ANG6931-001: Science, Technology, and

The Transformation of Human Societies

Fall 2020
Wednesdays, 3-5:50, with Webcourses support
HPH 409M

Course Overview

Instructor Contact

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Catalog Information and Course Description

ANG6931-0001 Science, Technology, and the Transformation of Human Societies. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

This course examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences. The course subject matter is inherently interdisciplinary, drawing on the various subfields of anthropology as well as work in a range of outside disciplines. The central purpose of the course is to expose students to big questions pertaining to the transformation of human societies.

Students will then consider interdisciplinary approaches to those questions, with an emphasis on how science and technology are incorporated into both our definition of the problems and possible solutions. The course is divided into four modules, each of which consists of a case study in social transformation that has been/is being addressed in an interdisciplinary way through the integrative anthropological sciences. Modules may change each time the course is taught, depending upon the faculty teaching the course and on current events. The course culminates with a professional, scholarly style Workshop where students tackle specific topics in the transformation of human societies and present on their efforts.

Student Learning Outcomes

Upon course completion, students will be able to:

1. Understand interdisciplinarity, through exposure to case studies drawn from a range of disciplines and by working with diverse groups;
2. Understand approaches to relevant modern topics using the integrative anthropological sciences;
3. Speak publicly, through in-class presentations;
4. Write in an academic style, through submission of a final research paper;
5. Collaborate, through a group project;
6. Design projects, by developing an end-of-semester Workshop and developing a final paper.

Course Materials and Resources

There are no required textbooks for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in .PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: http://guides.ucf.edu/databases.

Assessment and Grading Procedures

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Grading System
Weekly writing assignments	Due each Thursday at 11:59am on Canvas.	12%	120
Discussion Leadership	All students must lead discussion twice during the semester	12%	120
Weekly Participation	Based on attendance and participation in class discussions when not class leader	12%	120
Workshop	Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester)	40%	400
Final Paper	A final paper supporting the workshop presentation (5,000-6,000 words)	24%	240
TOTAL		100%	1000

Grading scale: (+/- letter grades)

A	95-100%	**B+**	87-89%	**C+**	77-79%	**D**	60-69%
A-	90-94%	**B**	84-86%	**C**	74-76%	**F**	59% or below
		B-	80-83%	**C-**	70-73%		

Assignment Details:

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class in the Webcourse Assignment Dropbox labeled for that week (see week numbers in syllabus schedule). Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership: Students will lead class discussion based on assigned readings at least twice during the semester. In a few cases, students will lead discussion in a pair. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Weekly Participation: All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their own expertise. Since this is a doctoral-level course, *no one* should remain passive or unengaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Workshop: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Workshop entails multiple deadlines and effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The first 20-40 minutes of each class meeting will be dedicated to collaborative work on the Workshop project.

Final Paper: All participants must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will be based on student contributions to the end-of-semester workshop and can include text and figures. Paper topics must be relevant to the workshop's theme. Papers must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions.

Final Exam: There is no final exam in this course.

2020 Coronavirus Policies

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course in case of faculty illness. Because this course is co-taught, the chances of disruptions are highly unlikely.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Technology Access – This course might need to shift to remote or fully online instruction based on medical guidance. This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at https://it.ucf.edu/techcommons/ and https://library.ucf.edu/libtech.

Resources:

https://www.ucf.edu/coronavirus/

(Usual) Policies

Topic	Policy
Contacting the professors	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. Readings unavailable through the UCF Libraries website will also be available through Webcourses.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.
Attendance and Participation	Attendance is required for this course, but may take place remotely. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **official written documentation** of said circumstance. You will have **one week** to

	make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf
Course Accessibility	We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Emergency Procedures	Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

	To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

Schedule of Topics and Readings

This course is designed in a modular format. We will discuss four different cases of social transformation, approaching each from different subdisciplinary perspectives within the integrative anthropological sciences. Our discussions of each case will also contain a set readings on specific methodologies that anthropological scientists have or could use in their research practices.

Week 1: Course introduction

The first week of the course will introduce the course format and materials. Project groups will also be determined and the first planning session for the end-of-course workshop will take place.

Module 1: Disease in the Transformation of Human Society

This module will comprise Weeks 2-4 of the semester. This module is designed to consider the ways in which disease, construed broadly, and human societies have interacted in transformative ways. The order of our discussion of this topic will be as follows:

- Week 2: Disease, pandemics, and social change. This week will emphasize disease as it has affected human populations over deep time. We will look at the evidence for infectious disease in changing human societies at specific points in the past, especially the role of infectious disease in the colonization of the New World by Europeans.

