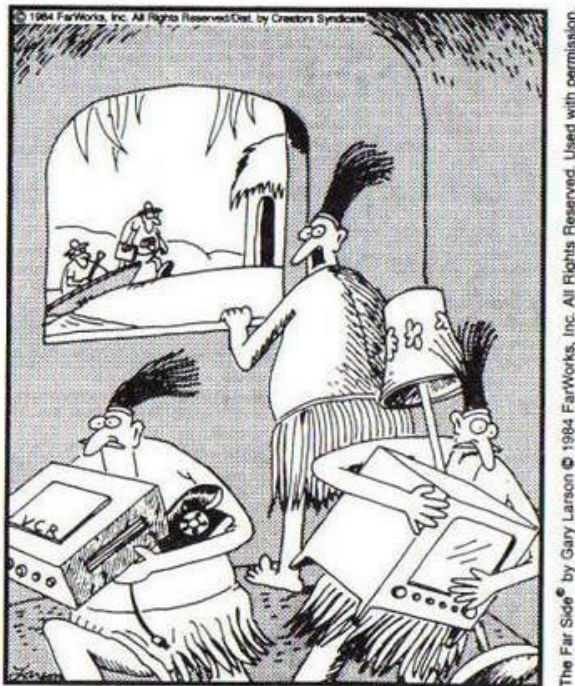


ANTH B101 INTRODUCTION TO ANTHROPOLOGY:
Biological Anthropology and Anthropological Archaeology
Fall 2022

ANTH B101-001 Tuesdays and Thursdays 9:55-11:15 PM, Dalton 300

ANTH B101-002 Tuesdays and Thursdays 12:55-2:15 PM, Dalton 300

THE FAR SIDE® BY GARY LARSON



"Anthropologists! Anthropologists!"

Professors

Casey Barrier, he/him (Dalton 306)

cbarrier@brynmawr.edu

Student drop-in hours: Tue 11:20 AM-12:20 PM, Thu 2:30-3:30 PM, and by appt.

Maja Šešelj, she/her (Dalton 310)

mseelj@brynmawr.edu

Student drop-in hours: Tue 2:30-4:30 PM, Thu 11:30 AM-12:30 PM, and by appt.

Zoom and Calendly links on Moodle.

Lab Instructor

Justin Reamer, he/him (Dalton 315)

Teaching Assistants

Levi Raskin, he/him

Lily Small, she/her and he/him

COVID-19 masking policy: masks mandatory
in lectures and labs

Note: Syllabus subject to change! All changes will be announced via e-mail, and we will provide an updated version of the syllabus on Moodle.

Course Objectives

The basic objective is to gain an understanding of human biocultural evolution. By acquiring familiarity with the major fossil and archaeological finds spanning more than seven million years, students will learn how contemporary anthropologists reconstruct the outlines and patterns of human biological and cultural evolution. Students will also become familiar with debates surrounding the processes of human biological evolution, primate biology and conservation, the sources of human biological variation and the concept of race, and prehistoric cultural change. Through written essays and class participation, students will be able to actively engage in critical analyses of past and present academic and popular interpretations of human biocultural evolution. Laboratory sessions are designed to bring hands-on contact with a wide variety of human fossils, archaeological artifacts and comparative material, and thereby make more concrete the intricate variations of the physical record of human history.

The course also serves as a prelude and frequent prerequisite to more advanced courses in biological anthropology and anthropological archaeology.

Course Requirements

READINGS

We will not use a single textbook for this class. Instead, we will draw on multiple sources, including an open-source, freely available online textbook, selected readings from various academic publications and popular science articles, as well as audiovisual resources such as videos and podcasts.

Shook, B., Nelson, K., Aguilera, K., Braff, L. 2019. *Explorations: An Open Invitation to Biological Anthropology* www.explorations.americananthro.org (abbreviated X in the course readings schedule)

All readings and video resources will be posted on Moodle, so please check it regularly.

EXAMS

There will be an in-class midterm examination on **October 25th**. At the end of the semester, there will be a non-cumulative, self-scheduled final examination. Exams can be rescheduled only for extenuating circumstances and with advanced (>24 hours) notice.

