

Anthropology 102a: Human Skeletal Biology
Summer 2020: Session 1

Instructor: Cristina Verdugo
Class Time: On your schedule
Office Hours: By appointment

Office: Soc Sci 1 Room 313
Classroom: Remote
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Course Description and Goals:

This course focuses on the study of human bones, bone biology, identification, and growth and development. In the living body, the human skeleton is a dynamic tissue, intimately related to all other body systems. In death, skeletal remains provide meaningful clues about the individual who died, the circumstances of their death and their lives and how death was perceived by the people who disposed of the remains. To access this information, one must be able to 1) identify human bone from non-human bone, 2) identify the element represented, and 3) determine the side of the body from which it came.

This course will provide the fundamentals of skeletal identification along with a foundation in bone biology. How this information can help us reconstruct past events will also be provided. This course is designed to teach a particular skill which can be used in archaeological or forensic settings. Classes combine both lecture and laboratory components. Skeletal material will be available for study.

Required Text: The Bone Book: A Photographic Lab Manual for Identifying and Siding Human Bones by Robert W. Mann (Charles C Thomas Press)

OR

Human Osteology by Tim White

Recommended Text: Workbook on human osteology (available on Canvas). This text provides a place to put notes and lists the features that will be discussed in class.

Lab Rules:

This is a demanding upper division course, designed for those who wish to pursue careers in physical/biological anthropology or bioarchaeology. Students generally find it necessary to spend about 5 hours in the lab outside of class time. Room 461 will be open to enrolled students via Omni lock code – except prior to the quiz time. Students are responsible for showing respect for the skeletal material, keeping the lab clean and neat and ensuring that NO FOOD OR DRINKS contaminate the material. A messy lab irritates the person compiling the quiz!

Course Requirements:

The course grade will be based on weekly quizzes, a final exam, and a 5-page paper. Students should expect 12 hours of work per week (120-hour term-long total). Weekly work distribution includes approximately 7 hours for lecture and lab tutorial, 3 hours studying in the lab, 1 hour for the preparing the paper, and 1 hour for the quizzes.

Quizzes*:** There will be 4 quizzes (12-14 questions). Questions will consist of identifying and siding skeletal elements. Students will have 20 minutes per quiz to answer all questions.

Final Exam*:** As with the quizzes, the final practicum will be timed. Students will be required to identify and side smaller bone fragments rather than entire elements. The final will be comprised of 35 questions. Students 60 minutes to complete the exam.

*** Incorrect siding of an element will result in a 50% reduction in the grade for that answer.

Skeletal Bio Interest Paper: The 5-page paper will discuss a topic of the student's choosing related to human skeletal biology. Ideally, the topic will deal in some aspect of living bone's response to stress, damage, disease, or environmental factor such as diet. The primary goal is to see that bone is a dynamic organism in the body, which explains some of the variation we see in the skeletal elements. You are required to submit a short paragraph describing your research topic in Week 3. The final papers are to be submitted any time prior to the final examination. Electronic submission is welcomed, and early submission is encouraged to avoid the "end of quarter" crunch. See "Criteria for Grading Examination Essays" for submission guidelines and grading criteria.

PLEASE NOTE: All essays should be formatted as a double-spaced, 1 in. margins, 12-point font (Arial, Calibri, or Times New Roman) document. All essays require correctly formatted in-text citations as well as a References Cited page (not included in the final page count) to receive full credit. For formatting guidelines see the AJPA style guides.
<https://laverne.libguides.com/citations/ajpa>

Evaluation Criteria:

Quizzes: 30%
Final Exam: 30%
Paper: 40%

The grading scale for the course is as follows:

97-100: A+
94-96: A
90-93: A-
87-89: B+
84-86: B
80-83: B-
77-79: C+
74-76: C
70-73: C-
67-69: D+
64-66: D
60-63: D-
0 – 59: F

PASS/NOT PASS GRADES: All A, B, or C work earns "P," but C- or D work earns "NP."

A passing grade is the equivalent of a "C" grade or better. Effective Fall 2015, grades of C-, D+, and D- are available on the Grade Roster. Similar to a D grade, these new grades award credit to the degree, however, these grades do not satisfy general education, major requirements or prerequisites.

