li>Cities and states in the Old &amp; New Worlds.</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6 (Pp. 130 - 135)</li> <li>Chapter 7 (Pp. 137 - 145)</li> </ul>	
<b>Archaeology in Modern Times</b>				
13	Apr. 3	<ul style="list-style-type: none"> <li>Archaeology and physical anthropology in the modern world</li> <li>Pseudoarchaeology and unfounded beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7 (Pp. 148 - 153)</li> <li>Chapter 7 (Pp. 153 - 157)</li> <li>Archaeological Fantasies podcast, episode 96 (<a href="https://archyfantasies.com/subscribe-to-podcast/">https://archyfantasies.com/subscribe-to-podcast/</a>)</li> </ul>	<i>Research Report Due Apr. 5 (11:00 p.m.)</i>
<b>Final Exam Held During April 9 – 23 Exam Period</b>				

