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 submitted.

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
See http://www.uafl.edu/uaflgov/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.

<table>
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<td>Anthropology</td>
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<tr>
<td>Prepared by</td>
<td>Phone</td>
</tr>
<tr>
<td>Brian Hemphill</td>
<td>X6755</td>
</tr>
<tr>
<td>Email Contact</td>
<td>Faculty Contact</td>
</tr>
<tr>
<td><a href="mailto:bhemphill@asalaska.edu">bhemphill@asalaska.edu</a></td>
<td><a href="mailto:bhemphill@alaska.edu">bhemphill@alaska.edu</a></td>
</tr>
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1. COURSE IDENTIFICATION: As the course now exists.
   - Dept: ANTH
   - Course #: F422
   - No. of Credits: 3

2. ACTION DESIRED: √ Check the changes to be made to the existing course.
   - Change Course: √
   - If Change, indicate below what is changing.
   - Drop Course

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</table>

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

CREDITS (including credit distribution)

ADD A STACKED LEVEL (400/600)
Include syllabi

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

STOP EXISTING CROSS-LISTING

OTHER (specify)

| Requires approval of both departments and deans involved. Add lines at end of form for additional signatures. |
| Requires notification of other department(s) and mutual agreement. Attach copy of email or memo. |

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:

(checked all that apply)

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<th>4</th>
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<th>6 weeks to Full semester</th>
</tr>
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</table>

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,  
- [ ] W = Writing Intensive,  
- [ ] *Format 6* also submitted  
- [ ] *Format 7* submitted  
- [X] 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] 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 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**

4 Credits  
Human-skeletal analysis: bone-biology, skeletal anatomy, aging and sexing, metric and non-metric traits of skeleton and dentition, paleopathology and palaeodemography. Inferences on genetic relationships between and patterns of 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. (03+03)

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/pace, 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.)

- Signature, Chair, Program/Department of:  
  Date: 07/25/2014

- Signature, Chair, College/School Curriculum Council for:  
  Date: 10/1/14

- Signature, Dean, College/School of:  
  Date: 10/2/14

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

Signature of Provost (if applicable)

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

- Signature, Chair  
  Date

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.)

- Signature, Chair, Program/Department of:  
  Date

- Signature, Chair, College/School Curriculum Council for:  
  Date

- Signature, Dean, College/School of:  
  Date

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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.
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/-](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.

<table>
<thead>
<tr>
<th>SUBMITTED BY:</th>
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</tr>
</thead>
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<tr>
<td>College/School</td>
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<td>Prepared by</td>
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1. **COURSE IDENTIFICATION: As the course now exists.**
   - Dept: ANTH
   - Course #: F625
   - No. of Credits: 3

2. **ACTION DESIRED:**
   - Check the changes to be made to the existing course.
   - [ ] Change Course
   - [ ] Drop Course
   - If Change, indicate below what is changing.

   **NUMBER**
   **PREREQUISITES**

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

   **CREDITS (including credit distribution)**

   **ADD A STACKED LEVEL**
   *(400/600)*
   Include syllabi.

   **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 overwhelmed?; 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**
   Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

   **STOP EXISTING CROSS-LISTING**
   Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

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
   
   **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 ☒

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
34 Credits Offered Fall Even-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 F345F221; graduate standing; or permission of instructor. Stacked with ANTH F422. (93+93)

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/pace, 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.)

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

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

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Faculty Senate Review Committee:  
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- GAAC  
- Core Review  
- SADAC

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

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*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
Office: 401 Bunnell
Office Hours: 10:30 AM – 12:00 PM TR During lab sessions
              By Appointment
Teaching Assistant: Kathryn Dewey
Office Hours: 11:00 AM – 2:00 PM TR

Lecture: 9:15 AM – 10:15 AM MWF
Lab: 10:30 AM – 1:30 PM F
Class Location: 402 Bunnell
Office Phone: 474-6675
Email: bhemphill@alaska.edu
Office Phone: 474-6645
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 senescent 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 individual 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.

ADDITIONAL REQUIREMENTS FOR STUDENTS ENROLLED IN ANTH F625

In addition to all of the requirements listed above for undergraduate students, students enrolled in ANTH F625 are 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


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.


