# ANG 6536 Advances in Bioarchaeology seminar

Department of Anthropology

College of Sciences, University of Central Florida

**SPRING 2020**

**COURSE SYLLABUS**

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| Instructor: | Dr. J. Marla Toyne | Term: | Spring 2020 |
| Office: | HPH 409R | Class Meeting Days: | Wednesday |
| Phone: | 407 823 1927 | Class Meeting Hours: | 3:00 to 5:50pm |
| E-Mail: | j.marla. toyne@ucf.edu | Class Location: | MSB 149 |
| Website: | Use Webcourses | | |
| Office Hours: | Tues 3-5pm | | |
| Lab Hours: | Weds 1-3pm | | |

## I. Welcome!

This graduate level course explores bioarchaeology theory and interpretation at an advanced level, including current approaches and issues.

## II. University Course Catalog Description

This course builds on the prior knowledge of graduate students to train them in advanced bioarchaeological analysis of cultural and historical processes that affect human skeletal remains.

## III. Course Overview

Bioarchaeology, or the study of human skeletal remains from archaeological sites, allow us to tackle complex questions of cultural and historical processes that changed ancient human lives across the globe. Although a solid knowledge of human anatomy is imperative for identifying human bone and patterns changes, this graduate course will draw on techniques from a variety of disciplines including biology, chemistry, archaeology, pathology, demography, and history in order to understand how to reconstruct both individual lives and collective population histories. Major Topics will include the exploration of complex mortuary practices, age and gender identities, patterns of disease and dietary change, life history approach, the impact of social complexity and urbanization, and migration and colonization.

This graduate seminar will explore the myriad ways in which bioarchaeological data can contribute to an understanding of human lives from the archaeological record. During the semester, we will contextualize and discuss the theory and the methods behind bioarchaeological analysis as they are applied to research questions and specific interpretative issues.

## IV. Course Objectives

With diligent application students will accomplish the following core objectives:

1. Identify the importance of a contextually and theoretically based approach to the analysis of human remains.
2. Understand the implications of the "Osteological paradox" on bioarchaeological research.
3. Evaluate a range of topics and review associated literature review across the history of the discipline to understand the impact of bioarchaeological research in anthropology.
4. Define a theoretically-driven research topic for a professional symposium at a major conference.
5. Develop and design a bioarchaeological research proposal including developing a research question, building a model, evaluating an appropriate theoretical and methodological approach, and organizing the logistics of working with a viable human remains collection.
6. Advance reading comprehension, knowledge syntheses, and writing skills towards reports, grant writing, and publications.

## V. Course Prerequisites

ANG6521 Advanced Methods in Human Osteology or equivalent.
BA in Anthropology or equivalent. Instructor permission.

## VI. Course Credits

3

## VII. Required Texts and Materials

**Texts:**

- Agarwal, S.C., & Glencross, B.A. (Eds.). (2011). *Social bioarchaeology*. New York: Wiley-Blackwell Publishers. (SB) 978-1444337679
- Parker Pearson, M. (1999). *The archaeology of death and burial*. College Station, Texas: Texas A&M University Press. (ADB) 978-1585440993
- *Additional required journal articles and book chapters will be available online.*

Highly recommended:

- Larsen, C.S. (2015). *Bioarchaeology: Interpreting behavior from the human skeleton*. Cambridge: Cambridge University Press. *(BIO)* 978-0521547482
- Buikstra, J.E. (Ed.). (2019). *Bioarchaeologists Speak Out*. Deep time perspectives on contemporary issues. New York: Springer. *978-3-319-93012-1.* (BSO)
- Katzenberg, M.A., & Saunders, S.R. (Eds.). (2018). *Biological anthropology of the human skeleton* (3rd ed.). New York: Wiley-Liss. *978-1119151616 (BAHS) available online UCF library*

All of these will be available from the UCF university bookstore or can be purchased online in advance of class beginning.