Course Policy:

Communication: I check my email during business hours Monday through Friday and will usually respond within 24 hours. It may take longer to receive a response on weekends and holidays. Please format your emails with a basic greeting, body, and salutations. Proper grammar is expected.

Late Policy: If you are late to class, you will not be allowed to take the exam.

Academic Misconduct: Students are responsible for making themselves aware of and understanding the policies and procedures of UCSC's policy on Academic Misconduct https://www.ue.ucsc.edu/academic_misconduct. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to your College Provost and receive a failing grade in the course.

Students with Disabilities: If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first two weeks of the quarter. You can reach the DRC at 459-2089 V, 459-4806 TTY.

Course Schedule:

Week 1	Topics Covered	Lecture/Reading Assignments
6/22-6/26	Introduction, Skull	Reading: pages 3-70 Quiz #1 (6/26)
Week 2	Topics Covered	Lecture/Reading Assignments
6/29-7/3	Hyoid, thyroid, clavicles, sternum, vertebra, ribs, sacrum, scapula	Reading: pages 72-128 Quiz #2 (7/3)
Week 3	Topics Covered	Lecture/Reading Assignments
7/6-7/10	Humerus, ulna, radius, bones of the hand, innominate	Reading: pages 129-188 Quiz #3 (7/10)
Week 4	Topics Covered	Lecture/Reading Assignments
7/13-7/17	Patella, femur, tibia, fibula, Bones of the foot, teeth (primary and secondary)	Reading: pages 189-282 Quiz 4 (7/17)
Week 5	Topics Covered	Lecture/Reading Assignments
7/20-7/24	Subadult skeletal material	Final Exam (7/24) Paper due (7/24)

Note: This syllabus is subject to change. If changes occur, students will be notified through the Canvas course website. Please note that the lecture schedule is also subject to change, depending on the amount of material covered each week.

Criteria for Grading Examination Essays

Students will submit their forensic case reports on Canvas. Please upload this assignment as “.doc” or “.docx” files to the Canvas Dropbox by the specified due dates. Each assignment will be evaluated and returned via Canvas Dropbox with my comments (as track changes in Word). If you use another word processing program, please “Save As” a Word document. Please label each the assignments with your last name and the assignment name. (Example: Verdugo_CaseReport.docx).

A: Requires a thesis statement supported by data and arguments throughout the essay. The essay should be well organized, clearly written, comprehensive, and have few spelling or grammatical errors. It should include examples from class assigned readings and the lectures.

B: Requires general comprehensive handling of the material. It is still well organized but may lack some relevant points. It should still include examples from class lecture and course readings. There may be some spelling or grammatical errors.

C: Requires a basic comprehension of the material. May lack thorough discussion and have organizational problems. It may lack a clear thesis statement and have numerous spelling or grammatical errors. It may also lack examples from class and reading material or use examples incorrectly.

D: Displays little comprehension of the material. Includes major problems regarding thesis statement development, organization, spelling and grammatical errors. Lacks any examples from class or reading material.

F: Includes serious problems in treatment of the topic discussed, in terms of factual accuracy, comprehensiveness, organization, clarity of expression, typos, misspellings, grammatical errors, and/or supporting examples. If no paper is submitted, the student will receive a failing grade for the assignment.

Important Summer Session Remote 2020 Deadlines:

Session 1:

Drop: Monday, June 29

Request for “W”: Friday, July 10

Session 2:

Drop: Monday, August 3

Request for “W”: Friday, August 14

8-Week:

Drop: Monday, July 6

Request for “W”: Friday, July 24

10-Week:

Drop: Monday, July 6

Request for “W”: Friday, July 24

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Small Group Tutoring

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students’ needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on **Monday, June 22rd** and tutoring will begin **Wednesday, June 24th**. Students only have to sign up once for tutoring and their

appointments will repeat weekly. Sign-ups will close on **Friday, August 14th** for all Summer Session Sign-Ups. This means that after **August 14th**, no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up using this link: <https://ucsc.go-redrock.com/tracweb40/NoAccess.4sp?errText=insufficient%20credentials%20to%20view%20content>

You can also find the link on our website: <https://lss.ucsc.edu/index.html>

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you

can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.