  DeWitte, S.N. (2016) Archaeological Evidence of Epidemics Can Informe Future Epidemics. *Annual Review of Anthropology* 45:63-77.

Koch et al. (2019) Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews* 207:13-36.

Mitchell, Peter (2003) The archaeological study of epidemic and infectious disease. *World Archaeology* 35:2, 171-179.

Seetah et al. (2020) Archaeology and contemporary emerging zoonosis: A framework for predicting future Rift Valley fever virus outbreaks. *International Journal of Osteoarchaeology* 30:345-354.

Warriner, C., Robles Garcia, N., Spores, R., & Tuross, N. (2012). Disease, demography, and diet in early colonial New Spain: Investigation of a sixteenth-century Mixtec cemetery at Teposcolula Yucundaa. *Latin American Antiquity*, 23(4), 467-489.

- Week 3: Evolutionary medicine and disease. This week will emphasize bio-cultural approaches to disease, with a focus on infectious disease. We will consider both methodological issues and their application to large-scale transformations in humans society.

Larsen, C.S. (2018) The Bioarchaeology of Health Crisis: Infectious Disease in the Past. *Annual Review of Anthropology* 47:295-313.

Barrett, R. and G.J. Armelagos (2013) *An Unnatural History of Emerging Infections*. Oxford: Oxford University Press. Read: Introduction, Chapter 2, and Chapter 5.

Trevathan, W.R. (2007) Evolutionary Medicine. *Annual Review of Anthropology*, 36(1), 139-154.

- Week 4: Public health, science, and technology in the transformation of modern society.

Inhorn, M. C., & Brown, P. J. (1990). The anthropology of infectious disease. *Annual Review of Anthropology, 19,* 89-117.

Long, Nicholas J. (2020) *From social distancing to social containment: reimagining sociality for the coronavirus pandemic. Medicine Anthropology Theory*. Submitted, under review.

Sonekar, Harshal B. and Manickam Ponnaiah. (2020) Emergence of coronavirus (COVID-19) outbreak: Anthropological and social science perspectives. *Disaster Medicine and Health Preparedness*, 1-3.

Keohane, Kieran. (2020) Sacrificial violence and gift exchange: Two anthropological/sociological theories for understanding the coronavirus crisis. *Irish Journal of Sociology*, 28(2):220-224.

Module 2: Food in the Transformation of Human Society

This module will comprise weeks 5-7 of the semester. This module will examine how the production and consumption of food over time and across cultures has transformed human societies past and present. The order of our discussion of this topic will be as follows:

- Week 5: Domestication and the transformation of the human diet. This week we will address the process of plant domestication and consider the long-term ramifications of domestication and the adoption of agriculture.

  Boivin, N., Fuller, D.Q., & Crowther, A. (2012). Old World globalization and the Columbian exchange: Comparison and contrast. *World Archeology*, 44(3), 665-675.

  Fisher, C. (2020) Archaeology for Sustainable Agriculture. *Journal of Archaeological Research* 28:393-441.

  Jones, M., Hunt, H., Lightfoot, E., Lister, D., Liu, X., & Motuzaite-Matuzeviciute, G. (2011). Food globalization in prehistory. *World Archeology*, 43(4), 665-675.

  Smith, B.D. (2006). Archaeological documentation of plant domestication, in M. A. Zeder & D.G. Bradley (Eds.), *Documenting domestication: New archaeological and genetic paradigms*. London, England: University of California Press.

  Zeder, M. A., Emshwiller, E., Smith, B. D., & Bradley, D. G. (2006). Documenting domestication: The intersection of genetics and archaeology. *Trends in Genetics* 22(3) 139-155.

- Week 6: Diet and human evolution. This week we will consider a range of theories and methods that examine how modern human physiology and behavior may be derived from or related to diet and foodways.

  Scheper-Hughes, N. (1989). Death Without Weeping. How poverty ravaged in the shantytowns of Brazil? *The Human Strategy*.

  Chávez, A., Martínez, C., & Soberanes, B. (1995). The effect of malnutrition on human development: A 24-year study of well-nourished and malnourished children living in a poor Mexican village. In N. S. Scrimshaw (Ed.), *Community-based longitudinal nutrition and health studies: Classical examples from Guatemala, Haiti, and Mexico. Boston: International Nutrition Foundation for Developing Countries*. Boston, MA: International Foundation for Developing Countries.

