

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**

**The University of Calgary**

**ANTHROPOLOGY 350 Section 1**

Fall 2021

**Laboratory Practices in Biological Anthropology**

**Time: Wednesday**

Lecture 10:00am -10:50am

Lab 11:00am-12:50pm

**Class Location: ES 743**

**Instructor:** Dr. Colin Dubreuil

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Office: ES 602K

Office Hours: Wednesday and Friday – 2:30-5:30

**TA:** Stephanie McClennon

email: [stephanie.mcclennon@ucalgary.ca](mailto:stephanie.mcclennon@ucalgary.ca)

TA Office: TBA

TA Office Hours: TBA

**Prerequisites:**

Anthropology 201 or Archaeology 203

**Course Description** - Our course will start with a broad introduction to Anthropology as a discipline, with a focus on some of the different approaches used by anthropologists to answer various questions pertaining to humans in the past and present. We will then discuss and gain experience in the **scientific method** and **hypothesis testing**. We will go on to study **evolutionary theory**, initially focussing on **natural selection** and **sexual selection**, and we will explore how these processes are studied in both laboratory and field settings. We will investigate **human genetics** at both the **molecular level**, and at the scale of the population (ie., **population genetics**). We will then turn our attention towards **human skeletal biology**. In this section of the course, we will discuss the role of skeletal remains in understanding people of the past, and we will discuss some of the difficulties that biological anthropologists face when working with human remains. We will then move on to discuss our closest living relatives, the **non-human primates**. We will explore how **primatologists** use non-human primates as models to explore which aspects of human behaviour are evolutionarily ancient, versus which are derived within our own lineage. We will then move on to **palaeoanthropology**, investigating how paleoanthropologists use fossil evidence to make inferences about the diets, locomotion, cognitive abilities, and social lives of extinct primates (including extinct hominins). We will then dive into the concept of **statistical inference**, and explore some basic analytical tools used by anthropologists when making inferences about the world based on the data they collect. Course content will be delivered in the form of lectures, class discussion, and importantly, through laboratory exercises designed to introduce students to laboratory practices within the broader field of Biological Anthropology.

**Required Technology and Equipment** - You must have access to a working computer with a broadband internet connection, and an updated browser. You must have access to D2L in order to access course content, including lecture material, lab assignments, and course reading material. In order to open the supplied course content, you must have software that is able to open PDF files. You must be able to print lab assignments before coming to class.

You must have access to Microsoft excel. As a student at the University of Calgary, you should be able to download **Office 365** (which includes **Microsoft Word, Excel, PowerPoint, Outlook, OneNote, Skype for Business**) on up to 5 devices including computers, smartphones and tablets. For more information, please visit: <https://www.ucalgary.ca/student-services/guide-services-students>

As our course is in person this semester, you are required to wear a mask to class. We ask you to provide your own masks, however, we will have extra disposable masks on hand if you forget. If you would like to talk/meet with Dr. Dubreuil or your TA in person outside of class, you are welcome to come to their office hours, but be aware you are also required to wear a mask during these meetings; you are required to wear a mask anywhere on campus where you cannot maintain 2 meters distance from other students/staff. For details regarding the University's policies regarding masks and other COVID19 related considerations, please see below in the section labeled "**ANTH 350 and COVID-19**", and visit: <https://ucalgary.ca/risk/emergency-management/covid-19-response>

**Required readings, videos, and podcasts** - There is no assigned textbook for this course. Readings for this course will be provided through the course's D2L website, or will come from the primary literature, which will be accessible to you by logging into the university library using your UCalgary library account. Assigned readings, videos, and podcasts will be posted at least one week before each class. Keep in mind that you are not finished with the reading assignment until you thoroughly understand it. Your ability to participate in class discussions (see below) is highly dependent on the time and energy you put into assimilating the assigned readings/videos/podcasts. Each week, you will be given questions about the readings/videos/podcasts that should be completed before you arrive to class. In addition to this, you will keep a "learning journal" designed to help you reflect on the reading. I recommend you spend some time in each journal entry providing a summary of your reading as a way of ensuring you have fully assimilated the reading/podcast/video.

