



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 4/7/2009

1. ACADEMIC UNIT: SHESC
2. COURSE PROPOSED: ASM 275 Forensic Anthropology 3
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Christopher Stojanowski Phone: 7-0768

Mail Code: _____ E-Mail: christopher.stojanowski@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry-L ☐
 Mathematical Studies-MA ☐ CS ☐
 Humanities, Fine Arts and Design-HU ☐
 Social and Behavioral Sciences-SB ☒
 Natural Sciences-SQ ☐ SG ☐

Awareness Areas

- Global Awareness-G ☐
 Historical Awareness-H ☐
 Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
 (1) Course Description
 (2) Course Syllabus
 (3) Criteria Checklist for the area
 (4) Table of Contents from the textbook used, if available

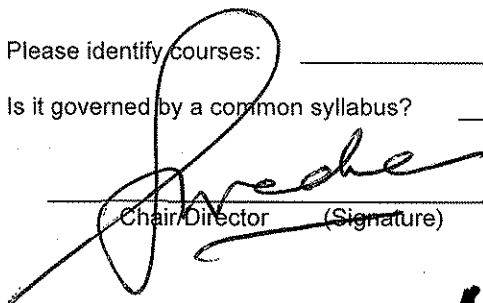
7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Sander van der Leeuw
 Chair/Director (Print or Type)

Date: _____


 Chair/Director (Signature)

New

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation
ASm	275	Forensic Anthropology	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	The course includes numerous case studies that describe the role of the anthropologist in crime scene investigation. These roles are multifaceted and include articulation with law enforcement agencies in the field and in the courtroom. There is also an emphasis on how data from crime scene and skeletal analysis can be used to understand why people behave in certain fashions in certain situations. Of particular relevance to social-behavioral studies are case studies of mass disaster incidents, such as airplane disasters, and global human rights issues in which the work of forensic anthropologists aids in convicting war criminals, including those involved in Argentina's "Dirty War," Pol Pot's regime in Cambodia and other examples of genocide. Human rights is explicitly defined in legal terms with an emphasis on the causes genocide and how forensic anthropologists contribute to the repatriation of loved ones and prosecution of war crimes given international legal statutes.	Syllabus Weeks 1, 14, 15 Byers Text 1, 2, 18, 19 Steadman Text 3, 8, 15, 19, 20, 21, 22
Course content emphasizes the study of social behavior such as that found in: ANTHROPOLOGY.	The class is a survey of the role of the forensic anthropologist, who main role is to use anthropological knowledge to provide insight into human behaviors and interactions in the	Syllabus Weeks 2, 3, 15 Byers Text 3, 4, 5, 6, 19 Steadman Text 7, 8, 12, 13, 14, 16, 21, 22

	<p>context of criminal investigations, as well as in the context of human rights issues, mass disaster situations found in today's world, and in the context of historical situations involving an unsolved death or death in unusual circumstances. The critical anthropological component has to do with human biological variation and its relationship to social races within the context of medico-legal proceedings. An historical dimension to the study of human biological variation is presented within the context of the development of social science research including such topics as criminality and IQ or intelligence. In all domains the interplay between the biological and social realms of the human experience is highlighted.</p>	
<p>Course emphasizes</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences.</p>	<p>Anthropologists became involved in forensic work because of the large database of human skeletal material, collected over many decades of archaeological excavation, that provides a huge amount of information about the human skeleton, including biological and cultural variation therein and effects of the post-mortem environment on bone. This skeletal information can be used</p>	<p>Syllabus Weeks 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13 Byers Text 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Steadman Text 7, 9, 10, 11, 12, 13, 14, 16, 17, 18</p>

