NOTE from JH / Faculty Senate Office: Only ONE Format 2 form need have been used to reflect changes to this course and its stacked levels; but to facilitate meeting the March '15 catalog deadline, each committee is being provided the two forms submittted.

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Anthropology	College/School	CLA
Prepared by	Brian Hemphill	Phone	X6755
Email Contact	bhemphill@aslaska.edu	Faculty Contact	bhemphill@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.

Dept: ANTH | Course #: F422 | No. of Credits: 3

COURSE TITLE: Human Osteology

2. ACTION DESIRED: √ Check the changes to be made to the existing course.

Change Course: √ | If Change, indicate below what is changing. | Drop Course:

NUMBER | TITLE | DESCRIPTION
PREREQUISITES* | FREQUENCY OF OFFERING

*Prerequisites will be *required* before a student is allowed to enroll in the course.

CREDITS (including credit distribution): 4 | **COURSE CLASSIFICATION:**

ADD A STACKED LEVEL (400/600) Include syllabi. | Dept. | Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING	Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)			

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council **and** the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply)	1	2	3	4	5	X 6 weeks to full semester

OTHER FORMAT (specify all that apply):

Mode of delivery (specify lecture, field trips, labs, etc.): **3 hours lecture + 3 hours laboratory**

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core?	YES		NO	X

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core	

4.A ***Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.***

YES		NO	X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES		NO	X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	

How many times may the course be repeated for credit?		TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

6. ***COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)***

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
~~Case-study~~ Comparative approach ~~in assessing Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ANTH F422 Human Osteology
~~3~~4 Credits
~~Human skeletal analysis: bone biology, skeletal anatomy, aging and sexing, metric and non-metric traits of skeleton and dentition, paleopathology and paleodemography. Inferences on genetic relationships between and patterned behavior within prehistoric groups derived from skeletal material.~~ Growth, development, and alteration of the human skeleton. Determination of age, sex, stature, and genetic ancestry from bones and teeth. Skeletal remains for diagnosis of disease and identification of cultural practices.
Prerequisites: ANTH F221 or permission of instructor. **Stacked with ANTH F625. (~~0~~3+~~0~~3)**

7. ***COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:***

ANTH F422 Human Osteology
4 Credits
Growth, development, and alteration of the human skeleton. Determination of age, sex, stature, and genetic ancestry from bones and teeth. Skeletal remains for diagnosis of disease and identification of cultural practices.
Prerequisites: ANTH F221 or permission of instructor. **Stacked with ANTH F625. (3+3)**

8. *GRADING SYSTEM:* *Specify only one.*

LETTER: X PASS/FAIL:

9. *ESTIMATED IMPACT*

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact upon budget, facilities/space, or faculty.

10. *LIBRARY COLLECTIONS*

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No X Yes

No change in course content, only in format.

11. *IMPACTS ON PROGRAMS/DEPTS:*

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

No other programs ought to be affected by this change in course format.

12. *POSITIVE AND NEGATIVE IMPACTS*

*Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.*

Positive: Provides necessary laboratory time for students to complete hands-on assignments based upon visual observation and mensurational data collection on human skeletal and dental remains. Expands anthropology BS students opportunities for laboratory-based learning experiences.
Negative: None

13. *JUSTIFICATION FOR ACTION REQUESTED*

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

For some unexplained reason this course does not have a laboratory section. A laboratory section is common practice in Human Osteology courses nationwide and represents a significant improvement in the quality of the course provided here at UAF.

APPROVALS: (Additional signature blocks may be added as necessary.)

Brian E. Kemple - acting	Date	07/25/2014	
Signature, Chair, Program/Department of:	Anthropology		
[signature]	Date	10/1/14	
Signature, Chair, College/School Curriculum Council for:	CLA		
[signature]	Date	10/2/14	
Signature, Dean, College/School of:	CLA		

Offerings above the level of approved programs must be approved in advance by the Provost:

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
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CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Anthropology	College/School	CLA
Prepared by	Brian Hemphill	Phone	X6755
Email Contact	bhemphill@aslaska.edu	Faculty Contact	bhemphill@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.

