

**ASM 450: BIOARCHAEOLOGY
COURSE # 94376, FALL 2022**

Course Meetings: Monday and Wednesday, 12:00-1:15 PM (3 credit hours), SHESC 341

Instructor: Dr. Brenda Baker

Office: SHESC 316

Phone: 965-2087; E-mail: BrendaJ.Baker@asu.edu

Drop-in Times: Monday 1:30-2:30 PM and whenever my office door is open on M, W or F, or you are welcome to make an appointment (talk to me before or after class or email to set up a time to meet in person or by Zoom).

Teaching Assistant: Julianne Stamer

Contact Info: jstamer@asu.edu

Drop-in Hour in SHESC 341: Wednesday 10:30-11:30 AM or by appointment

Course Description:

Bioarchaeology, which integrates biological anthropology and archaeology, is explored in this 3-credit course geared toward junior and senior anthropology majors. A biocultural perspective emphasizes the biological, social, and environmental contexts in which past peoples existed. Through cross-cultural comparative study of human biology and behaviors, bioarchaeologists seek to understand our common humanity and unique local histories. Major components of bioarchaeology include human osteology, demography, mortuary analysis, paleopathology, and archaeological chemistry/DNA analyses. The course provides an overview of these areas and examples of how they contribute to the reconstruction of past lifeways, including aspects of ideology, identity, social organization, activities, and health. **Please note that death and disease are discussed regularly in this course, including images of burial contexts and human remains, and work with casts and occasionally actual skeletal remains.**

Course Goals:

A principal goal of this course is to provide an understanding of methods and theories in archaeology and biological anthropology used to evaluate skeletal and mortuary remains and reconstruct past lifeways. We will explore changes in human societies through time, how they vary across the world, and how this variation affected the lives of individuals and whole communities in ways that resonate and inform challenges we face today on local, national, and global scales.

Learning Outcomes:

By the end of this course, each student will have demonstrated that they are able to

- Collect, manage, and analyze data pertaining to demography, mortuary sites, and skeletal pathology to identify patterns and trends
- Apply course material (from lectures and assigned reading) to the collection and analysis of data
- Evaluate bioarchaeological data and interpretations and produce analytical reports using course materials (e.g., lectures, discussion, assigned reading)
- Comprehend bioarchaeological approaches to understanding and reconstructing lifeways of past people
- Explain the value of long-term and comparative perspectives to the understanding and potential solution of contemporary issues
- Evaluate ethical issues concerning human remains collections and research
-

Pre-requisites/Co-requisites/Anti-requisites:

Completion of ASM 104: Bones, Stones, and Human Evolution, with a D or better.

Required Course Texts/ Readings:

THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

1. Pearson, Mike Parker. 1999. *The Archaeology of Death and Burial*. Texas A&M University Press, College Station.
2. All other required reading assignments are listed in the course outline below and are available on the course Canvas site. Please **read** these articles **prior to class meetings in which they are assigned** to ensure you can ask questions about them and participate in discussion.

Course Access

This course meets in person only. Many course materials and assignments are accessible through Canvas. Your ASU courses can be accessed in Canvas via canvas.asu.edu, my.asu.edu, and myasucourses.asu.edu; bookmark all in the event that one site is down. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at 1-855-278-50801. Support representatives employed at ASU are available to assist you 24 hours a day, 7 days a week.

Course Format and List of Assignments:

This in-person course is interactive and requires considerable reading, application of course material to the interpretation of data sets, and writing of analytical reports. Class meetings will include lectures, presentations illustrating the instructor's research and fieldwork, lab demonstrations and exercises, and discussion. There may be occasional guest lecturers who have expertise in specific areas of bioarchaeology. Reading assignments from the required text are supplemented with articles from other sources. The assigned material should be read prior to the day on which it is covered in class so you can readily follow the lectures and participate in class discussions. Note that the assigned reading often covers material not included in lectures; likewise, lectures frequently concern material not found in the books and articles.

Your final grade for this course will be based on three take-home projects, a final group presentation, and course participation.

