What could be more universal than death? Yet what an incredible variety of responses it evokes. Corpses are burned or buried, with or without animal or human sacrifice; they are preserved by smoking, embalming, or pickling; they are eaten—raw, cooked, or rotten; they are ritually exposed as carrion or simple abandoned; or they are dismembered and treated in a variety of these ways. Funerals are the occasion for avoiding people or holding parties, for fighting or having sexual orgies, weeping or laughing, in a thousand different combinations. The diversity of cultural reaction is a measure of the universal impact of death.

From, Metcalf and Huntington, 1991

I. General Course Information

Meeting Times/Place
Lectures on Tuesdays/Labs on Thursdays
3:40-5:10 Eielson 304

Professor
Dr. Kara C. Hoover

Contact Information
Email: kara.hoover@alaska.edu
Office Phone: 907-474-6110 (I am most likely to return calls via email)

Office Location
302C Eielson Building
Office Hours: Tues/Thurs 1-2

Teaching Assistant
Allie Dewey

Contact Information
Email: allie.dewey@yahoo.com

Office Location
302 Eielson Building
Office Hours: Tues/Thurs 1-2

Course prerequisite
A familiarity with biology, physiology, and anatomy is recommended.

Textbooks
Course Description
In this course, we will examine the methods and theories that physical anthropologists use to study humans in a holistic and contextual perspective. The field of bioarchaeology explores the intersection of biology and behavior in human groups using a synthesis of techniques used by both bioanthropologists and archaeologists. Specifically, we study human remains to explore the human condition and human behavior. In particular, we examine the causes and consequences of behavioral and environmental events (stress, disease, trauma, violence, activity, tooth use, diet and demography) acting on human populations. These forces acting on human populations in space and time are relevant to all fields of bioanthropology. Whether a paleontologist is removing the fossilized remains of *H. erectus* from bedding matrix or a human biologist is interested in dietary law and how it affects childhood health, the tools and methods are constant and each field informs the study of humans as biological organisms in an ecosystem.

Course Goals
1. Reacquaint students with basic osteology.
2. Instruct students in identifying pathology, trauma, and activity patterns in the human skeleton. Instruct students in metric and nonmetric data collection and analysis.
3. Provide methodology for mathematical and advanced laboratory methods of paleodemography, reconstructing diet, and bio-genetic distance.

Student Learning Outcomes
1. Identify major osteological landmarks of the human skeleton.
2. Identify differential effects on the human skeleton by various pathologies and stresses.
3. Instruct students in metric and nonmetric data collection and analysis.
4. Design a bioarchaeological research study.

Instructional Methods
The instructional methods for this course are labs and lectures, with equal attention paid to each component.

II. Course Requirements
Undergraduates
1. Lecture, 60%
   a. Semi-weekly quizzes (8 @ 3% each, except quiz 1 on Feb. 5 at 4%), 25%
   b. Paleopathology presentation (see separate handout), 10%
   c. Paleopathology presentation outline and materials, 5%
   d. April 28: Take-home final (due April 30), 20%
2. Lab, 40%
   a. April 16: Laboratory Notebook (see separate handout), 15%
   b. April 23: Bioarchaeology project (see separate handout), 15%
   c. May 7, 1-3 pm: Practical Final, 10%
Course Requirements (Graduates)
1. Lecture, 60%
   a. Semi-weekly quizzes (8 @ 2% each, except quiz 1 on Feb. 5 at 4%), 20%
   b. Paleopathology presentation (see separate handout for grads), 10%
   c. Midterm Exam, 10%
   d. April 28: Take-home final (due April 30), 20%
2. Lab, 40%
   a. April 16: Laboratory Notebook (see separate handout for grads), 10%
   b. April 23: Bioarchaeology project (see separate handout for grads), 20%
   c. May 7, 1-3 pm: Practical Final, 10%

III. Course policies

Email
Please see page 36 of the UAF Fall 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

Blackboard
You are required to check Blackboard daily. Any changes to the course schedule will be posted to BB as will any extra readings, important course announcements, and general information. Your home page for the course should be set to the announcements. If not, you can always click on the announcements tab. Typically, only announcements from the previous 7 days are shown but you can click on the tab that says show all to be sure you haven’t missed anything (or to find an old announcement). I may not always email changes or notice of changes/updates, but I will try! The onus is on you to check in regularly. Please see page 37 of the UAF Fall 2008 Class Schedule for information on Blackboard. For information or username and password, go to http://classes.uaf.edu or call ext 6564 or email fxhelp@uaf.edu

Attendance and Participation
Please see page 36 of the UAF Fall 2008 Class Schedule for the official policy on first day attendance. This is extremely important in a lab class. If you think you will have excessive absences or tend to be someone who doesn’t come to class regularly, this isn’t the class for you.

Tardiness
This happens from time to time but let’s all be courteous of each other’s time and arrive early and leave on schedule. Thanks!

Make-up Work
From time to time, there are extraordinary circumstances that prevent work being completed in a timely manner. I realize this and try to be fair on a case-by-case basis. Most often, lateness is due to poor time management. In the ‘real’ world, your tardiness
could cost you a job, a promotion, a pay raise, an opportunity, an injury or death—
depending on your occupation.

The labs and practical final cannot be made up. They must be completed during
class/exam time.