Dept	Course #	No. of Credits
ANTH	F625	3

COURSE TITLE	Human Osteology

2. ACTION DESIRED: √ Check the changes to be made to the existing course.

Change Course	√	If Change, indicate below what is changing.	Drop Course	
NUMBER		TITLE		DESCRIPTION	
PREREQUISITES*				FREQUENCY OF OFFERING	

*Prerequisites will be *required* before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	4	COURSE CLASSIFICATION	
ADD A STACKED LEVEL (400/600) Include syllabi.		Dept.	Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:	

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

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STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council **and** the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check **all** that apply)		1		2		3		4		5	X	6 weeks to full semester
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc.)	3 hours lecture + 3 hours laboratory											

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core?	YES		NO	X

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core	

4.A ***Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.***

YES		NO	X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES		NO	X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	

How many times may the course be repeated for credit?		TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

6. ***COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike-through-old-wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)***

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
~~Case-study~~ Comparative approach ~~in assessing Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ANTH F625 Human Osteology
~~3~~4 Credits Offered Fall Odd-numbered Years
~~Human skeletal analysis: bone biology, skeletal anatomy, aging and sexing, metric and non-metric traits of skeleton and dentition, paleopathology and paleodemography. Inferences on genetic relationships between and patterned behavior within prehistoric groups derived from skeletal material.~~ Growth, development, and alteration of the human skeleton. Determination of age, sex, stature, and genetic ancestry from bones and teeth. Skeletal remains for diagnosis of disease and identification of cultural practices.
Prerequisites: ANTH ~~F315~~F221; graduate standing; or permission of instructor. **Stacked with ANTH F422. (0~~3~~+0~~3~~)**

7. ***COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:***

ANTH F625 Human Osteology
4 Credits
Growth, development, and alteration of the human skeleton. Determination of age, sex, stature, and genetic ancestry from bones and teeth. Skeletal remains for diagnosis of disease and identification of cultural practices.
Prerequisites: ANTH F221; graduate standing; or permission of instructor. **Stacked with ANTH F422. (3+3)**

8. *GRADING SYSTEM:* *Specify only one.*

LETTER: [X] PASS/FAIL: [ ]

9. *ESTIMATED IMPACT*

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact upon budget, facilities/space, or faculty.

10. *LIBRARY COLLECTIONS*

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [X] Yes [ ] **No change in course content, only in format.**

11. *IMPACTS ON PROGRAMS/DEPTS:*

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

No other programs ought to be affected by this change in course format.

12. *POSITIVE AND NEGATIVE IMPACTS*

*Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.*

Positive: Provides necessary laboratory time for students to complete hands-on assignments based upon visual observation and mensurational data collection on human skeletal and dental remains. Expands anthropology graduate students opportunities for laboratory-based learning experiences.
Negative: None

13. *JUSTIFICATION FOR ACTION REQUESTED*

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

For some unexplained reason this course does not have a laboratory section. A laboratory section is common practice in Human Osteology courses nationwide and represents a significant improvement in the quality of the course provided here at UAF. Also, due to a clerical error, this course incorrectly listed ANTHF315 as a prerequisite when, in fact, the correct prerequisite ought to have been ANTH F221.

APPROVALS: (Additional signature blocks may be added as necessary.)

[signature]	Date	07/25/2014	
Signature, Chair, Program/Department of:	Anthropology		
[signature]	Date	10/1/14	
Signature, Chair, College/School Curriculum Council for:	CLA		
[signature]	Date	10/2/14	
Signature, Dean, College/School of:	CLA		

Offerings above the level of approved programs must be approved in advance by the Provost:

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	

Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

ANTH F422/F625: HUMAN OSTEOLOGY (4 Credits, 3 + 3)

Fall 2015

COURSE SYLLABUS

Professor:	Dr. Brian E. Hemphill	Lecture: Lab:	9:15 AM – 10:15 AM MWF 10:30 AM – 1:30 PM F
Office:	401 Bunnell	Class Location:	402 Bunnell
Office Hours:	10:30 AM – 12:00 PM TR During lab sessions By Appointment	Office Phone: Email:	474-6675 bhemphill@alaska.edu
Teaching Assistant:	Kathryn Dewey	Office Phone:	474-6645
Office Hours:	11:00 AM – 2:00 PM TR	Email:	kdewey1@alaska.edu

