

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School    The College of Liberal Arts and Sciences    Department/School    School of Human Evolution and Social Change

Prefix:    ASM    Number:    450    Title:    Bioarchaeology    Units:    3

Course description: **Surveys archaeological and physical anthropological methods and theories for evaluating skeletal and burial remains to reconstruct biocultural adaptation and lifeways.**

Is this a cross-listed course?    No    If yes, please identify course(s):

Is this a shared course?    No    If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics?    Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** H – Historical Awareness    **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: **October 2, 2020**

For Spring 2022 Effective Date: **March 5, 2021**

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name    Christopher Stojanowski    E-mail    Christopher.stojanowski@asu.edu    Phone    480-965-9813

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):    Christopher Stojanowski    Date:    10/1/2021



Chair/Director (Signature):

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## Arizona State University Criteria Checklist for

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Course syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Course syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Course syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course syllabus
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

**Historical Awareness [H]**

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Course Prefix	Number	Title	General Studies Designation
ASM	450	Bioarchaeology	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course.	A major aim of the course is to demonstrate how bioarchaeology is used to examine cross-cultural views of the lived experiences of people in past communities and how their societies functioned, with a strong emphasis on comparative lived experiences and how societies changed through time in response to internal and external forces.	Course syllabus - Yellow Highlights
The course examines and explains human development as a sequence of events influenced by a variety of factors.	The course considers how societies changed through time in response to both internal and external mechanisms. Examples of internal mechanisms include shifting belief systems, changing aspects of identity, and demographic factors. Examples of external factors include interactions with other societies and the physical environment. The course presents historical case studies of shifts in lifestyles and social structures in a comparative context.	Course syllabus - Blue Highlights
There is a disciplined systematic examination of human institutions as they change over time.	The course examines changes in such human institutions as imperialism, colonialism, subsistence patterns, and warfare by describing how bioarchaeological analysis can give social and biological context to patterns from human remains and their treatment that indicate aspects of status, diet, and trauma in past societies.	Course syllabus - Green Highlights
The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic	The course specifically connects artifacts and ideas related to sociality found in burial contexts and the lived experiences evident in recovered human remains with the broader social, political, and economic context that affect and structure migration, experiences of violence, disease transmission, subsistence, and	Course syllabus - Grey Highlights

**Historical Awareness [H]**

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context.	inequality in human history.	
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## **Application for H Status Designation ASM 450 - Bioarchaeology**

### **1. History is a major focus of the course**

*Documentation: Syllabus (yellow highlighted)*

*How Course Meets Spirit:* A major aim of the course is to demonstrate how bioarchaeology is used to examine cross-cultural views of the lived experiences of people in past communities and how their societies functioned, with a strong emphasis on comparative lived experiences and how societies changed through time in response to internal and external forces.

*Specific Examples:* This course focuses on how the remains of humans excavated from archaeological sites provide critical biocultural evidence of major changes in human lifeways and institutions in the historic and prehistoric past. The course is global in scope and spans a time period from roughly 15,000 years ago to the present. Bioarchaeological data from human remains related to demographics, mobility and migration, diet and health, and lifestyle and activity patterns are presented and connected to specific historical or archaeological contexts.

The course specifically addresses the following historical topics/contexts:

- 1) The history of human migration globally as well as how human remains and burials can reflect migration at local and regional scales in the prehistoric and historic past.
- 2) The history of warfare and inter-personal violence, including assessment of when warfare began, what social function it fulfilled, and what precursors need to be in place for it to begin.
- 3) The development of complex societies throughout the Holocene beginning with forager band level groups and ending with complex states that developed in specific parts of the world. The issue here is why complexity developed in certain regions but not others.
- 4) The origins of food production as a major transition in social institutions that was distinct from foraging as a human form of social organization; food production also manifest at different times and in different places requiring an historical approach to understand why these changes occurred.
- 5) The origins of urban environments and their effects on human health and identity.
- 6) The effects of colonialism on indigenous communities during both the Age of Discovery and in previous imperial settings (Andes, Rome, Egypt).
- 7) The history of human burial and funerary practices, tracking the development of early religious beliefs based on funerary behaviors.

