Department of Anthropology, University of Toronto Mississauga
ANT441H5F Advanced Bioarchaeology
Fall 2025

Course Title	Advanced Bioarchaeology
Lecture times & format	Friday, 11:00 – 12:00pm, DV 2047, in person
Practicals or Tutorials	Friday, 12:00 – 3:00pm, DV 2047, in person
Course website	https://q.utoronto.ca/courses/409974
Instructor	Dr. Creighton Avery (she/her/hers)
Email	Creighton.avery@utoronto.ca
Office	HSC354
Office hour times	Friday, 10:00am – 11:00pm or by appointment
Teaching Assistant	TBD
Required reading/textbook	No required textbook; see preliminary reading list below, and check Quercus for updated list of weekly required readings
Course description	This course will combine theory learned in ANT340H5 (Osteological Theory and Methods) with bioarchaeological methods to teach students how to conduct and interpret a small-scale study, including original data collection and/or analysis, interpretation, and presentation of results. Each week will include bioarchaeological content (e.g., sex and gender; age and social age; injury and violence) with content partly driven by students and their interests.
Learning outcomes	By the end of the course students should be able to: 1. Explain major research questions and methodological approaches used in bioarchaeology 2. Discuss the current state of bioarchaeological research 3. Critically assess peer-reviewed journal articles regarding bioarchaeological data 4. Analyze bioarchaeological data 5. Communicate bioarchaeological research to a broad audience
Course assessments	**Reading Responses (5% x 6 = 30%), due throughout the semester** During eight weeks of the semester, you'll complete the assigned readings and respond to one of the questions posted on Quercus. Your top six out of a possible eight responses will contribute to your final grade, but you're welcome to complete all eight. Reading responses should consider high level theory applications, applying

knowledge to understand life in the past. See assignment details sheet for more information.

Discussion Leader (15%), throughout the semester
Along with one or two other people, you'll lead a group discussion for the weekly topic (topics will be assigned in the first week of class). You'll assign an appropriate reading (following the provided guidelines) and post questions to the class the week before your assigned class. During your assigned class, you'll provide a synopsis of the readings and lead the class discussion. Discussions should take between 30 minutes and 1 hour.

Student selected readings should be research articles published in the last ten years, that demonstrate the *application* of methods, theories, or research questions appropriate to the weekly topic. Readings should not be syntheses or meta-analyses. Students should meet with Dr. Avery two weeks prior to their assigned discussion to review selected article and questions to be posed to the class. See assignment details sheet for more information.

Conference Review (10%, November 10)
Virtually attend the CABA-ACAB annual meetings from November 5-8th. Provide a three-page review of one podium and one poster presentation. Class registration cost will be covered, and no addition expenses by students will be required. See assignment details sheet for more information.

Poster Presentation (totals 45%), throughout the semester
At the start of the semester, you'll design a small research project to be completed during the semester. To help provide additional guidance, this will be divided into multiple steps, summarized below (see assignment details sheet for more information):
- Part 1: Research Proposal (September 26) (5%)
  - By the end of our first month, you'll provide a proposal of your research project, including your research question/hypothesis, methods you intend to use, dataset you'll incorporate, and proposed theoretical framework. You'll receive feedback, helping you tailor your

	project as you progress through the semester.
	• Part 2: Findings Summary (October 24) (10%)
	   o Provide a summary of your findings, including key statistical tests, frequencies, sample size, etc. as applicable. This will help ensure you're on track to complete your research project in time and give you an opportunity to gain feedback regarding interpretations or statistical tests.
	• Part 3: Draft Poster (November 21) (5%)
	   o Submit a draft version of your poster and share with a small cohort of your class (groups of approximately four or five students). You'll then have one week to incorporate the feedback prior to your final submission.
	• Part 4: Peer Feedback (November 21) (5%)
	   o In tandem with sharing your poster, you'll provide feedback for members of your cohort (four to five students). This feedback will be shared with students during class and shared via Quercus.
	• Part 5: Final Poster (November 28) (20%)
	   o In our final class, you'll bring your poster to share with the full classroom. Your cohort will present at the same time, in 30-minute blocks, while the rest of the class visits posters, asking questions and engaging with one another's research.

COURSE OUTLINE

Lectures and labs will be delivered in class, with opportunities for students to ask questions and seek clarification. Slides will also be available on Quercus, while assigned readings will be available through the University of Toronto Library system, or made available through Quercus. During class, students will get hands on experience with a variety of material and have the opportunity to work on their research projects.