COURSE DESCRIPTION AND OBJECTIVES

The primary goal of this course is for students to become familiar with the bones of the human skeletal system and to use these elements to identify the major parameters of age, sex, stature and ancestry. The secondary goal of this course is for students to understand the dynamics of human hard tissues and how these hard tissues reflect life history factors. This course has three primary objectives. The first is to recognize all of the major bones of the human skeleton as well as the origins and insertions of those muscles that most influence skeletal morphology. The second is to understand the processes of growth, maturation, and subsequent senescential breakdown of the human skeleton. The third and final objective is the ability to identify the age, sex, stature, and ethnic identity of an individual from their hard tissue remains. Consequently, students successfully completing Anth F422/F625: Human Osteology will acquire a marketable skill in recognizing and evaluating human skeletal remains that is appropriate for anthropological, medical, and forensic applications. Except for those students who have received special permission from the instructor, all others must successfully complete ANTH221: Foundations of Biological Anthropology to enroll in this course.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course student will be able to do the following:

- Distinguish human remains from the remains of other animals
- Identify the primary components of the haversian system and the three types of bone tissue
- Identify all of the major bones of the human skeleton by element and by side
- Identify deciduous versus permanent teeth, maxillary teeth from permanent teeth, and the major type of teeth
- Distinguish the remains of females from those of males
- Distinguish between the remains of children, juveniles, adolescents, young adults and adults of advanced age
- Determine the most likely genetic ancestry of an individuals based upon skeletal and dental remains

COURSE PLACEMENT WITHIN THE ANTHROPOLOGY CURRICULUM AND STUDENT LEARNING OUTCOMES

Anth F422/F625: Human Osteology represents a foundational course for the upper-division bioarchaeology sequence at the University of Alaska, Fairbanks. Upon successful completion of the course, student will be able to recognize and side (where appropriate) all major bones of the human skeleton. Students will also understand the development, growth, and maturation of teeth and bones and how morphological and metric assessments of these hard tissues may be used to identify the sex, age at death, habitual use, handedness and likely genetic ancestry of deceased skeletonized individuals. Students successfully completing Anth F422/F625 have the necessary background in recognition and analysis of human hard tissues to enroll in Anth F423: Human Origins or Anth F426: Bioarchaeology. Completion of this sequence is highly recommended for those students considering graduate studies in biological anthropology or bioarchaeology, as well as those students considering medical school, dental school, or a career in forensic science.

COURSE ORGANIZATION

This course is organized into two parts. The first explores the nature of bone as a living tissue. Students will learn about the types of bones and joints found in the human skeleton, skeletal growth, and alteration of bone in response to habitual patterns of activity. The second part of the course provides an in-depth investigation of the various bones that comprise the human skeletal system. Students will learn how to identify various human bones and important landmarks used on these bones for proper identification. Students will learn important morphological and metrical features of bones and teeth used by anthropologists for estimation of sex, age at death, stature and genetic ancestry.

INSTRUCTIONAL METHODS

The primary instructional method is lecture supplemented with both in-class proctoring of skeletal identification as well as laboratory exercises and assignments. These in-class experiences are enhanced with use of Blackboard, through which the instructional PowerPoint presentations may be downloaded and reviewed by students and where pdf copies of the additional assigned readings may be found. Blackboard also facilitates possible student-to-student discussions of course topics.

COURSE OUTLINE

Lectures are focused on growth and development after birth, with emphases on the function and composition of the skeletal and dental elements. Lab sessions present the student with actual skeletal and dental materials through which students learn techniques of identification that are applicable to both complete and fragmentary bones, to loose and *in situ* teeth, as well as the morphological and metric features used to identify the sex, age at death, habitual behaviors and likely genetic ancestry of deceased skeletonized individuals.

EVALUATION OF STUDENT PERFORMANCE

Evaluation of **undergraduate student** performance in this course is based on three criteria:

- **Mid-term and Final Examinations (2 @ 20%= 40%)**

  Each examination is worth 20% of the course grade and will consist of a mixture of multiple choice, short answer, matching, and essay questions. The in-class final examination only covers material presented after the mid-term examination. Undergraduate and graduate student examinations are graded separately.

