

# Undergraduate Academic Board Agenda

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September 22, 2006  
**ROOM CHANGE: ADM 142**  
2:00 – 5:00 pm

## I. Roll

<input type="checkbox"/> Barbara Brown	<input type="checkbox"/> Gerry Busch	<input type="checkbox"/> Len Smiley
<input type="checkbox"/> Ben Curtis	<input type="checkbox"/> Grant Baker	<input type="checkbox"/> Roy Poole
<input type="checkbox"/> Brad Bradshaw	<input type="checkbox"/> Hilary Davies	<input type="checkbox"/> Stephen Gillon
<input type="checkbox"/> Caedmon Liburd	<input type="checkbox"/> Hilary Seitz	<input type="checkbox"/> USUAA Vacant
<input type="checkbox"/> Catherine Sullivan	<input type="checkbox"/> Jack Pauli	<input type="checkbox"/> Toni Croft
<input type="checkbox"/> Cheryl Smith	<input type="checkbox"/> Kevin Keating	<input type="checkbox"/> FS Vacant

## II. Approval of the Agenda (pg. 1-2)

## III. Approval of Meeting Summary for September 15, 2006 (pg. 3-6)

## IV. Administrative Report

## V. Chair's Report

## VI. Program/Course Action Request – Second Reading

### A. CAS – ANTH/JUST

Add	ANTH	A290	Special Topics in Anthropology (1-3 cr) (1-3+0) (pg.)
Add	ANTH	A476	Ethical Issues in Archaeology (3 cr) (3+0) (stacked with A676) (pg.)
Add	ANTH	A676	Ethical Issues in Archaeology (3 cr) (3+0) (course materials for informational purposes) (pg.)
Chg	ANTH	A485	Human Osteology (4 cr) (3+1) (stacked with ANTH A685) (pg.)
Chg	ANTH	A685	Advanced Human Osteology (4 cr) (3+1) (course materials for informational purposes) (pg.)
Add	ANTH	A486	Applied Human Osteology (3 cr) (3+0)

(stacked with ANTH A686) (pg.)

Add ANTH A686 Advanced Applied Human Osteology (3 cr) (3+0)  
(course materials for information purposes) (pg.)

Chg JUST A456 Anthropology and the Law (3 cr) (3+0)  
(Cross listed with ANTH A456) (pg.)

**B. CAS**

Chg BS Natural Sciences (pg.)  
**Tabled until further notice**

Chg BA/BS Biological Sciences (pg.)  
**Tabled until further notice**

**VII. Program/Course Action Request – First Reading**

**A. KP – OSH**

Add OSH A295 Technical Internship (1-6) (0+3-18) (pg.)  
**Tabled until further notice**

**VIII. Old Business**

- A. Goals and Objectives and Policy Changes
  - a. Distance Ed/ Mode of Delivery (pg. )
- B. Clarification of procedures on curriculum submissions (pg. )

**IX. New Business**

- A. GER Implementation List (pg. )
- B. Curriculum Convocation

**X. Informational Items and Adjournment**

- A. [Curriculum Log](#)
- B. [Curriculum Handbook](#)

# Undergraduate Academic Board Summary

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September 15, 2006  
**ROOM CHANGE: ADM 142**  
2:00 – 5:00 pm

## I. Roll

<input type="checkbox"/> Barbara Brown	<input type="checkbox"/> Gerry Busch	<input checked="" type="checkbox"/> Len Smiley
<input checked="" type="checkbox"/> Ben Curtis	<input checked="" type="checkbox"/> Grant Baker	<input checked="" type="checkbox"/> Roy Poole
<input type="checkbox"/> Brad Bradshaw	<input checked="" type="checkbox"/> Hilary Davies	<input type="checkbox"/> Stephen Gillon
<input checked="" type="checkbox"/> Caedmon Liburd	<input checked="" type="checkbox"/> Hilary Seitz	<input type="checkbox"/> USUAA Vacant
<input checked="" type="checkbox"/> Catherine Sullivan	<input checked="" type="checkbox"/> Jack Pauli	<input checked="" type="checkbox"/> Toni Croft
<input checked="" type="checkbox"/> Cheryl Smith	<input checked="" type="checkbox"/> Kevin Keating	<input type="checkbox"/> FS Vacant

## II. **Approval of the Agenda (pg. 1-3)** Agenda Approved

## III. **Approval of Meeting Summary for September 8, 2006 (pg. 4-7)** Add Kevin and Cheryl Hilary has corrections Approved

## IV. **Administrative Report**

### A. **Strategic Planning- Will Jacobs and Tom Miller**

Will Jacobs:

Phase on was completed in May as per Chancellor's instruction  
Correct title is interim strategic guidance  
Currently in phase 2

Will's Requests to UAB

1. Would like board to read guidance as a whole and get together to talk about what is missing, what is wrong, and improvements
2. Return to the mission statement and vision and move forward on revisions
3. As we revise academic and distance Ed plans, need help from UAB on those plans  
Mission statement- For what purpose does an organization exist?

## V. **Chair's Report**

GER: Ben Curtis

No curriculum matters

Discussed GER CCG updates in first stage in GER assessment

Linda Kay and Christine will verify dates of implementation list

Determine if they have goals and outcomes and if they are acceptable

Memo will be sent to dean's and curriculum committees

Dean will send memo to departments saying that courses need to be updated

Provisional lists of outcomes will be sent out to department  
May use template to evaluate  
No need to add anything to curriculum handbook on assessment  
Need to add items to Curriculum Handbook:  
GER outcomes must meet category descriptors  
Entire package program changes (indicate when GER courses are included, they must go through GER before second reading at UAB)

**VI. Program/Course Action Request – Second Reading**

**A. CTC – CTC**

Chg CTE A411 Historical and Philosophical Foundations of Career and  
Technical Education (3 cr) (3+0) (pg. 8-14)

**Tabled until further notice (this may be dead)**

**B. CAS – ANTH/JUST**

Add ANTH A290 Special Topics in Anthropology (1-3 cr) (1-3+0) (pg. 15-20)

**Tabled until further notice**

Add ANTH A476 Ethical Issues in Archaeology (3 cr) (3+0)  
(stacked with A676) (pg. 21-28)

**Tabled until further notice**

Add ANTH A676 Ethical Issues in Archaeology (3 cr) (3+0)  
(course materials for informational purposes) (pg. 29-37)

**Tabled until further notice**

Chg ANTH A485 Human Osteology (4 cr) (3+1)  
(stacked with ANTH A685) (pg. 38-45)

**Tabled until further notice**

Chg ANTH A685 Advanced Human Osteology (4 cr) (3+1)  
(course materials for informational purposes) (pg. 46-53)

**Tabled until further notice**

Add ANTH A486 Applied Human Osteology (3 cr) (3+0)  
(stacked with ANTH A686) (pg. 54-60)

**Tabled until further notice**

Add ANTH A686 Advanced Applied Human Osteology (3 cr) (3+0)  
(course materials for information purposes) (pg. 61-68)

**Tabled until further notice**

Chg JUST A456 Anthropology and the Law (3 cr) (3+0)  
(Cross listed with ANTH A456) (pg. 69-71)

**Tabled until further notice**

**C. CAS**

Chg BS Natural Sciences (pg. 72-76)

**Tabled until further notice**

Chg BA/BS Biological Sciences (pg. 77-81)  
**Tabled until further notice**

**VII. Program/Course Action Request – First Reading**

**A. KP – OSH**

Add OSH A295 Technical Internship (1-6) (0+3-18) (pg. 82-85)  
**Tabled until further notice**

**VIII. Old Business**

- A. Goals and Objectives and Policy Changes  
Hilary submitted handout (only use first paragraph and remove parenthesis around GAB)  
Motion passed  
\*\*\*Need to send resolution to GAB\*\*\*

Len submitted handout  
Agenda submission  
Change initiator to cognizant representative

Further revisions requested by a vote of the Board at Second Reading may require the approval of the submission to be tabled until a "clean copy" is submitted to the governance office.

Are considered in whole final approvals are contingent on full completion to

Need to list courses first and not take action on this  
Program will be presented first, but will be past at the end (after full completion of all courses are approved)  
Can do first reading on program, but second reading can not be done until after ever unit of the program is completed full review.  
This can still happen in two weeks.  
If they have troubles will one course, the program is on hold.

Academic Affairs may also look at this and not sign off until all programs are completed.