	<p>to determine who a person was during life, as well as the circumstances of the life and death of the individual.</p> <p>Anthropological research is distinctly comparative and also includes sensitivity to issues of temporal scale. An example would be the changing migration history of the United States in concert with changes in socio-economic status in immigrant communities and how these variables affect secular trends in anthropological variables such as stature and health.</p>	
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Course illustrates use of social and behavioral science perspectives and data.	The class gives students an understanding of the connection between anthropological data and method, and in particular how these are used to interpret situations of social and legal significance. Numerous case studies are presented that describe the role of the anthropologist in crime scene investigation.	Syllabus Weeks 1, 3, 4, 5, 6, 14, 15 Byers Text 1, 2, 4, 5, 6, 7, 8, 9, 10, 19 Steadman Text 3, 6, 12, 15, 19, 20
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ASM 275
Forensic Anthropology
(3 credits)

LECTURE: T/R 9:15-10:30

LOCATION: Coor Hall 170

OFFICE HOURS: T/R 10:30-12:00

EMAIL: Christopher.stojanowski@asu.edu

INSTRUCTOR: Chris Stojanowski

OFFICE: ANTH 310

PHONE: 727-0768

TA: Megan Drechsel, megan.drechsel@asu.edu, office hours W 9-11, F 9-10

COURSE DESCRIPTION: This course will discuss the role of the forensic anthropologist and skeletal biologist in medico-legal investigations. We will focus on the types of information available through skeletal analysis that can aid in legal investigations of suspected crimes. The three primary topics include forensic recovery, identification of victims through skeletal and dental analysis and reconstructing trauma profiles for crime scene analysis. The course will cover both the legal aspects of forensic practice as well as, where applicable, the underlying biological or evolutionary basis for the observations made on skeletons remains of unknown decedents. Finally, we will consider interesting historical forensic case studies and close with a discussion of the contributions of forensic anthropology to mass disasters identification and consultation with human rights violations including victims of war and genocide.

PREREQUISITE: None

COURSE GOALS: The course curriculum is structured into four units each with a specific desired learning outcome. In general, the class is designed to briefly introduce forensic practice and provide guidance on the types of work available for forensic anthropologists. The four intellectual units are as follows:

- 1) Human Osteology and Forensic Archaeology – The student will gain a basic understanding of bone cellular and macroscopic biology and become familiar with the names of different bones in the human body; the student will also learn basics of forensic recovery in the field. A critical component of this unit is a nuanced understanding of the role of the forensic anthropologist in medico-legal contexts.
- 2) Baseline Individuation - Students will learn the variety of ways in which the list of potential matches for an unknown decedent is limited based on assessment of sex, age-at-death, stature, and ancestral affiliation. A critical component of this unit is a nuanced understanding of the complexities of forensic ancestral affiliation assessment.
- 3) Crime Scene Analysis, Trauma and Taphonomy – The student will be able to identify whether a traumatic injury was pre-, peri- or post-mortem, whether the injury was caused by sharp force,

blunt force, or projectile trauma, analyze characteristics of the weapon used, and reconstruct, where possible, the crime scene. The student will discuss the role of trauma analysis in human rights investigations.

4) Positive Identification – The student will be exposed to the myriad idiosyncratic ways that positive identification of a decedent can occur, from the standard DNA fingerprinting technology to medical and dental records comparisons and facial reconstruction. The student will be able to discuss the role of the forensic anthropologist in public outreach initiatives through discussion of biohistorical forensic consultations and articulation with the military through POW/MIA recovery efforts.

REQUIRED TEXTBOOK:

Steven N. Byers. *Introduction to Forensic Anthropology*, 3rd edition. (Text)

Dawnie Wolfe Steadman. *Hard Evidence. Case Studies in Forensic Anthropology*. (CS)

Note: the textbook is available at the ASU bookstore as well as online.

COURSE REQUIREMENTS AND GRADING: All students are expected to attend every class. It is expected that students will have read the assigned readings for each week BEFORE the class for which they are scheduled. Exams can be made up with an appropriate written excuse from a doctor or relevant official. Excused absences include: sickness, death in the family, incarceration or court appearance, and jury duty. Examples of unexcused absences include: oversleeping, illness of a friend, or conflict with employment outside the university. All decisions on the validity of an excused absence remain the sole discretion of the course instructor.