**Course Delivery** - Weekly classes will include a short lecture section, integrated with a class discussion based on your readings or video/podcast assignments for that week. Typically, students will break into small groups to discuss the readings first. We will then re-convene as a group to discuss the readings/videos/podcasts further. Part of your grade in the course will come from these group discussions, and your ability to contribute to these discussions will be dependant on you coming to class prepared – Be sure to have completed your reading assignments, and be sure to have watched any assigned films BEFORE arriving in class. Your journal assignments are designed to get you thinking critically about your readings (and the videos/podcasts), which will help you engage in meaningful class discussions throughout the term.

**Lecture Notes** - Partial lecture notes will be posted on D2L, and students are encouraged to follow along with these notes during the lecture portions of the course. Important: the posted notes are **NOT** sufficient without the lectures/discussions themselves. Lab exams will be based on all materials covered in class including the presented lectures.

**Lab** - After each lecture/class discussion, we will move onto the lab portion of the class. The laboratories are designed to give you experience with foundational concepts and laboratory methods in biological anthropology. I will post documentation pertinent to each laboratory each week alongside the required readings for each class. You must read each laboratory document before each class, and come to class with a printed copy of that document. Each document will outline each lab exercise, and will also

include a series of questions that must be completed **before the end of the class**. These labs will be due at the end of each class.

**Course/Learning Outcomes** - By the end of the course/program, students should:

- Be able to identify and describe the **different fields of Biological Anthropology**
- Understand the **scientific method**
- Acquire an understanding of **evolution, natural selection, and sexual selection**.
- Understand how **genetic information** is transferred from cell to cell within our own bodies, and how it is transferred between parent and offspring.
- Understand genetic concepts including **Genotype, Phenotype, Dominance, Epistasis, Mutation, Genetic drift, and Gene flow**.
- Learn to classify **human skeletal remains** and **non-human primate fossils**, with the goal of developing an understanding of human evolution, and diversity
- Gain an understanding for the importance of **primatology** for our understanding of our own behavior as humans
- Understand the breadth of information that anthropologists can infer from human skeletal remains
- Begin to explore the importance of **statistical analysis** in the biological anthropologist's pursuit of identifying trends in their data
- Learn to research topics relevant to your studies through investigation of the **primary literature**

**Course evaluation:**

**Assigned Reading question sets – 15%:**

Each week, you will receive a short set of questions related to that week's reading/video/podcast assignment. These questions are meant to help you think critically about the readings, and will also help prepare you for the weekly discussion at the start of each class. These questions will be submitted in written form at the start of each class (i.e., these questions should be completed BEFORE arriving to class each week).

**Weekly learning journal - 10%:**

Alongside the reading questions, you will keep a "learning journal" where you will discuss your weekly reading assignments. Journals are meant to encourage students to reflect on the readings, and should demonstrate an understanding of the material, as well as critical thinking. You may include content from your learning journal during our weekly class discussions.

**Laboratory Exercise - 20%:**

Your TA will grade the lab reports you submit at the end of each class (see above section "Lab") in two steps:

- Labs will first be graded based on completion: If a lab has 10 questions, and you only complete 8, you will receive an 80% for that portion of your grade (8/10).
- Your TA will then mark a selected portion of your finished questions, particularly those that require critical thinking, or synthesis of the concepts covered in class/lab that week.

**In class participation/Class discussion - 10%:**

Each lab will include a discussion based on the readings for that week. The discussion will generally start with members of the class breaking into smaller groups, before coming together to discuss the assigned readings as a class. Students will be graded on their participation in these discussions.