Finalize this document and bring it to UAB at next meeting

- B. Clarification of procedures on curriculum submissions (pg. 86)  
C. Expedite curriculum review  
a. More subjective front end editing  
i. Suggestions: curriculum orientation, strengthening in process the editing before it comes to us, change environment or culture, hire technical editors in the system, would best be located in governance office, should look a material before sending to UAB, submit proposal for a position for true technical editor in the governance officer, should technical editor should be available before it goes through the course and curriculum, fear that faculty will relax and submit things with more mistakes than normal  
D. Handbook Change Suggestions  
Remove Curriculum Coordination Form, Library Form and Resource Form  
Leave Resource Form for programs, but not for individual courses

If we want to deem unacceptable CAR's and CCG then it needs to be stated in handbook.

Distance Ed committee has just submitted report UAA committee formed two years ago  
\*\*\*Get report from Tom and attach it to agenda for next week\*\*\*

**IX. New Business**

- A. GER Implementation List (pg. 87-91)  
Tabled until next meeting

**X. Informational Items and Adjournment**

- A. [Curriculum Log](#)
- B. [Curriculum Handbook](#)



## Curriculum Action Request

### University of Alaska Anchorage

#### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division ASSC		1c. Department Anthropology	
2. Course Prefix  ANTH	3. Course Number  A290	4. Previous Course Prefix & Number		5a. Credits/CEU  1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)
6. Complete Course/Program Title Special Topics in Anthropology Special Topics in Anthropology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status Yes      # of Repeats 1      Max Credits 6		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
11. Implementation Date semester/year From: Spr/2007      To:      /9999					
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units:      KPC Anthropology, Faculty list-serve Department, School, or College  Initiator Signature _____ Date _____					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Special topics course of general interest in anthropology. Special note: May be repeated once for credit with a change in subtitle.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action The course will allow UAA Anthropology faculty to present topics of general interest to the public not covered by established courses. It will also allow the Anthropology to tap the expertise of visiting faculty members or qualified adjuncts from the community. This course is designed to meet the interests of the general public and introductory anthropology students who may not have an extensive background in Anthropology.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## COURSE CONTENT GUIDE/OUTLINE

Date: February 20, 2006    Course number: ANTH A290    Credits: 1-3

Course Title: Special Topics in Anthropology

**I: Course Description:** Special topics course of general interest in anthropology.  
Special note: May be repeated once for credit with a change in subtitle.

### **II: Course Design:**

A. Statement of course intent: This course is designed to meet the interests of the general public and introductory anthropology students. It does not require specialized knowledge in anthropology and is a variable credit course accommodating the needs of students and the instructors. The course will allow UAA Anthropology Department faculty to present topics not covered by established courses and to tap the expertise of visiting faculty members or qualified adjuncts from the community. The course may be repeated for credit with a change of subtitle. The design will vary with each presentation.

B. Number of course credits: 1-3

C. Total time of student involvement

1. Lecture hours per week: 1-3 hours
2. Laboratory hours per week: 0 hours
3. Total time of work expected outside class: 2-9 hours per week

D. Status of course relative to a degree: Elective course that can be applied to a B.A. or B.S. degree in Anthropology.

E. Grading basis: A-F

F. Statement regarding lab fees: No lab fees are assessed for this course.

**III. Course Activities:** Activities will vary with the instructor. Courses are normally lecture format supplemented with movies, power-point presentations, discussions, occasional guest speakers, and other activities as appropriate.

**IV. Course Prerequisites:** None.

**V. Course Level Justification:** Topics of general interest in anthropology that do not require extensive background in anthropology.

**VI. Course Evaluation:** Evaluation procedures will vary, depending on the instructor's goals. The instructor will develop an appropriate evaluation procedure for the topic, content, and credit hours. Some combination of examinations and student papers and presentations is usual.

## **VII. Instructional Goals and Student Outcomes:**

The Instructor will:

- Select a suitable topic in anthropology
- Create a course in a current topic of anthropology not regularly offered
- Design an appropriate mixture of readings and classroom experiences to provide an appropriate learning environment.
- Formulate a workload and timetable appropriate to the number of credits
- Evaluate student performance.

The students will be able to:

- Discuss the methods and theories of the special topic
- Summarize data appropriate to each presentation

**VIII. Course Outline:** Course outline will vary with the topic and the instructor. Sample outline is attached for a focus on the topic **“Archaeological Myths, Hoaxes and Fantasies,”** which would critically examine stories about archaeological discoveries and interpretations of past cultures found in some of the tabloids and popular press.

1. How archaeologists collect information and test hypotheses
2. Great Hoaxes in Archaeology
3. “Forbidden” Archaeology
4. “Pseudoarchaeology”: Ancient Astronauts, Nazca Lines, and Pyramids
5. Lost and Sunken Continents and Ancient Trans-oceanic Migrations
  - a. Kennewick Man as a Norwegian
  - b. Phoenician boats on the Mississippi
  - c. Voyaging Africans
  - d. Chinese, Polynesians, and other Asian travelers
6. Psychic Archaeology
7. Examining the Evidence: Archaeologists and Fantastic Archaeology

**IX. Suggested Text:** Textbooks will vary with the topic and the instructor. Sample textbook for the above course outline:

Feder, Kenneth L. 2005. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*, 5<sup>th</sup> ed. McGraw-Hill.

**X. Bibliography or References:** Bibliography will vary with the topic and the instructor. Sample bibliography for the above course outline:

Bird, S. Elizabeth. 1992. *For Enquiring Minds: a cultural study of supermarket tabloids*, University of Tennessee Press, Knoxville.

Childress, David Hatcher. 1995. *Extraterrestrial Archaeology: incredible proof we are not alone*. Adventures Unlimited Press, Stelle, Illinois

Cremona, Michael A. and Richard L. Thompson. 1996. *Forbidden Archeology: the hidden history of the human race*. Bhaktivedanta Book Publishing, Inc. Los Angeles.

Fagan, Garrett G. 2006. *Archaeological Fantasies: how pseudoarchaeology misrepresents the past and misleads the public*. Routledge.

Feder, Kenneth L. 2005. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*, 5<sup>th</sup> ed. McGraw-Hill.

Hancock, Graham. 1995. *Finger-Prints of the Gods: the evidence of Earth's lost civilization*. Crown Publishers, Inc., New York.

Harrold, Francis B. and Raymond A. Eve. 1995. *Cult archaeology and creationism: understanding pseudoscientific beliefs about the past*. University of Iowa Press, Iowa City.

Joseph, Frank. 2003. *The Lost Treasure of King Juba: the evidence of Africans in America before Columbus*. Bear and Company.

Sagan, Carl. 1995. *The Demon-Haunted World: science as a candle in the dark*. Random House, New York.

Shermer, Michael. 2002. *Why People believe weird things: pseudoscience, superstition, and other confusions of our time*, 2<sup>nd</sup> ed. W.H. Freeman and Company, New York.

von Daniken, Erich. 1996. *The Eyes of the Sphinx: the newest evidence of Extraterrestrial Contact in Ancient Egypt*. Berkley Books, New York.

# Curriculum Coordination Form

Notification Date:

Initiating unit: Anthropology

Affected unit(s):

Course Prefix and Number: ANTH A290  
none

Previous Prefix and Number:

Complete Course/Program Title: Special Topics in Anthropology

Previous Course/Program Title: None

Description of Action: New Course.

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ANTH A290/Special Topics in Anthropology

## 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

## 2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

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Initiator signature

# Resource Implication Form

1. School/College CAS

2. Program/Course ANTH

3. Course Prefix ANTH

4. Course Number A290

5. Implementation Date Fall 2006

6. Type of Action and Category

Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

<input checked="" type="checkbox"/> part-time faculty	\$no additional FTE requested
<input type="checkbox"/> new full-time faculty	\$
<input checked="" type="checkbox"/> reassignment of full-time faculty	\$
<input type="checkbox"/> additional class/lab space	\$
<input type="checkbox"/> modification of class/lab space	\$
<input type="checkbox"/> additional library resources	\$
<input type="checkbox"/> additional computer equipment	\$
<input type="checkbox"/> other costs	\$

8. Explanation:

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date



## Curriculum Action Request

### University of Alaska Anchorage

#### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division ASSC		1c. Department Anthropology	
2. Course Prefix  ANTH	3. Course Number  A476	4. Previous Course Prefix & Number  none		5a. Credits/CEU  3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Ethical Issues in Archaeology Ethical Issues in Archaeology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: Spr/2007      To:      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked      with ANTH A676      Cross-Listed Coordination Signature _____		
13. List any programs or college requirements that require this course Selective for the BA and BS degrees in Anthropology					
14. Coordinate with Affected Units:      Philosophy Department, KPC Anthropology, Faculty List-serve Department, School, or College  Initiator Signature _____ Date _____					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Examination of the ethical issues that confront archaeologists, and the responsibilities they have to the public, the discipline, their colleagues, and members of the cultures with whom they are working.					
17a. Course Prerequisite(s) (list prefix and number) ANTH A211		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action This is one of the courses recommended by the Society for American Archaeology's Public Education Committee Task Force on Curriculum for undergraduate archaeology programs.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## COURSE CONTENT GUIDE/OUTLINE

Date: February 20, 2006

Course number: ANTH A476

Credits: 3

Course Title: Ethical Issues in Archaeology

**I: Course Description:** Examination of the ethical issues that confront archaeologists, and the responsibilities they have to the public, the discipline, their colleagues, and members of the cultures with whom they are working.