Week	Date	Lecture Content	Assignments
1	September 5	Introductions and Theory	None
2	September 12	Ethics in Bioarchaeology	Reading response 1
3	September 19	Sex and Gender	Reading response 2

4	September 26	Age and Social Age	Reading response 3; Research Proposal
5	October 3	Disability and Impairment	Reading response 4
6	October 10	Humans and Disease	Reading response 5
7	October 17	Injury and Violence	Reading response 6
8	October 24	Teeth and Diet	Reading response 7, Findings Summary
-	October 31	*No class – Reading Week*	
9	November 7	*No class (CABA-ACAB)*	Conference Review
10	November 14	Disasters and Catastrophes	Reading response 8
11	November 21	Dry-run and feedback	Draft Poster, Peer feedback
12	November 28	Final poster presentations	Final Poster

For Fall 2025 "F" term courses: November 11, 2025, is the deadline to drop a F course from academic record and GPA.

Week 1. Introductions and Theoretical Frameworks (September 5)
For our first week, we'll go through some introductions as we start this course, including course expectations, and dividing up weekly topics to Discussion Leaders. We'll also go through the basics of choosing a research project, so you'll be on your way to your final assignment from day one. We'll also go through an overview of theory in bioarchaeology, which will be built into subsequent weeks.

Required Readings
Cheverko, Colleen M., Julia R. Prince-Buitenhuys, & Mark Hubbe. 2020. Theory in Bioarchaeology: An Introduction. In Colleen M. Cheverko, Julia R. Prince-Buitenhuys, & Mark Hubbe (Eds.), *Theoretical Approaches in Bioarchaeology*. Routledge. Pp. 1-14.

Schrader, Sarah A., & Christina Torres-Rouff. 2020. Embodying Bioarchaeology: Theory and Practice. In Colleen M. Cheverko, Julia R. Prince-Buitenhuys, & Mark Hubbe (Eds.), *Theoretical Approaches in Bioarchaeology*. Routledge. Pp. 15-27.

Week 2. Ethics in Bioarchaeology (September 12)
We'll reflect on where the discipline of bioarchaeology has come from, where it might be going, and how we uphold ethical standards in research, teaching, and publishing.

Required Reading
Schug, Gwen Robbins, Sian E. Halcrow, & Carlina de la Cova. 2025. They are people too: The ethics of curation and use of human skeletal remains for teaching and research. *American Journal of Biological Anthropology* 186: e70013. DOI: 10.1002/ajpa.70013.

Gregoricka, Lesley A. 2023. The ethics of excavating: Bioarchaeology and the case for rehabilitating legacy human skeletal collections in the Near East. *Levant* 55:294-303. DOI: 10.1080/00758914.2023.2278287.

Squires, Kristy, Charlotte A. Roberts, & Nicholas Marquez-Grant. 2021. Ethical considerations and publishing in human bioarchaeology. *American Journal of Biological Anthropology* 177: 615-619. DOI: 10.1002/ajpa.24467.

Week 3. Sex and Gender (September 19)
In bioarchaeology, sex and gender are two separate aspects of human identity. This week, we'll consider the differences, including limitations of sex estimation methods to identify intersex individuals, and how we might "get at" gender in bioarchaeology. We'll also consider how it might interplay with aspects of identity through intersectionality.

Required Reading
Peacock, Taylor. 2024. The skeletal body as archaeology: osteological sex and gender archaeology. In Marianne Moen & Unn Pedersen (Eds.), *The Routledge Handbook of Gender Archaeology*. Routledge. Pp 399-412. DOI: 10.4324/9781003257530-33.

Additional reading selected by Discussion Group 1

Week 4. Age and Social Age (September 26)
This week, we'll look at social age, and various life stages in the human life course (childhood, adolescents, elderly). We'll consider children as sensitive measures of change, how we transition from childhood to adulthood, and why we can't seem to find "old adults" in bioarchaeological collections.

Required Reading
Mays, S., Gowland, R., Halcrow, S., & Murphy, E. (2017). Child bioarchaeology: Perspectives on the past 10 years. *Childhood in the Past* 10(1), 38-56.

Additional reading selected by Discussion Group 2

Week 5. Disability and Impairment (October 3)
This week, we'll look at the Bioarchaeology of Care and using the Index of Care, including some of the limitations and critiques of this approach.

Required Reading
Tilley, Lorna. 2017. Showing that they care: An introduction to thinking, theory, and practice in the Bioarchaeology of Care. In Lorna Tilley & Alecia A. Schrenk (Eds.), *New Developments in the Bioarchaeology of Care: Further Case Studies and Expanded Theory*. Springer. Pp 11-43.

Additional reading selected by Discussion Group 3

Week 6. Humans and Disease (October 10)

This week, we'll look at how diseases affect humans, and how we can explore this bioarchaeologically, including through skeletal manifestations and burial contexts.