- **Laboratory Quizzes and Practical Examination (40%)**

  There will be 11 laboratory quizzes featuring key terms, muscle insertions, origins and actions, as well as identification of important hard tissue landmarks. Each quiz is worth 2% of the course grade (Total= 22%). A comprehensive practical examination will be held the last full week of classes. The practical examination is worth 18% of the course grade.

- **Laboratory Notebook (20%)**

  Students are responsible for creating a notebook (8.5 x 11" bound) that contains images of all major bones of the human skeleton (drawn by you from multiple views) with important anatomical landmarks identified clearly. In addition to these drawings, you should also include notes, definitions, reference articles, etc. You should be working on your drawings during lab sessions as we learn the various elements of the skeleton during the course of the semester. Laboratory notebooks are due the last day of class (Thursday prior to finals week). Grades are based on the degree of comprehensiveness and the amount of effort, not on your drawing skills. I believe you will find this notebook to be an invaluable aid when studying for the lab quizzes and cumulative practical examination at the end of the course.

ADDITONAL REQUIREMENTS FOR STUDENTS ENROLLED IN ANTH F625

In additional to all of the requirements listed above for undergraduate students, students enrolled in ANTH F625 arel be expected to complete a 25-page research paper exclusive of references in AJPA format on a topic related to human osteology (*i.e.*, new techniques for determination of sex, age, genetic ancestry, individuation, biomechanical dynamics, etc.). Topics should be cleared with the instructor prior to the mid-term examination. Graduate research papers are due the Friday prior to final examination week and are worth 20% of the course grade.

REQUIRED TEXTBOOKS

Bass WM. 2005. Human Osteology: A Laboratory and Field Manual. 5th Edition. Columbia, MO: Missouri Archaeological Society, Special Publication No. 2. ISBN: 978-0943414966.

Bowden BS. 2010. An Illustrated Atlas of the Skeletal Muscles. 3rd Edition. Englewood, CO: Morton Publishing Company. ISBN: 978-0895828088.

Bowden BS, Bowden JM. 2012. An Illustrated Atlas of the Skeletal Muscles. Study Guide and Workbook. 3rd Edition. Englewood, CO: Morton Publishing Company. ISBN: 978-0895828842.

White TD, Black MT, Folkens PA. 2011. Human Osteology. 3rd Edition. San Diego, CA: Academic Press. ISBN: 978-0123741349.

REQUIRED READINGS

Readings in addition to the course textbooks are required. These readings provide important additional information and should be read by all students. Full bibliographic references are provided below. Copies of these required readings are available from the class webpage on Blackboard.

Hemphill BE, Mallory JP. 2004. Horse-mounted invaders from the Russo-Kazakh steppe or agricultural colonists from western Central Asia? A craniometric investigation of the Bronze Age settlement of Xinjiang. Am J Phys Anthropol **124**(3):199-222.

Lane R, Sublett A. 1972. The osteology of social organization: residence pattern. Am Antiq **37**(2):186-201.

Marino EA. 1995. Sex estimation using the first cervical vertebra. Am J Phys Anthropol **97**(2):127-133.

Meindl RS, Lovejoy CO. 1985. Ectocranial suture closure: a revised method for the determination of skeletal age at death based on the lateral-anterior sutures. Am J Phys Anthropol **68**(1):57-66.

Merchant VL, Ubelaker DH. 1977. Skeletal growth of the protohistoric Arikara. Am J Phys Anthropol **46**(1):61-72.

Schutkowski H. 1993. Sex determination of infant and juvenile skeletons: I. Morphognostic features. Am J Phys Anthropol **90**(2):199-205.

Stone AC, Stoneking M. 1993. Ancient DNA from a pre-Columbian Amerindian population. Am J Phys Anthropol **92**(4):463-471.