**Laboratory Exams - 45%:** We will evaluate your mastery of the material covered in the course through 3 lab exams throughout the semester (see tentative course schedule). Exams will cover material covered in lecture and lab. Typically, questions will be laid out around the lab in stations, and students will have a set time at each station to answer a question before having to move onto the next station. Questions could include labelling a bone, identifying some aspect of a fossil, or answering a short question related to some aspect of the lecture content. **All laboratory exams are closed book; Students will not have access to their lecture notes, laboratory exercises, or any other external material during the exams**

**Laboratory Exam One (33.33% of laboratory exam mark - 15% of final course mark)** –This laboratory exam will cover lecture and laboratory content related to Anthropology as a discipline, the scientific method, evolutionary theory, molecular genetics, and population genetics.

**Laboratory Exam Two (33.33% of laboratory exam mark - 15% of final course mark)** – This laboratory exam will cover lecture and laboratory content related to human skeletal biology.

**Laboratory Exam Three (33.33% of laboratory exam mark - 15% of final course mark)** – This laboratory exam will cover lecture and laboratory content related primatology, and palaeoanthropology.

**Grading Scheme** - Each item of course work will be weighted as above, and a final grade out of 100 points will be calculated. This will then be converted to a letter grade as follows:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

**Missed Exams or Assessments** - Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).

This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar). Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Office hours** - I am happy to meet with students during my office hours (TBA) to discuss course content and evaluations. I am also happy to meet online using **zoom**. If you wish to meet with Dr. Dubreuil or your TA through **zoom**, you must first send us an email (see above). We will get back to you within 48 hours with some possible time slots where we can accommodate a virtual meeting. We will preferentially try to schedule the meeting during our set office hours, though we can be flexible if this time does not work with your schedule. All virtual office hours will be held using the **zoom** app. You can access and download the relevant software to your computer by visiting the course website on D2L, and clicking "**communications**". This will bring down a menu. On this menu, select "**zoom**". There will be online instructions on how to download the software from there. When an online zoom meeting has been scheduled, either Dr. Dubreuil or your TA will send you a link to the meeting. When you click this link, you will be prompted with the necessary steps to join the meeting. Please read the section called "**Guidelines for Zoom Sessions**" in the **supplemental information** below for more details.

**Online Discussion Forum** - I encourage students who have questions about course material to either ask during class/lab, and/or to post questions on the D2L **discussion board**. Dr. Dubreuil or your TA will post answers to these questions at the end of each week. Although you are welcome to address these questions to us through email, try to keep this in mind: If you have questions about course content, there is a good chance that other students are wondering the same thing! By sharing your questions on the discussion board, everyone in the class can benefit from your post! To access the online discussion board, visit the course D2L page. On the main navigation bar, select "**Discussions**". This will bring you to the discussion board page. Here, you can select a topic, and post any questions about the course content.

**Communication Guidelines** – I offer you this advice to help you have more successful communication in this course and in your professional life in general:

- You are welcome to communicate with the Professor and TA by email
- Use a University of Calgary authenticated email address (such as your ucalgary address or a [yourname@gmail.com](mailto:yourname@gmail.com)) for professional correspondence (such as messages to your Professor or TA). Do not, for example, send emails from accounts that you set up in grade nine when you called yourself [sailormoon99@hotmail.com](mailto:sailormoon99@hotmail.com) or [skrboy@yahoo.com](mailto:skrboy@yahoo.com). Instructors at the University of Calgary are not allowed to respond to these sorts of email addresses.
- Use a clear subject line such as "Anth 350 Question" or "Anth 350 Student".
- Use an appropriate greeting to start your email, such as "Dear Dr. Dubreuil", and sign off with your full name and UCID number. It is always a good idea to err on the side of formality in professional correspondence.

- Do not skip a greeting altogether, or open with, for example, Hey there, What up? or Yo! If you don't know the name of the Professor or TA start with "Dear Professor or Dear TA", although taking a peek at the course outline might be slightly better than advertising that you don't know the name of the person you are about to ask for something.
- **Check the course outline and materials posted on D2L before asking for information that may have already been provided.** For example, no need to send an email asking if the final exam is cumulative when this is clearly stated above. Again, just to avoid advertising that you don't pay attention to all the material being posted online, or that you don't give your full attention to the posted videos.
- Use complete sentences and proof-read and spell check your messages.
- We will respond as soon as possible but to be safe please allow 48 hours for a response, excluding weekends and holidays.