- Class participation is an integral portion of the course and is assessed through attendance, participation in discussion, engagement in lab demonstrations/exercises and hands-on work with skeletal material. Class discussion/participation will comprise 10% of the final grade.
 - There are three projects, each accounting for 25% of the course grade. Each project is scored on a 100-point scale. Project reports must be submitted electronically in Canvas by the stated deadlines for each. Electronic submissions will be screened for plagiarism by your professor and TA.
 - Project 1 is a demography project divided into two parts that requires you to construct a life-table for a cemetery sample provided to you (Part I) and gather headstone data from a local cemetery, analyze those data, and compare your findings to the data from the other cemetery (Part II).
 - Project 2 includes analysis of data provided to you from a mortuary site that requires you to assess patterns and draw conclusions that you must support in your report.
 - Project 3 involves analysis of data provided to you on skeletal pathology from a specific sample that requires you to address questions and explain how you reached your conclusions.

Specific instructions for these projects will be distributed well before their due dates as the semester proceeds.
- Final Group Project: 15%
A final project will require groups of 3-4 students to provide a brief "newscast" relating an article assigned for this project to current events. This project is designed to show the relevance of bioarchaeology to current issues.

Specific instructions for the projects will be distributed well before their due date. Assignments **must be submitted electronically on Canvas by the 11:45 AM deadlines stated in this syllabus. Late submissions will not be accepted and will receive a grade of 0 points.**

Required Coursework

Final grades for the course will be assigned on the following basis:

- Project 1 (Demography): 25%
- Project 2 (Mortuary Analysis): 25%
- Project 3 (Paleopathology): 25%
- Final Group Project: 15%
- Class Participation: 10%

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments generally will be available within one week of the due date via the Gradebook **Final Grades**.

Final grades are based on the plus/minus system. The following scale will be used for final grades, based on overall percentage of points earned (i.e., number of points earned divided by the total 600 points available).

A+	98-100%	Outstanding
A	93-97.9%	Excellent
A-	90-92.9%	Very good
B+	88-89.9%	Good-VG
B	83-87.9%	Good
B-	80-82.9%	Better than average
C+	78-79.9 %	Slightly better than average
C	70-77.9 %	Average
D	60-69.9%	Passing
E	<60%	Failure
XE		Failure due to Academic Dishonesty

Communicating with the Instructor and TA

Prior to posing a question, please **check the syllabus and announcements**. If you do not find an answer, please send us your question. ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

Please use your ASU email to contact your professor or TA. You can generally expect a response within 24 hours, weekends excluded. ***All instructor correspondence will be sent to your ASU email account.***

Additional guidelines for email:

- **Do not expect responses to email during evenings or weekends.** Faculty and TAs will respond to emails between 9am and 5pm Monday through Friday with up to a 48-hour time lag.
- For any concerns about grades or personal matters, meet with your professor or TA to discuss.
- Your email communications should be professional and succinct. Be specific about the subject of the email in the mail subject heading and use proper salutation (e.g., Dear Professor XXXX), and check spelling, grammar, and punctuation.

Course Time Commitment

This three-credit course requires approximately 135 hours of work over the semester. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

Absence Policies

Students are expected to attend class regularly and pay attention while in class. Repeated absences will affect the student's ability to succeed in this course, as will lack of attention due to distractions like social media, email, and texting. If you will be absent from class for individual religious observances/practices [ACD 304-04; a list can be found at <https://eoss.asu.edu/cora/holidays>], make arrangements with your instructor in advance. Excused absences related to university-sanctioned events/activities must be in accordance with ACD 304-02, "Missed Classes Due to University-Sanctioned Activities." **Do not come to class if you feel ill, have any symptoms related to COVID, or have tested positive. In case of illness, email** your professor or TA to arrange a meeting to ensure you can keep up with the work or obtain necessary deadline extensions (see below). COVID Testing remains available for free on campus through Devils' drop-off (<https://devilsdropoff.asu.edu/>). **If you obtain a positive test for COVID-19, please report it immediately.**

Absences for illness, quarantine, or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email. These are excused absences that will not affect your participation grade.

Video recordings of in-person lectures will not be available. Any in-class-handouts and pdf versions of lecture slides (if available) will be posted on Canvas AFTER each class. THESE FILES ARE NOT A SUBSTITUTE FOR CLASS ATTENDANCE. PowerPoint files provide many images; however, material presented in class includes in-depth details and significance pertaining to the lecture slides, videos, and discussion that are not available outside of the classroom.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities. Course deadlines otherwise may be extended only in extreme situations outside of the student's control such as severe illness, accidents, or family emergencies. **Unexcused late assignments will not be accepted.** Excuses for a late assignment must be made *and approved* in advance of the scheduled due date of the exam/assignment. The instructor must be notified in writing, either on paper or by e-mail, **before** the assignment deadline and a written excuse from an appropriate source (such as a doctor unless you have an accommodation provided through SAILS) must be provided and approved, in writing, by the instructor. A late assignment submitted without notification and approval by your professor will receive a 0.