LECTURE SCHEDULE, LAB SCHEDULE AND READING ASSIGNMENTS

Week		Lecture Topic	Reading Assignment
1	09/09	Introduction to the Course	Bass: 1-11
	09/11		W&F: 1-24
2	09/14	Gross Anatomy of Bone	W&F: 25-37
	09/16	Microhistology of Bone	
	09/18	Macrohistology of Bone	
		NO LAB	
3	09/21	Bone Growth, Cartilage & Muscles I	W&F: 37-42
	09/23	Bone Growth, Cartilage & Muscles II	B&B: 35-46
	09/25	Bone Growth, Cartilage & Muscles III	
		LAB: Bone & Associated Soft Tissues	
4	09/28	Joints as Levers	Bass: 31-50, 59-88
	09/30	Cranial Anatomy I	W&F: 43-81
	10/02	Cranial Anatomy II	
		LAB: Bone Growth & Joints	
5	10/05	Cranial Anatomy III	Bass: 50-59, 271-275
	10/07	Cranial Anatomy IV	W&F: 82-109
	10/09	Dental Anatomy I	
		LAB: Bones & Landmarks of the Cranium	
6	10/12	Dental Anatomy II	Bass: 275-305
	10/14	Dental Anatomy III	W&F: 109-128
	10/16	Mechanics of Mastication	B&B: 87-91, 101, 103-105
		LAB: Basic Anatomy of the Dentition	
7	10/19	Anatomy of the Axial Skeleton I	Bass: 93-113, 132-144
	10/21	Anatomy of the Axial Skeleton II	W&F: 129-159, 219-226
	10/23	Mechanics of Breathing	B&B: 109, 116-118, 138-140, 142-144
		LAB: Bones & Landmarks of the Axial Skeleton	
8	10/26	**MID-TERM EXAMINATION**	
	10/28	Anatomy of the Upper Limb I	BASS: 114-131, 144-159
	10/30	Anatomy of the Upper Limb II	W&F: 161-184
		LAB: Bones & Landmarks in the Upper Limb I	B&B: 55-60, 157-180
9	11/02	Anatomy of the Upper Limb III	Bass: 159-192
	11/04	Mechanics of Manipulation	W&F: 184-218
	11/06	Anatomy of the Lower Limb I	B&B: 181-210
		LAB: Bones & Landmarks in the Upper Limb II	
10	11/09	Anatomy of the Lower Limb II	Bass: 193-258
	11/11	NO CLASS: Veteran's Day Holiday	W&F: 226-240, 241-270
	11/13	Anatomy of the Lower Limb III	B&B: 211-236
		LAB: Bones & Landmarks of the Lower Limb I	

LECTURE SCHEDULE, LAB SCHEDULE AND READING ASSIGNMENTS (*CONT.*)

Week		Lecture Topic	Reading Assignment
11	11/16	Anatomy of the Lower Limb III	Bass: 258-270
	11/18	Mechanics of Locomotion	W&F: 271-294
	11/20	Determination of Sex I	B&B: 237-259
		LAB: Bones & Landmarks in the Lower Limb II	
12	11/23	Determination of Sex I	W&F: 408-418
	11/25	Determination of Sex II	Schutkowski (1993)
	11/27	NO CLASS: Thanksgiving Holiday	Marino (1995)
		NO LAB	
13	11/30	Determination of Sex III	W&F: 379-408
	12/02	Determination of Age at Death I	Merchant & Ubelaker (1977)
	12/04	Determination of Age at Death II	Meindl & Lovejoy (1985)
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14	12/07	Identification of Genetic Ancestry I	W&F: 418-427
	12/09	Identification of Genetic Ancestry II	Hemphill & Mallory (2004)
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15	12/14	Individuation—A Primer in Forensic Anthropology I	W&F: 418-427
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FINAL EXAMINATION **(1:00 PM – 3:00 PM, Wednesday, December 22nd)**

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Simple Reference to Sources:

> The demise of the Indus Civilization was caused by the incursion of Indo-Aryan invaders (Wheeler, 1968).

Short Quotation from Sources:

> Bernhard (1983:95) states that, "the ethnogenetic question represents one of the most important challenges facing the human biologist in South Asia."

Extended Quotations from Sources:

Extended quotations from outside sources should be *single-spaced* and indented on both right and left sides as follows:

One early scholar related the increase in dental cavities to overtaxing of the active brain of the child during the first seven years of life and concluded:

> May we not therefore reasonably suppose that through the diminished vitality consequent upon this diversion of the formative energy from the teeth, by premature mental exertion, these organs necessarily become degenerated; and that this circumstance constitutes one great difference between the teeth of the intellectual and those of the uncultivated families of man [Mummary, 1870:73].