### **II: Course Design**

A. Statement of course intent: The purpose of this class is to have the student think critically about ethical problems and issues in archaeology. It is not designed to provide the student with an answer to the problems, but to make them familiar with the issues, aware of the different view points, and to be able to make intelligent decisions when they need to deal with similar issues in their professional lives. This course is recommended by the Society for American Archaeology's Public Education Committee Task Force on Curriculum for undergraduate and graduate archaeology and cultural resource programs. This course may be stacked with ANTH A676.

B. Number of course credits: 3

C. Total time of student involvement

1. Lecture hours per week: 3.0 hours

2. Laboratory hours per week: 0 hours

3. Total time of work expected outside class: 6-9 hours per week

D. Status of course relative to a degree: An elective course that can be applied to a B.A. or B.S. degree in Anthropology and available for students obtaining a M.A. degree in Anthropology in Anthropology.

E. Statement regarding lab fees: No lab fees are assessed for this course.

**III. Course Activities:** Lecture format supplemented with some practical work, power-point presentations, and occasional guest speakers. Students will be presented with ethical dilemmas to work through that complement the reading assignments.

**IV. Course Prerequisites:** ANTH A211 (Fundamentals of Archaeology).

**V. Course Evaluation:** The evaluation will include examinations (either in class or take home) and appropriate assignments or term projects.

**VI Course Level Justification:** Students are expected to have a thorough understanding of the field of archaeology and anthropology.

## **VII. Instructional Goals and Student Outcomes**

The Instructor will:

- Present information in lecture format, of ethical standards within the field of archaeology;
- Present cases that provide ethical dilemmas archaeologists experience in their work in the office and field; and
- Guide the students as they reason through what might be a satisfactory conclusion or the better course given the circumstances.

The students will be able to:

- Evaluate the basic ethical principles in the field of archaeology and anthropology and many levels from ethical issues as they relate to their discipline, their colleagues, the descendants of the people they're studying, their clients, and the general public;
- Anticipate and evaluate ethical dilemmas similar to those they are likely to encounter as professionals in archaeology or allied fields
- Ascertain the impacts of cultural resource management decisions on various potentially affected constituencies

## **VIII. Student Assessment**

Students will be evaluated on their ability to address ethical dilemmas through:

- a series of weekly short papers and oral presentations dealing with realistic ethical dilemmas that will be discussed in class; and
- written examinations that will test their knowledge of historical and contemporary ethical issues.

## **VIII. Course Outline**

1. Ethics, and how ethics are applied in archaeology. Why take an ethics course?

2. Ownership of prehistory. Ownership of knowledge. Amateur archaeology.

3. Responsibilities to the discipline

Publishing, plagiarism, data presentation, intellectual honesty. Report quality. Nationalism and Archaeology. Archaeology in war time

4. Responsibility to the resource

Personal decisions and how they affect sites, the record, and local residents. Personal conduct, salting sites, note taking, interpreting sites (e.g. gender, ethnicity, and site interpretation), making information available about sites. Looting and artifact sales. Site preservation, collections maintenance, and curation. To dig or not to dig. Federal and local laws.

#### 5. Responsibilities to the descendants

Museums and collections, how cultures are portrayed. Communicating with descendant communities.

Determining site significance. What are the effects of archaeological work on existing cultures – how do we balance other views of history with intellectual honesty? Conflicts with traditional knowledge and archaeological interpretations of the past.

Human remains and sacred objects

#### 6. Responsibilities to the public:

Public education (How much information is too much? Do we have the right to withhold information)? Revealing site locations. Public excavations.

Archaeology and the media

Bogus archaeology

#### 7. Responsibilities to the client

Cultural resource management ethics – clients v. cultural resources, agency agendas, work performance, cost to competitors.

#### 8. Responsibilities to the crew:

Safety, mentoring, and training responsibilities to students, coworkers, and project directors.

### **IX. Suggested Texts**

Vitelli, Karen D and Chip Colwell-Chanthaphonh. 2006. *Archaeological Ethics*, 2<sup>nd</sup> ed. AltaMira Press, Walnut Creek, CA.

Zimmerman, Larry J. Karen D. Vitelli, and Julie Hollowell-Zimmer. 2003. *Ethical Issues in Archaeology*. Alta Mira Press, Walnut Creek, California.

### **X. Bibliography:**

Childs, S. Terry. 2004. *Our Collective Responsibility: the ethics and practice of archaeological collections stewardship*. Society for American Archaeologists. *Codes of Ethics*:

Davis, Hester. 1998. From the ethics committee: What if...? *SAA Bulletin (Society for American Archaeology)*, 16(4):14-15

Fluehr-Lobban, Carolyn. 2003. *Ethics and the profession of Anthropology: Dialogue for Ethically Conscious Practice*, 2<sup>nd</sup> ed. AltaMira Press, Walnut Creek, CA.

Green, Ernestene L. 1984. *Ethics and values in Archaeology*. The Free Press, New York.

Lynott, Mark J. 1997. Ethical principles and archaeological practice: development of an ethics policy. *American Antiquity* 62(4):589-599.

Lynott, Mark J. and Alison Wylie. 1995. *Ethics in American Archaeology: Challenges for the 1990s*. Society for American Archaeology, Washington, D.C.

Messenger, Phyllis Mauch. 1999. *The ethics of collecting cultural property: 2<sup>nd</sup> ed.* University of New Mexico Press, Albuquerque.

Mihesuah, Devon A. 2000. *Repatriation Reader: who owns American Indian Remains?* University of Nebraska Press, Lincoln.

Ratnagar, Shereen. 2004. Archaeology at the Heart of a Political Confrontation: the case of Ayodhya. *Current Anthropology* 45(2):239-259

Renfrew, Colin. 2000. *Loot, Legitimacy and Ownership: the ethical crisis in archaeology*. Gerald Duckworth & Co. Ltd., London.

Resnik, David B. 1998. *The ethics of science: an introduction*. Routledge, New York.

Rosenwig, Robert M. 1997. Ethics in Canadian archaeology: an international comparative analysis. *Journal of Canadian Archaeology* 21:99-114.

Thomas, David Hurst. 2000. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. Basic Books, New York.

Vitelli, Karen D and Chip Colwell-Chanthaphonh. 2006. *Archaeological Ethics, 2<sup>nd</sup> ed.* AltaMira Press, Walnut Creek, CA.

Zimmerman, Larry J. Karen D. Vitelli, and Julie Hollowell-Zimmer. 2003. *Ethical Issues in Archaeology*. Alta Mira Press, Walnut Creek, California.

#### Professional Ethical Guidelines:

Alaska Federation of Natives: Guidelines for Research

American Anthropological Association, Code of Ethics

Archaeological Institute of America (AIA) Code of Ethics

Canadian Archaeological Association: Statement of Principles for Ethical Conduct Pertaining to Aboriginal Peoples.

National Association for the Practice of Anthropology Ethical Guidelines for Practitioners

Society for American Archaeology's (SAA) Principles of Archaeological Ethics

Society for Applied Anthropology: Ethical and Professional Responsibilities

Society for Historical Archaeology

Register of Professional Archaeologists (ROPA) Proposals

Sierra Club Policy on Archeological sites

# Curriculum Coordination Form

Notification Date:

Initiating unit: Anthropology

Affected unit(s):

Course Prefix and Number: ANTH A476  
none

Previous Prefix and Number:

Complete Course/Program Title: Ethical Issues in Archaeology

Previous Course/Program Title: None

Description of Action: New Course.

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Ethical Issues in Archaeology, ANTH A476

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

2. Please list any new library and information recommended to support the proposal. None

- 1.
- 2.
- 3.