Submitting Assignments

All assignments **MUST** be submitted via the associated assignment submission feature in Canvas unless otherwise prearranged with your instructor. Assignments sent by email or attached to a comment in Canvas will not be accepted.

Additional Course-specific Policies:

1. Students are expected to attend all class meetings unless excused. Late arrival is disruptive and will not be tolerated. Repeated tardiness or unexcused absences will result in a lower participation grade for the course. During lab time used in class, you may not wander off to do other things.
2. No food or beverages (other than water) are allowed in the lab.
3. All casts and bones (even fragments) must be handled with care and respect. Please use supplied gloves. Skeletal material and casts are fragile. Please hold them over the table to avoid dropping them on the floor. Bones should not be tossed into drawers and drawers should not be forced into the cabinets when putting them away. Nor should students toss bones or casts across the room or table to each other.

Extra Credit

There will be no extra credit opportunities in this course. Students in upper division courses are expected to master course material. Students are advised to focus their attention on the assigned projects.

Honors Credit

Honors credit in this class is possible through completion of a project arranged in consultation with Dr. Baker. Please contact Dr. Baker if you are interested in pursuing an honors option well in advance of the deadline so a plan can be formulated. The Fall 2023 submission deadline for honors enrichment contracts is Thursday, August 31.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. **Consult with your advisor to add or drop this course.** If you are considering a withdrawal, review the ASU policies on Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Academic Integrity

[Academic honesty](#) is expected of all students in any materials intended to be used for an academic evaluation, including, but not limited to, all examinations, papers, presentations, laboratory work, academic transactions and records.

Copyrighted Materials

All content in this course, including but not limited to video lectures, presentations, assignments, discussions, quizzes and exams, is protected by copyright and may not be shared, uploaded, sold, or distributed. Students must refrain from uploading, submitting or distributing any course content or material to any website or to any persons for any reason unless given written permission by the copyright holder. Violations of copyright may result in the sanctions listed below.

Plagiarism and Academic Dishonesty

[Plagiarism](#) is strictly prohibited. Students must refrain from obtaining, uploading or submitting material that is not the student's original work (**including AI-generated material**) to any course assignment or discussion used in this course or any other course unless the students first comply with all applicable citation guidelines and copyright laws. Faculty members reserve the right to delete materials on the grounds of suspected plagiarism and copyright infringement and impose sanctions as listed below.

Academic dishonesty includes any act of academic deceit, including but not limited to possessing, reviewing, buying, selling, obtaining, posting on a site accessible to others, reviewing materials from a site accessible to others, or using, without appropriate authorization, any materials intended to be used for an academic evaluation. Therefore, borrowing ideas without proper citation, copying others' work (including information posted on the internet), **using an AI service such as ChatGPT to generate text, images, or other media for any assignment**, allowing others to copy your work (including posting reading guides, quiz questions, and assignments to websites like CourseHero and StuDocu), and failing to turn in your own work for group projects **are prohibited in this class and** will be considered a violation of the [ASU Academic Integrity Policy](#).

Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments; however, you must reach your own conclusions or accurately attribute ideas drawn from classmates or your professor by citing them (personal

THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

communication or lecture and date). **All writing that you turn in must be done independently.** If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned for plagiarism using TurnItIn, which compares it against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

The following websites are useful resources if you have questions about how to avoid plagiarism:

<http://libguides.asu.edu/content.php?pid=122697&sid=1054432> and

https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_faq.html

If you have any questions about how to acknowledge someone else's words or ideas, be sure to see your TA or instructor.

Prohibition of Distributing or Selling Class Notes

Students may not share outside the class, upload, sell, or distribute course content or notes taken during the course. In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Sanctions for Academic Integrity Violations

Possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

Please note that **any activity the professor deems to be a misuse of the Canvas site will result in revocation of a student's access to it.** Any student who posts course material in violation of the above expectations, including copyrighted articles made available to you through Canvas, original course content (syllabus, assignment instructions and questions) or completed homework assignments to any external web sites (e.g., CourseHero, Chegg), will lose access to Canvas and will be reported to the Dean of Students. Violations will have serious consequences for course completion.