<table>
<thead>
<tr>
<th>Week</th>
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<th>Lecture Topic</th>
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<td>W&amp;F: 1-24</td>
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<td>Microhistology of Bone</td>
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<td>Bone Growth, Cartilage &amp; Muscles III</td>
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<td>Joints as Levers</td>
<td>Bass: 31-50, 59-88</td>
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<td>W&amp;F: 43-81</td>
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<td>B&amp;B: 87-91, 101, 103-105</td>
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<td>LAB: Basic Anatomy of the Dentition</td>
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<td>10/19</td>
<td>Anatomy of the Axial Skeleton I</td>
<td>Bass: 93-113, 132-144</td>
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<td>10/26</td>
<td>MID-TERM EXAMINATION</td>
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<td>Anatomy of the Upper Limb I</td>
<td>BASS: 114-131, 144-159</td>
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<td>B&amp;B: 55-60, 157-180</td>
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<td>Stone &amp; Stoneking (1993)</td>
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<td>FINAL EXAMINATION (1:00 PM – 3:00 PM, Wednesday, December 22nd)</td>
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Proper Citation Techniques

Graduate students are required to employ proper use of citations in their research papers. Citations should follow the techniques outlined below. We do not commonly use footnotes or end notes, instead it is proper practice to cite references in the text and list them in a section titled REFERENCES CITED. If you get a fact from a book or a journal article, you must list the author, date, and page in the text of your paper. You cite your references in the text to give credit to persons whose ideas or facts you use. All quotes must have a citation, otherwise it is plagiarism (see section on plagiarism below). Remember, always cite the primary reference—if you take a specific point from one of the course textbooks, and that point is cited as being derived from a work by another author, look in the bibliography of the textbook for that original citation. In the text, use the following style:

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:


Chapter from an Edited Book:


Journal Article:

OTHER IMPORTANT INFORMATION

EMAIL

See the UAF Class Schedule for the official policy regarding communication by email. You must regularly check your UAF email or forward mail from your UAF address to an address you check regularly. You are responsible for knowing and, when appropriate, acting on the contents of all university communications sent to your official UAF email account. For forwarding information, go to www.alaska.edu/oit/email/mail_forwarding.xml

ATTENDANCE, TARDINESS AND CLASSROOM CONDUCT

See the UAF Class Schedule for the official policy on first day attendance. Attendance at lecture sessions is not required but is highly recommended. Class lectures do not represent a mere recitation of materials provided in the course textbooks. Hence, failure to attend lectures inevitably results in loss of crucial information that will seriously compromise student performance on class examinations and other written assignments. This course includes laboratory sessions. Attendance at all laboratory sessions is required. Several points of common courtesy must also be mentioned. First, each lecture session will begin and end on time. Students are not to come into class late or leave early, especially during lecture sessions. Such behavior is distracting, not only to the instructor, but to other students as well. Second, students are required to read and abide by the Student Code of Conduct in the UAF Course Schedule. Students must deactivate all pagers and cell phones during the lecture sessions. Cell phone ringing and paging are extremely disrupting to the lecturer and to other students, while engagement in texting and web-surfing invariably compromise student performance. Such interruptions and distractions will not be tolerated. Repeated failure to deactivate such electronic devices will result in dismissal from class and a reduction in course grade. Fourth, students are freely encouraged to ask questions and participate in class. However, casual talking in class which results in disruption of lecture will not be tolerated and will result in ejection from the classroom.

MAKE-UP WORK, LATE ASSIGNMENTS AND "CURVING" OF GRADES

Late assignments will not be tolerated. Exceptions will only be made under the following circumstances: 1) Authorized absences from the University Administration (i.e., sports events, medical leave, bereavement). 2) Illness supported by documentation from family physician or Student Health official. 3) Special arrangement made well in advance with the instructor. No grades are "curved" in this course. Grades are assigned on a percentage basis according to the traditional 90-80-70-60-50% format. Pluses and minuses are assigned "two-up/two-down." That is, in the "B" range (89.9-80.0%), a grade of "B+" will be awarded to those students whose course grade falls between 99.9-88.0%, while a grade of "B-" will be awarded to those students whose course grade falls between 81.9-80.0%

PLAGIARISM/ACADEMIC INTEGRITY

Plagiarism is a very serious offense. The Department of Anthropology will not accept or tolerate instances of academic fraud or plagiarism among its students or faculty. Using published or unpublished material without citing the source is plagiarism. You may use someone else's material if you enclose it in quotation marks and precisely reference its source. However, direct quotations should be kept to an absolute minimum. Simply paraphrasing someone else's materials by minimal rearrangement of the wording is also plagiarism. It is an equally serious offense if you write a paper for someone else, copy someone else's work, or allow someone to copy your work. You can plagiarize yourself if you turn in work to one class that has already been turned in to meet the requirements of another. When in doubt, cite. See the UAF Class Schedule on the disciplinary actions resulting from misconduct. If you plagiarize, you will fail the assignment. Two instances of plagiarism will get you reported to the Office of the Vice Chancellor of Student Life.

