

Anthropology 3W03 C01: **Children in the Past: A Bioarchaeological Perspective**

McMaster University
Fall (Term 1) 2019

Class Schedule: Wednesdays, 2:30pm-5:20pm

Class Format: Weekly Seminar

Location: ETB 238

Instructor: L. Creighton Avery

Office: CNH 504

Office Hours: Wednesdays, 1:00pm-2:00pm

E-Mail: averylc@mcmaster.ca

Required text: None.



Course Description

Once upon a time, bioarchaeologists viewed children in the archaeological record as passive beings, contributing little to their communities and daily lived experiences. However, recent research has demonstrated that this hasn't always been the case, and instead, experiences of childhood has varied greatly across space and time. This special topic course considers the contributions, influences, and experiences of children in the past, and explores how bioarchaeologists investigate children to understand their lives, and their communities more broadly.

At its core, this is a seminar class with discussions based on the weekly readings. As such, students are expected to come to class having read the assigned readings and be prepared to discuss the topic. This course will also help facilitate critical thinking and communication skills, relevant in both academic and professional settings.

Learning Objectives

By the end of this course, you will be able to:

- Explain major research questions and methodological approaches to the study of children in the biological anthropology;
- Discuss the current state of bioarchaeological research into children and childhood;
- Critically assess peer-reviewed journal articles;
- Communicate bioarchaeological research to a broad (public) audience.

Learning Assessments

Assignments are designed to cater to, and develop, a variety of skills. Written assignments are to be submitted on Avenue to Learn and Turnitin. A late penalty of 5% per day, including weekend days, will be applied for any late submissions.

Overview of Assessments		Due Date	Percent of Total Grade
Participation		Weekly	11%
Weekly Guided Reading Questions		Weekly	24%
Paper Critique		Oct. 23	25%
Grant Application			
	Grant Proposal	Nov. 13	25%
	Submit Slide for 3MP	Dec. 2	-
	Three Minute Pitch (3MP)	Dec. 4	10%
	Peer Evaluations	Dec. 4	5%

- 11% Participation** (1% per week x 11 weeks). This is a discussion-based class, and as such, you will be evaluated on your contributions each week. It is not enough to attend; to earn full marks you must contribute to discussions and demonstrate that you have done the assigned readings each week.
- 24% Weekly Guided Reading Questions** (2% per week x 12 weeks). Questions on the weekly assigned readings will be posted each week on Avenue to Learn. You will submit a hard-copy (printed) one-page response (total, not per question), at the beginning of class each week. Please label your one-page response with your name and student ID#. In your answers, I will be looking for major points/themes but will not focus on grammar and perfect sentence structure.
- 25% Paper Critique.** Find two case study articles related to a topic we've covered to evaluate and critique. Paper critiques should examine if the authors adequately identified and answered their research questions, explained the methods used, applied a theoretical framework, and if there are other things the researchers should have considered. These are not meant to be inherently negative but should encourage you to think critically about current research in the bioarchaeology of childhood. Written assignments are to be double-spaced, with a 12-point font and 1-inch margins, between four and six pages (not including references). Assignments are due on October 23, 2019 at 12pm (noon).
- 40% Grant Application.** Pretending you're about to undertake your own research project, prepare and present a grant application. This assignment will be broken into three parts:
- **Grant Proposal (25%).** Using the template provided, write up a grant application for your hypothetical research project. You'll have to include your proposed research questions, background information, and also indicate the materials and methods you will use. As with any grant application, you'll also have to explain

the significance of your research to an “educated but non-specialized” audience. Written assignments are due on November 13, 2019 at 12pm (noon).

- **Three Minute Pitch** (10%). With one static slide, and no more than three minutes, briefly explain the project you want to undertake, including the objectives, aims, and importance. You will also have two minutes to answer any questions that arise from your classmates. In-class presentations will take place on December 4, 2019. However, slides are to be submitted to A2L on December 2, 2019, to be put in a single slide-show presentation.
- **Peer Evaluation** (5%). Using the provided rubrics and/or by asking appropriate questions, provide feedback for two other students (assigned randomly) and their Three Minute Pitch. In-class evaluations to take place on December 4, 2019.