Student Conduct and Appropriate Behavior

Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [SSM 104-02](#) policy against threatening behavior, per the *Student Services Manual*, "Handling Disruptive, Threatening, or Violent Individuals on Campus", and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

All email communications or Canvas posts are expected to be courteous and professional. Students must treat others in the classroom with respect and common courtesy. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. All cell phones should be silenced and put away during

class. **Any disruptive behavior**, which includes ringing cell phones, going in and out of the classroom during class time, listening to music, text messaging, constant talking, eating, etc., will not be tolerated. Violation may result in dismissal from class that day, although you will still be responsible for all material covered.

Students must treat others in the classroom with respect and common courtesy. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. All cell phones should be silenced and put away during class. **Any disruptive behavior**, which includes ringing cell phones, going in and out of the classroom during class time, listening to music, text messaging, constant talking, eating, etc., will not be tolerated. Violation may result in dismissal from class that day, although you will still be responsible for all material covered.

If you deem behavior or content shared by an instructor or student offensive, bring it to the attention of the instructor or, alternatively, to the unit chair or director.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition Against Discrimination, Harassment, and Retaliation (Title VII and Title IX)

Policy on Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests.

Title VII

Title VII of the Civil Rights Act of 1964 is a federal law that provides that no person be discriminated against based on certain specified characteristics: sex, race, color, national origin and religion, age, disability, veteran status, sexual orientation, gender identity, and genetic information. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status.

Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited.

Reporting Title VII and IX Violations

Your instructor and TA are mandated reporters and therefore obligated to report any information regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs>.

ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request accommodation for a disability should contact SAILS by going to Matthews Center, 1st floor on the Tempe campus, visiting <https://eoss.asu.edu/accessibility>, calling (480) 965-1234, or emailing Student.Accessibility@asu.edu.

Computer Requirements

This course requires a computer with Internet access and the following to access Canvas materials and submit assignments:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- Microsoft Office or Google Drive ([Microsoft 365](#) and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc., may not be sufficient for completing your work in ASU courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments.

Campus Resources

As an ASU student you have access to many additional resources on campus, including tutoring, academic success coaching, counseling services, financial aid, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <https://tutoring.asu.edu/>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities, and advising information, please go to: <https://shesc.asu.edu/student-life/undergraduate-advising>. Our advisors are always willing to discuss career and guidance options with you.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Recipe for Success this Semester!

Student Expectations

- Attend class unless feeling unwell or positive for COVID-19
- Pay attention and participate in class
- Listen to and respect others
- Complete assignments by the due dates
- Read and respond to course announcements/email messages
- Be prepared for class by reading assigned material prior to that day's meeting
- Be punctual for all classes
- Silence cell phone and other devices
- Communicate regularly with your instructor, TA, and peers
- Note the assignment schedule to stay on track

Instructor/TA Expectations

- Attend class unless feeling unwell or positive for COVID-19
- Be enthusiastic to facilitate learning
- Listen to and respect students' views
- Provide assignment instructions well before due dates
- Respond to email messages within 24 hours during normal business hours
- Be prepared for class
- Be in the classroom at least 5 minutes before and after class
- Silence cell phone
- Grade objectively, consistently, and in a timely manner

LECTURE TOPICS AND REQUIRED READING

1. Bioarchaeology as a Field of Inquiry in Anthropology

Mon. 8/21 Introductions, Course Overview, What is Bioarchaeology?

Reading:

1. Course syllabus
2. Raff, J. n.d. How to read and understand a scientific article
3. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. Ch. 7: Making Good Arguments, from *The Craft of Research*. University of Chicago Press, Chicago.

Weds. 8/23 The Development of Bioarchaeology and the Biocultural Paradigm

Readings to be discussed:

1. Buikstra, Jane E. 1977. Biocultural dimensions of archaeological study: a regional perspective. In *Biocultural Adaptation in Prehistoric America*, edited by Robert L. Blakely, pp. 67-84. Proceedings No. 11. Southern Anthropological Society, University of Georgia Press, Athens.
2. Zuckerman, Molly K., and Debra L. Martin. 2016. Introduction: The development of biocultural perspectives in anthropology. In *New Directions in Biocultural Anthropology*, edited by Molly K. Zuckerman and Debra L. Martin, pp. 7-26. Blackwell, Malden, MA.
3. Baker, Brenda J., and Sabrina C. Agarwal. 2017. Stronger together: Advancing a global bioarchaeology. *Bioarchaeology International* 1(1-2):1-18.