## **SUPPLEMENTAL INFORMATION**

**Academic Accommodations** - Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

**Academic Misconduct** - “Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

**Instructor Intellectual Property** - Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Freedom Of Information and Protection of Privacy Act** - Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**Copyright Legislation** - All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

**Support And Resources** - Please visit the Registrar's website at:

<https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources ☒ Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

***Welcome to Anthropology 350: Laboratory Practices in Biological Anthropology. We hope you enjoy this class!***



ANTH 350 (SECTION 1) TENTATIVE SCHEDULE Fall 2021

Lecture material will be posted on the course D2L website 7 days before the listed dates

Date	Class	Lab	Topic	Assigned readings, Podcasts, and Videos: Should be completed BEFORE arriving to class
Sept 8 <sup>th</sup>	1	n/a	Course Introduction How do we know what we know? Anthropology: Subdisciplines and the holistic approach	<ul style="list-style-type: none"> <li>• The Course Syllabus</li> <li>• Shermer, M (2017)</li> <li>• Salzman &amp; Rice (2011)- Ch. 3</li> <li>• <a href="#">Open University (2009, podcasts) The Social Sciences -&gt; 5 parts ~45mins</a></li> <li>• Rutherford, D (2020)</li> </ul>
Sept 15 <sup>th</sup>	2	1	How do we know what we know? Physiological homeostasis, stress, scientific method	<ul style="list-style-type: none"> <li>• Salzman &amp; Rice (2011)- Ch. 5</li> <li>• Zimmer &amp; Emlen (2016)- Ch. 1</li> </ul>
Sept 22 <sup>nd</sup>	3	2	Forces of Evolution 1: <ul style="list-style-type: none"> <li>• Natural Selection</li> <li>• Sexual selection</li> </ul>	<ul style="list-style-type: none"> <li>• Zimmer &amp; Emlen (2016)- Ch. 2</li> <li>• <a href="#">Creation (2009 film)</a></li> <li>• <a href="#">HHMI (ND, finch video) ~16mins</a></li> </ul>
Sept 29 <sup>th</sup>	4	3	Molecular Genetics and Mutation	<ul style="list-style-type: none"> <li>• <a href="#">Bragg (2007) (27 mins)</a></li> <li>• Zimmer &amp; Emlen (2016)- Ch. 5</li> </ul>
Oct 6 <sup>th</sup>	5	4	Population genetics & Inheritance of traits Forces of Evolution 2: <ul style="list-style-type: none"> <li>• Hardy-Weinberg</li> <li>• Genetic Drift</li> <li>• Founder Effect</li> </ul>	<ul style="list-style-type: none"> <li>• Lewis (2008)- Ch. 15</li> </ul>
Oct 13 <sup>th</sup>	6	5	<b>Lab Exam 1 (Covers lectures 1-5 and labs 1-4)</b> Human skeletal biology 1	<ul style="list-style-type: none"> <li>• Kerton (2010)</li> <li>• BBC (2010)</li> <li>• Salt (2009)</li> <li>• <a href="#">Smithsonian – written in bone (2008) ~5min</a></li> <li>• <a href="#">Museum of London - written in bone – Londoners (2016) ~5min</a></li> </ul>
Oct 20 <sup>th</sup>	7	6	Human skeletal biology 2	<ul style="list-style-type: none"> <li>• Keenleyside &amp; Lazenby (2015)</li> <li>• Keenleyside &amp; Lazenby (2015)</li> <li>• Barry (2017) – Online article and <a href="#">video</a></li> <li>• Two articles of your choice</li> </ul>
Oct 27 <sup>th</sup>	8	7	Human skeletal biology 3	<ul style="list-style-type: none"> <li>• Preston (2014)</li> <li>• Thompson (2015)</li> <li>• Read about <b>NAGPRA</b></li> <li>• At least 2 articles of your choice discussing the peopling of the Americas (see question set)</li> </ul>
Nov 3 <sup>rd</sup>	9	8	Primatology	<ul style="list-style-type: none"> <li>• Williams (2009)</li> <li>• Marks (2018) Ch 8</li> <li>• Perry (2006) * or another article of your choice– see course bibliography</li> </ul>
Nov 10 <sup>th</sup>	<b>READING WEEK!!!!</b>			

