

ANBI 145: Bioarchaeology
Fall 2017

Instructor: Jocelyn D. Minsky-Rowland, Ph.D.

Classroom: Solis Hall, 110

Class Meeting Time: MWF 8:00-8:50am

September 25, 2017-December 16, 2017

Office Hours: Social Sciences Building, Room 293. Wednesdays 9:30am-11:30am (or by appointment with 24 hours notice. Please note, I can ONLY be on campus on MWF).

E-mail: jminskyrowland@ucsd.edu

COURSE DESCRIPTION:

Bioarchaeology is a sub-discipline of biological anthropology. Bioarchaeology is influenced by several other disciplines including: demography, epidemiology, pathology, forensic anthropology and archaeology. At its core, bioarchaeology is concerned with the analysis of the social and biological lives of individuals who lived in the past. Ultimately, this requires analyses of human skeletal remains and the archaeological context. In this course students will learn about the methods that bioarchaeologists use to analyze skeletal remains, the history of the discipline and what research and real-world contributions bioarchaeologists make. This is a mostly topic-driven course that will focus on different topics and questions, within bioarchaeology, that bioarchaeologists and biological anthropologists in general, focus on.

STUDENT LEARNING OUTCOMES:

At the end of the quarter students will:

- understand bioarchaeological methods, how these methods are used and what results they yield.
- be capable of evaluating scientific literature.
- be able to identify key terms and analyze opposing perspectives within bioarchaeology.

REQUIRED TEXTBOOKS:

- Larsen, C.S. (2015). *Bioarchaeology: Interpreting Behavior from the Human Skeleton*. Cambridge University Press, Cambridge: Cambridge University Press.
- Larsen, C.S. (2002). *Skeletons in Our Closet: Revealing Our Past through Bioarchaeology*. Princeton: Princeton University Press.

***Additional articles are available for download on TritonEd.

Chapters and additional readings should be read **BEFORE** they are lectured about in class. Please come prepared to comment on the readings and to ask questions.

COURSE REQUIREMENTS:

This course consists of PowerPoint lectures, class discussions, take-home writing assignments, in-class activities/assignments (based on the readings) and written exams. Attendance and participation are extremely important. Students are expected to attend all lectures.

Assigned readings are to be completed **BEFORE** the date for which they are assigned. Students are expected to take notes and to attend class regularly. Lectures will contain material NOT necessarily found in your textbooks or other readings. Films and short videos will be shown in class (or occasionally posted on TritonEd) and will be asked about on exams and/or written assignments. Slides and lecture materials **WILL NOT** be posted on TritonEd.

ATTENDANCE AND WITHDRAWAL:

If you decide to drop the course at any point during the quarter, it is **YOUR RESPONSIBILITY** to do so. If you are still registered during the grading period you will receive a grade in this course.

FINAL COURSE GRADES:

Grades are based on your performance on two (2) written exams, five (5) reading responses and a term paper, throughout the course. **I DO NOT** grade on a curve. Your grades will be posted to TritonEd each time you take an exam, or turn in written assignments.

In-class extra credit opportunities will be offered at the discretion of the professor. The timing and content of these extra credit opportunities may not be announced ahead of time. You **MUST BE PRESENT IN CLASS** to take advantage of these opportunities. There will **NOT BE** any outside extra credit opportunities.

FINAL COURSE GRADES ARE NOT NEGOTIABLE.

EXAMS:

There will be a total of two (2) exams in the course. Each one will be worth 100 points and will consist of a combination of word problems, multiple choice, matching, labeling diagrams, and short essay questions (the final exam will not be cumulative). You are responsible for all of the red highlighted terms from lectures.

Each exam is designed to take no longer than 50 minutes.

ALL responses will be written in blue books. It is **YOUR RESPONSIBILITY** to bring blue books on exam days.

RESEARCH PAPER:

Students must complete an 8-10 page research paper (double spaced) on any bioarchaeological topic of their choosing. This topic must be chosen in consultation with the instructor, no later than **Friday, October 27** (although you may discuss your topic

with me earlier). All work must be cited according to the format of the American Association of Physical Anthropologists (AAPA), which follows the APA example. A link with examples of citations following this format has been posted to the TritonEd website. Students should base their research on academic books and articles, although professional websites may be used. Appropriate websites include: professional anthropology associations, government institutions, university websites and museum websites (**Wikipedia is NOT an acceptable website**). All papers will be submitted electronically through “Turnitin” to check for plagiarism. A hard copy AND an electronic copy of the paper **MUST** be submitted to the instructor.

ABSTRACT and ANNOTATED OUTLINE

An abstract and annotated outline (describing each section of your paper) is due on Wednesday, November 8. Your abstract should be **NO MORE** than 250 words (following the AAPA) and follow this outline:

- Introductory sentence: What will your paper focus on? What is the broad theme?
- Background: What is the background or history of your topic?
- Question: What is your question and why is it important or of interest?
- Purpose: What will you be doing in this paper? What is your goal?
- Closing sentence: What contributions to the field does your paper make?

