Anthropology-A 460: Bioarchaeology
Spring 2014; Section 15347
Tuesdays and Thursdays 4:30 – 5:45 pm
411 & 409 Cavanaugh Hall

Instructor: Jeremy J. Wilson, Ph.D.
Office: 413C Cavanaugh Hall
Phone: 317-274-5787
Email: wilsojer@iupui.edu
Office Hours: Tuesdays 2:00 to 4:00 pm, Wednesdays 10:00 am to 12:00 pm, and by appointment

Course Outline
Bioarchaeology introduces students to the interdisciplinary field that asks—what can we learn from the analysis of human skeletal remains from archaeological sites? As such, bioarchaeology is “the contextual analysis of human remains” (sensu Buikstra) that necessitates integration with the archaeological sciences from mortuary analyses through paleoethnobotany and archaeological demography. Skeletal and dental tissues are often overlooked as being innate and unchanging, when in fact they respond to the external environment and stressors like the soft tissues that exist within and around them. The natural and built environments can have a profound impact on human biological variation. As a result, bioarchaeological research emphasizes biocultural interactions (e.g., subsistence and dental health) and the impact of culture on the human condition (and vice versa). Topics covered in this class will include demography, health, growth and development, diet, infectious and non-infectious diseases, occupational markers of stress, migration, and population affinity.

The course starts with a historical survey of the field, moves into a discussion of ethics in bioarchaeological research, and introduces important theoretical considerations that influence practice in the sub-discipline. Two subsequent weeks will be spent reviewing basic human osteology, bone biology, age and sex estimation, and taphonomic factors that can influence and, ultimately, bias research findings. Weeks 6 through 16 will be spent surveying the core areas of investigation in contemporary bioarchaeological research. The lectures and discussions will be supplemented with time in the laboratory, during which students will have the opportunity to examine, describe, score, and analyze human remains, as well as interpret bioarchaeological data. In addition, you are expected to produce an annotated bibliography on a bioarchaeological topic of your choice from North or South America.

Organization & Attendance
Lectures and the accompanying PowerPoint presentations will be the primary means by which I will convey the course material in class. You are expected to thoroughly read and take notes on the readings in your two textbooks before the lectures. On Tuesdays, I will generally lecture for most of the class period with time being allotted at the end of the class for discussion and questions. On Thursdays, we will have more open, informal discussions of the research articles assigned. Two undergraduates and one graduate student will moderate discussion days. Both the lectures and discussions will be supplemented with case studies from the lab and my research on Late Pre-Columbian skeletal samples from the Illinois and Ohio River valleys.
Regular attendance and participation are essential to doing well in the course. They are worth 5% of your final grade. While the two textbooks contain a vast wealth of information, the overwhelming majority of the course material will be introduced and discussed in class, so attendance is highly recommended. You will receive full credit for the attendance and participation points if you have no more than three unexcused absences and regularly contribute to the discussion at hand. After these three absences, you will lose one grade level in attendance and participation for each subsequent absence. Excused absences are documented illnesses, religious holidays, or an absence that is discussed with me prior to or immediately after the absence. Please be prepared to document absences that will be excused. Students who attend less than half a class session will not receive attendance points without my permission. I will consider excusing absences for other reasons (e.g., K-12 school breaks, etc...) on a case-by-case basis, so please contact me about such absences as soon as possible.

Attendance will be taken at the beginning of each class meeting on a course roster that circulates through class. If you come in late, you must ensure that you sign this roster at the end of class; at the end of the semester I will not negotiate over the days you forgot to sign the attendance roster. The two exams will also be heavily weighted towards the material discussed in depth during class, so it behooves you to attend and read the assigned articles.

Administrative Withdrawal: A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: Our course meets twice per week; thus if you miss more than four classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me (wilsojer@iupui.edu).