Nov 17 <sup>th</sup>	10	9	<b>Lab Exam 2 (Covers lectures 6-8 and lab 5-7)</b> Palaeoanthropology 1	<ul style="list-style-type: none"> <li>• Marks (2018) – Chap 10</li> <li>• <a href="#">Shubin (2014); Your inner Monkey (55mins)</a></li> <li>• <a href="#">Nova (2008) – video ~14 mins</a></li> </ul>
Nov 24 <sup>th</sup>	11	10	Palaeoanthropology 2	<ul style="list-style-type: none"> <li>• Harcourt-Smith (2010)</li> <li>• <a href="#">Warinner (2013)</a></li> <li>• <a href="#">Biointeractive (2015)</a></li> </ul>
Dec 1 <sup>st</sup>	12	11	<b>Lab Exam 3 (Covers lectures 9-11 and labs 8-10)</b> How do we know what we know #3: Introduction to Inferential Statistics	<ul style="list-style-type: none"> <li>• BBC &amp; Hans Rosling. 2010. <a href="#">The Joy of Statistics (1 hour)</a></li> <li>• <a href="#">Smith, Alan (2014) Why You Should Love Statistics (13 minutes)</a></li> <li>• Article of your choice (from list provided by Dr. Dubreuil)</li> <li>• <b>Optional:</b> <a href="#">Introduction to Statistics (12 minutes)</a></li> </ul>

## Course Bibliography

(Readings, podcasts, and videos assigned may change during the semester if I find a better source. If they do change, you will be notified at least one week prior to the due date for the assignment.)

### Class 1:

- **Your course Syllabus!** – Read & understand this **before** moving on to your other readings.
- Shermer, M. 2017. What is Truth, Anyway? Scientific American. April.  
<https://michaelshermer.com/sciam-columns/what-is-truth-anyway/>
- Salzman & Rice. 2011. Thinking Anthropologically. Prentice Hall. New Jersey. Chapter 3: Thinking holistically – **Available online through D2L**
- **Podcasts:** The Open University (2009) The Social Sciences. 2009. The Open University. You may either listen to the podcasts (8-10 minutes each), read the transcripts, or both! Both are found at each URL provided below.
  - **Track 1:** *Social Sciences - what are they?* (<http://www.open.edu/openlearn/society-politics-law/sociology/social-science>) (8:18 mins)
  - **Track 2:** *Development of the social sciences - How the social sciences developed in response to challenges to traditional systems of belief* (<http://www.open.edu/openlearn/society-politics-law/sociology/social-science?track=2>) (7:24 mins)
  - **Track 3:** *Complementary approaches* (<http://www.open.edu/openlearn/society-politics-law/sociology/social-science?track=3>) (5:30 mins)
  - **Track 4:** *The Influence of Social Science* (<http://www.open.edu/openlearn/society-politics-law/sociology/social-science?track=4>) (7:49 mins)
  - **Track 5:** *Knowledge - what is it?* (<http://www.open.edu/openlearn/society-politics-law/sociology/social-science?track=5>) (10:25 mins)
- Rutherford. 2020. What is Anthropology? [https://www.sapiens.org/language/what-is-anthropology/?fbclid=IwAR1vSH5rw7UBrekGOQ6EZSnWO8eLZ-OWVK3KXF4ZDI\\_r8ilwEk-GooHnp0](https://www.sapiens.org/language/what-is-anthropology/?fbclid=IwAR1vSH5rw7UBrekGOQ6EZSnWO8eLZ-OWVK3KXF4ZDI_r8ilwEk-GooHnp0)