In general, an abstract is meant to be a ‘mini-paper’. You must clearly and succinctly, tell the reader the subject of your paper and what you will be doing/showing in your paper and how. The reader shouldn’t have to ‘hunt’ through your paper to determine what your paper is about.

Your annotated outline should follow the following format (this is also the general format that your paper should follow, I suggest using headings and sub-headings to organize your paper):

- Introduction and extension of the abstract: Introduce the problem to be discussed in the paper. What is the subject of your paper and what will you be doing/showing in this paper? What is your main thesis/argument?
- Literature review/background on the subject: What is the history of your topic? Which other researchers have already looked into this question and what will you contribute to this area of research that is **NEW** and **DIFFERENT**?
- Your contributions: Describe (with evidence) your analyses of the question or problem. What areas require further research, and why? Do you have suggestions for further research?
- Conclusion: A summation of the general problem, your analysis and what can be done in the future.
- Works cited page (s) (using the APA style).

The annotated bibliography should contain headings (of your choosing/own descriptions) and then, using bullet points, note what you will be discussing/including or questioning in each section. This may require some initial research/literature review.

PRESENTATIONS of RESEARCH PAPER:

Students will present their papers (using powerpoint, or a similar program) at the end of the quarter. Presentations will be assessed for their clarity, creativity and length (presentations **MUST** be **AT LEAST** 10 minutes). The schedule of presentations will be decided closer to the end of the quarter. **NOTE:** The schedule and length of the presentations may change, depending on how many students are enrolled after the drop deadline.

READING RESPONSES:

Students will be required to complete five (5) reading responses throughout the quarter (20 points each). These responses will be based on the readings assigned for that week (s). Students must write 1.5-2 pages (double spaced). Students will be given a reading prompt for that week that they are required to respond to. Each assignment is due in class at 8a.m., late assignments will not be accepted.

MAKE-UP POLICY:

Assignments are due at the beginning of class, stapled and labeled with your name. If your work is not stapled you will lose one point (-1) for the assignment.

Late assignments **WILL NOT** be accepted unless you cannot attend lecture due to a legitimate excuse, such as a medical or legal emergency, or religious observance. The professor reserves the right to request written proof of such an emergency (i.e. a doctor's note).

The same policy applies to makeup-exams. **Make-up exams will only be given at the discretion of the instructor.** Please talk to me as soon as possible if such a problem occurs.

There is **NO** make-up exam for the final exam. Once the final exam takes place, the course is officially over and you **MAY NOT** submit any work for grading at that time.

GRADING SCALE:

Two exams: 200 points

Assignments: 20 points each (100 points, total)

Abstract and outline: 20 points (10 points each)

Research paper: 100 points

Total Points: 420 points

- A: 378-420
- B: 336-377
- C: 294-335
- D: 252-293
- F: <251
- A 90-100%
- B 80-89.9%
- C 70-79.9%
- D 60-69.9%
- F <59%

DISPUTES OVER COURSE GRADE, POINTS TOTAL or ASSIGNMENTS

If you feel that an error has been made regarding your final course grade, the total points awarded in the course, or grades/points total on assignments you **MUST** provide the professor with a complete **WRITTEN** record describing the error and the rationale/request to re-grade the item. You must also submit a copy of the exam/assignment with your request. These transactions **WILL NOT** be handled verbally. Student's scores will **NOT** be adjusted for transfer status, financial aid status or participation in campus groups, sports teams, internships, etc.

CLASSROOM POLICIES:

Class begins at 8.00 am. Please be on time.

If you have a question or a comment to make, please raise your hand; do not talk to your classmates, privately.

The use of cell phones, mp3 players, or any other electronic devices are not permitted in class. Please place these devices on 'silent'. Please notify the instructor before class begins if you are expecting an important phone call (i.e. of medical or childcare significance).

Laptops and tablets are only permitted for note taking purposes and their use will be monitored.

Audio, photographic and/or video recording of lectures is strictly prohibited.

If you have any questions or concerns regarding the structure of the course, please feel free to contact me via email, speak to me before or after class, or stop by my office hours. You may also request an appointment with me for an alternative time. However, please make your request **AT LEAST** 24 hours ahead of time so that I can accommodate you.

PLAGIARISM and ACADEMIC HONESTY:

Cheating and plagiarism (i.e. copying websites, academic papers, textbooks, articles, other students' assignments, tests, etc.) is prohibited under university policy. If you are incorporating another author's work into your own you must appropriately cite his/her work. Paraphrasing, rather than directly quoting an author's research is acceptable as long as you cite the research **AND** do not simply move words around in a sentence. Paraphrasing means re-writing the author's ideas in your own words **AND** citing the work. Any student who is found cheating, in any form, will receive a failing grade in the course and referred to the Academic Integrity Office on the UCSD campus.

“Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in an activity that involves attempting to receive a grade by means other than honest effort; for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment that is being, or will be, administered.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in whole, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.”(<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>)

STUDENTS WITH DISABILITIES:

“Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison at the Global Health Program in advance so that accommodations may be arranged.” (<http://www.anthro.ucsd.edu/about-us/administration/instructional-support%20.html#Syllabi-Resources>).