The vast volume of course material usually yields a lot of notes; so if you miss class, you should secure thorough and reliable notes from another student and consult the course’s PowerPoints on Oncourse. All class lectures will be posted on Oncourse following the day of the lecture. They can be accessed by clicking on the Resources tab. To access these you must be on a computer with PowerPoint (this includes all University computers). Let me know if you have any problems accessing the lectures.

Laboratory Exercises
A series of three graded laboratory exercises have been built into the curriculum to reinforce the material covered in the lectures and discussions. With my supervision, these exercises will teach you how to properly describe, score, analyze and interpret bioarchaeological data. We will be using the data recording standards found in Buikstra and Ubelaker (1994). Several copies of their manual can be found in the lab and a digital copy has been placed on Oncourse. Once a laboratory exercise has been handed out, you will have a week to complete the assignment.

Lab Hours
You are strongly encouraged to spend additional time in the lab if you feel it necessary to “brush up” on human osteology during the first several weeks of the semester. You will also need to spend time in the lab beyond class hours to complete the three assignments. My open lab hours are listed in the first table below. If you cannot make it into the lab during these times, please speak with me about arranging a different time to come in to the lab.
Jeremy’s* Open Lab Schedule for Spring 2014

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<td>Tuesday</td>
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<td>Wednesday</td>
<td>10:00 am to 1:00 pm</td>
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<tr>
<td>Thursday</td>
<td>1:30 to 4:30 pm</td>
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*Confirm with me via email or in person that I will be in the lab or my office during scheduled lab hours. Please be patient and remember that I have other classes and obligations on campus and elsewhere.*

Discussion Moderator
I have made it a point to emphasize very recent/current research in bioarchaeology. This is particularly true for the Thursday discussions. The course schedule and accompanying bibliography may appear somewhat intimidating. With this in mind, we will arrange discussion moderators to ease the burden from Week 6 through Week 16. These moderators will be charged with summarizing and presenting the readings, and moderating the ensuing discussion. Your performance on all three components will be graded. On a first come, first serve basis, a signup sheet will be made available that will allow you to chose the discussion you want to lead (e.g., trauma/warfare vs. infectious diseases). A maximum of two undergraduate students can signup for one week. You can expect to work with a graduate student (or me) on your presentation and moderating duties.

Discussion Questions
On the midterm and final examinations, I expect you to cite findings from the assigned research articles to support your answers. In years’ past some students have struggled on the exams as they felt it unnecessary to do the readings. As a result, I have instituted discussion questions for Weeks 6 through 16 (excluding Week 15 due to my attendance at a conference). For three of these nine weeks, you are expected to submit two discussion questions before our Thursday class. A forthcoming description of this assignment will assist you with the development of these questions. It is my hope that this assignment will encourage everyone to read, synthesize and critically analyze the assigned articles prior to our meeting time.

Prospectus & Annotated Bibliography
In lieu of a term paper, I expect you to generate an annotated bibliography on a bioarchaeological research topic of your choice. However, there is a catch. The annotated bibliography must cover North or South American bioarchaeological research, though it can be either prehistoric or historic in focus. Exceptions to this geographic focus will be made on a case-by-case basis if you can demonstrate a clear rationale (e.g., European history major, Chemistry major, etc…). A minimum of ten research articles must be reviewed for your bibliography. To get the ball rolling early in the semester, I expect you to submit a one to two-page prospectus on Thursday, February 13th with a summary of your research topic and a minimum of five sources. I am happy to help you identify appropriate research articles. Your annotated bibliography is due on Tuesday, April 29th.

Policies
I can always be contacted before or after class, you can schedule an appointment, and I check my email virtually every day. Please contact me via email (wilsojer@iupui.edu) and not Oncourse, which I check less frequently and can be somewhat unpredictable. Make-up tests will be essay tests. Please do NOT wait until after a deadline to talk to me. Do NOT postpone talking to me if you are having any difficulty with the class. Please do feel free to discuss any problems you are having in class, whether they’re related to illnesses, work schedules, problems with your car, or the wide range of real-life things that can happen over a semester, and I will do my very best to help in whatever way I can.