---

Initiator signature

# Resource Implication Form

1. School/College CAS
2. Program/Course Ethical Issues in Archaeology
3. Course Prefix ANTH
4. Course Number A476
5. Implementation Date 08/06

6. Type of Action and Category

- Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- |   |     |
|---|-----|
| <input type="checkbox"/> part-time faculty                            | \$  |
| <input type="checkbox"/> new full-time faculty                        | \$  |
| <input checked="" type="checkbox"/> reassignment of full-time faculty | \$0 |
| <input type="checkbox"/> additional class/lab space                   | \$  |
| <input type="checkbox"/> modification of class/lab space              | \$  |
| <input type="checkbox"/> additional library resources                 | \$  |
| <input type="checkbox"/> additional computer equipment                | \$  |
| <input type="checkbox"/> other costs                                  | \$  |

8. Explanation: Course for new faculty; will replace course assignment for former faculty

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date



## COURSE CONTENT GUIDE/OUTLINE

Date: February 20, 2006

Course number: ANTH A676

Credits: 3

Course Title: Ethical Issues in Archaeology

**I: Course Description:** Examination of the ethical issues that confront archaeologists, and the responsibilities they have to the public, the discipline, their colleagues, and member of the cultures with whom they are working. Students will encounter ethical dilemmas likely to appear on the job.

### **II: Course Design:**

A. Statement of course intent: The purpose of this class is to have the student think critically about ethical problems and issues in archaeology. It is not designed to provide the student with an answer to the problems, but to make them familiar with the issues, aware of the different view points, and to be able to make an intelligent decision when they need to deal with similar issues in their professional life. This course is recommended by the Society for American Archaeology's Public Education Committee Task Force on Curriculum for undergraduate and graduate archaeology and cultural resource programs. This course may be stacked with ANTH A476.

B. Number of course credits: 3

C. Total time of student involvement

1. Lecture hours per week: 3.0 hours

2. Laboratory hours per week: 0 hours

3. Total time of work expected outside class: 6-9 hours per week

D. Status of course relative to a degree: Required course as a part of a menu of courses for the Cultural Resource Management (Applied Anthropology) track within the M.A. in Anthropology in Anthropology.

E. Statement regarding lab fees: No lab fees are assessed for this course.

**III. Course Activities:** Lecture format supplemented with some practical work, power-point presentations, and occasional guest speakers. Students will be presented with ethical dilemmas to work through that complement the reading assignments.

**IV. Course Prerequisites:** None.

**V. Course Evaluation:** The evaluation will include examinations (either in class or take home) and appropriate assignments or term projects. Students will be required to complete a well researched paper addressing one of the major ethical issues confronting archaeologists.

## **VI. Course Level Justification:**

This course requires intensive research on ethical issues in archaeology, culminating in the production of a term paper. This paper, and more intensive examinations than required at the undergraduate level, demonstrate that sufficient background has been obtained to deal effectively with ethical issues in a cultural resource management setting.

## **VII. Instructional Goals and Student Outcomes**

The Instructor will:

- Present information in lecture format, of ethical standards within the field of archaeology;
- Present cases that provide ethical dilemmas archaeologists experience in their work in the office and field; and
- Guide the students as they reason through what might be a satisfactory conclusion or the better course given the circumstances.

The students will be able to:

- Evaluate the basic ethical principles in the field of archaeology and anthropology and many levels from ethical issues as they relate to their discipline, their colleagues, the descendants of the people they're studying, their clients, and the general public;
- Anticipate and evaluate ethical dilemmas similar to those they are likely to encounter as professionals in archaeology or allied fields
- Ascertain the impacts of cultural resource management decisions on various potentially affected constituencies

## **VIII. Student Assessment**

Students will be evaluated on their ability to address ethical dilemmas through:

- a series of weekly short papers and oral presentations dealing with realistic ethical dilemmas that will be discussed in class;
- written examinations that will test their knowledge of historical and contemporary ethical issues; and
- a major research paper involving detailed analysis of one of the major ethical issues confronting contemporary archaeologists.

## **X. Course Outline:**

Ethics, and how ethics are applied in archaeology. Why take an ethics course? Ownership of prehistory. Ownership of knowledge. Amateur archaeology.

### Responsibilities to the discipline:

Publishing, plagiarism, data presentation, intellectual honesty. Report quality. Nationalism and Archaeology. Archaeology in war time.

### Responsibility to the resource

Personal decisions and how they affect sites, the record, and local residents.  
Personal conduct, salting sites, note taking, interpreting sites (e.g. gender, ethnicity, and site interpretation), making information available about sites.  
Looting and artifact sales.  
Site preservation, collections maintenance, and curation. To dig or not to dig.  
Federal and local laws.

Responsibilities to the descendants:

Museums and collections, how cultures are portrayed. Communicating with descendant communities.  
Determining site significance. What are the effects of archaeological work on existing cultures – how do we balance other views of history with intellectual honesty? Conflicts with traditional knowledge and archaeological interpretations of the past.  
Human remains and sacred objects

Responsibilities to the public:

Public education ( how much information is too much? Do we have the right to withhold information)? Revealing site locations. Public excavations.  
Archaeology and the media  
Bogus archaeology

Responsibilities to the client:

Cultural resource management ethics – clients v. cultural resources, agency agendas, work performance, cost to competitors.

Responsibilities to the crew:

Safety, mentoring and training responsibilities to students, coworkers, and project directors.

**XI. Suggested Texts:**

Vitelli, Karen D and Chip Colwell-Chanthaphonh. 2006. Archaeological Ethics, 2<sup>nd</sup> ed. AltaMira Press, Walnut Creek, CA.

Zimmerman, Larry J. Karen D. Vitelli, and Julie Hollowell-Zimmer. 2003. Ethical Issues in Archaeology. Alta Mira Press, Walnut Creek, California.

**XII. Bibliography:**

Childs, S. Terry. 2004. Our Collective Responsibility: the ethics and practice of archaeological collections stewardship. Society for American Archaeologists.  
Codes of Ethics:

Davis, Hester. 1998. From the ethics committee: What if...? SAA Bulletin (Society for American Archaeology), 16(4):14-15

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Renfrew, Colin. 2000. Loot, Legitimacy and Ownership: the ethical crisis in archaeology. Gerald Duckworth & Co. Ltd., London.

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Rosenwig, Robert M. 1997. Ethics in Canadian archaeology: an international comparative analysis. Journal of Canadian Archaeology 21:99-114.

Thomas, David Hurst. 2000. Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity. Basic Books, New York.

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Zimmerman, Larry J. Karen D. Vitelli, and Julie Hollowell-Zimmer. 2003. Ethical Issues in Archaeology. Alta Mira Press, Walnut Creek, California.

#### Professional Ethical Guidelines:

Alaska Federation of Natives: Guidelines for Research

American Anthropological Association, Code of Ethics

Archaeological Institute of America (AIA) Code of Ethics

Canadian Archaeological Association: Statement of Principles for Ethical Conduct Pertaining to Aboriginal Peoples.

National Association for the Practice of Anthropology Ethical Guidelines for  
Practitioners

Society for American Archaeology's (SAA) Principles of Archaeological Ethics

Society for Applied Anthropology: Ethical and Professional Responsibilities

Society for Historical Archaeology

Register of Professional Archaeologists (ROPA) Proposals

Sierra Club Policy on Archeological sites

# Curriculum Coordination Form

Notification Date:

Initiating unit: Anthropology

Affected unit(s):

Course Prefix and Number: ANTH A676  
none

Previous Prefix and Number:

Complete Course/Program Title: Ethical Issues in Archaeology

Previous Course/Program Title: None

Description of Action: New Course.

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Ethical Issues in Archaeology, ANTH A676

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

2. Please list any new library and information recommended to support the proposal. None

- 1.
- 2.
- 3.

---

Initiator signature

# Resource Implication Form

1. School/College CAS
2. Program/Course Ethical Issues in Archaeology
3. Course Prefix ANTH
4. Course Number A676
5. Implementation Date 08/06

6. Type of Action and Category

- Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- |   |     |
|---|-----|
| <input type="checkbox"/> part-time faculty                            | \$  |
| <input type="checkbox"/> new full-time faculty                        | \$  |
| <input checked="" type="checkbox"/> reassignment of full-time faculty | \$0 |
| <input type="checkbox"/> additional class/lab space                   | \$  |
| <input type="checkbox"/> modification of class/lab space              | \$  |
| <input type="checkbox"/> additional library resources                 | \$  |
| <input type="checkbox"/> additional computer equipment                | \$  |
| <input type="checkbox"/> other costs                                  | \$  |

8. Explanation: Course for new faculty; will replace course assignment for former faculty

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date



## COURSE CONTENT GUIDE/OUTLINE

Date: 11 Jan 2006 Course Number: ANTH A485 Credits: 4

Program: B.A., B.S. in Anthropology

Course Title: Human Osteology

I. Course Description: Methods and techniques of human skeletal identification, description, and analysis. Includes identification of age and sex attributes. Lecture and laboratory format.