### **2. Course examines and explains human development as a sequence of events influenced by a variety of factors**

*Documentation: Syllabus (blue highlighted)*

*How Course Meets Spirit:* The course considers how societies changed through time in response to both internal and external mechanisms. Examples of internal mechanisms include shifting belief systems, changing aspects of identity, and demographic factors. Examples of external factors include interactions with other societies and the physical environment. The course presents historical case studies of shifts in lifestyles and social structures in a comparative context.

*Specific Examples:* In this class, human development is reflected in increasing social complexity, changes in subsistence practices, changes in patterns of interaction, expanding systems of social interaction including with increasingly distantly related individuals, increasing population size, and changes in health and lifestyle. Because bioarchaeology sits comfortably between the natural and social sciences, and also has a humanistic component to it, it draws readily from a variety of perspectives and considers a multitude of factors when making interpretations about the lived experiences of past people and the ways these are connected to historical developments and societal changes.

Throughout the course students actively describe and compare the lived experiences of past individuals based on biocultural evidence that they analyze from a hypothetical prehistoric cemetery through a series of four associated site interpretation assignments. These assessments are designed to prompt students to consider how internal (e.g., social identity and community demographics) and external factors (e.g., dietary resources available in the physical environment) during the time period affected the lives of the individuals whose remains have been recovered from the cemetery. Excerpts from the first and fourth site interpretation assignments are included here:

#### **Site Interpretation Assignment 1: Age/Sex Mortuary Analysis**

This first site interpretation assignment is designed to give you the opportunity to investigate a bioarchaeological dataset from a prehistoric cemetery and interpret the patterns that you find to begin assessing the lives of the individuals whose remains were buried at the site. The specific context of your initial exploration will focus on variation among these individuals and their burials based on demographic and mortuary data.

#### **Site Interpretation Assignment 4: Oral Health and Isotopic (C/N) Analysis**

This final site interpretation assignment will give you the chance to explore the lifestyles of the individuals from Christophe's Bluff through data related to paleodiet and health. Your work on this will build upon your prior site interpretation assignments by adding analyses of the patterns of subsistence and health among these individuals and by summarizing your overall findings from the site.

### **3. There is a disciplined systematic examination of human institutions as they change over time**

*Documentation: Syllabus (green highlighted)*

*How Course Meets Spirit:* The course examines changes in such human institutions as imperialism, colonialism, subsistence patterns, and warfare by describing how bioarchaeological analysis can give social and biological context to patterns from human remains and their treatment that indicate aspects of status, diet, and trauma in past societies.

*Specific Examples:* The course uses temporal change as its primary framing device because bioarchaeology is inherently interested in understanding the consequences of major lifestyle transitions. For example, 12,000 years ago all of our ancestors were foragers, likely living in relatively small, mobile bands. Now these same types of human societies are quite rare and many

of us live in complex state level societies. This transition had significant impacts on health, social organization, degree of mobility, diet, community organization, relationships within a political landscape, and sense of identity. We still are dealing with the repercussions of this transition from foraging to food production. In this class we use archaeological data sets to trace the development of food production in many regional contexts tracking how subsistence changed, and evaluating its effect on human populations and institutions. The course also examines the origins of warfare by surveying the evidence for inter-personal violence in the past, tracking changes in the frequency of warfare through time, and trying to understand the social and political role that warfare played at different times and places. In addition, the course uses the evidence for intentional burial, use of cemeteries, and funerary behavior to address historical changes as the transition from isolated burial to collective burial reflects shifting perceptions of landscape, ownership, social complexity and hierarchy, and sedentism. Throughout the class, we consider the baseline condition and use evidence-based inferences to understand how these conditions changed over time and what the impacts of these changes were on human societies.