### Class 2:

- Salzman & Rice. 2011. Thinking Anthropologically. Prentice Hall. New Jersey. Chapter 5: Using Science to Think Anthropologically. – Available online through D2L
- Zimmer and Emlen. 2016. Evolution – Making Sense of Life. Roberts and Company, Colorado. Chapter 1: The whale and the virus- how scientists study evolution. – Available online through D2L

**Class 3:**

- Zimmer and Emlen. 2016. Evolution – Making Sense of Life. Roberts and Company, Colorado. Chapter 2: From Natural Philosophy to Darwin - a brief history of evolutionary ideas. – **Available online through D2L**
- [Video - Creation](#). 2009. – This is a film about Darwin and how his relationship with his wife and children influenced his work. You can view this movie at TubiTV (<https://tubitv.com/search/creation>) or via Amazon prime: [Prime Video: Creation](#), some of you may already have this service. If not, you can sign up for a free, 30-day trial to access the movie.
- [Video](#) - HHMI (ND) [The Origin of Species: The Beak of the Finch](#)

**Class 4:**

- **Podcasts:** Bragg, Melvyn (2001) [Genetics](#) (27 minutes)
- Zimmer and Emlen. 2016. Chapter 5: Raw material – heritable variation among individuals. Roberts and Company, Colorado. – **Available online through D2L**

**Class 5:**

- Lewis, R (2008) [Human Genetics](#), McGraw Hill. Chapter 15-Changing allele frequencies. – **Available online through D2L**

**Class 6:**

- Kerton, Nigel. 2010. [Prehistoric skeletons will remain at Avebury museum say bosses](#). The Wiltshire Gazette & Herald, UK. <https://www.gazetteandherald.co.uk/news/7986642.prehistoric-skeletons-will-remain-at-avebury-museum-say-bosses/>
- BBC. 2010. [Druids reburial appeal rebuffed](#). [http://news.bbc.co.uk/2/hi/uk\\_news/england/wiltshire/8606323.stm](http://news.bbc.co.uk/2/hi/uk_news/england/wiltshire/8606323.stm).
- Salt, A. 2009. [The ethics of studying human remains](#) <https://alunsalt.com/the-ethics-of-studying-human-remains-c71dafde7466>
- [Video](#) - Written in Bone: Life and Death in Colonial Chesapeake (video, ~5 minutes) <https://www.youtube.com/watch?v=So6L3s1tc2E>
- [Video](#) - Written in Bone: Looking for Londoners (video, ~6 minutes) <https://www.youtube.com/watch?v=cyc0l40gWKM>

**Class 7:**

- Keenleyside, A and Lazenby, R. 2015. *A Human Voyage: Exploring Biological Anthropology*. 2<sup>nd</sup> Edition. Nelson Education. USA. Pp. 337-345. – **Available online through D2L**
- Keenleyside, A and Lazenby, R (2015) *A Human Voyage: Exploring Biological Anthropology*. 2<sup>nd</sup> Edition. Nelson Education. USA. Pp. 360-367. – **Available online through D2L**
- Barry, Dan (2017) [Ireland Wanted to Forget. But the Dead Don't Always Stay Buried](#). *The New York Times*. October 28. Please read the article and watch the 11.5 minute [Video](#) embedded in the article.
- Two readings of your choice. Please see question set question #5 for details.

**Class 8:**

- This week, you have two assigned readings, but you are on your own to research **NAGPRA** and the **peopling of the Americas**. Please see your question set for details.
- [Preston, Douglas](#). 2014. [The Kennewick Man Finally Freed to Share His Secrets](#). Smithsonian Magazine.
- Thompson, Helen. 2015. [Genome Analysis Links Kennewick Man to Native Americans](#). Smithsonian.com.