Optional –

- Mays, S.A. (1998). *The archaeology of human bones*. New York: Taylor & Francis.
- Buikstra, J.E., & Beck, L.A. (Eds.). (2006). *Bioarchaeology: The contextual analysis of human remains*. Boston: Academic Press.
- Grauer, A.L. (Ed.) (2012). *A companion to paleopathology*. New York: Wiley-Blackwell.
- *Sofaer, J. (2006). The body of material culture: A theoretical osteoarchaeology. Cambridge: Cambridge University Press.*
- Martin, D.L., Harrod, R.P., & Perez, V.R. (2014). *Bioarchaeology. An integrated approach to working with human remains*. New York: Springer.

## VIII. Evaluation

The required readings will serve as the main material for the course, and will be supplemented by recommended readings and discussion. The required reading should be completed before attending class. Each class will also be led by student discussants, who are responsible for a short presentation and assisting in leading the discussion. In addition to readings, students will also be required to write a research proposal that addresses a specific aspect of bioarchaeology, and to present that proposal at the end of the semester.

Your grade will be calculated as follows:

| **Student Evaluation:** | |
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| Lead Discussion (2x50) | 100 points (20%) |
| Symposium Proposal | 100 points (20%) |
| Final Research Proposal | 20 points (4%) |
| Final Research Paper (The Proposal) | 100 points (20%) |
| Final Research Presentation | 30 points (6%) |
| Participation | 50 points (10%) |
| Total | 500 points |

**Grade Scale** (+/- system is used in this course)

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| 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% | | |

## IX. Class Assignments

**Discussion Leadership**: Each student will be responsible for leading a weekly discussion on a particular topic. Topics will be assigned at the beginning of class, and 1 week before the student will provide an additional reading (new) for the class to read ahead as well to add to the discussion. This additional reading can be a case study or topically similar that enhances the perspective of the topic. A PDF should be provided minimum 1 week before to a Discussion board on Webcourses. The purpose each week is to review, summarize, evaluate, synthesize, and critique each reading individually and as a selection of the broader literature. On their select week, students should bring a minimum of 5 questions for the class to discuss and to be included in a class handout.

**Symposium proposal**: Additionally, students will present to the class their proposed idea for a conference symposium at a major professional meeting. This will include a detailed abstract on the topic and major expectations and contributions, and a list of potential invitees (and their topics). This could be regionally specific or globally broad. WHO would you like to invite to talk about this topic? I recommend that the topic connects to the research proposal topic and highlights the biocultural importance of such research. This assignment will include submitting the 1-page proposal and 1-page list of invited speakers, "pitching" the idea (pretend your classmates are those you want to attend or participate), and discussing feedback from your colleagues about the symposium.

**Final Research Proposal**: Each student with prepare a formal research project proposal that demonstrates the knowledge of how bioarchaeology (theory and methods) can inform our understanding of archaeological populations. The project must be defined by a clear bioarchaeological research question, a thorough knowledge of a particular theoretical approach, a specific methodology, and identify an appropriate archaeological/historical skeletal collection. Key elements must include defining specific aspects of sample collection and accessibility, as well as budgetary and temporal constraints (1 page basic budget, 1 page timeline). An initial proposal will be reviewed to provide feedback in advance of final submission. A final presentation of your proposed research (a very persuasive presentation) will be evaluated during the final exam period.

**Participation**: Regular attendance, preparation, and active participation in each week's lectures will be expected. Each student will prepare and hand in one discussion question each week, worth 2 points. Students will be allowed to turn in late discussion questions or miss a discussion and presentation without losing points only in the case of medical or family emergencies. In either case, the instructors must be notified *before* the due date and a written excuse from an appropriate source must be provided (such as a doctor) see below.

## X. Policies

| Topic | Policy |
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| Contacting the professor | 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. |
| 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 on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF. Midterm grades are unofficial. |

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| Attendance and Participation | Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.<br>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. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. . Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>.<br>Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.<br>An alternative assignment or make up exam may be offered. |
| Late Work Policy and Grades of 'Incomplete' | Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.<br>The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript. |
| Academic conduct | Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University. |
| 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, I 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/.<br>Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. |

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| | I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. |
| Accessibility Statement | The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.<br><br>For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience. |
| **Campus Safety Statement** | 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.<br>• In case of an emergency, **dial 911 for assistance**.<br>• 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>.<br>• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.<br>• 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).<br>• 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."<br>• Students with special needs related to emergency situations should speak with their instructors outside of class.<br>• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>) |
| Deployed Active Duty Military Students Statement | 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. |