Use the following style for your reference page. Only those references mentioned in the text are listed and all references cited in text must be included in the list of references. The top of the page will contain the heading REFERENCES CITED, capitalized and centered. Authors are listed in alphabetical order. If an author has more than one citation, list these citations in chronological order beginning with the earliest but do not repeat the author's name.

Book:

Wheeler REM. 1968. *The Indus Civilization*. Cambridge: Cambridge University Press.

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ANTH F422/F625: HUMAN OSTEOLOGY (4 Credits, 3 + 3)

Fall 2015

COURSE SYLLABUS

Professor:	Dr. Brian E. Hemphill	Lecture: Lab:	9:15 AM – 10:15 AM MWF 10:30 AM – 1:30 PM F
Office:	401 Bunnell	Class Location:	402 Bunnell
Office Hours:	10:30 AM – 12:00 PM TR During lab sessions By Appointment	Office Phone: Email:	474-6675 bhemphill@alaska.edu
Teaching Assistant:	Kathryn Dewey	Office Phone:	474-6645
Office Hours:	11:00 AM – 2:00 PM TR	Email:	kdewey1@alaska.edu

COURSE DESCRIPTION AND OBJECTIVES

The primary goal of this course is for students to become familiar with the bones of the human skeletal system and to use these elements to identify the major parameters of age, sex, stature and ancestry. The secondary goal of this course is for students to understand the dynamics of human hard tissues and how these hard tissues reflect life history factors. This course has three primary objectives. The first is to recognize all of the major bones of the human skeleton as well as the origins and insertions of those muscles that most influence skeletal morphology. The second is to understand the processes of growth, maturation, and subsequent senescential breakdown of the human skeleton. The third and final objective is the ability to identify the age, sex, stature, and ethnic identity of an individual from their hard tissue remains. Consequently, students successfully completing Anth F422/F625: Human Osteology will acquire a marketable skill in recognizing and evaluating human skeletal remains that is appropriate for anthropological, medical, and forensic applications. Except for those students who have received special permission from the instructor, all others must successfully complete ANTH221: Foundations of Biological Anthropology to enroll in this course.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course student will be able to do the following:

- Distinguish human remains from the remains of other animals
- Identify the primary components of the haversian system and the three types of bone tissue
- Identify all of the major bones of the human skeleton by element and by side
- Identify deciduous versus permanent teeth, maxillary teeth from permanent teeth, and the major type of teeth
- Distinguish the remains of females from those of males
- Distinguish between the remains of children, juveniles, adolescents, young adults and adults of advanced age
- Determine the most likely genetic ancestry of an individuals based upon skeletal and dental remains

COURSE PLACEMENT WITHIN THE ANTHROPOLOGY CURRICULUM AND STUDENT LEARNING OUTCOMES

Anth F422/F625: Human Osteology represents a foundational course for the upper-division bioarchaeology sequence at the University of Alaska, Fairbanks. Upon successful completion of the course, student will be able to recognize and side (where appropriate) all major bones of the human skeleton. Students will also understand the development, growth, and maturation of teeth and bones and how morphological and metric assessments of these hard tissues may be used to identify the sex, age at death, habitual use, handedness and likely genetic ancestry of deceased skeletonized individuals. Students successfully completing Anth F422/F625 have the necessary background in recognition and analysis of human hard tissues to enroll in Anth F423: Human Origins or Anth F426: Bioarchaeology. Completion of this sequence is highly recommended for those students considering graduate studies in biological anthropology or bioarchaeology, as well as those students considering medical school, dental school, or a career in forensic science.

COURSE ORGANIZATION

This course is organized into two parts. The first explores the nature of bone as a living tissue. Students will learn about the types of bones and joints found in the human skeleton, skeletal growth, and alteration of bone in response to habitual patterns of activity. The second part of the course provides an in-depth investigation of the various bones that comprise the human skeletal system. Students will learn how to identify various human bones and important landmarks used on these bones for proper identification. Students will learn important morphological and metrical features of bones and teeth used by anthropologists for estimation of sex, age at death, stature and genetic ancestry.