Required Reading
Larsen, Clark Spencer. 2018. The Bioarchaeology of Health Crisis: infectious Disease in the Past. *Annual Review of Anthropology* 47: 295-313. DOI: 10.1146/annurev-anthro-102116-041441.

Additional reading selected by Discussion Group 4

Week 7. Injury and Violence (October 17)

In this class, we'll consider how we can evaluate different types of injuries, and what assessment of trauma and violence can tell us about life in the past.

Required Reading
Martin, Debra L., Aurora Marcela Perez-Florez, Claira Ralston, & Ryan P. Harrod. 2022. Interpreting trauma and social violence from skeletal remains. In Anne L. Grauer (Ed.), *The Routledge Handbook of Paleopathology*. Routledge. Pp. 502-519.

Additional reading selected by Discussion Group 5

Week 8. Teeth and Diet (October 24)

This week, we'll consider the ways our lives are captured in our teeth, focusing on dietary differences and changes in past populations. We'll consider both macroscopic analyses (e.g., assessments of dental health) and biochemical approaches (e.g., stable isotopes).

Required Reading
Ullinger, Jamie & Tisa Loewen. 2022. Dental Disease. In Anne L. Grauer (Ed.) *The Routledge Handbook of Paleopathology*. Routledge. Pp. 360-378.

Additional reading selected by Discussion Group 6

Reading Week (October 31)

No class. Please take a moment to complete the mid-semester evaluation of the course, to see what might need to change for the second half. Anonymous evaluation forms will be posted to Quercus for you to access and administered through Microsoft Forms.

Week 9. CABA-ACAB *No class* (November 7)

Dr. Avery will be at the annual meetings for the Canadian Association of Biological Anthropologists (CABA-ACAB) in Victoria, BC. Instead of attending class, you'll receive details to log-in to the conference virtually. You're welcome to attend as much of the conference as you'd like. At a minimum, you'll be asked to reflect on one podium and one poster presentation for marks.

Week 10. Disasters and Catastrophes (November 14)
This week, we'll look at bioarchaeological contributions to studying disasters and catastrophes, including plagues, climate change, and natural disasters.

Required Reading
DeWitte, Sharon N. 2015. The anthropology of plague: Insights from bioarchaeological analyses of epidemic cemeteries. *The Medieval Globe* 1: 97-123. DOI: 10.17302/tma.1-1.5.

Reading selected by Discussion Group 7

Week 11. Dry-Run and Feedback (November 21)
Bring in your presentations to receive and share feedback with your cohort of four to five students in the class.

Week 12. Final Poster Presentations (November 28)
For our final class, we'll all bring in our final posters and share, presenting as a cohort in 30-minute blocks. Note: for our final class, we'll meet in MN 1100 from 11:10am to 3:00pm, rather than in our regularly scheduled classroom.

IMPORTANT COURSE INFORMATION

MICHAEL LETTIERI EL BURSARIES PROGRAM
This course is an eligible course for the Michael Lettieri Experiential Learning Bursary Program. To learn more about how to apply for this bursary, visit:
https://www.utm.utoronto.ca/experience/students/experiential-learning-bursaries/michael-lettieri-el-bursaries-program-application.

ONLINE COURSE REQUIREMENTS
Meetings with the instructor can occur in person or via Zoom. For meetings via Zoom, students must register for a UTM Zoom account using their UTORid and password. (Web Portal Login: https://utoronto.zoom.us). For more information about minimum technical requirements for students to access online learning, see Recommended Technology Requirements for Remote/Online Learning published by the Office of the Vice-Provost, Students.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are proliferating and becoming ubiquitous.

In this course, students can use Generative AI in certain instances or specific ways. See below for some examples. If you are unclear if you may use AI in a particular way in this course, please reach out to the instructor to discuss options.

- Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the student alone
- Students may use artificial intelligence tools for critiquing and editing as assignment for purposes of revision, but the first draft must be original work produced by the student alone
- Students may use artificial intelligence for gathering information across sources and assimilating it for understanding, but the assignment must be the original work produced by the student

ASSIGNMENT SUBMISSION POLICY

Select assignments in this course will be submitted electronically through Quercus.

Normally, students will be required to submit their course work to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq)**.**

If students choose to opt-out of submitting their essays to the University's plagiarism detection tool, they must notify the instructor. Students who choose to opt-out of using the plagiarism detection tool must do so in writing by email to the course instructor before **October 1, 2025.** Assignments without plagiarism detection submission must be accompanied by an outline, first draft and an annotated bibliography to demonstrate the paper's originality.