Bioarchaeology Syllabus- 3
This syllabus includes deadlines for the assignment and test dates. Therefore, it is your responsibility to know when exercises are held and tests are scheduled. There will not be any extra credit material. If there are any changes made in the syllabus they will be posted on Oncourse and announced in class.

This course follows the IUPUI Principles of Undergraduate Learning. Specifically, Bioarchaeology emphasizes Critical Thinking (PUL #2) and the Integration and Application of Knowledge (PUL #3). As such, successful students will be able to apply the concepts, theories and methodologies presented in class and the course readings during lab exercises and discussion moderation. In the case of lab exercises, students will be trained on a suite of standard, sub-disciplinary methodologies and subsequently collect novel, primary data on the skeletal samples curated in the lab. From there, students will learn to tabularize and quantitatively analyze these data with a suite of standard parametric and non-parametric statistical techniques. Concurrently, the students will be directed to previous research and data that will enable them to evaluate their results in light current understandings of a given phenomena (e.g., sex-based differences in oral health during the transition to agriculture). Through this process, students will create original datasets and enhance our understanding of past peoples and cultures. Bioarchaeology will also require students to develop and demonstrate core communication and quantitative skills during discussion moderation times where they are expected to develop cogent summaries of current research articles and develop two to three discussion questions. Given the interdisciplinary nature of Bioarchaeology, students will need to develop an intellectual depth and breadth to work across traditional disciplinary boundaries to master the course content. This includes those boundaries often separating the Arts & Humanities from the Physical, Behavioral and Cognitive Sciences.

All work in the course is conducted in accordance with the University’s academic misconduct policy. Cheating includes dishonesty of any kind with respect to exams or assignments. Plagiarism is the offering of someone else’s work as your own: this includes taking un-cited material from books, web pages, or other students, turning in the same or substantially similar work as other students, sneaking a peek at the neighbor’s exam, or failing to properly cite other research. If you are suspected of any form of academic misconduct you will be called in for a meeting at which you will be informed of the accusation and given adequate opportunity to respond. A report will be submitted to the Dean of Students, who will decide on further disciplinary action. Please consult the University Bulletin’s academic misconduct policy or me if you have any questions.

The Office of Adaptive Educational Services (AES) ensures that students with disabilities receive appropriate accommodations from the University and their professors. Students must register with the AES office in order to receive such services.

Portable electronic devices, such as cell phones, should be turned off or put on silent before entering the classroom. You can use a laptop in class for note taking, but you should silence it; do not surf the web in class or listen to iTunes. Let me know in advance if you carry around a communication device for familial reasons (e.g., pregnancy monitoring, disabled family, or contact with kids--not to stay in touch with a significant other who just loves your voice, buddies planning a pub crawl, and so on). Anyone whose electronic device disturbs class repeatedly will be asked to meet with me after class if they continue to disturb the group.

The classroom is a safe speech situation in which it is your responsibility to treat other classmates fairly and with mutual respect, even if they have the audacity to disagree with you, champion an opinion that
is inconsistent with your worldview, or simply bore you. Anyone who talks when someone else is
talking, is hostile, or otherwise violates classroom etiquette (e.g., does other homework, reads the
newspaper) will be considered to be in violation of this policy. Students who fail to adhere to these
guidelines will be asked to meet with me before returning to class.

Grading
The Midterm and Final Exams, each worth 20% of your final grade, are take-home exams. You can
submit them electronically or in person. The Midterm Exam will be distributed during Week 9 and will
be due on Tuesday, March 25th. The Final Exam will be distributed on Thursday, May 1st- the last day of
class. The final is due on Thursday, May 8th at 5 pm.