II. Course Design:

A. Statement of course intent: This course is fundamental for students emphasizing biological anthropology or archaeology. This course will complement ANTH A480: Analytical Techniques in Archaeology and ANTH A483: Archaeology of Animals by providing detailed information on past human biology and behavior as recorded in the human skeleton. The student will read primary sources in order to apply theoretical paradigms to the analysis, evaluation, and interpretation of human bones. The course may be stacked with ANTH A685.

B. Number of course credits: 4

C. Total time of student involvement:

1. Lecture hours per week: 3 hours
2. Laboratory hours per week: 2 hours
3. Total time of work expected outside class: Minimum of 12 hours per week

D. Status of course relative to a degree: This course will apply as an elective course toward a B.A. or B.S. degree in anthropology; it is part of the menu of courses for the topical/theoretical requirement for the B.A. and B.S. degrees

E. Statement regarding lab fees: Lab fees are assessed for this course.

III. Course Activities: Lectures may be supplemented by films, video, or a guest speaker. In addition, the student must spend time examining osteological specimens in the laboratory.

IV. Course Prerequisite: ANTH A205

V. Course Level Justification: This course involves intensive analysis of human osteological materials and is most appropriate at the 400-level.

VI. Instructional Goals

The Instructor will:

1. discuss bone growth, development, and chemistry;
2. present a functional analysis of bone;
3. present rules and techniques for identifying individual bones, both whole and fragmentary;
4. train students collect osteometric and nonmetric data; and
5. train students to assess sex and age of individuals using selected human bones

## VII. Student Outcomes

The student will be able to:

1. identify individual human bones from both whole and fragmentary bones;
2. evaluate the normal anatomy and microstructure of human bone;
3. identify major anatomical landmarks on human bone and their functions;
4. identify metric landmarks in osteometric analyses;
5. identify non-metric variables on human bone; and
6. accurately assess age and sex of the individual from human skeletal remains.

## VIII. Student Assessment:

Students will be assessed by:

1. laboratory examinations;
2. in-class multi-format midterm examinations; and
3. comprehensive final examinations.

## IX. Course Outline:

- 1.0 The Nature of Bone
  - 1.1 Basic concepts
  - 1.2 Bone structure
  - 1.3 Gross anatomy
  - 1.4 Molecular structure
  - 1.5 Bone growth & repair
- 2.0 The Human Skeleton
  - 2.1 Foot: Tarsals, Metatarsals, & Phalanges
  - 2.2 Leg: Femur, Patella, Tibia, & Fibula
  - 2.3 Hand: Carpals, Metacarpals, & Phalanges
  - 2.4 Arm: Humerus, Radius, & Ulna
  - 2.5 Thorax: Sternum & Ribs
  - 2.6 Vertebrae & Hyoid
  - 2.7 Shoulder Girdle: Clavicle & Scapula
  - 2.8 Pelvic Girdle: Sacrum, Coccyx, & Os Coxae
  - 2.9 Skull
- 3.0 Interpreting the Human Skeleton
  - 3.1 Age, Sex, Race, & Stature
  - 3.2 Trauma & Disease
- 4.0 Methods and Theory of Skeletal Analysis
  - 4.1 Levels of Measurement
  - 4.2 Measures of Central Tendency
  - 4.3 Introduction to Hypothesis Testing
  - 4.4 Sampling

## X. Suggested Texts

Bass, W. (2000). Human Osteology: A Laboratory and Field manual. St. Louis: Missouri Archaeological Society.

Shipman, P., A. Walker, et al. (1985). The Human Skeleton. Cambridge: Harvard University Press.

White, T.D. (2000). "Human Osteology." New York: Academic Press.

## XI. Bibliography

Abrams, P. (1996) The Interactive Skeleton: CD ROM. New York. Mosby.

Bass, W. (2000). Human Osteology: A Laboratory and Field manual. St. Louis: Missouri Archaeological Society.

Mays, S. (1998). The Archaeology of Human Bones. New York: Routledge.

Molnar, S. (1992) Human Variation: Races, Types and Ethnic Groups. Englewood Cliffs, NJ: Prentice Hall.

Schwartz, Jeffrey (1996) Skeleton Keys: An Introduction to Human Skeletal Morphology, Development and Analysis. New York. Oxford University Press.

Shipman, P., A. Walker, et al. (1985). The Human Skeleton. Cambridge: Harvard University Press.

Steele, D.G. and C.A. Bramblett, (1988) The Anatomy and Biology of the Human Skeleton. College Station: Texas A & M Univ. Press.

Ubelaker, D.H. (1978). Human Skeletal Remains: Excavation, Analysis, Interpretation. Chicago: Aldine.

White, T.D. (1991) Human Osteology. New York: Academic Press.

# Curriculum Coordination Form

Notification Date: February 28, 2006

Initiating unit: Department of Anthropology

Affected unit(s): None

Course Prefix and Number: ANTH A485  
same

Previous Prefix and Number:

Complete Course/Program Title: Human Osteology

Previous Course/Program Title: Human Osteology

Description of Action: Addition of a laboratory component

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Fee Request Form

1. School/College: ASCAS
2. Course Prefix and Number: ANTH A485
3. Title: Human Osteology
4. Fee Amount: \$50      If a Change, please indicate the *current* approved lab fee: \$
5. Lab Fee Account Number and Detail

Org 11032      Obj 9150      Fund 104110      Amount \$50  
Detail Code      Type:  Flat       Per credit       One time only

Org      Obj      Fund      Amount  
Detail Code      Type:  Flat       Per credit       One time only

Org      Obj      Fund      Amount  
Detail Code      Type:  Flat       Per credit       One time only

6. Type of Action

Add     Deletion     Change     (  Increase or  Decrease)

7. Anticipated student enrollment per class section: 15

8. Projected costs of material per class section: \$750  
(Provide details under #10 Justification for Fee)

9. Implementation Date: Fall 2006

10. Justification For Fee (include materials/supplies used and the cost per item):

Human skeletal materials \$500; miscellaneous laboratory supplies \$250

Approved  Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

Approved  Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

Approved  Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ANTH A485/Human Osteology

## 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

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Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

## 2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

---

Initiator signature

# Resource Implication Form

1. School/College CAS
2. Program/Course Anthropology/Human Osteology
3. Course Prefix ANTH
4. Course Number A485
5. Implementation Date Fall 2006

6. Type of Action and Category

- Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- |   |     |
|---|-----|
| <input type="checkbox"/> part-time faculty                            | \$  |
| <input type="checkbox"/> new full-time faculty                        | \$  |
| <input checked="" type="checkbox"/> reassignment of full-time faculty | \$0 |
| <input type="checkbox"/> additional class/lab space                   | \$  |
| <input type="checkbox"/> modification of class/lab space              | \$  |
| <input type="checkbox"/> additional library resources                 | \$  |
| <input type="checkbox"/> additional computer equipment                | \$  |
| <input type="checkbox"/> other costs                                  | \$  |

8. Explanation: Addition of formal lab; does not require additional faculty resources

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date



## COURSE CONTENT GUIDE/OUTLINE

Date: 11 Jan 2006 Course Number: ANTH A685 Credits: 4

Program: M.A. in Anthropology

Course Title: Advanced Human Osteology

I. Course Description: Methods, techniques, and theoretical approaches to human skeletal identification, description, and analysis. Encompasses principles of growth, development, and remodeling, as well as identification of age, sex, and racial attributes, and interpretation of pathological changes in human bone. Lecture and laboratory format.

### II. Course Design:

A. Statement of course intent: This course is fundamental for students emphasizing biological anthropology or archaeology. This course will complement ANTH 680: Advanced Analytical Techniques in Archaeology and ANTH A683: Zooarchaeology by providing detailed information on past human biology and behavior as recorded in the human skeleton. The course may be stacked with ANTH A485, the undergraduate Human Osteology class. Graduate students will go beyond identification, description, and analysis and learn to apply sex, age, and population criteria in osteological assessments.

B. Number of course credits: 4

C. Total time of student involvement:

1. Lecture hours per week: 3 hours
2. Laboratory hours per week: 2 hours
3. Total time of work expected outside class: minimum of 12 hours per week

D. Status of course relative to a degree: This course is part of a menu for the "Applied Biological Anthropology" track within the Applied Anthropology program.

E. Statement regarding lab fees: Lab fees are assessed for this course.

III. Course Activities: Lectures may be supplemented by films, video, or a guest speaker. In addition, the student must spend time examining osteological specimens in the lab.

