

**New Course Request**

**Indiana University**

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit

1. School/Division Liberal Arts / Anthropology 2. Academic Subject Code ANTH  
3. Course Number B526 (must be cleared with University Enrollment Services) 4. Instructor Wilson  
5. Course Title Human Osteology  
Recommended Abbreviation (Optional) \_\_\_\_\_  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010  
7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X  
9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: Descriptive and functional morphology of the human skeleton with emphasis on the identification of fragmentary remains. Determination of age, sex, and stature; craniology; and research methods in skeletal biology. Guided research project in the identification of skeletal material required.

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_  
12. Non-Lecture Contact Hours: Fixed at \_\_\_\_\_ or Variable from \_\_\_\_\_ to \_\_\_\_\_  
13. Estimated enrollment: 5-10 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: Every 2<sup>nd</sup> yr. Will this course be required for majors? No  
15. Justification for new course: new MA program in Applied Anthropology  
16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.  
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.  
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Paul Mullis Date 12.2.09  
Department Chairman/Division Director

Approved by: W. Blomg Date 12/18/09  
Dean

\_\_\_\_\_  
Date \_\_\_\_\_  
Dean of Graduate School (when required)

\_\_\_\_\_  
Date \_\_\_\_\_  
Chancellor/Vice-President

\_\_\_\_\_  
Date \_\_\_\_\_  
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.



SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY  
IUPUI

December 2<sup>nd</sup>, 2009

Dr. Kristine Karnick  
Department of Communication Studies  
Curriculum Subcommittee  
Graduate Affairs Committee  
Indiana University-Purdue University Indianapolis  
Indianapolis, IN 46202-5140

Dear Dr. Karnick and Members of the Curriculum Subcommittee:

Enclosed in the following packet you will find a new course request by the Department of Anthropology and an accompanying syllabus for B526: Human Osteology. We look forward to adding this course and others to our curriculum as we initiate our Master's of Arts in Applied Anthropology. The skills of human osteologists are routinely called upon in applied anthropological contexts that range from human rights investigations and forensic cases to cultural resource management-based archaeological projects. The pre-existing course number is the product of the extant course offering by Dr. Della Cook at Bloomington. The same course description has been utilized on the course request sheet for the Bulletin publication. Given current student interest in its immediate offering, we are hoping to add the course to the spring 2010 schedule of classes.

The graduate version of the course is considerably more demanding than the current undergraduate offering (ANTH B426). In particular, the three required textbooks provide significantly more discussion of the theoretical principles and methodological considerations underlying human skeletal biology research than the two undergraduate texts. In addition, the graduate students are expected to perform an individual research project that involves the analysis of a complete skeleton and the subsequent writing of a report, as well as a 10 to 15-page research paper that reviews and evaluates a topic from the field of human skeletal biology. By consequence, this will demand more of the graduate students both in the lab and library.

If you should have any questions or concerns while reviewing the course request form or syllabus, please do not hesitate to contact me. I thank you for your time and the consideration of the course.

Sincerely,

Jeremy Wilson

Assistant Professor of Anthropology

Department of Anthropology  
Indiana University – Purdue University Indianapolis  
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425 University Boulevard  
Indianapolis, IN 46202-5140

Telephone: 317-274-5787  
E-Mail: wilsojer@iupui.edu

**Anthropology B526**  
**Human Osteology**  
Spring 2010  
409/411 Cavanaugh Hall  
Tuesday 6:00 – 8:40 pm

**Instructor:** Jeremy J. Wilson  
**Office Hours:** Tuesday 1:00-3:00 pm, Wednesday 9:00-11:00 am, and by appt.  
**Office Location:** 413D Cavanaugh Hall  
**Email:** wilsojer@iupui.edu  
**Phone:** 317-274-5787

**Course Description:**

Human Osteology is a laboratory course designed to re-familiarize graduate students with the study of the human skeleton through direct experience, while adding the components of 1) full-scale skeletal analyses and report writing, and 2) a research paper examining current trends and topics in the field of human skeletal biology. The in-class laboratory component extends from the practical matters of differentiating bones or bone fragments (and whether or not they are human) to broader theoretical considerations of the sources and range of variation within and between populations. In addition to highlighting the growth, development, and functional morphology of the human skeleton (i.e., our unique bipedal-oriented primate shape), there is a strong emphasis on the dynamic properties of bone as a living tissue that physiologically interacts with other tissues and organs, as well as the environment. The application of this knowledge to a variety of disciplines, including medicine, paleoanthropology, forensics, and bioarchaeology, will be highlighted throughout the semester.

