Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Heath Hoffmann  Email address hoffmannh@cofc.edu  Phone 8182

1. Department: Sociology and Anthropology

2. Course number and title: ANTH 336: Osteology and Forensics
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☒  Lab:  Recitation:  Seminar:  
   For Independent study courses:
   Research:  Field experience:  
   Clinical Practice:  Internship:  
   Practicum:  Independent Course Work:  

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   Students will obtain knowledge of the anatomy of the human skeleton, including the identification, and analysis of fragmentary skeletal material. Students will be introduced to basic, forensic analyses by participating in a Forensic Anthropology project consisting of labeling, cataloguing, aging and sexing a box of skeletal materials of a forensic case from our collection.

5. CIP Code: 45.0201 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate:  
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7.  a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal. 
   The Department of Biology could offer such a course. The note below from Jaap
Proposal for a New Course

Hillenius confirms his awareness and support for this new course:

Hi Heath,

Thanks for asking. Biology has no problem with your offering such a course. Our Human Anatomy (Biol 202) course covers the basic skeletal anatomy of humans, and our Comparative Vertebrate Anatomy course (Biol 323) covers basic skeletal anatomy of the broader range of vertebrates, but none provide the detail Dana does, or the specifically forensic context. Biology has no plans to offer a specialized course of this type.

( Forensic entomology, however, is something we’ve been toying with).

Sincerely,
Jaap Hillenius

b) Please explain overlap with any existing courses.
There is no overlap with existing courses that we know of. Jaap confirms this in the above email.

8. Prerequisites (or other restrictions):
No prerequisites, similar to ANTH 306 and 307 that are currently on the books.

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?
1. Students will obtain a working knowledge of the anatomy (including technical terminology) of the human skeleton.
2. Students will acquire practical, realistic experiences in identifying, cataloguing, and analyzing skeletal material (e.g. fragmentary specimens) and determining the side of the body from which the bone comes.
3. Students will learn how to distinguish human from nonhuman bone, and how to make the distinction between bony and non-bony materials that police and lay people often mistake for human bones.
4. Students will be introduced to basic, forensic analyses and methodologies (e.g. assessment of age, sex, stature, pathology and number of individuals) where students will participate in a Forensic Anthropology project that will consist of labeling, cataloguing, individualizing, aging and sexing a box of skeletal material of an actual forensic case from our collection.

b) How does the course support the mission statement of the department and the organizing principles of the major?
The Anthropology major embraces the four field approach including the study of cultural anthropology, linguistics, archaeology and biological anthropology. This course supports this commitment by blending the archaeological and biological subfields, an area in which we current lack numerous course offerings.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of
Proposal for a New Course

The proposed course will be an elective for the ANTH major. As such students could take it at varying times in the academic journey. Thus, the course does not specifically enhance a particular segment of the major so much as expand opportunities for students interested in forensics.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Anthropology is uniquely situated as a social science but biological anthropologists are actually more closely related to our colleagues in the natural sciences. This provides majors and non-majors alike an interesting opportunity to see the connections between the social and natural sciences.

11. Method of teaching:

Lecture and hands-on lab analysis to illustrate lecture and reading materials.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

This course will be offered approximately once every two years and we do not anticipate any enrollment shifts as it has previously been offered as a special topics class.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:

There will be no staffing shifts at the departmental level.

c) Frequency of offering:

- each fall: ☐
- each spring: ☐
- every two years: ☒
- every three years: ☐
- other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:

a) Staff:

None.

b) Budget:

None.

c) Library:

None.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ yes   ☒ no
Proposal for a New Course

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
NA

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

Anthropology 309-01 Human Osteology & Forensics Spring 2011

Professor: Dana A. Cope, Ph.D.
Office: 88 Wentworth # 204
Time: T 3:05--5:35 pm
Office Phone: 953-1353
Office hrs: M 1-2, TR 11-12am (or by appointment)

Office: 88 Wentworth # 204
Classroom: Education Center 107
Dept. Phone: 953-5738
E-mail: coped@cofc.edu

Required texts:


Addtional Sources available for use in the lab only:


Byers, S.N. 2002 Introduction to Forensic Anthropology. Allyn and Bacon, Boston.

Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 11</td>
<td>Introduction, Bone Growth, terminology</td>
<td>B pp 1-10; Ch 2;; 148-171; B Appendix I</td>
</tr>
<tr>
<td>18</td>
<td>Skull</td>
<td>S pp 3-5; Chs. 2-3</td>
</tr>
<tr>
<td>25</td>
<td>The Skull</td>
<td></td>
</tr>
</tbody>
</table>

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Proposal for a New Course

Feb. 1  More on The Skull, bone biology  S ch 2-3
8  Quiz #1, The Dentition  B Ch. 4; S Ch. 4
15  Quiz #2, Hyoid & The vertebral Column  S Ch. 5; B pp 93-109
22  more on Hyoid & The vertebral Column
Mar. 1  ribs and clavicle  S Ch. 6; B pp 124-144
Mar. 8  Spring Break! No Class!
15  Quiz #3, The, shoulder Girdle, Arm  S Ch. 6,7; pp 114-124;144-175
22  The Arm, Wrist and Hand  S Chs 7-8; B pp 175-192
29  Quiz #4, The Pelvic Girdle  S Ch. 9; B pp 192-218
Apr. 5  The Leg, Ankle and Foot  S Chs. 10,11; B pp 218-268
12  Quiz #5, Forensic anthro overview.  S & B see relevant sections for each bone
19  Quiz #6, more Forensics
May 3  Notebooks, Final Projects due.

* A Gossary and Index are in the back of the books. You may find sections, passages, etc. not in the formal reading assignment that are useful at various points of the semester. If you begin your project early (see below), you will no doubt want to read ahead at least parts of relevant forensic sections.

Grading: 60% Quizzes, 30% Inventory/Foresnsic analysis project, 10% Notebook
Final course grading scale. After calculating the final percentage grade: 90-100=A; 88-89.9=A-; 85-87.9=B+; 82-84.9=B; 80-81.9=B-; 77-79.9=C+; 73-76.9=C; 70-72.9=C-; 67-69.9=D+; 64-66.9=D; 60-63.9=D- and below 60=F.

Note: On quizzes, all bones covered previously will be fair game. So you probably will be referring back to readings covered previously a lot. In general, use your entire books as a reference/encyclopedia throughout the course. That's what it's designed for. Other texts provided for lab use only will also prove useful as references.

NOTE: MANY STUDENT'S READING THIS SYLLABUS WILL THINK THIS COURSE IS VERY DIFFICULT. WHILE IT IS CERTAINLY NOT A WALK IN THE PARK, IT IS NOT AS DIFFICULT AS IT MAY SEEM IF YOU SPEND THE TIME OUTSIDE OF NORMAL CLASS HRS., NECESSARY TO LEARN BONE ANATOMY. THE AMOUNT OF TIME NECESSARY WILL VARY FROM STUDENT TO STUDENT, BUT WILL NOT BE TRIVIAL. THE VAST MAJORITY OF YOUR STUDY WILL TAKE PLACE IN THE LAB.

Quizzes: These will sometimes be partly written but mostly identification of bones, landmarks, formina, morphological structures etc., in the form of a laboratory practicum. This is basically an anatomy course without all the yucky soft tissue parts. However, some knowledge of selected muscles, their action and specific bony origins and insertions will also be necessary. Bones

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Proposal for a New Course

of other animals or objects resembling bones will also appear on quizzes. The correct response for these is "nonhuman". In the case of animal bones, extra credit will be given for correct identification of these. When applicable, aging, sexing, and other information observable on the specimen should also be included.

Notebook: You also should prepare a notebook during study including not only notes about observations and ways of identification and siding that you find particularly useful, but also a sketch drawing of each bone from several views with landmarks labeled. Regardless of your talents as an artist, this is the only way I know of to ensure one's self that they have truly studied the anatomy of a given bone thoroughly. You will have to spend considerable time outside of class, in the lab, studying by using your texts while examining real bones. The notebook will not be graded on the basis of artistic merit but rather its utility as a personal study guide and reference specific to your individual needs. The notebook is intended to help you structure your study, not as a mechanism for sorting out grades. These will be handed in on quiz days and available for pickup the following Friday. Each time you will be given a score from 0-10 for the work you have done since the last quiz and the final 10% of this portion of your grade will be the average of these scores.