STUDENTS WITH DISABILITIES

The University of Alaska is committed to equal opportunity for students with disabilities. See the section on "Disabilities Services" in the UAF Class Schedule. Students with disabilities are encouraged to contact the Coordinator of Disabilities Services (Mary Matthews, ext. 5665) located at 208 Whittaker and the Director of Student Support Services (Ginny Redmond, ext. 6844) located at 514 Gruening. Please also feel free to contact me privately regarding how I may accommodate and/or support you in the classroom.
1. Academic Advising Center Workshops: Two series are available that may be of use: Study Skills 101 (note-taking, time management, information research, writing, interviewing skills, writing, interviewing skills), Reading, and career planning, graduate and professional letter. Please go to www.uic.edu/advancing/student or call(639) 595-6789.

2. Writing Center and Oral Lab: With help on improving your writing, reading, oral presentation, public speaking, please go to the writing center and oral lab (601 Cuneo, ext. 591). Please note that the oral lab has limited hours (6 am - 9 pm, only).

3. Math Lab: For help on math skills, please go to 305 Chapman: student support services.
ANTH F422/F625: HUMAN OSTEOLOGY (4 Credits, 3 + 3)
Fall 2015

COURSE SYLLABUS

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

ADDITIONAL REQUIREMENTS FOR STUDENTS ENROLLED IN ANTH F625

In addition to all of the requirements listed above for undergraduate students, students enrolled in ANTH F625 are to 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


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.


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<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Reading Assignment</th>
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<tr>
<td>1</td>
<td>09/09 Introduction to the Course</td>
<td>Bass: 1-11</td>
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<td>W&amp;F: 1-24</td>
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<td>09/14 Gross Anatomy of Bone</td>
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<td>10/26 MID-TERM EXAMINATION</td>
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<td>12/07 Identification of Genetic Ancestry I</td>
<td>W&amp;F: 418-427</td>
</tr>
<tr>
<td></td>
<td>12/11 Identification of Genetic Ancestry III</td>
<td>Lane &amp; Sublet (1972)</td>
</tr>
<tr>
<td></td>
<td>PRACTICAL EXAMINATION</td>
<td>Stone &amp; Stoneking (1993)</td>
</tr>
<tr>
<td>15</td>
<td>12/14 Individuation—A Primer in Forensic Anthropology I</td>
<td>W&amp;F: 418-427</td>
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<td>12/16 Individuation—A Primer in Forensic Anthropology II</td>
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<td></td>
<td>12/18 Individuation—A Primer in Forensic Anthropology III</td>
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<td></td>
<td>LAB: Estimation of Age at Death</td>
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</tbody>
</table>

FINAL EXAMINATION (1:00 PM – 3:00 PM, Wednesday, December 22nd)
Proper Citation Techniques

Graduate students are required to employ proper use of citations in their research papers. Citations should follow the techniques outlined below. We do not commonly use footnotes or end notes, instead it is proper practice to cite references in the text and list them in a section titled REFERENCES CITED. If you get a fact from a book or a journal article, you must list the author, date, and page in the text of your paper. You cite your references in the text to give credit to persons whose ideas or facts you use. All quotes must have a citation, otherwise it is plagiarism (see section on plagiarism below). Remember, always cite the primary reference—if you take a specific point from one of the course textbooks, and that point is cited as being derived from a work by another author, look in the bibliography of the textbook for that original citation. In the text, use the following style:

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 [Mummery, 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:


Chapter from an Edited Book:


Journal Article:

OTHER IMPORTANT INFORMATION

EMAIL

See the UAF Class Schedule for the official policy regarding communication by email. You must regularly check your UAF email or forward mail from your UAF address to an address you check regularly. You are responsible for knowing and, when appropriate, acting on the contents of all university communications sent to your official UAF email account. For forwarding information, go to www.alaska.edu/oit/email/mail_forwarding.xml