INSTRUCTIONAL METHODS

The primary instructional method is lecture supplemented with both in-class proctoring of skeletal identification as well as laboratory exercises and assignments. These in-class experiences are enhanced with use of Blackboard, through which the instructional PowerPoint presentations may be downloaded and reviewed by students and where pdf copies of the additional assigned readings may be found. Blackboard also facilitates possible student-to-student discussions of course topics.

COURSE OUTLINE

Lectures are focused on growth and development after birth, with emphases on the function and composition of the skeletal and dental elements. Lab sessions present the student with actual skeletal and dental materials through which students learn techniques of identification that are applicable to both complete and fragmentary bones, to loose and *in situ* teeth, as well as the morphological and metric features used to identify the sex, age at death, habitual behaviors and likely genetic ancestry of deceased skeletonized individuals.

EVALUATION OF STUDENT PERFORMANCE

Evaluation of **undergraduate student** performance in this course is based on three criteria:

- **Mid-term and Final Examinations (2 @ 20%= 40%)**

  Each examination is worth 20% of the course grade and will consist of a mixture of multiple choice, short answer, matching, and essay questions. The in-class final examination only covers material presented after the mid-term examination. Undergraduate and graduate student examinations are graded separately.

- **Laboratory Quizzes and Practical Examination (40%)**

  There will be 11 laboratory quizzes featuring key terms, muscle insertions, origins and actions, as well as identification of important hard tissue landmarks. Each quiz is worth 2% of the course grade (Total= 22%). A comprehensive practical examination will be held the last full week of classes. The practical examination is worth 18% of the course grade.

- **Laboratory Notebook (20%)**

  Students are responsible for creating a notebook (8.5 x 11" bound) that contains images of all major bones of the human skeleton (drawn by you from multiple views) with important anatomical landmarks identified clearly. In addition to these drawings, you should also include notes, definitions, reference articles, etc. You should be working on your drawings during lab sessions as we learn the various elements of the skeleton during the course of the semester. Laboratory notebooks are due the last day of class (Thursday prior to finals week). Grades are based on the degree of comprehensiveness and the amount of effort, not on your drawing skills. I believe you will find this notebook to be an invaluable aid when studying for the lab quizzes and cumulative practical examination at the end of the course.

ADDITONAL REQUIREMENTS FOR STUDENTS ENROLLED IN ANTH F625

In additional to all of the requirements listed above for undergraduate students, students enrolled in ANTH F625 arel be expected to complete a 25-page research paper exclusive of references in AJPA format on a topic related to human osteology (*i.e.*, new techniques for determination of sex, age, genetic ancestry, individuation, biomechanical dynamics, etc.). Topics should be cleared with the instructor prior to the mid-term examination. Graduate research papers are due the Friday prior to final examination week and are worth 20% of the course grade.

REQUIRED TEXTBOOKS

Bass WM. 2005. Human Osteology: A Laboratory and Field Manual. 5th Edition. Columbia, MO: Missouri Archaeological Society, Special Publication No. 2. ISBN: 978-0943414966.

Bowden BS. 2010. An Illustrated Atlas of the Skeletal Muscles. 3rd Edition. Englewood, CO: Morton Publishing Company. ISBN: 978-0895828088.

Bowden BS, Bowden JM. 2012. An Illustrated Atlas of the Skeletal Muscles. Study Guide and Workbook. 3rd Edition. Englewood, CO: Morton Publishing Company. ISBN: 978-0895828842.

White TD, Black MT, Folkens PA. 2011. Human Osteology. 3rd Edition. San Diego, CA: Academic Press. ISBN: 978-0123741349.

REQUIRED READINGS

Readings in addition to the course textbooks are required. These readings provide important additional information and should be read by all students. Full bibliographic references are provided below. Copies of these required readings are available from the class webpage on Blackboard.

Hemphill BE, Mallory JP. 2004. Horse-mounted invaders from the Russo-Kazakh steppe or agricultural colonists from western Central Asia? A craniometric investigation of the Bronze Age settlement of Xinjiang. Am J Phys Anthropol **124**(3):199-222.