  Lieberman, L.S. (2006). Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments. *Appetite*, 47(1), 3-9.

  Sobal, J., & McIntosh, W.A. (2009). Globalization and Obesity. In D Inglis,& D. L Gimlin (Eds.),*The globalization of food* (pp. 255-272). Oxford, UK: Berg Publisher.

Pelto, G.H., Levitt, E., & Thairu, L. (2003). Improving feeding practices: Current patterns, common constraints, and design of interventions. *Food and Nutrition Bulletin*, 24(1), 45-82.

Thompson, A.H., Chesson, L.A., Podlesak, D.W., Bowen, G.J., Cerling, T.E. & Ehleringer, J.R. (2009) Stable isotope analysis of modern human hair collected from Asia (China, India, Mongolia, and Pakistan). *American Journal of Physical Anthropology*, 141(3), 440-451.

- Week 7: Globalization, diet, and health. This week we will consider how globalization is transforming human health and foodways.

  Lang, T. (2004). Food industrialisation and food power: Implications for food Governance. *Development Policy Review*, 21(5-6), 555-568.

  Inglis, D., & Gimlin, D. L. (2009). Food globalizations: Ironies and ambivalences of food, cuisine and globality. In D Inglis,& D. L Gimlin (Eds.), *The globalization of food* (pp. 3-42). Oxford, UK: Berg Publisher.

  Wilk, R. R. (1999). "Real Belizean Food": Building local identity in the Transnational Caribbean. *American Anthropologist*, 101(2), 244-255.

  Nash, J. (2007). Consuming interests: Water, rum, and Coca-Cola from ritual propitiation to corporate expropriation in Highland Chiapas. *Cultural Anthropology*, 22(4), 621-639.

Module 3: Human-Environment Interaction and the Transformation of Human Society

This module will comprise weeks 8-10 of the semester. This module is designed to follow up on the ramifications of Module 2, as humans have effected change on environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

- Week 8: Human society and environmental change over the long term. This week will address the longstanding discussion of collapse due to environmental change using the Maya Area as a case study.

  Douglas, P. M.J., Demarest, A.A. Brenner, M., & Canuto, M. A. (2016). Impacts of climate change on the collapse of Lowland Maya civilization. *Annual Review of Earth and Planetary Sciences* 44(1), 613-645.

  Lucero, L.J. et al. (2014) Water and Landscape: Ancient Maya Settlement Decisions. *Archaeological Papers of the American Anthropological Association* 24:30-42.

Hassan, Fekri A. (2000) Environmental Perception and Human Responses in History and Prehistory. In *The Way the Wind Blows: Climate, History and Human Action*, edited by R.J. McIntosh, J.A. Tainter and S.K. McIntosh. Pp. 121-140. New York: Columbia University Press..

- Week 9: Interaction between the human body and the environment. This week's topic will emphasize how environmental change and human evolution were intertwined.

  Skim: Burroughs, William James (2005) Climate Change in Prehistory. Cambridge, Cambridge University Press. Chapter 2: The climate of the past 100000 years.

  Holt, B. M., & Formicola, V. (2008). Hunters of the Ice Age: The biology of Upper Paleolithic people. *American Journal of Physical Anthropology*, 137(47), 70-99.

  Marciniak, S. & Perry, G. H. (2017). Harnessing ancient genomes to study the history of human adaptation. *Nature Reviews Genetics* 18(1), 659-674.

  Marean, C.W., et al. (2015). A new research strategy for integrating studies of paleoclimate, paleoenvironment, and paleoanthropology. *Evolutionary Anthropology* 24(2), 62-72.

  Weaver, T.D., & Steudel-Numbers, K. (2005). Does climate or mobility explain the difference in body proportions between Neandertals and their Upper Paleolithic successors? *Evolutionary Anthropology* 14(6), 218-223.

- Week 10: Resilience and climate change in the modern world.

  Crate, S. (2011). Climate and culture: Anthropology in the era of contemporary climate change. *Annual Review of Anthropology*, 40(1), 175-194.

  Oliver-Smith, A. (2009). Climate change and population displacement: Disasters and diasporas in the twenty-first century, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp. 116 -138). New York, NY: Routledge.

  Finan, T. (2009). Storm warnings: The role of anthropology in adapting to sea-level rise in southwestern Bangladesh, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.175-185). New York, NY: Routledge.

  Nuttall, M. (2009). Living in a world of movement: Human resilience to environmental instability in Greenland, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.292-310). New York, NY: Routledge.