2. Human Osteology and the Biological Profile

Mon. 8/28 The Bare Bones of Osteology: A Hands-On Framework for the Study of Skeletal Remains

Readings to be discussed:

1. Brothwell, D.R. 1981. Ch. 2: Description and study of human bones, pp. 21-49. *Digging up Bones*, 3rd ed. Cornell University Press, Ithaca.

2. Bass, William M. 1995. Introduction, pp. 1-8. *Human Osteology: A Laboratory and Field Manual*, 4th ed. Missouri Archaeological Society, Columbia.

Weds. 8/30 Evaluating Age and Sex in Human Skeletal Remains

Readings to be discussed:

1. Mays, Simon. 2010. Ch. 3: The determination of sex and age, pp. 40-77. *The Archaeology of Human Bones*. Routledge, New York.

Recommended reading:

Walker, Phillip L. 1995. Problems of preservation and sexism in sexing: Some lessons from historical collections for palaeodemographers. In *Grave Reflections: Portraying the Past through Cemetery Studies*, edited by Shelley R. Saunders and Anne Herring, pp. 31-46. Canadian Scholars, Toronto.

Mon. 9/4 LABOR DAY HOLIDAY, NO CLASS!

3. Burial Excavation, Inventory, and Curation

Weds. 9/6 Burial Excavation and Recording

Readings to be discussed:

1. Pearson, Ch. 1, pp. 1-11; Appendix, pp. 198-204
2. Roberts, Charlotte A. 2018. Ch. 4, pp. 75-87. *Human Remains in Archaeology: A Handbook*. Council for British Archaeology, York.
3. Duday, Henri. 2006. L'archéothanatologie ou l'archéologie de la mort (Archaeothanatology or the archaeology of death). In *Social Archaeology of Funerary Remains*, edited by Rebecca Gowland and Christopher Knüsel, pp. 30-56. Oxbow Books, Oxford.

Mon. 9/11 Preparation of Human Remains and Funerary Objects for Curation and Analysis, Lab Tours

Readings to be discussed:

1. Bass, William M. 1995. Appendix 2: Excavation and Treatment of Skeletal Remains, pp. 329-338. *Human Osteology: A Laboratory and Field Manual*, 4th ed. Missouri Archaeological Society, Columbia.
3. Roberts, Ch. 4, pp. 87-106; Ch. 5, pp. 107-111.
4. Baker, Brenda J., Tosha L. Dupras, and Matthew W. Tocheri. 2005. Chapter 2, *The Osteology of Infants and Children*. Texas A&M University Press, College Station.

4. Paleodemography

Weds. 9/13 The Basics of Demography; **Distribute Project 1—Demography**

Readings to be discussed:

1. Ubelaker, Ch. 6, pp. 135-139
2. Roberts, Ch. 5, pp. 141-145

Mon. 9/18 Life Tables

Readings to be discussed:

1. Ubelaker, Ch. 6, pp. 139-141
2. Swedlund, Alan C. and George J. Armelagos. 1969. Une recherche en paléo-démographie: la Nubie Soudanaise. *Annales: Economies, Sociétés, Civilisation* 24:1287-1298. [NB: This is the full reference to the article; the English manuscript is posted for you to read.]
3. Storey, Rebecca. 1985. An estimate of mortality in a pre-Columbian urban population. *American Anthropologist* 87(3): 519-535.

Weds. 9/20 Fertility, Mortality, and Survivorship; **Part I of Project I due**

Readings to be discussed:

1. Buikstra, Jane E., Lyle W. Konigsberg, and Jill Bullington. 1986. Fertility and the development of agriculture in the prehistoric Midwest. *American Antiquity* 51(3):528-546.
2. Blakey, Michael L, and Lesley Rankin-Hill. 2016. Political economy of African forced migration and enslavement in colonial New York: an historical biology perspective. In *New Directions in Biocultural*

Anthropology, edited by Molly K. Zuckerman and Debra L. Martin, pp. 107-132. Blackwell, Malden, MA.

3. Budnik, Alicja and Grażyna Liczbińska. 2006. Urban and rural differences in mortality and causes of death in historical Poland. *American Journal of Physical Anthropology* 129:294–304.

Recommended: Sattenspiel, Lisa, and Melissa Stoops. 2010. Gleaning signals about the past from cemetery data. *American Journal of Physical Anthropology* 142:7–21.