ESSAYS

Students will write two short (3-4 double-spaced pages, printed and stapled) essays during the semester, one on a topic related to biological anthropology and one on a topic related to archaeology. Instructions will be posted on Moodle and discussed in class. Late papers, except under extenuating circumstances and in consultation with the professors, will not be accepted.

1. Biological anthropology paper: due to Prof. Šešelj between **Tuesday, September 27th and Thursday, September 29th**, either in class or in her dropbox (Dalton 310).
2. Archaeology paper: due to Prof. Barrier between **Tuesday, December 6th and Thursday, December 8th**, either in class or in his dropbox (Dalton 306).

LABS

Eleven lab sessions are required for completing the course. The labs will be held in Dalton 315 on Tuesdays 2:25-3:45 (Section A) and 4:10 – 5:30 PM (Section B), and Wednesdays 1:10 – 2:30 (Section C) and 2:40 – 4:00 PM (Section D). **There are no labs the first week of class!** The first lab will meet the week of **September 5th**.

Upon arriving in lab, students should fill in the attendance sheet, pick up a lab guide, keep everything in their bag (including laptops and phones) except for a writing utensil, and leave all food and drinks (including water bottles) in the hallway outside the lab. During lab, students will follow the instructions in the lab guide to work through the hands-on lab exercises. They will take notes on this guide, but will not turn it in for a grade.

After lab, **between 4:00 pm Wednesday and 8:00 pm Monday**, students are responsible for taking an online Moodle check-up for that week. Students should take these quizzes individually, but they are “open-everything”, meaning you can check your textbook, lab handouts, or discuss it with the faculty, Tas, or even classmates. The goal is for you to understand *why* something is the right answer, and not just *what* is the right answer. It’s a great way to make sure you’re keeping up with the material leading up to the midterm and final.

Lab behavior: The lab materials are fragile and often irreplaceable. Students are expected to treat all materials with respect and handle it carefully, always keeping it on the designated padded surfaces. The lab materials sometimes include real bone (not human). Students must examine this material but touching it is optional.

<i>Lab #</i>	<i>Lab Date</i>	<i>Lab Topic</i>
1	Sept. 6/7	Skeletal morphology
2	Sept. 13/14	Forces of evolution
3	Sept. 20/21	Human variation Note: this will be done on your own time
4	Sept. 27/28	Comparative primate anatomy
5	Oct. 4/5	Bipedalism and early hominins
	Oct. 10-14	FALL BREAK – NO LAB
6	Oct. 18/19	Australopiths and early <i>Homo</i>
	Oct. 25/26	MIDTERM WEEK – NO LAB
7	Nov. 1/2	<i>Homo erectus</i> and Middle Pleistocene <i>Homo</i>
8	Nov. 8/9	Late Pleistocene <i>Homo</i>
9	Nov. 15/16	Stone tools and symbolic behavior
	Nov. 22/23	THANKSGIVING WEEK – NO LAB
10	Nov. 29/30	Food production and plant domestication
11	Dec 6/7	Ceramic analysis: form, function, and style

GRADES

Grades will be calculated according to the following percentage scale:

Midterm	20%	Final	20%	Labs	20%
Reading feedback	10%	Bio Essay	15%	Arch Essay	15%

You must complete ALL of these assignments in order to complete this course!

ATTENDANCE & PARTICIPATION

Students are expected to attend and participate in both lab and lecture. However, as we are still in the middle of a pandemic, we encourage everyone to stay home if they're feeling unwell. We have several means of interacting and participating online via Moodle, in ways that are not time-sensitive. If students know in advance that they will need to miss a lab (e.g., for a religious holiday), they should email Professor Reamer as soon as possible to see if an alternative lab time can be scheduled for that week. If you have to self-isolate because of exposure to covid-19, please let us know as soon as possible.