IV. Registration restriction: Graduate standing.

V. Course Level Justification: This course requires students to analyze critically various theoretical approaches and issues in skeletal biology. Graduate students will go beyond identification, description, and analysis and learn to apply sex, age, and population criteria in osteological assessments. Graduate students will read primary sources in order to apply theoretical paradigms to the analysis, evaluation and interpretation of human bones. To that end, an intensive analytical research paper is required.

### VI. Instructional Goals

The Instructor will:

1. discuss bone growth, development, and chemistry;
2. present a functional analysis of bone;
3. present rules and techniques for identifying individual bones, both whole and fragmentary;
4. train students collect osteometric and nonmetric data;
5. train students to assess sex, age, and ancestry of individuals using selected human bones;

6. discuss theoretical approaches to the use of human skeletal material in archaeological, population and forensic contexts; and
7. discuss how the above theoretical approaches might have practical applications in the respective fields.

VII. Student Outcomes:

Students will be able to:

1. identify individual human bones from both whole and fragmentary bones;
2. analyze the normal anatomy and microstructure of human bone;
3. analyze normal growth and development of human bone;
4. identify major anatomical landmarks on human bone and their functions;
5. accurately assess age, sex, and population affinity from human skeletal remains; and
6. critically analyze theoretical approaches and issues of skeletal biology.

VIII. Student Assessment:

Students will be assessed by:

1. laboratory examinations;
2. in-class multi-format midterm examinations;
3. comprehensive final examinations
4. weekly topic papers; and
5. a major research paper.

IX. Course Outline:

- 1.0 The Nature of Bone
  - 1.1 Basic concepts
  - 1.2 Bone structure
  - 1.3 Gross anatomy
  - 1.4 Molecular structure
  - 1.5 Bone growth & repair
  
- 2.0 The Human Skeleton
  - 2.1 Foot: Tarsals, Metatarsals, & Phalanges
  - 2.2 Leg: Femur, Patella, Tibia, & Fibula
  - 2.3 Hand: Carpals, Metacarpals, & Phalanges
  - 2.4 Arm: Humerus, Radius, & Ulna
  - 2.5 Thorax: Sternum & Ribs
  - 2.6 Vertebrae & Hyoid
  - 2.7 Shoulder Girdle: Clavicle & Scapula
  - 2.8 Pelvic Girdle: Sacrum, Coccyx, & Os Coxae
  - 2.9 Skull
  
- 3.0 Interpreting the Human Skeleton
  - 3.1 Age, Sex, Race, & Stature
  - 3.2 Trauma & Disease
  
- 4.0 Methods and Theory of Skeletal Analysis
  - 4.1 Levels of Measurement
  - 4.2 Measures of Central Tendency
  - 4.3 Introduction to Hypothesis Testing
  - 4.4 Sampling

## X. Suggested Texts

Bass, W. (2000). Human Osteology: A Laboratory and Field manual. St. Louis: Missouri Archaeological Society.

Shipman, P., A. Walker, et al. (1985). The Human Skeleton. Cambridge: Harvard University Press.

White, T.D. (2000). "Human Osteology." New York: Academic Press.

## XI. Bibliography

Abrams, P. (1996) The Interactive Skeleton: CD ROM. New York. Mosby.

Bass, W. (2000). Human Osteology: A Laboratory and Field manual. St. Louis: Missouri Archaeological Society.

Mays, S. (1998). The Archaeology of Human Bones. New York: Routledge.

Molnar, S. (1992) Human Variation: Races, Types and Ethnic Groups. Englewood Cliffs, NJ: Prentice Hall.

Schwartz, Jeffrey (1996) Skeleton Keys: An Introduction to Human Skeletal Morphology, Development and Analysis. New York. Oxford University Press.

Shipman, P., A. Walker, et al. (1985). The Human Skeleton. Cambridge: Harvard University Press.

Steele, D.G. and C.A. Bramblett, (1988) The Anatomy and Biology of the Human Skeleton. College Station: Texas A & M Univ. Press.

Ubelaker, D.H. (1978). Human Skeletal Remains: Excavation, Analysis, Interpretation. Chicago: Aldine.

White, T.D. (1991) Human Osteology. New York: Academic Press.

# Curriculum Coordination Form

Notification Date: February 28, 2006

Initiating unit: Department of Anthropology

Affected unit(s): None

Course Prefix and Number: ANTH A685  
Same

Previous Prefix and Number:

Complete Course/Program Title: Advanced Human Osteology

Previous Course/Program Title: same

Description of Action: Course changes (lab, fees); stacked with ANTH A485

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Fee Request Form

1. School/College: ASCAS
2. Course Prefix and Number: ANTH A685
3. Title: Advanced Human Osteology
4. Fee Amount: \$50      If a Change, please indicate the *current* approved lab fee: \$
5. Lab Fee Account Number and Detail

Org 11032      Obj 9150      Fund 104110      Amount \$50  
Detail Code      Type:  Flat       Per credit       One time only

Org      Obj      Fund      Amount  
Detail Code      Type:  Flat       Per credit       One time only

Org      Obj      Fund      Amount  
Detail Code      Type:  Flat       Per credit       One time only

6. Type of Action

Add     Deletion     Change     (  Increase or  Decrease)

7. Anticipated student enrollment per class section: 5

8. Projected costs of material per class section: \$750  
(Provide details under #10 Justification for Fee)

9. Implementation Date: Fall 2006

10. Justification For Fee (include materials/supplies used and the cost per item):

Human skeletal materials \$100; miscellaneous laboratory supplies \$150

Approved  Disapproved

\_\_\_\_\_  
Department Chair      Date

Approved  Disapproved

\_\_\_\_\_  
Dean/Director of School/College      Date

Approved  Disapproved

\_\_\_\_\_  
Provost      Date

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ANTH A685/Advanced Human Osteology

## 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

## 2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

---

Initiator signature

# Resource Implication Form

1. School/College CAS
2. Program/Course Anthropology/Advanced Human Osteology
3. Course Prefix ANTH
4. Course Number A685
5. Implementation Date Fall 2006

6. Type of Action and Category

- Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- |   |     |
|---|-----|
| <input type="checkbox"/> part-time faculty                            | \$  |
| <input type="checkbox"/> new full-time faculty                        | \$  |
| <input checked="" type="checkbox"/> reassignment of full-time faculty | \$0 |
| <input type="checkbox"/> additional class/lab space                   | \$  |
| <input type="checkbox"/> modification of class/lab space              | \$  |
| <input type="checkbox"/> additional library resources                 | \$  |
| <input type="checkbox"/> additional computer equipment                | \$  |
| <input type="checkbox"/> other costs                                  | \$  |

8. Explanation: Addition of formal lab; does not require additional faculty resources.

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date



## COURSE CONTENT GUIDE/OUTLINE

Date: 11 Jan 2006 Course Number: ANTH A486 Credits: 3

Program: B.A., B.S. in Anthropology

Course Title: Applied Human Osteology

I. Course Description: Methods and techniques of the applications of human osteology, including paleopathology, bioarchaeology, and forensic anthropology. Includes identification and analysis of age, sex, and population attributes from human skeletal remains. Special note: STAT A252 or STAT A253 or STAT A307 recommended.

### II. Course Design:

A. Statement of course intent: The student will read primary sources in order to apply theoretical paradigms to the analysis, evaluation and interpretation of human bones in a forensic, paleopathological, or bioarchaeological context. The course may be stacked with ANTH A686.

B. Number of course credits: 3

C. Total time of student involvement:

1. Lecture hours per week: 3 hours
2. Laboratory hours per week: 0 hours
3. Total time of work expected outside class: Minimum of 12 hours per week

D. Status of course relative to a degree: This course will apply as an elective course toward a B.A. or B.S. degree in anthropology; it is part of a menu of courses for the topical/theoretical requirement for the anthropology major.

E. Statement regarding lab fees: No lab fees are assessed for this course.

III. Course Activities: Lectures may be supplemented by films, video, or a guest speaker. In addition, the student must spend time examining osteological specimens.

IV. Course Prerequisites: ANTH A485

V. Course Level Justification: This course involves intensive analysis of human osteological materials as well as library research, and is most appropriate at the 400-level

### VI. Instructional Goals

The Instructor will:

1. present a functional analysis of bone;
2. discuss theoretical approaches to the use of human skeletal material in archaeological, population and forensic contexts;
3. discuss how the above theoretical approaches might have practical applications in the respective fields;
4. train students to assess sex, age, and ancestry of individuals using selected human bones;
5. present techniques for identification of trauma to bone;
6. present techniques for identification of and differential diagnosis of pathological conditions in bones; and
7. discuss the archaeological, taphonomic and cultural context of human skeletons including population structure and burial customs.