#### **4. Course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.**

*Documentation: Syllabus (gray highlighted)*

*How Course Meets Spirit:* The course specifically connects artifacts and ideas related to sociality found in burial contexts and the lived experiences evident in recovered human remains with the broader social, political, and economic context that affect and structure migration, experiences of violence, disease transmission, subsistence, and inequality in human history.

*Specific Examples:* This class takes baseline observations of human skeletal biology (sex, age, diet, mobility, activity patterns, biological relatedness, health and disease) and mortuary practices (grave inclusions and relative burial orientations and spatial patterns) and links these to social aspects of identity, landscape, community organization, violence, inequality, life style transitions, and grief and mourning within specific, historically-contingent contexts related to the regional archaeological research. Students enrolled in the course consider and describe these links and their historical and social relevance directly through their work on course assessments. A specific example of this is their final written reflection response for which they describe the expected evidence that could be discerned should their own skeletal remains be recovered in the future and what interpretations could be made from this about their lived experiences and societal patterns in the 21<sup>st</sup> century. An excerpt from the assignment prompt is included here:

Now, imagine that 1,000 years from now, your skeleton is excavated and analyzed by bioarchaeologists hoping to understand something about your individual lived experience, as well as what life was like for people living in the early 21<sup>st</sup> century. What aspects of your skeletal and dental remains could be examined through bioarchaeological analysis and how do you think the results of these analyses would be interpreted?

In a thoughtful, 2 – 3 paragraph response, describe the major findings that you think future bioarchaeologists would make based on the analyses of your skeletal and dental remains. Your response should link the findings to at least three of the lines of evidence covered in the course (in bold in the section above). Be sure to discuss how

bioarchaeologists would use the results of their analyses to interpret both your individual lived experiences and broader lifestyle patterns in your society.

Unlike other classes that might have an H designation, the types of research discussed and considered in depth in this class provide quite different perspectives that are complementary to, but not overlapping, perspectives from oral history, written texts, and artistic representation. That is, biological data are imprinted or reflected in the tissues of the body in a way that is less contingent on the perspective of the one(s) writing, telling, or depicting historical events.

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Course Catalog Description:

### **ASM 450 - Bioarchaeology**

#### **Course Description**

Surveys archaeological and physical anthropological methods and theories for evaluating skeletal and burial remains to reconstruct biocultural adaptation and lifeways.

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List of Required Readings/Books:

There is no one specific textbook for this course. A list of the full references for the required course readings shown below can be found on the final page of the syllabus.

#### **Module 1:**

Dunnavant et al (2021)  
Larsen (2006)  
Lambert & Walker (2019)  
Mays (2010) Ch 1-2 & 13  
Nikita (2017)  
Stojanowski & Duncan  
(2015)

#### **Module 2:**

Byers (2011) Ch 8\* & 9  
Mays (2010) Ch 3  
Stodder & Palkovich  
(2012)  
\*excerpts

#### **Module 3:**

Burton & Katzenberg  
(2019)  
Hefner et al. (2016)  
Mays (2010) Ch 4, 5, 6

#### **Module 4:**

Buikstra & Scott (2009)  
Stojanowski et al. (2015)

**Module 5:**

Lovell and Grauer (2019)  
Mays (2010) Ch 9  
Redfern (2017) Ch 3

**Module 6:**

Eriksson (2013)  
Lukacs (2012)  
Mays (2010) Ch 8 & 10

**Module 7:**

Buzon (2012)  
Mays (2010) Ch 7  
Ortner (2012)

**ASM 450 Bioarchaeology – Course Catalog Description**

Surveys archaeological and physical anthropological methods and theories for evaluating skeletal and burial remains to reconstruct biocultural adaptation and lifeways. Prerequisite: ASM 101 or instructor approval.

*Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.*

**BIOARCHAEOLOGY**  
**ASM 450**  
**Fall 2021 (A)**  
Line Number: 95607

**Course Meetings:** This is a 7.5 week fully-online course with weekly due dates (3 credit hours).

**Instructor: Dr. Chris Stojanowski**

Contact Info: [cstojano@asu.edu](mailto:cstojano@asu.edu)

Office Hours\*: Wednesday 9am – 11am (AZ Time) on Zoom

*\*This is a no-appointment-needed time that I set aside for you to ask questions. To set up an online meeting outside of office hours or to ask questions at other times, please email me!*

**Course Description:**

Bioarchaeology is a subfield of biological anthropology and archaeology focused on studying the lives of ancient peoples through their biological remains. This often includes analysis of human skeletal remains and dentition, but other ancient biological materials are also part of bioarchaeological inquiry, including ancient DNA, ancient pathogens, and mummified soft tissues. **Through cross-cultural comparative study of human biology and behaviors, bioarchaeologists seek to understand our common humanity and unique local histories.** This course provides an overview of bioarchaeology's history, methodologies, "big questions", and relationship to the broader social and historical sciences. We will learn how a person's skeletal and dental remains can help in estimating their age, sex, stature, childhood health, disease experience, diet, injuries, and activity levels which can all be used to better understand and interpret their life history and **lived experiences in past societies and environments.**

**Course Outcomes:**

After completing **this course on bioarchaeology, which aims to reconstruct how human societies have changed through time**, varied throughout the world, and how this variation impacted the lives of individuals and communities in ways that still impact the global world, you will have deeper understanding of how the discipline can help address the following important questions:

- How were **social identities expressed in the past**? What evidence can we use to infer social identity and how does the expression of identity relate to modern day individual and group identities?
- What is the **evidence for the history of warfare and inter-personal violence**? Is war inevitable, even in non-state level societies?
- What are the **major lifestyle transitions that have occurred in human history, and what were the consequences of these transitions for human health and well-being**?
- What was the **effect of colonialism on Indigenous populations**? How did **diet and health change in response to imperialism**?
- When did inequality arise and what were its effects on human well-being?
- How did **people express grief and mourning in the past**? Are there universals to this aspect of the human life course?
- What **factors of human experience were different from today**? And what **factors were similar**?

**Course Schedule:**

This course is organized into seven weekly modules each of which includes course materials in the form of lecture videos, outside videos, podcasts, and/or required readings as well as assessments (reflection responses, site assessments, and/or exams) with specific **due dates** as listed in the table below:

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MODULE	Lecture & Media	Assigned Readings	Coursework due
<b>Course Overview</b>		ASM 450 Syllabus	Readiness Quiz*
<b>1: Introduction to Bioarchaeology and Research Ethics</b>	1.1 Course Introduction 1.2 History of the Field 1.3 Ethics & Human Remains Research 1.4 Basic Bone Biology 1.5 Human Osteology (video) Bones of Contention: Native American Archaeology (podcast) Sidedoor: The Mystery Bones of Witch Hill	Dunnivant et al (2021) Larsen (2006) Lambert & Walker (2019) Mays (2010) Ch 1-2 & 13 Nikita (2017) Stojanowski & Duncan (2015)	Sunday, Aug 29: <b>Ethics Reflection Response</b>
<b>2: Osteobiography and the Biological Profile</b>	2.1 Osteobiographies & Biological Profiles 2.2 Estimation of Sex 2.3 Estimation of Age 2.4 Paleodemography & Mortuary Analysis (video) Skeletons of Spitalfields	Byers (2011) Ch 8* & 9 Mays (2010) Ch 3 Stodder & Palkovich (2012)  *excerpts	Sunday, Sept 5: <b>Site Assessment 1: Age/Sex Mortuary Analysis</b>
<b>3: Biological Identity</b>	3.1 Microevolution and Migration 3.2 Biological Distance Analysis 3.3 Migration: Isotopic & Locomotor Contributions 3.4 Case Studies in Bioregional Identity	Burton & Katzenberg (2019) Hefner et al. (2016) Mays (2010) Ch 4, 5, 6	Sunday, Sept 12: <b>Site Assessment 2: Biodistance &amp; Isotopic (Sr) Analysis</b>
<b>4: Social Identity</b>	4.1 Social Identity in Bioarchaeology 4.2 Intentional Body Modification Studies of Identity in Past Societies (video) Why Did King Tut Have a Flat Head? (video) Taboo: Marks of Identity	Buikstra & Scott (2009) Stojanowski et al. (2015)	Sunday, Sept 19: <b>Mid-Term Exam &amp; Body Modification Reflection Response</b>
<b>5: Warfare and Violence</b>	5.1 Warfare and Interpersonal Violence 5.2 Trauma Analysis 5.3 Past Warfare & Structural Violence 5.4 Cannibalism, Trophies, & Human Sacrifice (video) The Great Inca Rebellion (video) Moche Human Sacrifice	Lovell and Grauer (2019) Mays (2010) Ch 9 Redfern (2017) Ch 3	Sunday, Sept 26: <b>Site Assessment 3: Trauma &amp; Body Modification</b>
<b>6: Paleodiet</b>	6.1 Paleodiet & Lifestyle Transitions in the Human Past 6.2 Paleodiet: Isotopic Contributions 6.3 Paleodiet: Oral Health Patterns 6.4 Case Studies in Paleodiet & Lifestyle Transitions	Eriksson (2013) Lukacs (2012) Mays (2010) Ch 8 & 10	Sunday, Oct 1: <b>Site Assessment 4: Oral Health &amp; Isotopic (C/N) Analysis</b>
<b>7: Health and Disease</b>	7.1 Health, Disease, & the Epidemiological Transition 7.2 Paleopathology 7.3 Paleopathology: (Non)Specific Disease & Stress 7.4 Case Studies in Health, Disease, & Lifestyle Transitions (video) Nightmare in Jamestown (video) The Syphilis Enigma	Buzon (2012) Mays (2010) Ch 7 Ortner (2012)	FRIDAY, Oct 8: <b>Bioarchaeology &amp; the Modern World Reflection Response</b>  Sunday, Oct 10: <b>Final Exam</b>

### Required readings

All required readings will be made accessible on the Canvas course site either as pdf documents or through link to the eBook in the ASU library or both.

**Please be aware that human remains and mortuary contexts will be discussed and viewable (as images) in course material. These materials must be handled in a respectful manner, and may not be shared outside of the Canvas course site.**

### **Prerequisites**

ASM 104 or instructor approval

### **Specific Course Learning Outcomes**

Upon successful completion of this course, you will have demonstrated the ability to:

- Consider ethical issues related to conducting research involving human remains
- Describe proficiencies and best practices with regard to field and laboratory analysis of human mortuary sites
- Visually identify the bones of the human skeleton and describe basic anatomical terminology and bone biology
- Apply osteological standards of age and sex assessment to skeletal material
- Describe methods for assessing biological identity at multiple scales of analysis
- Define social identity, list examples of social identities, and describe how bioarchaeologists access such information in past societies
- Differentiate different scales of violence and characterize how bioarchaeologists identify trauma and trauma patterns in the past
- Define the goals of paleopathology and distinguish non-specific and specific indicators of stress and growth disruption.
- Analyze bioarchaeological data to address questions about diet, disease, and lifestyle in human societies including analyses of light stable isotopes, pathology, phenotypic data, and age and sex
- Read and critically evaluate published research articles and case studies in bioarchaeology
- Evaluate current health and lifestyle differences throughout the world as the product of a specific set of historical circumstances using a deep time archaeological perspective
- Discuss the methodological toolkit of bioarchaeology, including assessments of diet, health, mobility, and disease experiences

### **Coursework/Assignments:**

**Note: Please read this section of the syllabus very carefully!**

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

Reflection Responses	(3 x 10 pts ea.)	30 pts
Site Interpretations	(4 x 25 pts ea.)	100 pts
Exams (Mid-term & Final)	(2 x 35 pts ea.)	70 pts
<b>Total points possible</b>		<b>200 pts</b>

**All course assessments are described briefly in the sections that follow. Detailed step-by-step instructions for each are posted on the course Canvas site. Due dates are posted in the Course Schedule and on Canvas.**