Students can expect to be trained to 1) identify bones and bone fragments, 2) assess the biological profile of unknown remains, 3) analyze the physiological relationship between skeletal and dental tissues and other organs and systems, and 4) understand pathological processes routinely encountered during the analysis of human skeletal remains. Students will be trained to collect standard qualitative and quantitative data, analyze that data, and interpret their findings. The full skeletal analysis and report (described below) as well as a series of in-class exercises will help hone these skills. Like other fields of scientific inquiry, the skeletal biology research performed during class will teach the students to formulate and test hypotheses, and subsequently justify their conclusions.

Class meetings will provide time for lectures, discussions, and hands-on learning with the skeletal material. Following the first three weeks of class, approximately half of the class time will be devoted to students sharpening their practical skills and preparing for the four quizzes and practical components of the midterm and final examinations. Prearranged lab hours (see below) will give students a second opportunity to work on their skill set and the skeletal analysis project.

**Required Text:**

Maureen Schaefer, Sue Black, and Louise Scheuer

2009 *Juvenile Osteology: A Laboratory and Field Manual*. New York: Academic Press.

Jeffrey H. Schwartz

2005 *Skeleton Keys: An Introduction to Human Skeletal Morphology*. New York: Oxford University Press.

Tim D. White

2009 *Human Osteology* (3<sup>rd</sup> Edition). New York: Academic Press.

**Course Grading:**

Course grading is based on a midterm and final examination (50% total), a term paper (15%), skeletal analysis (10%), a series of four quizzes (20% total), and attendance (5%). The midterm and final will be conducted during designated class times. Both tests will include objective and essay components. The final will be cumulative, but it will primarily focus on the materials from the second half of the semester.

You can check your grades during the semester by logging onto [Oncourse](#).

To recap, the breakdown of your final grade will be as follows:

Midterm Examination	25%	Quiz #1	5%
Final Examination	25%	Quiz #2	5%
Term Paper	15%	Quiz #3	5%
Skeletal Analysis	10%	Quiz #4	5%
Attendance	5%		

**Course Grading Scale:**

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

**Skeletal Analysis:**

A primary objective of this course is to introduce common methods of skeletal identification via the estimation of a biological profile. Graduate students are expected to analyze a complete skeleton over the course of the semester, assessing the age-at-death and sex, estimating stature, and identifying pathological conditions and/or unique features of the remains. A formal report will be submitted for review at the end of the semester. It is worth 10% of your final grade.

**Research Paper:**

Graduate students are expected to review and critically evaluate a topic of choice within the broad field of skeletal biology in form of a research paper that is 10 to 15 pages in length (excluding the bibliography). In general, the paper should include an introduction and statement of the research problem, a critical review of the literature concerning the current state of knowledge or theories of the problem, and an outlook for future research on the subject. A one

to two-page prospectus for your research paper is due on March 23<sup>rd</sup>. Students are expected to rely exclusively on peer reviewed journal articles and books. The paper is worth 15% of your final grade.

**Open Lab Time:**

In addition to the scheduled class time, you are encouraged to spend a minimum of one to two additional hours in lab each week. This is especially true in advance of quizzes and assignments. The open lab schedule is listed below. Please clear all visitors to the lab with me prior to their entry.