All assignments are due either at the start of class. Anything turned in after the due date
on the first day will be reduced by 10% out of 100% (e.g., you get a 75%, your grade will
be 65%). Each subsequent day the assignment is late, you will receive an additional 10%
out of 100%. Example, your paper is due to blackboard at 10 am (or start of class by
11:30). You turn it in 30 minutes late and receive a 90%. The late penalty reduces it to
80%. The next time you turn it on the Wednesday after it is due. You make a 90% but you
receive a 20% penalty, reducing it to 70% this time.

Plagiarism/Academic Integrity

All work completed for this course must be original. We will be taking a few quizzes in
class on plagiarism so that everyone is clear what this term encompasses. Essentially,
work turned into another class is plagiarized, work done by another student but turned in
with your name is plagiarized, and work done by anyone else (internet, journals,
magazines) etc is plagiarized. When in doubt, cite it!!!!! Work done by others (including
yourself) is the idea and the words! See pages 120-121 of the UAF Fall 2008 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.

Grading Scale

A: An honor grade, indicates originality and independent work, a thorough mastery of the
subject, and the satisfactory completion of more work than is regularly required.

95+
Exemplary work: exceeds expectations above and beyond requirements, demonstrates an
intellectual understanding of the material or a creative approach to material

A+: 89-94.9
Excellent work: exceeds expectations above and beyond requirements, demonstrates an
intellectual grasp of the material or a creative approach to material

B+: 86-88.9
Above average work; exceeds requirements and shows potential for an intellectual grasp
of the material

B: 83-85.9
Above average work; exceeds requirements

B-: 80-82.9
Above average work; exceeds requirements minimally

C: Indicates a satisfactory or average level of performance

C+: 77-79.9
Average work on a par with class ability; meets requirements and shows potential for
better work
C: 73-76.9
Average work on a par with class ability; meets requirements satisfactorily
C-: 70-72.9
Average work on a par with class ability; meets minimum requirements

D: The lowest passing grade, indicates work of below average quality and performance.
D+: 67-69.9
Below average work; demonstrates a limited understanding course material
D: 63-66.9
Below average work; demonstrates minimal understanding course material
D-: 59-62.9
Very Below average work: demonstrates an attempt at understanding course material

F: Indicates failure to meet lowest standards
58.9-0, unacceptable work; demonstrates no attempt or no course knowledge

**IV. Classroom Conduct**
Students are required to read and abide by the Student Code of Conduct on pages 120-121 of the UAF Fall 2008 Course Schedule.

Please no ringing cell phones or texting during class!

I recommend the following approach to email:
Subject: course number or course title or the subject of email if not course-related
Content: Please think before you send! Please use appropriate language, grammar, and spelling. Be clear and to the point. Include a signature or sign your complete name. I will not reply to inappropriate emails. If you want to know more about this, see the Chronicle of Education career forums on student emails http://www.chronicle.com/forums/index.php/topic,29894.0.html
You may be surprised what your peers (not you!) find appropriate!

**V. Additional Useful Information**
Students with disabilities
The University of Alaska is committed to equal opportunity for students with disabilities. See section on 'Disabilities Services" on page 37 of the UAF Fall 2008 Class Schedule. Students with disabilities are encouraged to contact the Coordinator of Disability Services (Mary Matthews, ext. 7043 at the Center for Health and Counseling) and Student Support Services at ext. 2644. Please also contact me privately regarding how I may accommodate and/or support you in the classroom.

**Student Support Services**
1. Academic Advising Center Workshops: Two series are available that might be of use: Study Skills 101 (note taking, time management, how to read a book, memory and concentration) and University Skills 201 (major and career planning, graduate and pre-professional information, resume writing, interviewing skills, funding your college career). Please go to www.uaf.edu/advising/student/ or call ext. 6396 or go to 509 Gruening or email advising@uaf.edu.
2. Writing Center and Oral Lab: With help on improving your writing, reading draft papers, or improving/practicing public speaking, please go to 8th Floor, 503 Gruening Building. Please note that the oral lab has limited hours as it is a new resource (afternoon hours only).

3. Math Lab: For help on math skills, please go to 305 Chapman.
VI. Tentative Course Schedule: ALWAYS check Blackboard for updates

January 22: What is death? Why is it important to know how we died?

Step 1: Excavation, Taphonomy, and Measurements
January 27: Excavation and Taphonomy, supplemental reading (see Blackboard)
January 29: Osteology review: post-cranial bones

February 3 and 5: Osteology review: cranial bones and teeth

Step 2: What’s wrong with these people anyway?
February 10: Growth and Developmental Stress, Chapter 2
February 12: Lab on measuring stress (hypoplasia, asymmetry, and stature estimates)
Bioarchaeological project contract due

February 17: Injury/Trauma, Chapter 4
February 19: Lab on long bone measurements and analysis

February 24: Skeletal Evidence of Activity, Chapter 5
February 25: Lab on long bone measurements and analysis, continued

March 3: Biomechanics, Chapter 6
March 5: Lab on masticatory stress

March 10: Eating and your face, Chapter 7
March 12: Lab on masticatory stress, continued

Spring Break: March 17 and 19

March 24 and 26: Paleopathology presentations (Chapter 3)

March 30 and April 2: Open lab days for study and data collection for research project

April 7 and 9: Paleopathology presentations (Chapter 3)

Step 3: What more can we get from these old bones?

April 14: You are what you eat, Chapter 8
April 16: Data interpretation lab (Lab Notebooks due)

April 21: Bio-genetic distance, Chapter 9
April 23: Open Lab/Bioarchaeological project due

April 28: Take home exam (due April 30)
April 30: Problems in Bioarchaeology, Chapter 10

May 7, 1-3: Time practical Exam (NO MAKE UPS or late starts!)