  Button, G.V. & Peterson, K. (2009). Participatory action research: Community partnership with social and physical scientists, in Crate, S. A. & Nuttall, M. (Eds.),

Anthropology and climate change: From encounters to actions (pp.327-340). New York, NY: Routledge.

Module 4: Technology and the Transformation of Human Societies

This module will comprise weeks 11-13 of the semester. This module will follow human-thing assemblages from the distant past into the future by considering how technologies have and will continue to transform human societies. The order of our discussion of this topic will be as follows:

- Week 11: Transformative technologies. This week, we will consider various perspectives on one of the most transformative technologies in human history: ceramics. We will consider ceramics from a range of theoretical and methodological perspectives.

  Catapoti, D. & M. Relaki (2020) Why the Neolithic is (r)evolutionary. *Journal of Material Culture* 25:289-308.

  Clark, J. E., & Blake, M. (1994). The power of prestige: competitive generosity and the emergence of rank societies in lowland Mesoamerica. In E. M. Brumfiel and J.W. Fox (Eds.), *Factional competition and political development in the New World* (pp. 17-30). Cambridge, UK: Cambridge University Press.

  Elston, R. G., Guanghui, D., & Dongju, Z. (2011). Late Pleistocene intensification technologies in Northern China. *Quaternary International* 242(2), 401-415.

  Rice, P.M. (1999) On the origins of pottery. *Journal of Archaeological Method and Theory* 6: 1-54.

  Warnier, J. (2006). Inside and outside: Surfaces and containers. In C. Tilley (Ed.), *Handbook of Material Culture* (pp. 186-195). London, England: Sage Publications.

- Week 12: Technology in the Transformation of Anthropology. This week's readings focus on technology's transformative capacity within the integrative anthropological sciences. The purpose of this week's readings is to look at cutting-edge applications of technology to the problems of interest to anthropological scientists.

  Lehman, J., et al. (2018) "The surprising creativity of digital evolution: A collection of anecdotes from the evolutionary computation and artificial life research communities." *preprint:1803.03453*.

  Franklin, S (2007) Emergent Life Forms and the Global Biological. In *Global Assemblages. Technology, Politics, and Ethics as Anthropological Problems*, edited by Aihwa Ong and Stephen J. Collier. Pp. 59-78. Blackwell Publishing.

  Lang, T., et al. (2017). Towards human exploration of space: the THESEUS review series on muscle and bone research priorities. *Microgravity*, *3*(1), 8.

Hendy, J., et al. (2018). Proteomic evidence of dietary sources in ancient dental calculus. *Proc. R. Soc. B*, 285(1883), 20180977.

- Week 13: The digital transformation of human society. This week will focus on the transformation of current societies through digital media.

Pfaffenberger, B. (1992). Social anthropology of technology. *Annual Review of Anthropology*, 21(1), 491-516.

Borgerson, Janet and Daniel Miller (2016) Scalable sociality and "How the world changed social media": conversation with Daniel Miller, *Consumption Markets & Culture* 19:6: 520-533.

Cook, S. E. (2004). New technologies and language change: Toward an anthropology of linguistic frontiers. *Annual Review of Anthropology*, 33(1), 103-115.

Eisenlohr, P. (2004). Language revitalization and new technologies: Cultures of electronic mediation and the refiguring of communities. *Annual Review of Anthropology*, 33(1), 21-45.

Wilson, S.M., & Peterson, L.C. (2002). The anthropology of online communities. *Annual Review of Anthropology*, 31(1), 449-467.

Course Calendar		
Day:	Topic:	Deadlines:
Do this first	First week assignment	NA
Week 1	Introduction to the course	
Week 2	Colonialism, Disease, and Transformation	
Week 3	Evolution, Culture, and Diabetes	Workshop Call for Papers Due
Week 4	Cultural approaches to disease and the transformation of human societies	
Week 5	Domestication	
Week 6	Diet and Human Evolution	
Week 7	Cultural approaches to food	
Week 8	Environment and Collapse	Paper Abstract Due
Week 9	Environment and evolution	
Week 10	Resilience in living populations	
Week 11	Digital society	Workshop Program Due
Week 12	Bioanth and technology	
Week 13	Pottery and social transformation	
Week 14	No class: prep for Workshop	
Week 15	**Workshop**	Workshop presentations due
Week 16	Course Wrap-up	Peer- and Self-Evaluations Due Term Papers Due: Friday, December 11 at 11:59pm.