**Class 9:**

- Williams, FL (2009) [Exploring Biological Anthropology](#). Oxford University Press. Ch. 5: Living Primates, pages 57-69. – **Available online through D2L**
- Marks, J (2018) [The Alternative Introduction to Biological Anthropology](#). Oxford University Press. Ch. 8: Apes run around naked, live in trees, and fling their poo. Do you? (on the relevance of apes to understanding humans). – **Available online through D2L**
- \*For your last reading for class #10, you can either read Perry (2006), or you can find another journal article that links the study of non-human primate behaviour to our own understanding of human behaviour.
  - \*Perry, S. E. (2006). What cultural primatology can tell anthropologists about the evolution of culture. *Annu. Rev. Anthropol.*, 35, 171-190.

**READING WEEK****Class 10:**

- Marks, J (2018) [The Alternative Introduction to Biological Anthropology](#). Second Edition. Oxford University Press. Ch. 10: If history is humanities, and evolution is science, what is paleoanthropology? (on the assumptions of a diachronic science). – **Available online through D2L**
- [Video - Shubin, Neil . Your Inner Monkey](#). (2014) PBS (55 minutes)
- [Video - First Primates](#) (2008) NOVA scienceNOW. (14 minutes): <https://ed.ted.com/on/wnJxgHP3>

**Class 11:**

- [Video - Warinner, C](#) (2013) <https://www.youtube.com/watch?v=BMOjVYgYaG8es>)
- [Video - Biointeractive](#) (2015) <https://www.youtube.com/watch?v=L87Wdt044b0>
- Harcourt-Smith, W. H. (2010). The first hominins and the origins of bipedalism. *Evolution: Education and Outreach*, 3(3), 333-340.

**Class 12:**

- [Video](#) - BBC & Hans Rosling. 2010. [The Joy of Statistics](#) (1 hour)
- [Video](#) - Smith, Alan (2014) [Why You Should Love Statistics](#) (13 minutes)
- One research article of your choice from a list that I will provided. Print and bring your article of choice to class.
- \*\*\* Recommended/Optional \*\*\*: [Video](#) - Anywhere Math (ND) [Introduction to Statistics](#) (12 minutes)  
If you do watch this, pay attention to the question: "What is a statistical question?"

## ANTH 350 and COVID-19

### Important Resources:

AHS website:

<https://www.albertahealthservices.ca/topics/Page16944.aspx>

UCalgary COVID-19 Website:

<https://ucalgary.ca/risk/emergency-management/covid-19-response>

Follow the UCalgary COVID-19 Dashboard to track any cases on campus:

<https://ucalgary.ca/risk/emergency-management/covid-19-response/covid-19-dashboard>

### General Reminders:

Dr. Dubreuil and the Department of Anthropology and Archaeology consider the ability to meet for “in person” laboratories a critical part of your education in biological anthropology. In order to maintain a safe environment for everyone involved, please do your absolute best to minimize your risk of contracting COVID-19 by avoiding those who are ill and practicing social distancing whenever possible, not just on campus. Please make smart choices in your day-to-day lives and don’t engage in activities with an increased risk of COVID-19 transmission, as this could place our ability to have in person labs in jeopardy.

Everyone should follow Alberta Health Services (AHS) guidelines and procedures, particularly if there is an outbreak at the University of Calgary or a positive case in this class. Please also familiarize yourself with the University of Calgary’s COVID-19 policies and procedures.

### Classroom and Labs:

- Before entering the lab/classroom, please ask yourself the following questions:
  - Do I have any of the following symptoms:
    - Fever?
    - Cough?
    - Shortness of Breath?
    - Sore Throat?
    - Runny Nose?
  - Am I currently required to be in quarantine due to recent traveling, or for any other reason?

- Have you had close unprotected\* contact with anyone who is ill with cough and/or fever in the last 14 days?  
\*unprotected means close contact without a mask.
- Have you or anyone in your household been in close unprotected contact in the last 14 days with someone who is being investigated for, or is confirmed to have, COVID-19?  
\*unprotected means close contact without a mask.