**Open Lab Schedule for Spring 2010**

Monday	10:00 am to 12:00 pm
Tuesday	4:00 to 6:00 pm
Wednesday	9:00 to 11:00 am
Thursday	11:00 am to 1:00 pm

**Professional Conduct:**

A majority of the skeletal materials you will handle in the lab are not casts- they are human remains. You must demonstrate the utmost respect for these remains at all times in both your words and actions. Inappropriate behavior and/or comments will not be tolerated. You will be asked to leave the lab immediately and required to meet with me prior to your re-admittance to the class.

Careful handling is also mandatory. Always carry bones with two hands and use the table padding and/or bean bags whenever your place material on a table. Please do not put pens or pencils near the bones or draw on them. Skeletal remains are NEVER to leave the lab or adjoining classroom. Students who abuse, steal, or intentionally damage the remains will be expelled from the class.

**Attendance:**

Given that the course only meets once a week, regular attendance and participation are mandatory and essential to doing well. The overwhelming majority of the course material will be introduced and discussed in class. You will receive full credit for attendance if you have no more than one unexcused absence. After that you will lose one percentage point from your final grade for each absence. Excused absences are documented illnesses, religious holidays, or an absence that is discussed with me prior to or immediately after the absence. Please be prepared to document absences that will be excused. Students who attend less than half a class session will not receive attendance points without my permission. I will consider excusing absences for other reasons (e.g., K-12 school breaks, etc) on a case-by-case basis, so please contact me about such absences as soon as possible. Attendance will be taken at the beginning of each class meeting. If you come in late, you must ensure that you sign this roster at the end of class; at the end of the semester I will not negotiate over the days you forgot to sign the attendance roster. I will not allow students to sign the roster if they arrive halfway through the class meeting; please discuss any delays outside your control with me (e.g., caught in traffic jam, but not an errant alarm clock).

In light of the H1N1 virus, please stay home for at least 24 hours after you are free of fever (less than 100° F [37.8° C]). For additional information on H1N1, see the following IUPUI and CDC links:

<http://www.iupui.edu/~prepared/procedures/>

<http://www.flu.gov/plan/school/higheredguidance.html>

### **Lectures:**

The vast volume of course material usually yields a lot of notes, so if you miss class you should secure thorough and reliable notes from another student and consult the course Powerpoints on Oncourse. All class lectures will be posted on Oncourse and can be accessed by clicking on the Resources tab and then clicking on the Powerpoint lecture you wish to access. To access these you must be on a computer with Powerpoint (this includes all University computers). Most PC's will ask whether you want to save or open the file; if you save it you can print the notes with 3-9 pictures per page and save a whole lot of the forest. To do this, save the file and then open it; next click on file, then click on print, and a window will open; in that window, click on "print what" and pull down the option "handouts"; just to the right of that in the option "slides per page" pull down the menu and enter however many pictures you want printed on a single page (e.g., 3, 6, 9). Let me know if you have any problems accessing the lectures.

### **Course Policies:**

This syllabus includes deadlines for all assignments, as well as the quiz and test dates: it is your responsibility to know when assignments are due and quizzes and tests are scheduled. There will not be any extra credit material. If there are any changes made in the syllabus they will be posted on Oncourse and announced in class. If you cannot complete an assignment on time for any reason, you should contact me as soon as possible. I can always be contacted before or after class, you can schedule an appointment, and I check my email virtually every day. Please contact me via my email address and *not* Oncourse email, which I check infrequently and can be somewhat unpredictable. Please do NOT wait until after a deadline to talk to me. Do NOT postpone talking to me if you are having any difficulty completing an assignment or if you are having difficulty with the class. Please do feel free to discuss any problems you are having in class, whether they're related to illnesses, work schedules, problems with your car, or the wide range of real-life things that can happen over a semester, and I will do my very best to help in whatever way I can.

When submitting your assignments, I would prefer that you submit both a print and electronic copy. You can leave the print version in my mailbox in 413 Cavanaugh Hall. Please do not submit your work via Oncourse. I prefer electronically submitted assignments be in Word 2003- - users of the new Word have an option to save in 2003 format. Be absolutely certain to keep a copy of any emailed documents you send to me should the email disappear or not arrive at my end, and save every single assignment in two places: Don't just save it on your laptop or a thumb drive, since they can crash, get lost, or be purloined by somebody who undervalues your commitment to education.