POLICY FOR MISSED AND LATE ACADEMIC TERM WORK

LATE ASSIGNMENTS

I employ a compassionate late policy, where late penalties are not deducted for two days after the due date. The compassionate late policy applies to all written assignments worth more than 15%. If I have not heard from you to discuss why your assignment is late, a late penalty of 5% per day, including weekend days, will be applied after that point for 20 days, including weekends.

SPECIAL CONSIDERATION FOR MISSED AND LATE ACADEMIC TERM WORK

Students who miss term work (tests, assignments, labs) because of a temporary absence for a legitimate reason will receive reasonable academic consideration, such as the opportunity to write a make-up or to have the work graded without a late penalty being applied, without the need to provide supporting documentation.

Legitimate reasons for absence include:

- Illness or injury
- Personal or family emergencies
- Bereavement
- University sponsored events

The following are not considered legitimate reasons for absence:

- Personal social obligations
- Travel unrelated to the student's academic program
- Technological issues
- Avoidance of assessment or deadlines

To receive academic consideration for legitimate reasons, **within 72 hours of the missed deadline or test** students must use the [UTM Anthropology departmental process for special consideration](#).

Students with departmental approval for special consideration will be given an extended deadline with no late penalty or the opportunity to write a make-up.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The [University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

It is your responsibility to understand the [Code of Student Conduct](#) and the [Code of Behaviour on Academic Matters](#)

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

On sharing instructor's intellectual property covered by the Canadian Copyright Act:

- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual course groups.

Lesser-known academic offenses:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
- The unauthorized use of Artificial Intelligence (AI) tools to assist in academic work.

Plagiarism: It shall be an offence for a student knowingly:

(a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;

(b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;

(c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;

(d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A")

(e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;

(f) to submit any academic work containing a purported statement of fact or reference to a source that has been concocted.

(cited from the Code of Behaviour on Academic Matters)

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

COURSE COMMUNICATION

Please use your utoronto.ca email address to ensure that your email messages are not filtered out by spam software and include "**ANT441**" in the subject line. I will try to reply to all appropriate emails within 48 hours on business days. Keep your emails brief, and come to my office for longer discussions.

NOTICE OF VIDEO RECORDING AND SHARING

This course, including your participation, may be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

CLASSROOM CONDUCT

To be respectful of all individuals in the class, please follow the following guidelines:

- All cellphones must be silent during the lectures.
- You are expected to abide by the University of Toronto's code of student conduct.
- Students who do not abide by the code of conduct will be asked to leave the lecture.

FINAL MARKS

Final marks are tentative until approved by the Department of Anthropology Chair, the Office of the Dean, and recorded in the Office of the Registrar.
Final Grades (UTM Academic Calendar)

RE-GRADING POLICY

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work to inquire about the mark. If the student is not

satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). Such re-marking may involve the entire piece of work, and may raise or lower the mark.

See [Re-marking Pieces of Term Work (UTM Academic Calendar)](#) for further details.

STUDENT CONDUCT

If a student wishes to record, photograph, or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

See [Taping / Recording / Photographing Lectures is Not Allowed](#) (UTM Academic Calendar) for further details.

SUPPORT AND RESOURCES

ACCESSIBILITY ACCOMMODATION

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please consult with [UTM's Accessibility Services](#) at the beginning of your courses so that the proper supports are in place.

If there are any additional concerns with regard to this course, please reach out to the instructor in advance to discuss how we might work together to ensure a successful semester.

EQUITY, HUMAN RIGHTS, AND RESPECT FOR DIVERSITY

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

See [U of T Statement on Equity, Diversity, and Excellence](#) for further information.

RELIGIOUS OBSERVANCE ACCOMMODATION

The University of Toronto welcomes and includes students, staff and faculty from a broadly diverse range of communities and backgrounds. The University community comprises one of the most diverse campus populations anywhere. Students, staff and faculty have a wide range of backgrounds, cultural traditions and spiritual beliefs. With reference to the University's commitment to human rights as articulated in the *[Statement on Human Rights](#)* and in accordance with the accommodation principles

of the Ontario *Human Rights Code*, this policy is concerned with accommodations for students with respect to observances of religious holy days.

See U of T Statement on Religious Observances, Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances for more information.

STUDENT HEALTH & WELL-BEING SUPPORT
For resources to support studental health and well-being, visit Student Health & Well-being Support (UTM Health & Counselling Centre).

ACADEMIC SKILLS CENTER
The Robert Gillespie Academic Skills Centre (RGASC) is UTM's hub for learning and teaching. Visit Academic Skills Centre to learn about academic skill development available for students.