VII. Student Outcomes:

The student will be able to:

1. assess the normal anatomy, microstructure, growth and development of human bone; and contrast these with pathological conditions in human bone;
2. accurately assess age, sex, population affinity, and stature from human skeletal remains;
3. determine the time since death for human remains, based on postmortem changes to bone;
4. master quantitative analytical techniques for skeletal analysis, including sampling and hypothesis testing;
5. analyze the causes of paleopathological and forensic disorders involving human bone; and
6. assess aspects of human paleodemography from human skeletal remains.

VIII. Student Assessment:

Students will be assessed by:

1. weekly topic papers;
2. laboratory examinations;
3. in-class multi-format midterm examinations; and
4. comprehensive final examinations.

IX. Course Outline:

- 1.0 Review of The Nature of Bone
  - 1.1 Basic concepts
  - 1.2 Bone structure
  - 1.3 Gross anatomy
  - 1.4 Molecular structure
  - 1.5 Bone growth & repair
- 2.0
  - 2.1 Aging
  - 2.2 Sexing
  - 2.3 Ancestry
  - 2.4 Stature
  - 2.5 Morphometrics
- 3.0 Determination of Time Since Death
  - 3.1 Postmortem Changes to Bone
  - 3.2 Burial Information
- 4.0 Methods and Theory of Skeletal Analysis
  - 4.1 Levels of Measurement
  - 4.2 Measures of Central Tendency
  - 4.3 Introduction to Hypothesis Testing
  - 4.4 Sampling
- 5.0 Paleopathology and Forensics
  - 5.1 Trauma
  - 5.2 Stress and Deprivation
  - 5.3 Activity Patterns
  - 5.4 Infectious Pathogens
  - 5.5 Metabolic and Genetic Disorders
  - 5.6 Neoplasms

- 6.0 Paleodemography
  - 6.1 Population Structure
  - 6.2 Rank and Power from the Bones
- 7.0 Politics of the Dead

X. Suggested Texts:

- Byers, S.N. (2002). Introduction to Forensic Anthropology: A Textbook. Boston, Allyn and Bacon
- Larson, C.S. (2003). Activity Patterns: Articular and Muscular Adaptations. Chapel Hill: University of Cambridge Press Syndicate.
- Mays, S. (1998). The Archaeology of Human Bones. New York: Routledge.
- Schwartz, J. (1993) What the bones tell us. New York: Routledge.
- Ubelaker, D.H. (1978). Human Skeletal Remains: Excavation, Analysis, Interpretation. Chicago: Aldine.

XI. Bibliography:

- Abrams, P. (1996) The Interactive Skeleton: CD ROM. New York. Mosby.
- Albert, A.M., and W.R. Maples (1995). "Stages of Epiphyseal Union for Thoracic and Lumbar Vertebral Centra as a Methods of Age determination for Teenage and Young Adult Skeletons." Journal of Forensic Sciences **40**(4):623-633.
- Bass, W. (2000). Human Osteology: A Laboratory and Field Manual. St. Louis: Missouri Archaeological Society.
- Beard, B.L., and C.M. Johnson (2000). "Strontium Isotope Composition of Skeletal Material Can Determine the Birth Place and Geographic mobility of Humans and Animals." Journal of Forensic Sciences **45**(5):1049.
- Brasili, P., S. Toselli, et al. (2000). "Methodological aspects of the diagnosis of sex based on cranial metric traits." Homo **51**(1):68.
- Byers, S.N. (2002). Introduction to Forensic Anthropology: A Textbook. Boston, Allyn and Bacon
- Larson, C.S. (2003). Activity Patterns: Articular and Muscular Adaptations. Chapel Hill: University of Cambridge Press Syndicate.
- Mays, S. (1998). The Archaeology of Human Bones. New York: Routledge.
- Molnar, S. (1992) Human Variation: Races, Types and Ethnic Groups. Englewood Cliffs, NJ: Prentice Hall.
- Pearson, P.P. (2001). Status, Rank and Power. The Archaeology of Death and Burial. College Station, Texas A&M University Press: 72-94.

Polo, V.F. Luna, et al. (2000). "Determination of Birth Interval in a Rural Mediterranean Population (La Alpujarra, Spain)." Human Biology **72**(5):877

Rhine, S. (1998). Bone Voyage: A Journey in Forensic Anthropology. Albuquerque, University of New Mexico Press.

Schwartz, J. (1996) Skeleton Keys: An Introduction to Human Skeletal Morphology, Development, and Analysis. New York. Oxford University Press.

Schwartz, J. (1993) What the bones tell us. New York: Routledge.

Slaus, M. (2000). "Biocultural Analysis of Sex Differences in Mortality Profiles and Stress Levels in the Late Medieval Population From Nova Raca, Croatia." American Journal of Physical Anthropology **111**(2):192-209

Steele, D.G., and C.A. Bramblett (1988) The Anatomy and Biology of the Human Skeleton. College Station: Texas A & M University Press.

Ubelaker, D.H. (1978). Human Skeletal Remains: Excavation, Analysis, Interpretation. Chicago: Aldine.

White, T.D. (2000) Human Osteology (2<sup>nd</sup> ed.). New York: Academic Press.

# Curriculum Coordination Form

Notification Date: February 28, 2006

Initiating unit: Department of Anthropology

Affected unit(s): CAS

Course Prefix and Number: ANTH A486

Previous Prefix and Number: n/a

Complete Course/Program Title: Applied Human Osteology

Previous Course/Program Title: n/a

Description of Action: Initiating a new course in response to student demands, and a logical outgrowth of ANTH A485. It is in accord with the applied focus of the biological anthropology.

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ANTH A486/Applied Human Osteology

## 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

## 2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

---

Initiator signature

# Resource Implication Form

1. School/College CAS
2. Program/Course Anthropology/Advanced Applied Human Osteology
3. Course Prefix ANTH
4. Course Number A486
5. Implementation Date Fall 2006

6. Type of Action and Category

- Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- |   |     |
|---|-----|
| <input type="checkbox"/> part-time faculty                            | \$  |
| <input type="checkbox"/> new full-time faculty                        | \$  |
| <input checked="" type="checkbox"/> reassignment of full-time faculty | \$0 |
| <input type="checkbox"/> additional class/lab space                   | \$  |
| <input type="checkbox"/> modification of class/lab space              | \$  |
| <input type="checkbox"/> additional library resources                 | \$  |
| <input type="checkbox"/> additional computer equipment                | \$  |
| <input type="checkbox"/> other costs                                  | \$  |

8. Explanation: Current full-time faculty will teach the course as part of the normal workload assignment.

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date



## Curriculum Action Request

### University of Alaska Anchorage

#### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division ASSC		1c. Department Anthropology	
2. Course Prefix  ANTH	3. Course Number  A686	4. Previous Course Prefix & Number		5a. Credits/CEU  3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Advanced Applied Human Osteology Adv Applied Human Osteology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No    # of Repeats      Max Credits		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spr/2007      To:      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked      with ANTH A486      Cross-Listed Coordination Signature _____		
13. List any programs or college requirements that require this course Part of menu for Applied Biological Anthropology track within the MA Program in Applied Anthropology					
14. Coordinate with Affected Units: Faculty Listserve Department, School, or College _____ <div style="text-align: right;">Initiator Signature      Date</div>					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Methods, techniques, and theory of the applications of human osteology, including paleopathology, bioarchaeology, and forensic anthropology. Includes identification and analysis of age, sex, and population attributes from human skeletal remains, and the methods and theory of statistical interpretation of human skeletal data.					
17a. Course Prerequisite(s) (list prefix and number) ANTH A485 or ANTH A685		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Graduate standing			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action This course is being offered in response to student demand, and is a logical outgrowth of ANTH A485/A685. It is also in accord with the applied focus of the MA Program in Anthropology, and is a key component of the Applied Biological Anthropology track within the MA Program.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## COURSE CONTENT GUIDE/OUTLINE

Date: 11 Jan 2006 Course Number: ANTH A686 Credits: 3

Program: M.A. in Anthropology

Course Title: Advanced Applied Human Osteology

I. Course Description: Methods, techniques, and theory of the applications of human osteology, including paleopathology, bioarchaeology, and forensic anthropology. Includes identification and analysis of age, sex, and population attributes from human skeletal remains, and the methods and theory of statistical interpretation of human skeletal data.