Forensic Project: Each student will also participate in a project that will consist of labeling, cataloguing, individualizing, aging and sexing of a box of skeletal material. You will get your box of bones by April 6. A typed report will be submitted to me Due May 5th.

Goals:
1) To give the student a good working knowledge of the anatomy (including Technical terminology) of the human skeleton.

2) To provide realistic experience in identifying, cataloguing, and analyzing skeletal material (e.g. Fragmentary specimens), determining the side the bone comes from and when relevant, Distinguishing human from nonhuman bone, and distinguishing bony from nonbony Materials).

3) To introduce the student to some forensic analyses and methodologies (e.g. assessment of age, sex, stature, pathology and number of individuals) that might then be further developed in a setting that provides greater time and has better resources for instruction.

Instructional approach: Classes will often begin with short "lectures" to discuss problems and for the professor to provide some structure to your study, hints, suggestions, and instructions and to answer questions. However, the only way to learn skeletal biology is by spending a lot of time looking at the specimens yourselves. So, I anticipate that most classes will consist primarily of putting out bones on the tables studying them, and practicing identification. The professor can then move around and tutor students...
Proposal for a New Course

individually and in small groups and help them with their study techniques. I would anticipate that you won't spend much time at home studying, but rather, virtually all your study time would be in the lab. See below for information about use of lab facilities outside of class. I will also pop into the lab from time to time outside class or on request at which time I can provide additional assistance.

Extremely Important!!!!!!!
You will be working with human remains. These are materials that are never used in lower level classes because they are appropriate only for students with a serious professional interest in human skeletal anatomy. They are to be treated with the utmost respect at all times!!!!!!! This means handling them carefully and not involving them in any jokes or pranks. It means no friends, significant others, etc. not enrolled in the course to be in the lab or viewing the materials in any way. If they need to see you, talk to them outside. It also means to avoid as much as possible discussing the remains of these people with others out of respect for their privacy. In addition, give no one outside the class information about where or how they are stored. Security is a serious concern. There are a lot of sick or misguided people out there who will steal remains for various reasons. Friends of friends, etc. can unwittingly jeopardize security. This syllabus is a contract between you and me. By remaining in the class you are promising to obey all course rules now and forever. Breaches of this trust are professionally unethical and will result in withdrawing you from the course or, after the course, damaging your professional reputation.

Access to materials outside of regular class hours:
No smoking of anything is allowed.

The lab is reserved for your use on Thursdays from 4-6:50 unless otherwise announced. Most weekdays my information is that it will be available after 3:15. You can study in the back room any time if you do so without disrupting classes in the main room. But if you are going to be back there you need to prearrange the materials you will be using as they are mostly stored in the main lab. Obviously, this means that if you are studying in there in the morning or early afternoon, it will be while a class is going on in the teaching lab. Therefore you must be quiet as church mice if you want to keep this privilege. The professors teaching during these times have given their tentative approval for you to use the research lab as long as you don't disrupt their classes. Please don't blow it. If we can keep this privilege, there is lots of flexibility in when you can come in and study. It may also be possible to get in there to study on weekends. I will forward a list of those permitted to be in the lab to Public Safety. Generally, I would think a two-hour block of time is the minimum for getting some serious work done. Always put skeletal material back in storage, out of view, before leaving the lab!

If you wish to use the lab at night. You may check out a key from me as long as you return it to me the following morning either directly or by putting it in my mailbox in the departmental office (19 St. Phillip Street). Don't leave my key anywhere else! If this is a problem, we'll see if we can work something out. Don't check out a key if you may not
Proposal for a New Course

use it. Others may be depending on you to gain access. Be prepared to show your I.D. I encourage Public Safety to check people to make sure they are authorized to be in there. Again, no friends, significant others, etc. Never leave the door unlocked when you depart. I cannot emphasize strongly enough how important lab security is!
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.