Mon. 9/25 A Critical Evaluation of Paleodemography

Readings to be discussed:

1. Milner, George R., James W. Wood, and Jesper L. Boldsen. 2019. Paleodemography: Problems, progress, and potential. In *Biological Anthropology of the Human Skeleton*, 3rd ed., edited by M. Anne Katzenberg and Anne L. Grauer, pp. 593-633. John Wiley & Sons, Hoboken, New Jersey.
2. Nagaoka, Tomohito, and Kazuaki Hirata. 2007. Reconstruction of paleodemographic characteristics from skeletal age at death distributions: Perspectives from Hitotsubashi, Japan. *American Journal of Physical Anthropology* 134:301-311.
3. DeWitte, Sharon N. 2010. Age patterns of mortality during the Black Death in London, A.D. 1349-1350. *Journal of Archaeological Science* 37:3394-3400.

Weds. 9/27 **Project 1, Part II Due**; Discussion of Demographic Data collected from Cemeteries

5. Mortuary Analysis

Mon. 10/2 Introduction to Mortuary Analysis

Readings to be discussed:

1. Pearson, Ch. 2, pp. 21-44
2. Roberts, Ch. 3, pp. 39-74

Weds. 10/4 Treatment of the Corpse; **Return Project 1 and Distribute Project 2—Mortuary Analysis**

Readings to be discussed:

1. Pearson, Ch. 3, pp. 45-71
2. McKinley, J. 2013. Cremation: excavation, analysis and interpretation of material from cremation-related contexts. In *The Oxford Handbook of the Archaeology of Death and Burial*, edited by Sarah Tarlow and Liv Nilsson Stutz, pp. 147–171. Oxford University Press, Oxford.
3. Revisit Duda's article from 9/11.

Mon. 10/9 Fall Break—No Class!

Weds. 10/11 Inferring Social Roles and Social Organization from Mortuary Behavior—From Status to Identity;

Readings to be discussed:

1. Pearson, Ch. 1, pp. 11-17; Ch. 4, pp. 72-80 & 83-94
2. Quinn, Colin, and Jess Beck. 2016. Essential tensions: a framework for exploring inequality through mortuary archaeology and bioarchaeology. *Open Archaeology* 2:18-41.

Mon. 10/16 Reconstructing Identity and Ideology from Mortuary Analysis

Readings to be discussed:

1. Pearson, Ch. 7, pp. 142-170; Ch. 1, pp. 17-20
2. Baker, Brenda J. 1994. Pilgrim's progress and praying Indians: the biocultural consequences of contact in southern New England. In *In the Wake of Contact: Biological Responses to Conquest*, edited by Clark S. Larsen and George R. Milner, pp. 35-45. Wiley-Liss, New York.
3. Torres-Rouf, Christina. 2009. The bodily expression of ethnic identity. Head shaping in the Chilean Atacama. In *Bioarchaeology and Identity in the Americas*, edited by Kelly J. Knudson and Christopher M. Stojanowski, pp. 212-227.

4. Geller, Pamela L. 2006. Altering identities: body modifications and the pre-Columbian Maya. In *Social Archaeology of Funerary Remains*, edited by Rebecca Gowland and Christopher Knüsel, pp. 279-291. Oxbow Books, Oxford.

Recommended: Austin, Anne, and Cédric Gobeil. 2017. Embodying the divine: A tattooed female mummy from Deir el-Medina. *Bulletin de l'Institut français d'archéologie orientale (BIFAO)* 116.

Weds. 10/18 Kinship and Spatial Relationships in Mortuary Analysis

Readings to be discussed:

1. Pearson, Ch. 5, pp. 95-123
2. Goldstein, Lynne (1981) One-dimensional archaeology and multi-dimensional people: spatial organisation and mortuary analysis. In *The Archaeology of Death*, edited by Robert Chapman, Ian Kinnes, and Klavs Randsborg, pp. 53-69. Cambridge University Press, Cambridge.

Mon. 10/23 Sex, Gender, and Age in Bioarchaeology

Readings to be discussed:

1. Sofaer, Joanna R. (2006) Gender, bioarchaeology and human ontogeny. In *Social Archaeology of Funerary Remains*, edited by Rebecca Gowland and Christopher Knüsel, pp. 155-167. Oxbow Books, Oxford.
2. Rega, Elizabeth (1997) Age, gender and biological reality in the Early Bronze Age cemetery at Mokrin. In *Invisible People and Processes: Writing Gender and Childhood into European Archaeology*, edited by J. Moore and E. Scott, pp. 229-247. Leicester University Press, Leicester.