Reading feedback: we will use Perusall to foster a social reading experience that provides you an additional way to actively participate in this course. Perusall is like an e-reader that allows you to highlight and annotate the readings, but in a way visible to the instructors and all other students in the class. You can also tag people, post GIFs, etc. In your readings each week, please make note on Perusall of anything you may have found confusing or have questions about. You are encouraged to engage with your classmates' comments and questions as you do your own. Maybe you can share some insight on something someone else had found confusing, or you have a different take on an argument? Maybe you found the same reading confusing, or the same quote really resonated with you too? Make a note of it! We will receive feedback on aspects of the readings the students found confusing, so we can make sure that we work through that during our in-class discussion. Participating through Perusall is an important way to engage the readings and gain a richer understanding of the course subject matter, and it allows us to contextualize your participation in this class. To get full credit for participation, you will need to have done all the readings, and provided at least one substantive comment or question (either engaging with the readings directly, or with your peers' comments or questions) per week. To make sure the professors have the time to read your questions and comments before class, please post your feedback by 11:59 PM on Sunday for Tuesday readings, and 11:59 PM on Tuesday for Thursday readings. However, you can continue to comment or post questions on the readings at any time throughout the semester.

Important note: If at any point in the semester you find yourself having difficulties that may affect your ability to participate in this course, please let us know! If you're comfortable doing so, you can reach out to us directly. Alternatively, please notify your Dean or another person of trust, so that they could act as an intermediary as we work together on a solution.

ACCESSIBILITY

If you have a disability, whether apparent or non-apparent, please do not hesitate to contact us to discuss the ways in which we can facilitate your learning and participation in this course. While students are encouraged to arrange their accommodations through Access Services (see below), we are committed to maintaining an inclusive learning environment beyond what is mandated by law. If during the course of the semester you find any of the course materials to be challenging (e.g., choice of font, font colors, pdfs not accessible to assistive devices, choice of topic), please let us know so we can rectify that and come up with an alternative, if needed.

Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Coordinator of Access Services, Deb Alder, or email her at dalder@brynmawr.edu to begin this confidential process. Once registered, **students should schedule an appointment with the professor as early in the semester as possible** to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. Additional information:

- Bryn Mawr: http://www.brynmawr.edu/access_services/
- Haverford: <https://www.haverford.edu/access-and-disability-services/>
- Swarthmore: <http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service>

Any student who has a disability-related need to record this class first must speak with the Director of Access Services and to the course instructors. Class members need to be aware that this class may be recorded.

TECHNOLOGY USE

Multiple studies have shown that multitasking on a laptop has adverse effects on student learning, both for the individual and the people sitting nearby who may find their laptop use distracting. Therefore, out of respect for all participants in the class, students are asked to refrain from using laptops, tablets, etc., during lectures; if you prefer taking notes on a laptop, you may want to consider sitting towards the back or side of the room to minimize disruption to others (this does not apply to students with different learning needs with assistive devices). Students should keep their phones in their bags and on silent throughout class time. Students with extenuating circumstances who need to urgently answer a call or text are asked to please step outside of the classroom to minimize disruption.

SOCIAL MEDIA POLICY

Student participation is a critical component of anthropology classes. The Department of Anthropology envisions the classroom as safe spaces, where both students and faculty can freely exchange ideas and voice opinions on a range of topics without fear of being disparaged or ridiculed in public or online. Thus, students are asked to refrain from posting on social media the things they hear or observe in class that are explicitly attributed or could be tracked back to a fellow student or faculty member. Such postings would have a chilling effect on classroom discussion, as it may make both students and faculty hesitant to freely express themselves due to concerns about online repercussions. Students taking issue with someone's behavior during class should let the professors know in private so that they can work with the relevant parties to maintain a productive learning environment.

ACADEMIC INTEGRITY

Students are encouraged to discuss course content (both readings and assignments) with their classmates, particularly during labs. However, all written work, check-ups, and exams must be completed individually and represent the individual student's thoughts and ideas. Academic dishonesty (e.g., misrepresenting someone else's work as one's own) can result in 0 for the assignment or for the course, as well as other institutional consequences in keeping with the Bryn Mawr College Honor Code (see <http://sga.blogs.brynmawr.edu/honor-board/honor-code/> and <http://sga.blogs.brynmawr.edu/honor-board/>). Students with questions or concerns about academic integrity should contact the course instructors.

Course schedule

Covid-19 note: should a professor have to self-isolate, and their health permitting, that day's lecture will be moved to Zoom. You will be notified via email of this shift as early as possible. Both Prof. Barrier's and Prof. Šešelj's Zoom links are posted on Moodle. Use the initials next to the meeting topic below (M.Š. = Prof. Šešelj, C.B. = Prof. Barrier) to determine which Zoom meeting you should join, if needed.