All work in the course is conducted in accordance with the University's academic misconduct policy. Cheating includes dishonesty of any kind with respect to exams or assignments. Plagiarism is the offering of someone else's work as your own: this includes taking un-cited

material from books, web pages, or other students, turning in the same or substantially similar work as other students, sneaking a peek at the neighbor's exam, or failing to properly cite other research. If you are suspected of any form of academic misconduct you will be called in for a meeting at which you will be informed of the accusation and given adequate opportunity to respond. A report will be submitted to the Dean of Students, who will decide on further disciplinary action. Please consult the University Bulletin's academic misconduct policy or me if you have any questions.

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

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

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

A basic requirement of this course is that you will participate in class and conscientiously complete the reading assignments. If you miss more than two of our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn. Our class meets once per week, so if you miss more than two classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

## Course Schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings &amp; Due Dates</i>
1	January 12 <sup>th</sup>	Introductions, Ethics, & Skeletal Recovery	White Ch. 1, 14, & 16
2	January 19 <sup>th</sup>	Bone Biology, Development, & Growth	Schwartz Ch. 1 White Ch. 2
3	January 26 <sup>th</sup>	Skeletal Form & Function Anatomical Terminology	Schwartz Ch. 1 White Ch. 3
4	February 2 <sup>nd</sup>	Skull	Schwartz Ch. 2 & 3 White Ch. 4 Schaefer et al Ch. 1
5	February 9 <sup>th</sup>	Skull & Dentition <b>Quiz 1</b>	Schwartz Ch. 7 White Ch. 5 Schaefer et al Ch. 2
6	February 16 <sup>th</sup>	Os Coxa	Schwartz Ch. 6, pp. 147-150 White Ch. 11 Schaefer et al Ch. 7
7	February 23 <sup>rd</sup>	Estimation of Age & Sex <b>Quiz 2</b> <i>Skeleton Assigned for Analysis</i>	Schwartz Ch. 8 White Ch. 17 Schaefer et al Ch. 9
8	March 2 <sup>nd</sup>	<b>Midterm Examination</b>	
9	March 9 <sup>th</sup>	Hyoid & Vertebrae Thorax: Sternum & Ribs	Schwartz Ch. 4 White Ch. 6 & 7 Schaefer et al Ch. 3 & 4
10	March 16 <sup>th</sup>	SPRING BREAK!!!	N/A
11	March 23 <sup>rd</sup>	Shoulder Girdle: Clavicle & Scapula	Schwartz Ch. 5, pp. 117-122 White Ch. 8 Schaefer et al Ch. 5 <b>Research Paper Prospectus Due</b>
12	March 30 <sup>th</sup>	Upper Limb	Schwartz Ch. 5, pp. 122-131 White Ch. 9 Schaefer et al Ch. 6, pp. 165-213
13	April 6 <sup>th</sup>	Hand: Carpals, Metacarpals, & Phalanges <b>Quiz 3</b>	Schwartz Ch. 5, pp. 132-146 White Ch. 10 Schaefer et al Ch. 6, pp. 214-228
14	April 13 <sup>th</sup>	Lower Limb Stature Estimation	Schwartz Ch. 6, pp. 151-160 White Ch. 12 Schaefer et al Ch. 8, pp. 255-309
15	April 20 <sup>th</sup>	Foot: Tarsals, Metatarsals, & Phalanges	Schwartz Ch. 6, pp. 161-180 White Ch. 13 Schaefer et al Ch. 8, pp. 310-334
16	April 27 <sup>th</sup>	Osteological & Dental Pathology <b>Quiz 4</b>	Schwartz Ch. 10 White Ch. 18

Skeletal Analysis Due

Final Examination: Tuesday, May 4<sup>th</sup> from 6:00-8:00 pm  
Research Paper Due