Attendance and participation are worth 5% of your final grade. The three sets of discussion questions
are worth 5% of your final grade. The series of three lab exercises are each worth 10% of your final
grade. The moderation of a Thursday discussion with your undergraduate and graduate co-presenters
represents 5% of your final grade. The prospectus (5%) and annotated bibliography (10%) on
bioarchaeological research round out your grade.

You can check your grades during the semester by logging onto Oncourse.

The breakdown of your final grade will be as follows:
Midterm Exam- 20%  Lab Exercise #1- 10%  Discussion Moderator- 5%
Final Exam- 20%  Lab Exercise #2- 10%  Prospectus- 5%
Attendance- 5%   Lab Exercise #3- 10%  Annotated Bibliography- 10%
Discussion Questions- 5%

Course Grading Scale
A  92-100  B+  86-88  C+  76-78  D  60-69
A- 89-91  B  82-85  C  70-75  F  0-60
     B-  79-81

Required Texts
The following textbooks have been ordered and should be available in the university’s bookstore.

Clark Spencer Larsen
University Press.

Sabrina C. Agarwal & Bonnie A. Glencross, editors

NOTES:
¹A digital version of Social Bioarchaeology is freely available to you through the University Library’s website. See the following
web address: http://iucat.iu.edu/
²Social Bioarchaeology is an edited volume with numerous chapter authors. The assigned readings from this volume are listed
on the course schedule below by the author’s name(s) and “[A & G]” to ensure that you know to find them in this volume.
**Suggested Texts**
The two texts below are recommended for those thinking about continuing on in human skeletal biology research or a related field (e.g., forensics, paleoanthropology). Copies of both can be found online for relatively cheap. I have also placed digital copies of these texts and other resources on Oncourse under the Resources tab.

Tim D. White & Pieter A. Folkens  

Jane E. Buikstra & Douglas H. Ubelaker  

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**Course Schedule**

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<th>WEEK 1</th>
<th>TOPIC</th>
<th>READINGS &amp; EXERCISES</th>
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<tbody>
<tr>
<td>Tuesday, January 14th</td>
<td>Introductions &amp; Review of Syllabus</td>
<td>N/A</td>
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<tr>
<td>Thursday, January 16th</td>
<td>A Brief History of Bioarchaeology</td>
<td>Larsen, Ch. 1; Zuckerman &amp; Armelagos, Ch. 2 (A &amp; G)</td>
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<tr>
<th>WEEK 2</th>
<th>TOPIC</th>
<th>READINGS &amp; EXERCISES</th>
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<tr>
<td>Tuesday, January 21st</td>
<td>Ethics in Bioarchaeology: NAGPRA, Reflexivity, and Engagement with Descendant Communities</td>
<td>Turner &amp; Andrushko, Ch. 3 (A &amp; G) Walker (2008)</td>
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<tr>
<th>WEEK 3</th>
<th>TOPIC</th>
<th>READINGS &amp; EXERCISES</th>
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<tr>
<td>Thursday, January 30th</td>
<td>Bone as Living Tissue: Understanding Bone Biology</td>
<td>White &amp; Folkens, Ch. 4</td>
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<th>WEEK 4</th>
<th>TOPIC</th>
<th>READINGS &amp; EXERCISES</th>
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<tr>
<td>Tuesday, February 4th</td>
<td>Osteology I: Skull &amp; Dentition</td>
<td>White &amp; Folkens, Ch. 7 &amp; 8</td>
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<tr>
<td>Thursday, February 6th</td>
<td>Osteology II: Post-cranial Skeleton</td>
<td>White &amp; Folkens, Ch. 9-16</td>
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Bioarchaeology Syllabus- 6
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<th>WEEK 5</th>
<th>TOPIC</th>
<th>READINGS &amp; EXERCISES</th>
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<tr>
<td>Tuesday, February 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Age &amp; Sex Estimation: The Basics</td>
<td>White &amp; Folkens, Ch. 19 Hollimon, Ch. 6 (A &amp; G)</td>
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<tr>
<td>Thursday, February 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Taphonomy</td>
<td>White &amp; Folkens, Ch. 5 Stodder (2008) Two-page Prospectus Due</td>
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<tr>
<td>WEEK 6</td>
<td>Paleodemography</td>
<td>Milner et al. (2008)</td>
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<tr>
<td>Thursday, February 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Growth &amp; Developmental Stress</td>
<td>Larsen, Ch. 2 Halcrow &amp; Tayles, Ch. 12 (A &amp; G)</td>
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<tr>
<td>Thursday, February 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Current Research in Growth &amp; Developmental Stress</td>
<td>Littleton, Ch. 13 (A &amp; G) Boldsen (2007) Walker et al. (2009)</td>
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<tr>
<td>WEEK 8</td>
<td>Dental Health</td>
<td>Lukacs (2008)</td>
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<tr>
<td>Tuesday, March 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Current Research in Dental Health</td>
<td>DeWitte &amp; Bekvalac (2010) Willis &amp; Oxenham (2013) Lab Exercise #1 Distributed</td>
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<tr>
<td>Tuesday, March 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Current Research in Infectious Diseases</td>
<td>Larsen, pp. 82-108</td>
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<td>Thursday, March 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break: No Class</td>
<td>Spring Break: No Class</td>
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<td>WEEK 10</td>
<td>Tuesday, March 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break: No Class</td>
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<td>Thursday, March 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break: No Class</td>
<td>Spring Break: No Class</td>
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<td>WEEK 11</td>
<td>TOPIC</td>
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<td>Tuesday, March 25th</td>
<td>Skeletal Trauma</td>
<td>Larsen, Ch. 4; Glencross, Ch. 14 (A &amp; G)</td>
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<tr>
<td>Thursday, March 27th</td>
<td>Current Research inTrauma &amp; Warfare</td>
<td>Steadman (2008); Klaus (2012) Andrushko et al. (2010)</td>
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*Midterm Exam Due*