**If you find yourself answering yes to any of the above questions, please do not come to class, and contact both Dr. Dubreuil and your TA to discuss the matter.**

- When you arrive to class, you will need to line up in the hallway. You will wait your turn and then stop at the table outside of the classroom. There you will be greeted by your TA and you will:
  - Put on your mask (it should already be on as the University of Calgary is requiring masks to be worn in all public areas where physical distancing is not possible, and this would include hallways)
  - Sanitize your hands thoroughly (even if you've just sanitized to put on your mask, or stopped at the bathroom to wash your hands, you'll still need to visibly clean your hands in front of the TA).
- Please bring your own writing implements to lab. Sharing and borrowing will be actively discouraged!
- You should bring a printed copy of that week's lab exercise to class, as you will need it to progress through the lab. Be sure to bring your learning journal entries for that week, as well as your questions sets, which will be collected at the start of class.
- Please minimize non-essential items that you bring into the lab. We strongly encourage you to leave unnecessary items at home and/or rent a locker through the Student Union: <https://www.su.ucalgary.ca/programs-services/student-programs/lockers/>
  - Of course, backpacks/purses, jackets, hats etc. are fine to bring to class
- We will often break into small discussion groups during our labs to discuss the readings for that week. We ask that you break into groups of 4 to 5 students for these sessions. We ask that you stay with the same group of students throughout the semester in an effort to create within lab "bubbles".
- Oftentimes, labs will start to be organized into stations. You will need to move from station to station in order to complete the lab assignment. At each station, you will often be examining bones and casts. Normally, we encourage students to pick these up and look at them from all angles. This year, we ask that you only touch or pick specimens up when necessary. We will provide you with gloves (we will supply the gloves) for labs that require students to touch items. We ask you to keep your gloves on at all times and only handle specimens while wearing gloves.
- Lab stations will be spaced out as much as possible and extra tables and chairs removed from the room to improve our ability to move around and stay physically distanced.
- Even so, it will not always be possible for you to be two meters apart – that's why everyone will be wearing a mask. But you can stay two meters apart from most people in your lab section most of the time, and so you should. Really, you should only ever be within two meters of the TA and the 1-2 other students you are working with.



- If you are worried that you've contaminated your gloves during lab (e.g. rubbing your eyes) you are welcome to dispose them and get a new pair.

### **Frequently Asked Questions:**

What if I don't feel well the day of my lab?

Don't come to lab! Email your TA to let them know you will be absent because of illness. Visit the AHS website to sign up for COVID-19 testing: <https://myhealth.alberta.ca/Journey/COVID-19/Pages/COVID-Self-Assessment.aspx>

What happens if there's a positive case in the class?

If someone in the class tests positive, UCalgary and AHS will conduct contact tracing. Anyone who was in close contact with that student will be contacted.

If I test positive what should I do?

Most importantly, you should stay home and quarantine and follow all of the directions you get from AHS. This includes helping them with contact tracing by telling them about ANTH 350 and giving them the name of your TA and the few students that you work with in lab (make sure you know their names!). You can also give AHS Dr. Dubreuil's name and contact information ([cjdubreuil@ucalgary.ca](mailto:cjdubreuil@ucalgary.ca)). For more details, please visit: <https://www.ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf>

You should contact Dr. Dubreuil and let him know that you have tested positive. You will be excused from labs for the next 2-3 weeks (or as long as you are symptomatic and/or testing positive). Very likely, we will work out an alternative assignment for you rather than you catching up that many labs all at the end.

What if someone else in the lab is making me feel unsafe?

If someone in your lab section is ignoring COVID-19 policies (e.g. pulling down their mask, not doing their best to keep two meters apart), feel free to either politely ask them to follow the rules or point out the behaviour to the TA. Despite how long we have been dealing with COVID19, this situation is still a little alien to us all - even conscientious people forget from time to time! If someone is violating the rules purposefully, they will be removed from the lab.