Weekly Readings

There is no required text for this course. Rather, students will access most of the required readings through McMaster’s library system. Other assigned readings (e.g., chapters from edited volumes) will be posted on Avenue to Learn. As this is a discussion-based course, you are expected to complete all readings prior to class, to facilitate a productive discussion.

*Indicates readings that have been posted on A2L.

Week 1: Introduction, Defining Children

September 4

No readings this week.

Week 2: Finding Children

September 11

*Inglis, R.M., Halcrow, S.E. (2018). The Bioarchaeology of Children: Theoretical Development in the Field. In P. Beauchesne and S.C. Agarwal (Eds.), *Children and Childhood in Bioarchaeology* (pp. 33-60). Gainesville, Florida: University Press of Florida.

Week 3: (Social) Age

September 18

*Buckberry, J. (2018). Techniques for Identifying the Age and Sex of Children at Death. In S.E.E. Crawford, D.M. Hadley, G.B. Shepherd (Eds.), *The Oxford Handbook of the Archaeology of Childhood* (pp. 55-70). Oxford: Oxford University Press. ← Read pages 55-64 for this week.

Gowland, R. (2001). Playing Dead: Implications of Mortuary Evidence for the Social Construction of Childhood in Roman Britain. In G. Davies, A. Gardner, K. Lockyear (Eds.), *TRAC 2000: Proceedings of the Tenth Annual Theoretical Roman Archaeology Conference, London 2000* (pp. 152-168). Oxford: Oxbow Books.

Week 4: Sex and Gender

September 25

*Buckberry, J. (2018). Techniques for Identifying the Age and Sex of Children at Death. In S.E.E. Crawford, D.M. Hadley, G.B. Shepherd (Eds.), *The Oxford Handbook of the Archaeology of Childhood* (pp. 55-70). Oxford: Oxford University Press. ← Read pages 65-67 for this week.

*Hollimon, S.E. (2011). Sex and Gender in Bioarchaeological Research: Theory, Method, and Interpretation. In S.C. Agarwal, B.A. Glencross (Eds.), *Social Bioarchaeology* (pp. 149-182). Oxford: Blackwell Publishing.

Veselka, B., van der Merwe, A.E., Hoogland, M.L.P., Waters-Rist, A.L. (2018). Gender-related vitamin D deficiency in a Dutch 19th century farming community. *International Journal of Paleopathology* 23: 69-75. DOI: 10.1016/j.ijpp.2017.11.001.

Week 5: Growth and Development

October 2

*Mays, S. (2018). The Study of Growth in Skeletal Populations. In S. Crawford, D.M. Hadley, G. Shepherd (Eds.), *The Oxford Handbook of The Archaeology of Childhood* (pp. 71-90). Oxford: Oxford University Press.

Schillaci, M.A., Dejana, N., Akins, N.J., Tripp, L., Palkovich, A.M. (2011). Infant and Juvenile Growth in Ancestral Pueblo Indians. *American Journal of Physical Anthropology* 145: 318-326. DOI: 10.1002/ajpa.21509.

Week 6: Diet and Feeding

October 9

*Miller, M.J., Agarwal, S.C., Langebaek, C.H. (2018). Dietary Histories: Tracing Food Consumption Practices from Childhood through Adulthood Using Stable Isotope Analysis. In P. Beauchesne, S.C. Agarwal (Eds.), *Children and Childhood in Bioarchaeology* (pp. 262-293). Gainesville, Florida: University Press of Florida.

Reading Week – No class

October 16

Week 7: Mid-Course Review

**** Paper Critique due today****

October 23

I'm away at a conference this week, so in lieu of Guided Reading Questions this week, you'll submit two sentences regarding your upcoming Grant Application. Specifically, (1) what is your research question? and; (2) why is it important? In lieu of participation marks, you'll complete a mid-course review, to provide any feedback on the course so far.