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<th>WEEK 12</th>
<th>TOPIC</th>
<th>READING &amp; EXERCISES</th>
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<tr>
<td>Tuesday, April 1st</td>
<td>Occupational Stress, ActivityPatterns &amp; Adaptation</td>
<td>Larsen, Chapters 5 &amp; 6 Agarwal &amp; Beauchesne, Ch. 11 (A &amp; G)</td>
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<th>WEEK 13</th>
<th>TOPIC</th>
<th>READING &amp; EXERCISES</th>
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<tr>
<td>Tuesday, April 8th</td>
<td>Stable Isotopes &amp; Trace Elements</td>
<td>Larsen, Ch. 8</td>
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*Lab Exercise #3 Distributed*

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<th>READING &amp; EXERCISES</th>
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<tr>
<td>Tuesday, April 15th</td>
<td>Craniofacial &amp; Dental Adaptation</td>
<td>Larsen, Ch. 7</td>
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<th>WEEK 15</th>
<th>TOPIC</th>
<th>READING &amp; EXERCISES</th>
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<tr>
<td>Tuesday, April 22nd</td>
<td>Variation &amp; Biodistance</td>
<td>Larsen, Ch. 9 Zakrzewski, Ch. 7 (A &amp; G)</td>
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<tr>
<td>Thursday, April 24th</td>
<td><em>Society for American Archaeology Meetings: No Class</em></td>
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WEEK 16

Tuesday, April 29th

Biomolecular Archaeology

Stone (2008)

Annotated Bibliography Due

Thursday, May 1st

Current Research in Biomolecular Archaeology

Raff et al. (2011)
Prüfer et al. (2014)
Kemp et al. (2009)

Final Exam Distributed

Final Exam: Due Thursday, May 8th by 5 pm

Bibliography

Andrushko, Valeria A.; Al W. Schwitalla; Phillip L. Walker

Bejdová, Sárka; Václav Krajíček; Jana Velemínská; Martin Horák; Petr Velemínsky
2013 Changes in the sexual dimorphism of the human mandible during the last 1200 years in Central Europe. HOMO - Journal of Comparative Human Biology 64: 437-453.