### **Required Readiness Quiz**

To unlock all subsequent course content, you must take this 10-question readiness quiz and answer at least 8 questions correctly. The quiz covers the content of the syllabus and is designed to ensure that you are aware of the content/schedule, requirements, and expectations of the course. You can take the quiz as many times as you need. *Your score on this quiz will not be included in your overall course grade.*

### **Reflection Responses (30 points total/10 points each).**

There are three reflection response assignments that will give you opportunities to describe connections between human skeletal remains and aspects of human society. For each of your written reflection responses, you will consider and address a specific prompt in a thoughtful and thorough manner, and

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must include citations of relevant information from the module (i.e., lectures, readings, and/or other media) in your response submission.

### **Site Interpretations (100 points total/25 points each)**

There are four site interpretation assignments that you will complete for the course, all of which require you to investigate and answer questions about different types of bioarchaeological data from the human remains found at one prehistoric cemetery site. The specific datasets for each assignment relate to that module's learning materials and are included as associated assignment files. Your task will be to interpret these data within a bioarchaeological framework addressing all aspects of the assignment questions and building upon prior site interpretation assignments. By the end of the course, you will have completed an analysis of an archaeological mortuary context that includes information on grave goods, burial orientation and position, age and sex of skeletal individuals, isotopic signatures of diet and migration history, pathology data on stress and health, skeletal trauma, and body modifications. The end goal of your work through the series of datasets is to arrive at a nuanced interpretation of the community of individuals from this archaeological site.

### **Exams (70 points total/35 each)**

#### **Mid-term (due September 19)**

The mid-term exam covers topics and methods from Modules 1-4 of the course and will include 35 questions. This exam will serve as one assessment of what you have learned about bioarchaeology during the first half of the course, and you will have one 70-minute attempt to complete it once you begin.

#### **Final Exam (due October 10)**

The final exam covers topics and methods from Modules 5-7 and, like the mid-term, will consist of 35 questions drawn from a larger question pool. The final exam will serve as an assessment of what you have learned about bioarchaeology during the second half of the course, and you will have one 70-minute attempt to complete it by the due date.

### **Extra Credit**

There will be no extra credit in this course.

### **Final Grades:**

There are **200 total possible points** to earn in this class. Final letter grades will be based on the percentage breakdown on the following page. (Course points shown in parentheses):

<b>Letter Grade</b>	<b>Percentage</b>	<b>Course Points</b>	
A	89.5-100	(179 – 200 points)	Excellent
B	79.5-89.4	(159 – 178 points)	Good
C	69.5-79.4	(139 – 158 points)	Average
D	59.5-69.4	(119 – 138 points)	Passing
E	<59.5	(<119 points)	Failure
XE			Failure due to Academic Dishonesty
EN			Failure due to no participation
EU			Failure due to ceasing participation/submissions

### **Incompletes**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

### **Late or Missed Assignments**

Reflection responses, site assessments, and both exams are due by 11:59 pm (Arizona time\*\*) on the dates indicated in the course schedule. If you experience extenuating circumstances that affect your ability to meet a due date, you must request an extension from Dr. Bidner via email (sent to

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[lbidner@asu.edu](mailto:lbidner@asu.edu)) to earn credit for any work submitted after its due date. Such requests will be considered on a per-case basis, and should be made before the original due date whenever possible.

Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

**\*\*Arizona does not follow daylight saving time.** Please use the "Time in AZ" tab found in the left hand column on Canvas to check the current time in Arizona and plan your submissions based on this.\*\*

### **Grade Appeals**

If you feel that an assignment or exam was graded incorrectly, you can request a review of your work by emailing your TA and Dr. Bidner **within 3 days** of grade posting with details explaining your reason for the request that reference course materials and/or assignment/exam instructions/rubrics.