**Students should complete the assigned readings before coming
to the specified class meeting.**

<i>WEEK</i>	<i>Date</i>	<i>Meeting topic</i>	<i>Readings</i>
1	Tue., Aug 30	Introduction to the four fields of Anthropology The concept of culture, scientific method (M.Š. & C.B.)	X1
1	Thu., Sept. 1	History of evolutionary theory, Darwin, natural selection (M.Š.)	X2; Malik et al. (2017)
2	Tue., Sept. 6	Genetic basis of evolutionary change, forces of evolution (M.Š.)	X3: pg. 81-95, X4:109-130
2	Thu., Sept. 8	Classification, speciation (M.Š.)	X4:132-134; Baum (2008)
3	Tue., Sept. 13	Modern human variation and adaptation (M.Š.)	X14; Seo (2022)
3	Thu., Sept. 15	Anthropology and scientific racism (M.Š.)	X13; Ouellette (2018)
4	Tue., Sept. 20	The living primates (C.B.)	X5
4	Thu., Sept. 22	Primate behavior (M.Š.)	X6; Dunsworth (2021); Fuentes (2022a, 2022b)
5	Tue., Sept. 27	Archaeological and paleoanthropological methods (C.B.) Biological anthropology essay due Sept 27 – 29	X7
5	Thu., Sept. 29	The earliest hominins: bipedal locomotion (M.Š.)	X9: 319-323, 327-334; Kralick (2018)
6	Tue., Oct. 4	The australopiths (M.Š.)	X9: 335-344
6	Thu., Oct. 6	Early <i>Homo</i> : Fossils, sites, phylogeny (M.Š.)	X10: 374-381
7	Oct. 10-14	Fall Break: No classes	
8	Tue., Oct. 18	Stone tool technology, behavioral adaptation and site interpretation (C.B.) Recommended event: Dr. Nina Jablonski's lecture (4:15 PM, Dalton 300)	Toth & Schick (2021), Kemeny (2019)
8	Thu., Oct. 20	<i>Homo erectus/ergaster</i> (M.Š.)	X10: 383-394
9	Tue., Oct. 25	In-class midterm (covers Aug. 30 – Oct. 18)	
9	Thu., Oct. 27	Middle Pleistocene <i>Homo</i> & <i>H. naledi</i> (M.Š.)	X11:403-408, 430-431; Shreeve (2015)
10	Tue., Nov. 1	Neandertals (M.Š.)	X11: 409-420, 428-429; Goldfield (2019); Hardy (2022)

	<i>Date</i>	<i>Meeting topic</i>	<i>Readings</i>
10	Thu., Nov. 3	Origins of anatomically modern humans (M.Š.)	X12, Glausiusz (2020); Westaway et al. (2022)
11	Tue., Nov. 8	Behaviorally modern humans (C.B.)	Randolph-Quinney & Sinclaire (2018)
11	Thu., Nov. 10	Peopling of the Americas (C.B.)	Meltzer (2021); TallBear (2015); Curry (2022)
12	Tue., Nov. 15	Early Holocene hunter gatherers, domestication, and the origins of food production (C.B.)	Scarre (2021); Diamond 2012
12	Thu. Nov. 17	The first agricultural societies of the Near East / Complex Hunter-Gatherer-Fishers (C.B.)	Flannery & Marcus (2012a)
13	Tue., Nov. 22	What is Complex Society? The first cities and states of Mesopotamia (C.B.)	Flannery & Marcus (2012b)
13	Thu., Nov. 24	Thanksgiving break: No class	
14	Tue., Nov. 29	Complexity and State Society in Asia and Africa: (C.B.)	Price & Feinman (2013a)
14	Thu., Dec. 1	Complexity and State Society in Meso- and South America (C.B.)	Price & Feinman (2013b)
15	Tue., Dec. 6	Villages, towns, and incipient urbanism in North America (C.B.) Archaeology essay due Dec 6 – 8	Milner (2021)
15	Thu., Dec. 8	Biocultural evolution & the Anthropocene (C.B.)	McCorriston & Field (2019)
16	Dec. 11-16	Self-scheduled final exam (covers Oct. 20-Dec. 8)	