6. Reconstructing Health, Disease, and Behavior from the Skeleton

Weds. 10/25 Themes in Paleopathology; **Project 2 Due**

Readings to be discussed:

1. Roberts, Ch. 6, pp. 157-196.
2. Grauer, Anne L., and Jane E. Buikstra. 2019. Themes in paleopathology. In *Ortner's Identification of Pathological Conditions in Human Skeletal Remains*, edited by Jane Buikstra, pp. 21-33.

Mon. 10/30; **Distribute Project 3**

Growth, Development, and Skeletal Indicators of Stress

Readings to be discussed:

1. Humphrey, Louise. 2000. Growth studies on past populations: an overview and an example. In *Human Osteology in Archaeology and Forensic Science*, edited by Margaret Cox and Simon Mays, pp. 23-38. Greenwich Medical Media, London.
2. Littleton, Judith. 2011. Moving from the canary in the coalmine: modeling childhood in Bahrain. In *Social Bioarchaeology*, edited by Sabrina C. Agarwal and Bonnie A. Glencross, pp. 361-389. Blackwell, Malden, MA.

Weds. 11/1 Paleoepidemiology: Infectious Disease in the Skeleton; **Return and Discuss Project 2**

Readings to be discussed:

1. Ubelaker, Ch. 4, pp. 114-118
2. Oxenham, Marc F., Nguyen Kim Thuy, and Nguyen Lan Cuong. 2005. Skeletal evidence for the emergence of infectious disease in Bronze and Iron Age northern Vietnam. *American Journal of Physical Anthropology* 126:359-376.

Mon. 11/6 Skeletal Trauma and Behavioral Correlates

Readings to be discussed:

1. Judd, Margaret A., and Rebecca Redfern. 2012. Trauma. In *A Companion to Paleopathology*, edited by Anne L. Grauer, pp. 359-379. Blackwell, Malden, MA.
2. Alvrus, Annalisa. 1999. Fracture patterns among the Nubians of Semna South, Sudanese Nubia. *International Journal of Osteoarchaeology* 9:417-429.

3. De la Cova, Carlina. 2012. Patterns of trauma and violence in 19th-century-born African American and Euro-American females. *International Journal of Paleopathology* 2(2-3):61-68.

Recommended:

Jordana, X, I Galtés, T Tsagaan, D Batsukh, C García, A Isidro, P Giscard, and A Malgosa. 2009. The warriors of the steppes: osteological evidence of warfare and violence from Pazyryk tumuli in the Mongolian Altai. *Journal of Archaeological Science* 36:1319–1327.

Weds. 11/8 Reconstructing Activity Patterns from the Skeleton

Readings to be discussed:

1. Knüsel, Christopher. 2000. Bone adaptation and its relationship to physical activity in the past. In *Human Osteology in Archaeology and Forensic Science*, edited by Margaret Cox and Simon Mays, pp. 381-401. Greenwich Medical Media, London.
2. Schrader, Sarah A., and Michele R. Buzon. 2017. Everyday life after collapse: A bioarchaeological examination of enthesal change and accidental injury in postcolonial Nubia. *Bioarchaeology International* 1:19-34
3. Dabbs, Gretchen R. 2020. Bioarchaeology of the non-elite North Tombs cemetery at Amarna: A preliminary assessment of the non-elite individuals of the North Tombs cemetery at Tell el-Amarna, Egypt. *Bioarchaeology International* 3:174-186.

Mon. 11/13 Assessing Health through Dentition, Diet, and Behavior; **Project 3 Due**

Readings to be discussed:

1. Rankin-Hill, Lesley M. 2016. Identifying the First African Baptist Church: Searching for historically invisible people. In *New Directions in Biocultural Anthropology*, edited by Molly K. Zuckerman and Debra L. Martin, pp. 133-156. Blackwell, Malden, MA.
2. Prowse, Tracy L. 2011. Diet and dental health through the life course in Roman Italy. In *Social Bioarchaeology*, edited by Sabrina C. Agarwal and Bonnie A. Glencross, pp. 410-437. Blackwell, Malden, MA.
3. Erdal, Y.S. 2008. Occlusal Grooves in Anterior Dentition Among Kovuklukaya Inhabitants (Sinop, Northern Anatolia, 10th century A.D.). *International Journal of Osteoarchaeology* 18(2):152-166.