Bocquet-Appel, Jean-Pierre
2011 The agricultural demographic transition during and after the agriculture inventions. Current Anthropology 52(S4): S497-S510.

Boldsen, Jesper L.

Cook, Robert A.; Mark R. Schurr

DeWitte, Sharon N.; Jelena Bekvalac

Harper, Kristin N.; Molly K. Zuckerman; Megan L. Harper; John D. Kingston; George J. Armelagos

Kemp, Brian M.; Tiffany A. Tung; Marshall L. Summar

Klaus, Haagen D.
Klaus, Haagen D.; Clark Spencer Larsen; Manuel E. Tam

Lambert, Patricia M.

Larsen, Clark Spencer; Christopher Ruff

Lukacs, John R.

Meyer, Christian; Nicole Nicklisch; Petra Held; Barbara Fritsch; Kurt W. Alt

Milner, George R.; James W. Wood; Jesper L. Boldsen

Ortner, Donald J.

Paschetta, Carolina; Soledad de Azevedo; Lucia Castillo; Neus Martinez-Abadias; Miquel Hernandez; Daniel E. Lieberman; Rolando Gonzalez-Jose

Price, T. Douglas; Karin Margarita Frei; Andres Siegfried Dobat; Niels Lynnerup; Pia Bennike
2011 Who was in Harold Bluetooth’s army? Strontium isotope investigation of the cemetery at the Viking Age fortress at Trelleborg, Denmark. *Antiquity* 85: 476-489.

Prüfer, Kay; Fernando Racimo; Nick Patterson; Flora Jay; Sriram Sankararaman; Susanna Sawyer; Anja Heinze; Gabriel Renaud; Peter H. Sudmant; Cesare de Filippo; Heng Li; Swapan Mallick; Michael Dannemann; Qiaomei Fu; Martin Kircher; Martin Kuhlwilm; Michael Lachmann; Matthias Meyer; Matthias Ongyerth; Michael Siebauer; Christoph Theunert; Arti Tandon; Priya Moorjani; Joseph Pickrell; James C. Mullikin; Samuel H. Vohr; Richard E. Green; Ines Hellmann; Philip L. F. Johnson; He’lle Blanche; Howard Cann; Jacob O. Kitzman; Jay Shendure; Evan E. Eichler; Ed S. Lein; Trygve E. Bakken; Liubov V. Golovanova; Vladimir B. Doronichev; Michael V. Shunkov; Anatoli P. Derevianko; Bence Viola; Montgomery Slatkin; David Reich; Janet Kelso; Svante Paabo
2014 The complete genome sequence of a Neanderthal from the Altai Mountains. *Nature* 505: 43-49.

Raff, Jennifer A.; Deborah A. Bolnick; Justin Tackney; Dennis H. O’Rourke

Bioarchaeology Syllabus- 10
Redfern, Rebecca C.; Sharon N. DeWitte

Schmidt, Christopher W.

Steadman, Dawnie W.

Stodder, Ann L.

Stone, Anne C.

Stone, Anne C.; Alicia K. Wilbur; Jane E. Buikstra; Charlotte A. Roberts
2009 Tuberculosis and leprosy in perspective. *Yearbook of Physical Anthropology* 52: 66-94..

Tung, Tiffiny A.; Kelly J. Knudson

Walker, Philip L.

Walker, Philip L.; Rhonda R. Bathurst; Rebecca Richman; Thor Gjerdrum; Valerie A. Andrushko

Weston, Darlene A.

Willis, Anna; Marc F. Oxenham

Wood, James W.; George R. Milner; Henry C. Harpending; Kenneth M. Weiss