ATTENDANCE, TARDINESS AND CLASSROOM CONDUCT

See the UAF Class Schedule for the official policy on first day attendance. Attendance at lecture sessions is not required but is highly recommended. Class lectures do not represent a mere recitation of materials provided in the course textbooks. Hence, failure to attend lectures inevitably loses crucial information that will seriously compromise student performance on class examinations and other written assignments. This course includes laboratory sessions. Attendance at all laboratory sessions is required. Several points of common courtesy must also be mentioned. First, each lecture session will begin and end on time. Students are not to come into class late or leave early, especially during lecture sessions. Such behavior is distracting, not only to the instructor, but to other students as well. Second, students are required to read and abide by the Student Code of Conduct in the UAF Course Schedule. Students must deactivate all pagers and cell phones during the lecture sessions. Cell phone ringers and pager tones are extremely disrupting to the lecturer and to other students, while engagement in texting and web-surfing invariably compromise student performance. Such interruptions and distractions will not be tolerated. Repeated failure to deactivate such electronic devices will result in dismissal from class and a reduction in course grade. Fourth, students are freely encouraged to ask questions and participate in class. However, casual talking in class which results in disruption of lecture will not be tolerated and will result in ejection from the classroom.

MAKE-UP WORK, LATE ASSIGNMENTS AND "CURVING" OF GRADES

Late assignments will not be tolerated. Exceptions will only be made under the following circumstances: 1.) Authorized absences from the University Administration (i.e., sports events, medical leave, bereavement), 2.) Illness supported by documentation from family physician or Student Health official. 3.) Special arrangement made well in advance with the instructor. No grades are "curved" in this course. Grades are assigned on a percentage basis according to the traditional 90-80-70-60% format. Pluses and minuses are assigned "two-up/two-down." That is, in the "B" range (89.9-80.0%), a grade of "B+" will be awarded to those students whose course grade falls between 89.9-88.0%, while a grade of "B-" will be awarded to those students whose course grade falls between 81.9-80.0%

PLAGIARISM/ACADEMIC INTEGRITY

Plagiarism is a very serious offense. The Department of Anthropology will not accept or tolerate instances of academic fraud or plagiarism among its students or faculty. Using published or unpublished material without citing the source is plagiarism. You may use someone else's material if you enclose it in quotation marks and precisely reference its source. However, direct quotations should be kept to an absolute minimum. Simply paraphrasing someone else's materials by minimal rearrangement of the wording is also plagiarism. It is an equally serious offense if you write a paper for someone else, copy someone else's work, or allow someone to copy your work. You can plagiarize yourself if you turn in work to one class that has already been turned in to meet the requirements of another. When in doubt, cite. See the UAF Class Schedule on the disciplinary actions resulting from misconduct. If you plagiarize, you will fail the assignment. Two instances of plagiarism will get you reported to the Office of the Vice Chancellor of Student Life.

STUDENTS WITH DISABILITIES

The University of Alaska is committed to equal opportunity for students with disabilities. See the section on "Disabilities Services" in the UAF Class Schedule. Students with disabilities are encouraged to contact the Coordinator of Disabilities Services (Mary Matthews, ext. 5655) located at 208 Whitaker and the Director of Student Support Services (Ginny Redmond, ext. 6844) located at 514 Gruening. Please also feel free to contact me privately regarding how I may accommodate and/or support you in the classroom.
3. Math lab: For help on math skills, please go to 305 Chapman.

2. Writing Center and Oral Lab: With help on improving your writing, reading draft papers, or improving/producing public speaking, please go to the Writing Center and Oral Lab (801 Gruening, ext 5274). Please note that the oral lab has limited hours (afternoons only).

1. Student Support Services: Two services are available that may be of use: Study Skills 101 (note taking, time management, etc.) and Academic Advising Center (505 Gruening or email advising@u.wal.com). Visit the Academic Advising Center for help in choosing classes. If you have decided on a major and career planning, graduate and pre-professional information, resume writing, interview skills, landing you college career, please go to www.uwlacad/majors/student or call ext. 6969 or email advising@u.wal.com. Also available is a book, memory and concentration, and University Skills 201 (math and career planning, graduate and pre-professional information, resume writing, interview skills, landing you college career, please go to www.uwlacad/majors/student or call ext. 6969 or email advising@u.wal.com. 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