### II. Course Design:

A. Statement of course intent: This course is fundamental for students emphasizing biological anthropology or archaeology. This course will complement ANTH A685: Advanced Human Osteology, ANTH A680: Advanced Analytical Techniques in Archaeology, and ANTH 683: Zooarchaeology by providing detailed information on past human biology and behavior as recorded in the human skeleton. The course may be stacked with ANTH A486.

B. Number of course credits: 3

C. Total time of student involvement:

1. Lecture hours per week: 3 hours
2. Laboratory hours per week: 0 hours
3. Total time of work expected outside class: Minimum of 12 hours per week

D. Status of course relative to a degree: This is part of a menu of courses for the "Applied Biological" track within the Applied Anthropology M.A. program

E. Statement regarding lab fees: No lab fees are assessed for this course.

III. Course Activities: Lectures may be supplemented by films, video, or a guest speaker. In addition, the student must spend time examining osteological specimens.

IV. Course Prerequisites: ANTH A485 or ANTH A685

V. Registration Restriction: Graduate standing.

VI. Course Level Justification: The student will read primary sources in order to apply theoretical paradigms to the analysis, evaluation and interpretation of human bones in a forensic, paleopathological, or bioarchaeological context. An intensive research paper is required.

### VI. Instructional Goals

The Instructor will:

1. present a functional analysis of bone and normal bone structure;
2. discuss theoretical approaches to the use of human skeletal material in archaeological, population and forensic contexts;
3. discuss how the above theoretical approaches might have practical applications in the respective fields;

4. present quantitative and qualitative techniques for analysis of human bone;
5. discuss the theoretical underpinnings of the above techniques including both the strengths and weakness of said techniques;
6. train students to assess sex, age, and ancestry of individuals using selected human bones;
7. present techniques for identification of trauma to bone;
8. present techniques for identification of and differential diagnosis of pathological conditions in bones; and
9. discuss the archaeological, taphonomic and cultural context of human skeletons including population structure and burial customs.

#### VIII. Student Outcomes

The student will be able to:

1. evaluate the normal anatomy, microstructure, growth and development of human bone; and contrast these with pathological conditions in human bone;
2. accurately assess age, sex, population affinity, and stature from human skeletal remains;
3. determine the time since death for human remains, based on postmortem changes to bone;
4. master quantitative analytical techniques for skeletal analysis, including sampling and hypothesis testing;
5. analyze the causes of paleopathological and forensic disorders involving human bone, including but not limited to trauma, infection, metabolic disorders, and genetic disorders;
6. assess aspects of human paleodemography from human skeletal remains; and
7. critically analyze theoretical approaches and issues of human skeletal forensics, paleopathology, and bioarchaeology.

#### IX. Student Assessment

Students will be assessed by:

1. laboratory examinations;
2. in-class multi-format midterm examinations;
3. comprehensive final examinations;
4. weekly topic papers; and
5. a major research paper.

#### X. Course Outline:

- |     |  |
|-----|--|
| 1.0 | Review of The Nature of Bone                     |
| 1.1 | Basic concepts                                   |
| 1.2 | Bone structure                                   |
| 1.3 | Gross anatomy                                    |
| 1.4 | Molecular structure                              |
| 1.5 | Bone growth & repair                             |
| 2.0 | Advanced Applications of Forensic Identification |
| 2.1 | Ageing   |
| 2.2 | Sexing   |
| 2.3 | Ancestry   |
| 2.4 | Stature  |
| 2.5 | Morphometrics                                    |
| 3.0 | Determination of Time Since Death                |
| 3.1 | Postmortem Changes to Bone                       |
| 3.2 | Burial Information                               |

- 4.0 Advanced Methods and Theory of Skeletal Analysis
  - 4.1 Levels of Measurement
  - 4.2 Measures of Central Tendency
  - 4.3 Introduction to Hypothesis Testing
  - 4.4 Sampling
  
- 5.0 Paleopathology and Forensics
  - 5.1 Trauma
  - 5.2 Stress and Deprivation
  - 5.3 Activity Patterns
  - 5.4 Infectious Pathogens
  - 5.5 Metabolic and Genetic Disorders
  - 5.6 Neoplasms
  
- 6.0 Paleodemography
  - 6.1 Population Structure
  - 6.2 Rank and Power from the Bones
  
- 7.0 Politics of the Dead

#### XI. Suggested Texts

- Byers, S.N. (2002). Introduction to Forensic Anthropology: A Textbook. Boston, Allyn and Bacon
- Larson, C.S. (2003). Activity Patterns: Articular and Muscular Adaptations. Chapel Hill: University of Cambridge Press Syndicate.
- Mays, S. (1998). The Archaeology of Human Bones. New York: Routledge.
- Schwartz, J. (1993). What the bones tell us. New York: Routledge.
- Ubelaker, D.H. (1978). Human Skeletal Remains: Excavation, Analysis, Interpretation. Chicago: Aldine.

#### XII. Bibliography

- Abrams, P. (1996). The Interactive Skeleton: CD ROM. New York. Mosby.
- Albert, A.M., and W.R. Maples (1995). "Stages of Epiphyseal Union for Thoracic and Lumbar Vertebral Centra as a Methods of Age determination for Teenage and Young Adult Skeletons." Journal of Forensic Sciences **40**(4):623-633.
- Bass, W. (2000). Human Osteology: A Laboratory and Field Manual. St. Louis: Missouri Archaeological Society.
- Beard, B.L., and C.M. Johnson (2000). "Strontium Isotope Composition of Skeletal Material Can Determine the Birth Place and Geographic mobility of Humans and Animals." Journal of Forensic Sciences **45**(5):1049.
- Brasili, P., S. Toselli, et al. (2000). "Methodological aspects of the diagnosis of sex based on cranial metric traits." Homo **51**(1):68.

- Byers, S.N. (2002). Introduction to Forensic Anthropology: A Textbook. Boston, Allyn and Bacon
- Molnar, S. (1992). Human Variation: Races, Types and Ethnic Groups. Englewood Cliffs, NJ: Prentice Hall.
- Pearson, P.P. (2001). Status, Rank and Power. The Archaeology of Death and Burial. College Station, Texas A&M University Press: 72-94.
- Polo, V.F. Luna, et al. (2000). "Determination of Birth Interval in a Rural Mediterranean Population (La Alpujarra, Spain)." Human Biology **72**(5):877
- Rhine, S. (1998). Bone Voyage: A Journey in Forensic Anthropology. Albuquerque, University of New Mexico Press.
- Schwartz, Jeffrey (1996). Skeleton Keys: An Introduction to Human Skeletal Morphology, Development and Analysis. New York. Oxford University Press.
- Slaus, M. (2000). "Biocultural Analysis of Sex Differences in Mortality Profiles and Stress Levels in the Late Medieval Population From Nova Raca, Croatia." American Journal of Physical Anthropology **111**(2):192-209
- Steele, D.G., and C.A. Bramblett (1988). The Anatomy and Biology of the Human Skeleton. College Station: Texas A & M University Press.
- White, T.D. (2000). Human Osteology (2<sup>nd</sup> ed.). New York: Academic Press.

# Curriculum Coordination Form

Notification Date: February 28, 2006

Initiating unit: Department of Anthropology

Affected unit(s): None

Course Prefix and Number: ANTH A686

Previous Prefix and Number: n/a

Complete Course/Program Title: Advanced Applied Human Osteology

Previous Course/Program Title: Advanced Applied Human Osteology

Description of Action: Initiating a new course in response to student demand and a logical outgrowth of ANTH A685. It is in accord with the applied focus of the Anthropology Department and a key component of the Applied Biological track in the MA program.

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ANTH A685/Advanced Applied Human Osteology

## 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

## 2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

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Initiator signature

# Resource Implication Form

1. School/College CAS
2. Program/Course Anthropology/Advanced Applied Human Osteology
3. Course Prefix ANTH
4. Course Number A686
5. Implementation Date Fall 2006

6. Type of Action and Category

- Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- |   |     |
|---|-----|
| <input type="checkbox"/> part-time faculty                            | \$  |
| <input type="checkbox"/> new full-time faculty                        | \$  |
| <input checked="" type="checkbox"/> reassignment of full-time faculty | \$0 |
| <input type="checkbox"/> additional class/lab space                   | \$  |
| <input type="checkbox"/> modification of class/lab space              | \$  |
| <input type="checkbox"/> additional library resources                 | \$  |
| <input type="checkbox"/> additional computer equipment                | \$  |
| <input type="checkbox"/> other costs                                  | \$  |

8. Explanation: Current full-time faculty will teach the course as part of the normal workload assignment.

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date