7. Archaeological Chemistry and Biological Relationships

Weds. 11/15 Assessing Diet and Migration through Archaeological Chemistry

Readings to be discussed:

1. Dupras, Tosha L., and Matthew W. Tocheri (2007) Reconstructing Infant Weaning Histories at Roman Period Kellis, Egypt Using Stable Isotope Analysis of Dentition. *American Journal of Physical Anthropology* 134:63-74.
2. Somerville, Andrew D., Paul S. Goldstein, Sarah I. Baitzel, Karen Bruwelheide, Allisen C. Dahlstedt, Lina Yzurdiaga, Sarah Raubenheimer, Kelly J. Knudson, and Margaret Schoeninger. 2015. Diet and gender in the Tiwanaku colonies: stable isotope analysis of human bone collagen and apatite from Moquegua, Peru. *American Journal of Physical Anthropology* 158(3):408-422.
3. Reinberger, Katherine L., Laurie J. Reitsema, Britney Kyle, Stefano Vassallo, George Kamenov, and John Krigbaum. 2021. Isotopic evidence for geographic heterogeneity in ancient Greek military forces. *PLoS One* 16(5):e0248803. <https://doi.org/10.1371/journal.pone.0248803>

Mon. 11/20 Ancient DNA Studies; **Distribute “Bioarchaeology Matters” Group Project**

Readings to be discussed:

1. Nieves-Colon, Maria, and Anne C. Stone. 2019. Ancient DNA analysis of archaeological remains. In *Biological Anthropology of the Human Skeleton*, 3rd ed., edited by M. A. Katzenberg and A. L. Grauer. Wiley-Liss, Hoboken, NJ.

Weds. 11/22 Population Variation and Biodistance; **Return Project 3**

Readings to be discussed:

1. Roberts, Ch. 5, pp. 145-153

2. Stojanowski, Christopher M., and Michael A. Schillaci. 2006. Phenotypic approaches for understanding patterns of intracemetery biological variation. *Yearbook of Physical Anthropology* 49:49-88.
3. Buzon, Michele R. 2006. The relationship between biological and ethnic identity in New Kingdom Nubia. *Current Anthropology* 47:683-695.

8. Ethics in Bioarchaeology and Future Directions

Mon. 11/27 Ethics, Repatriation and NAGPRA

Readings to be discussed:

1. Pearson, Ch. 8, pp. 171-192
2. Roberts, Ch. 2, pp 17-34
3. Ferguson, T.J., Kurt E. Dongoske, and Leigh J. Kuwanwisiwma. 2001. Hopi Perspectives on Southwestern Mortuary Studies. In *Ancient Burial Practices in the Southwest*, edited by Douglas R. Mitchell and Judy L. Brunson-Hadley, pp. 9-26. University of New Mexico Press, Albuquerque.
4. Kakaliouras, Ann M. 2017. NAGPRA and repatriation in the twenty-first century: Shifting the discourse from benefits to responsibilities. *Bioarchaeology International* 1:183-190.
5. De la Cova, Carlina. 2020. Processing the destitute and deviant dead: Inequality, dissection, politics, and the structurally violent legalization of social marginalization in American anatomical collections. In *The Poetics of Processing: Memory Formation, Identity, and the Handling of the Dead*, edited by Anna J. Osterholtz, pp. 212-234. University Press of Colorado, Louisville.

Recommended:

5. PL-101-601:Nov. 16, 1990 Native American Graves Protection and Repatriation Act.

Weds. 11/29 Bioarchaeology: Future Directions and Relevance; Work on Group Projects

Readings to be discussed:

1. Review Baker and Agarwal (2017) article from 8/23.
2. Turner, Bethany L. and Valerie A. Andrushko. 2011. Partnerships, Pitfalls, and Ethical Concerns in International Bioarchaeology. In *Social Bioarchaeology*, edited by Sabrina C. Agarwal and Bonnie A. Glencross, pp. 44-67. Blackwell, Malden, MA.
3. Buikstra, Jane E., and Katelyn L. Bolhofner. 2019. Bioarchaeologists speak out: An introduction. In *Bioarchaeologists Speak Out: Deep Time Perspectives on Contemporary Issues*, edited by Jane E. Buikstra, pp. 1-18. Springer, Cham.

Monday, Dec. 4: FINAL GROUP PRESENTATIONS, 12:10-2:00 PM