Lane R, Sublett A. 1972. The osteology of social organization: residence pattern. Am Antiq **37**(2):186-201.

Marino EA. 1995. Sex estimation using the first cervical vertebra. Am J Phys Anthropol **97**(2):127-133.

Meindl RS, Lovejoy CO. 1985. Ectocranial suture closure: a revised method for the determination of skeletal age at death based on the lateral-anterior sutures. Am J Phys Anthropol **68**(1):57-66.

Merchant VL, Ubelaker DH. 1977. Skeletal growth of the protohistoric Arikara. Am J Phys Anthropol **46**(1):61-72.

Schutkowski H. 1993. Sex determination of infant and juvenile skeletons: I. Morphognostic features. Am J Phys Anthropol **90**(2):199-205.

Stone AC, Stoneking M. 1993. Ancient DNA from a pre-Columbian Amerindian population. Am J Phys Anthropol **92**(4):463-471.

LECTURE SCHEDULE, LAB SCHEDULE AND READING ASSIGNMENTS

Week		Lecture Topic	Reading Assignment
1	09/09	Introduction to the Course	Bass: 1-11
	09/11		W&F: 1-24
2	09/14	Gross Anatomy of Bone	W&F: 25-37
	09/16	Microhistology of Bone	
	09/18	Macrohistology of Bone	
		NO LAB	
3	09/21	Bone Growth, Cartilage & Muscles I	W&F: 37-42
	09/23	Bone Growth, Cartilage & Muscles II	B&B: 35-46
	09/25	Bone Growth, Cartilage & Muscles III	
		LAB: Bone & Associated Soft Tissues	
4	09/28	Joints as Levers	Bass: 31-50, 59-88
	09/30	Cranial Anatomy I	W&F: 43-81
	10/02	Cranial Anatomy II	
		LAB: Bone Growth & Joints	
5	10/05	Cranial Anatomy III	Bass: 50-59, 271-275
	10/07	Cranial Anatomy IV	W&F: 82-109
	10/09	Dental Anatomy I	
		LAB: Bones & Landmarks of the Cranium	
6	10/12	Dental Anatomy II	Bass: 275-305
	10/14	Dental Anatomy III	W&F: 109-128
	10/16	Mechanics of Mastication	B&B: 87-91, 101, 103-105
		LAB: Basic Anatomy of the Dentition	
7	10/19	Anatomy of the Axial Skeleton I	Bass: 93-113, 132-144
	10/21	Anatomy of the Axial Skeleton II	W&F: 129-159, 219-226
	10/23	Mechanics of Breathing	B&B: 109, 116-118, 138-140, 142-144
		LAB: Bones & Landmarks of the Axial Skeleton	
8	10/26	**MID-TERM EXAMINATION**	
	10/28	Anatomy of the Upper Limb I	BASS: 114-131, 144-159
	10/30	Anatomy of the Upper Limb II	W&F: 161-184
		LAB: Bones & Landmarks in the Upper Limb I	B&B: 55-60, 157-180
9	11/02	Anatomy of the Upper Limb III	Bass: 159-192
	11/04	Mechanics of Manipulation	W&F: 184-218
	11/06	Anatomy of the Lower Limb I	B&B: 181-210
		LAB: Bones & Landmarks in the Upper Limb II	
10	11/09	Anatomy of the Lower Limb II	Bass: 193-258
	11/11	NO CLASS: Veteran's Day Holiday	W&F: 226-240, 241-270
	11/13	Anatomy of the Lower Limb III	B&B: 211-236
		LAB: Bones & Landmarks of the Lower Limb I	

LECTURE SCHEDULE, LAB SCHEDULE AND READING ASSIGNMENTS (*CONT.*)

Week		Lecture Topic	Reading Assignment
11	11/16	Anatomy of the Lower Limb III	Bass: 258-270
	11/18	Mechanics of Locomotion	W&F: 271-294
	11/20	Determination of Sex I	B&B: 237-259
		LAB: Bones & Landmarks in the Lower Limb II	
12	11/23	Determination of Sex I	W&F: 408-418
	11/25	Determination of Sex II	Schutkowski (1993)
	11/27	NO CLASS: Thanksgiving Holiday	Marino (1995)
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