

California University of Pennsylvania  
Guidelines for New Course Proposals  
University Course Syllabus  
Approved: 10/19/12

Department of Department of Justice, Law and Society

A. Protocol

Course Name: Seminar in Physical Anthropology  
Course Number: ANT 497  
Credits: 3 credits  
Prerequisites: ANT 100, ANT 245, and ANT 290 or permission of the Instructor  
Maximum Class Size: 30

B. Objectives of the Course:

Upon completion of this course the student will be able to:

1. Conduct an in-depth study of a topic in Physical Anthropology.
2. Conduct a literature review in order to identify a core body of literature about a topic.
3. Objectively critique a set of readings or literature pertaining to either a theoretical topic or a methodological issue.
4. Write a position paper on a topic using the body of literature identified during the literature review.

C. Catalog Description:

An advanced course for studying a specific theoretical and/or methodological issue in Physical Anthropology. Examples of topics include: primatology, classification and systematics, dental anthropology and paleopathology. The selection of a topic or topics to be examined will vary in accordance with the research interests of the instructor and the students.

D. Outline of the Course:

- I. Theoretical topics (will vary). Possible topics may include: human origins, sexual selection theory, sociobiology, human variation, human adaptation, primatology
- II. Methodological topics (will vary). Possible topics may include: classification systems, sources of variation
- III. Historical contexts of theories and methods
- IV. Qualifying the research problem: literature review process
- V. Writing and presenting the research paper

E. Teaching Methodology (**face to face or classroom**)

A variety of teaching methodologies may be used in teaching this course. They include, but are not limited to: lectures, PowerPoint images, assigned readings, case studies, multi-media presentations, group discussions, and guest speakers. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

F. Text

The text may vary depending on the instructor and focus selected for that particular offering of the course.

Sample texts include:

Blau, S and Ubelaker, DH (eds). 2009. Handbook of Forensic Anthropology and Archaeology. Walnut Creek, CA: Left Coast Press.

Grauer, A. 1995. Bodies of Evidence: Reconstructing History through Skeletal Analysis. New York: Wiley-Liss.

Steadman, DW. 2003. Hard Evidence: Case Studies in Forensic Anthropology. Upper Saddle River, NJ: Pearson.

G. Assessment Activities (**face to face or classroom**). Individual instructors may customize different activities.

1. Performance assessment tasks
2. Weekly assignments and reports
3. Exams and/or quizzes
4. Individual/Group projects
5. Case studies
6. Research Reports
7. Article/Book Critiques

H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Hall – Room 105
  - Phone: (724) 938-5781
  - Fax: (724) 938-4599
  - Email: osdmail@calu.edu
- Web Site: <http://sai.calu.edu/osd>

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

The Anthropology Lab in Frich 203 has skeletal material and casts, as well as analytical tools, available for instructional purposes.

The Manderino Library has a strong assortment of physical anthropology related materials, in the format of books, ebooks, journals, and electronic journal access. A sample of these materials include:

Cal U Library Subject Page for Anthropology: <http://library.calu.edu/anthropology>

Includes links for Anthropology-related article index search tools, such as AnthroSource, SocINDEX, and OneSearch, as well as links to specific (and general) Anthropology journals.

Cal U Library Subject Page for Forensic Sciences:

<http://library.calu.edu/content.php?pid=403748&sid=3305356>

Includes links for forensic-science related article index search tools, and links to full-text electronic journals, such as the *Journal of Forensic Sciences*, and links to index searches for the *American Journal of Physical Anthropology*. It also has easy access to ebooks owned by the university related to forensic anthropology and related osteological texts.

American Journal of Archaeology

Annual Review of Anthropology

Current Anthropology Journal

Buikstra, J. E. and Ubelaker, DH (eds). 1994 Standards for Data Collection from Human Skeletal Remains: proceedings of a seminar at the Field Museum of Natural History, Chicago. Fayetteville, Arkansas; Arkansas Archeological Survey.

Hoppa, RD. and Vaupel, JW. 2002. Paleodemography: age distribution from skeletal samples (electronic resource). Cambridge; Cambridge University Press.

Howell, C . L. and Blane, W. 1995 Practical Guide to Archaeological Photography. Los Angeles, CA; Institute of Archaeology, University of California.

Quigley, C. 2001 Skulls and Skeletons: human bone collections and Accumulations. Jefferson, NC; McFarland.

Schwartz, J. H., 1998. What the Bones Tell Us. Tucson, AZ; University of Arizona Press.

Ubelaker, D. H. 1978 Human Skeletal Remains: excavation, analysis, interpretation. Washington, DC; Taraxacum.

White, T. D. 2000 Human Osteology. San Diego; Academic Press.

Additional Information for Course Proposals

- J. Proposed Instructors:  
Anthropology faculty in the Department of Justice, Law and Society with the appropriate background in physical anthropology may teach this course.
- K. Rationale for the Course:  
The seminar allows students to investigate one or more theoretical or methodological issues related to physical anthropology that is of interest to them. The seminar also builds or adds onto the knowledge gained from other courses.
- L. Specialized Equipment or Supplies Needed:  
No specialized equipment or supplies are needed.
- M. Answer the following questions using complete sentences:
1. Does the course require additional human resources?  
No additional human resources are required by this course.
  2. Does the course require additional physical resources?  
No additional physical resources are required by this course.
  3. Does the course change the requirements in any particular major?  
This course is a requirement for the Anthropology major (forensic concentration).
  4. Is the course replace an existing course?  
This course does not replace an existing course.
  5. How often will the course be taught?  
This course will be taught not less than every third semester.
  6. Does the course duplicate an existing course in another Department or College?  
This course does not duplicate an existing course in another Department or College.
  7. What is the recommended maximum class size for this course?  
It is recommended that no more than 25 students may enroll in this course.
- N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.  
This course is taught within the Anthropology discipline.
- O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.  
This course will not be considered as a menu course.

P. Provide Approval Form (electronically).

#### Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.
2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the **appropriate signatures** have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.
5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.
6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.
7. New advisement sheets, major proposals, minors, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.
8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.
10. Online courses must follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.