ASU has formal and informal channels to appeal a final course grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

### **Student Standards**

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:  
<https://students.asu.edu/srr>

### **Expected online classroom behavior**

While engaging in activities on the course Canvas site (the online classroom), students are expected to exhibit [appropriate](#) and considerate behavior. This includes keeping course discussion posts respectful and focused on the assigned topics. Students must act with integrity when interacting with all course materials and when contacting fellow classmates and the instructors.

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

### **Electronic Communication**

Community Forum Discussion Board: Please use this discussion board for general questions about the course. Prior to posting a question, please check for the answer in the syllabus, announcements, and existing posts. If your question relates to a personal grade or issue of a personal matter, please email Dr. Bidner and/or your TA with this directly rather than posting it on this discussion board.

ASU email account: ASU email is an official means of communication among students, faculty, and staff. Please ensure that you check your ASU-assigned email account regularly as all university information, course announcements, and correspondences with instructors will be sent to this account. Additionally, please use your ASU email address rather than another account or the Canvas messaging service to contact your TA or instructor on course matters. For help with your email contact the [help desk](#).

All email communications should be professional and succinct. In the subject line, please include the course name or number along with a brief subject. Please also use proper salutation (e.g., "Dear Dr. Bidner,"), include your full, preferred name, and give specifics such as the module and/or title for any coursework or materials you mention. We aim to respond to all student emails within two days of receipt.

### **Policy against threatening behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal

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safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### **Academic Integrity**

*Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.*

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author and date. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask your instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using Turnitin, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

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

### **Prohibition of Commercial Note Taking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

### **Student Support and Disability Accommodations**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus SAILS at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

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### **Drop and Add Dates/Withdrawals**

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) and [Drop/Add and Withdraw](#).

### **Letters of Recommendation:**

If you plan to request a letter of recommendation from me, please note that I am most likely to be open to writing a letter(s) for you if you have contacted me directly during the course and contributed excellent work as well. I will consider your request and let you know if I will be able to write a letter for you provided that you (1) send your request to me via email at least two weeks before the letter's due date and (2) include the following information for my consideration:

- details about the program to which you are applying (including due dates/time frames)
- specific information about letter requirements and submission (including letter due date(s))
- your own background details pertinent to your application that may help in composing a recommendation letter (It is particularly useful to know how your work in this course is connected to your application and future goals in the program to which you are applying.)

### **Campus Resources**

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

- Tutoring: <https://studentsuccess.asu.edu/student-services/tutoring>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Student Accessibility and Inclusive Learning Services: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <https://universitycollege.asu.edu/explore>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

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

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **Policy on Sexual Discrimination**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students,

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contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

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# THE ARCHAEOLOGY OF HUMAN BONES

SECOND EDITION

*Simon Mays*

 Routledge  
Taylor & Francis Group  
LONDON AND NEW YORK

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# PREFACE

Archaeology is about people and how they lived in the past. The study of the physical remains of those people is therefore a central component of archaeological enquiry. This involves primarily the analysis of skeletal remains (oste archaeology), as bones and teeth are the only human remains that survive in most circumstances. The aim of this book is to illustrate the sorts of information that can be derived from the study of ancient human remains and how this can be harnessed to address questions of general archaeological interest. We shall generally be concerned with the remains of anatomically modern man (*Homo sapiens sapiens*), rather than with tracing the story of human evolution.

In the 12 years since the publication of the first edition of this book there have been many important developments in oste archaeology. In the second edition, every chapter has been updated to reflect this. Perhaps the most important methodological advances since the first edition have been in the areas of stable isotope and DNA analyses. In this edition, there is a chapter devoted to stable isotopic work, and its application to both dietary and mobility studies is described. The chapter on DNA has been completely rewritten. The text has also been expanded to encompass areas omitted from the first edition so as to make the coverage of the field more comprehensive. There is a new chapter on post-cranial metric variation, with an emphasis on biomechanical analyses. There is also a new chapter on ethics and human remains. Ethical matters, particularly those surrounding the question of whether archaeological human remains should be kept in museums for future study or should be reburied, are some of the most challenging issues faced by oste archaeology.