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| Discrimination | I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action. |
| I "Control Alt Deleted" my homework | There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc. |
| University Writing Center | This is a graduate-level seminar. My expectation is that you are already a strong writer. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197. |

**XI. Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.

**XII. Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## XIII. Important Dates to Remember

Drop/Swap Deadline: January 10th, 2020

Withdrawal Deadline: March 20th, 2020

Spring Break: March 9-13th, 2020

## XIV. Schedule

All the dates and assignments are tentative, and can be changed at the discretion of the professor with advance notice.

| Date | Topic to be Discussed in Class | Reading Prepared before class<br>***Assignments Due*** |
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| **UNIT 1** | **Analyzing Human Remains in Archaeology** | |
| Week 1 | Introduction to Bioarchaeology; The Human Skeleton; History of Bioarchaeology; Bioarchaeology as Anthropology | *BIO* Ch. 1; Baker/Agarwal 2017; Buikstra 1977; Knüsel 2010; Armelagos 2002<br><br>***Discussion Leadership Topic Selection*** |
| Week 2 | Human Burials: Preservation and Collections | Walker 2008; Stodder 2008; Kakaliouras 2012; Watkins/Muller 2015; *SB* Ch.3 Turner/Andrushko; Lewis et al.2013 |
| Week 3 | Principles of Mortuary archaeology; Archaeothanotology; The Dead as Agents | *ADB* Ch. 1, 2, & 3; Duday 2006; *SB* Ch.5 Weiss-Krjeci; Goldstein 2006; Tung 2014 |
| **UNIT 2** | **Concepts of Health and Stress** | |
| Week 4 | The Osteological Paradox<br>Health and health status | Wood et al. 1992; Dewitte/Stojanowski 2915; *SB* Ch.5 (Jackes); Margerison/Knusel 2002; Temple/Goodman 2014 |
| Week 5 | Age and Sex Experiences | *BIO* Ch.10; Sofaer 2006; *SB* Ch. 6 (Hollimon); *SB* Ch.12 (Halcrow and Tayles); Baitzel/Goldstein 2015 |
| Week 6 | Life History and DOHaD | *BIO* CH2; Agarwal 2016; Agarwal/Beauschesne 2011; Low et al. 2012; Roksandic/Armstrong 2011<br>***Symposium TOPIC due*** |
| **UNIT 3** | **Social Identity Reconstruction** | |
| Week 7 | Social Status and Disease | *ADB* Ch.4; Salpofsky 2004; Buzon 2012; Gravlee 2009; Robb et al. 2001 |
| Week 8 | Individuals, Groups, and Social Collectivities | Knudson and Stojanowski 2008; Saul and Saul 1989; Robb et al. 2019; Becker/Juengst 2017; Haun/Carrasco 2010<br>***Symposium proposal due*** |
| **UNIT 4** | **Historical and Cultural Transformations** | |
| Week 9 | Adaptations and Agricultural Revolution | *BIO* **Ch5/6**; Schoeninger 2014; Roberts 2010; Steckel et al. 2002; Temple/Stojanowski (2018)<br>***Research Prelim Proposal due*** |

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| Week 10 | **Spring Break** | |
| Week 11 | Urbanism and Urbanization | Cowgill 2004; Blakely/Beck 1982; Owsley et al 1987; White et al. 1998; Tilley/Cameron 2014 |
| Week 12 | Violence (Trauma and Surgical Interventions) | *BIO* Ch.4; *SB* Ch.14 (Glencross); Walker 2001; Brickley/Smith 2006; Nystrom 2014<br>***Research DRAFT due*** |
| **UNIT 5** | **Population Interactions** | |
| Week 13 | Colonization and Migration | *SB* Ch.7 (Zakrzewski); Barrett/Blakey 2011; Pfeiffer/Fairgrieve 1994; Blakely/Mathews 1990; Kilgrove/Tykot 2018 |
| Week 14 | Contemporary Issues | Buikstra 2019 – various chapters; Halcrow et al. 2018<br>***Research Proposal FINAL DUE*** |
| Week 15 | **NO MEETING - PPA/AAPA** | |
| Week 16 | **Final Exam** | ***Presentations*** |