Please contact me within the **FIRST TWO WEEKS** of class to discuss academic accommodations, if you require them.

FURTHER SUGGESTIONS FOR SUCCESS IN THE COURSE:

1. Attend class regularly and on time in order hear the lecture.
2. Take advantage of extra credit opportunities, if offered.
3. Ask questions and make comments! This enhances everyone’s learning!
4. Please contact the instructor about grades, comments on written assignments, lecture material and exams.

5. Turn assignments in on time. Make sure to fulfill all of the requirements of the assignment.

6. Follow the lecture carefully. Take notes, do not talk to classmates or read other material.

It is recommended that you take the contact information for 3 classmates on the first day of class. Contact these students if you miss class, or if you require assistance understanding the course material. Similarly, if you feel overwhelmed with various academic responsibilities, make sure you contact the instructor and/or your peers for assistance. If you're worried about completing an assignment on time, tutors or counselors may be able to assist you.

COURSE SCHEDULE

(***)THE INSTRUCTOR RESERVES THE RIGHT TO AMMEND THIS SYLLABUS DURING THE SEMESTER(***)

Required readings not found in your textbooks will be posted to TritonEd.

Date	Topic	Assigned Reading	Assignment Due
Friday, September 29	Introduction to course. What is Bioarchaeology?		
Monday, October 2	What is Bioarchaeology? History of the discipline	<ul style="list-style-type: none"> • Martin et al. (2013): Pp. 25-30 • Buikstra (1977) • Washburn (1951) 	
Wednesday, October 4	Ethics and NAGPRA	Required: <ul style="list-style-type: none"> • Larsen (2015): Pp. 428-432; • Martin et al. (2013): Pp. 32-41 • Sidder (2016) Recommended: <ul style="list-style-type: none"> • Walker (2000) • Ousley (2005) 	
Friday, October 6	Video on TritonEd: “NAGPRA Notices”		
Monday, October 9	Taphonomy	<ul style="list-style-type: none"> • Stodder (2008) 	

Wednesday, October 11	Taphonomy		
Friday, October 13	Video TritonEd: “The Syphilis Enigma”		
Monday, October 16	Building the biological profile	<ul style="list-style-type: none"> • White et al. (2012): Chapter 18 	Reading response 1 due: Ethics
Wednesday, October 18	Building the biological profile		
Friday, October 20	Building the biological profile		
Monday, October 23,	Paleopathology and properties of bone	<p>Required:</p> <ul style="list-style-type: none"> • Larsen (2015): Chapters 1 and 2 • White (2013): Chapter 3 <p>Recommended:</p> <ul style="list-style-type: none"> • Ortner (2003): Chapter 2 • (for fun!): “Can a human Cyclops exist?”-link on TritonEd 	Reading response 2 due: biological profile
Wednesday, October 25	Paleopathology and properties of bone		
Friday, October, 27	Paleodemography and the Osteological Paradox	<p>Required:</p> <ul style="list-style-type: none"> • Larsen (2015): Chapter 10 • Wood et al. (1992) • DeWitte and Wood (2008) • Larsen (2000): Chapter 3 <p>Recommended:</p> <ul style="list-style-type: none"> • Goodman et al. (1984) • Bocquet Appel and Masset (1982) • Wright and Yoder (2003) 	Research topic due
Monday, October 30	Paleodemography and the Osteological		Reading response 3 due:

	Paradox		paleopathology and paleodemography
Wednesday, November 1	EXAM 1		
Friday, November 3	Markers of activity	<ul style="list-style-type: none"> • Larsen (2015): • Chapters 5 and 6 	
Monday, November 6	Markers of activity		
Wednesday, November 8	Violence and Warfare	<ul style="list-style-type: none"> • Larsen (2015): • Chapter 4 • Walker (2001) • Steadman (2008) 	Abstract and outline due
Friday, November 10	NO CLASS: Veterans Day Holiday		
Monday, November 13	Violence and Warfare		
Wednesday, November 15	Biodistance	<ul style="list-style-type: none"> • Larsen (2015): Chapter 9 • Larsen (2000): Chapters 1 and 2 	Reading response 4 due: violence and warfare
Friday, November 17	Biodistance		
Monday, November 20	Isotope Analyses	<p>Required:</p> <ul style="list-style-type: none"> • Larsen (2015): Chapter 8 • Katzenberg (2008) <p>Recommended (for fun!):</p> <ul style="list-style-type: none"> • Nuwer (2014)x2 	
Wednesday, November 22	Isotope Analyses		Reading Response 5 due: Isotope analyses and biodistance
Friday, November 24	NO CLASS: THANKSGIVING HOLIDAY		
Monday, November 27	Student Presentations		

Wednesday, November 29	Student Presentations		
Friday, December 1	Student Presentations		
Monday, December 4	Student Presentations		
Wednesday, December 6	Student Presentations		Research Papers Due
Friday, December 8	Student Presentations		
Monday, December 11	FINAL EXAM 8:00 a.m.-11:00 a.m (Room: TBA)		