Week 8: Pathology

October 30

Krenz-Niedbala, M., Lukasik, S. (2016). Prevalence of chronic maxillary sinusitis in children from rural and urban skeletal populations in Poland. *International Journal of Paleopathology* 15: 103-112. DOI: 10.1016/j.ijpp.2016.10.003

Roberts, C.A., Caffell, A., Filipek-Ogden, K.L., Rowland, R., Jakob, T. (2016). 'Til Poison Phosphorous Brought them Death': A potentially occupationally-related disease in a post-medieval skeleton from north-east England. *International Journal of Paleopathology* 13: 39-48. DOI: 10.1016/j.ijpp.2015.12.001.

Best, C. (2018, March 8). Meet the Matchstick Women – The Hidden Victims of the Industrial Revolution [Online Article]. *The Conversation*. Retrieved from <http://theconversation.com/meet-the-matchstick-women-the-hidden-victims-of-the-industrial-revolution-87453>.

Week 9: Trauma

November 6

Timmins, S., Sereville-Niel, C., Brickley, M. (2017). Childhood Cranial Trauma from a Late Roman and Merovingian Context from Michelet, Lisieux, France. *International Journal of Osteoarchaeology* 27: 715-722. DOI: 10.1002/oa.2581.

Velasco-Vazquez, J., Delgado-Darias, T., Alberto-Barroso, V. (2018). Violence targeting children or violent society? Cranialfacial injuries among the pre-Hispanic subadult population of Gran Canaria (Canary Islands). *International Journal of Osteoarchaeology* 28(4): 388-396. DOI: 10.1002/os.2662.

Halcrow, S. (2018, August 9). Skull trauma in children indicates violent pre-Hispanic Canary Island societies [Blog Post]. Retrieved from <https://childhoodbioarchaeology.org/2018/08/09/skull-trauma-in-children-indicates-violent-pre-hispanic-canary-island-societies/>

Week 10: Transitioning to Adulthood ****Grant application due today**** **November 13**

Shapland, F., Lewis, M., Watts, R. (2015). The Lives and Deaths of Young Medieval Women: The Osteological Evidence. *Medieval Archaeology* 59(1): 272-289. DOI: 10.1080/00766097.2015.1119392.

Lewis, M. (2018, February 12). Children aren't starting puberty younger, medieval skeletons reveal [Online article]. Retrieved from <https://theconversation.com/children-arent-starting-puberty-younger-medieval-skeletons-reveal-91095>.

Week 11: Looking at Childhood in Adults **November 20**

Lamb, A.L., Evans, J.E., Buckley, R., Appleby, J. (2014). Multi-isotope analysis demonstrates significant lifestyle changes in King Richard III. *Journal of Archaeological Science* 50: 559-565. DOI: 10.1016/j.jas.2014.06.021.

Nakayama, N. (2016). The Relationship Between Linear Enamel Hypoplasia and Social Status in 18th to 19th Century Edo, Japan. *International Journal of Osteoarchaeology* 26: 1034-1044. DOI: 10.1002/oa.2515.

Week 12: Future Directions **November 27**

Mays, S., Gowland, R., Halcrow, S., Murphy, E. (2017). Childhood Bioarchaeology: Perspectives on the Past 10 Years. *Childhood in the Past* 1: 28-56. DOI: 10.1080/17585716.2017.1301066.

*Lewis, M.E. (2007). Future Directions. In M.E. Lewis (Ed.), *The Bioarchaeology of Children: Perspectives from Biological and Forensic Anthropology* (pp. 184-188). Cambridge: Cambridge University Press.

Week 13: Three Minute Pitches **December 4**

****Presentations and Peer Evaluations today****

No readings this week.

Course Notes

AODA

If you require this information in an alternate/accessible format, please contact Marcia Furtado at 905-525-9140 extension 24423 or email furtam1@mcmaster.ca.

Academic Integrity statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g., the submission of work that is not one’s own for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic accommodation of students with disabilities statement

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext.28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s [Academic Accommodation of Student with Disabilities](#) policy.

Request for relief for missed academic term work statement (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “[Requests for Relief for Missed Academic Term Work](#)”.

Academic accommodation for Religious, Indigenous, or Spiritual Observances Statement (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Authenticity/Plagiarism detection language

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com policy, please go to www.mcmaster.ca/academicintegrity.

Faculty of Social Sciences E-mail Communication Policy

Effective January 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

USE OF COMPUTERS: Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.