The course grade will be based on the average of four unit exams. No exams will be dropped. Exams will be objective in scope and include multiple choice and true/false questions based on the material covered in each section. There will also be a visual section to each exam that requires students to identify or interpret a series of images. Although each unit exam is not technically comprehensive, the course does build on previous work, and in this sense there is some continuity and overlap throughout the semester. Scantron forms will be used so please bring a pencil on exam day. I use the ASU +/- system with the following ranges. All grades will be rounded to the nearest hundredth of a decimal place (e.g., 89.99).

The grading scale is: A 93-100; A- 90-92.99; B+ 87-89.99; B 83-86.99; B- 80-82.99; C+ 77-79.99; C 70-76.99; D 60-69.99; F < 60

A NOTE OF CAUTION: This course focuses on an inherently disturbing subject matter, homicide or suicide, and is graphic in content. If you are particularly sensitive to disturbing violent crimes then you may find the subject matter difficult. Having said this, the presentation of gratuitous violence is avoided at all costs and decency and integrity are favored over sensationalism. For the most part, presentation of soft tissue imagery is minimized and much of what we observe in class focuses on skeletal features.

COURSE CONDUCT: Academic honesty and integrity is taken very seriously. Cheating will not be tolerated and students should feel free to inform me of such behavior without fear of reprisal and with anonymity guaranteed. Academic dishonesty includes cheating on exams, plagiarism, fabrication and falsification. Recording your notes as an mp3 file for “exam music” is cheating. Photographing the exam with cell phone, emailing to friend with book and having answers text messaged back to you is cheating.

SCHEDULE OF CLASSES (SUBJECT TO CHANGE)

DATE	TOPIC	Text	CS
<u>UNIT 1: Anatomy and Forensic Archaeology</u>			
Week 1			
T 17	Introduction to Class and Forensic Anthropology	1	
R 17	Bone Biology, Osteology and Anatomy	2	6
Week 2			
T 22	Bones (continued); animal vs human, modern vs ancient	3	13,14,16
R 24	Forensic Archaeology and Recovery	4	7
Week 3			
T 29	Forensic Archaeology and Recovery	4	
R 31	Time since Death and Laboratory Processing	5, 6	12
Week 4			
T 5	TEST 1 – Basic Anatomy, Archaeological Recovery		
<u>UNIT 2: Baseline Individuation</u>			
R 7	Sexing and Aging Human Remains	8, 9	
Week 5			
T 12	Sexing and Aging, Stature Estimation	9, 10	
R 14	Human Variation and Population Affinity	7	
Week 6			
T 19	Human Variation and Population Affinity	7	
R 21	TEST 2 – Assessing Basic Identification		
<u>UNIT 3: Crime Scene Analysis, Trauma and Taphonomy</u>			
Week 7			
T 26	Manner of Death- Trauma – Basic Principles	11	10
R 28	Manner of Death - Trauma – Projectile, Blunt Force	12, 13	
Week 8			
T 4	Manner of Death - Trauma - Sharp Force	14	11
R 6	Taphonomy - Intentional Mutilations, Pseudo-pathology	16	9
Week 9			
T 11	SPRING BREAK		
R 13	SPRING BREAK		
Week 10			
T 18	TEST 3 – Manner of Death and Taphonomy		
<u>UNIT 4: Making a Positive Identification</u>			
R 20	Individuation – Antemortem Skeletal Conditions	15	2, 5
Week 11			
T 25	Individuation - Antemortem Skeletal Conditions	15	
ASM 294: Forensic Anthropology SYLLABUS			4

R	27	Individuation -Addt'l Aspects of Individuation	17	
Week 12				
T	1	Individuation - Addt'l Aspects of Individuation	17	18
R	3	Facial Reconstruction	18	17
Week 13				
T	8	Forensic Odontology	18	
R	10	Miscellaneous Issues of Individuation	18	
Week 14				
T	15	DNA Fingerprinting	18	3, 15
R	17	Historical Case Studies	none	19, 20
Week 15				
T	22	Forensic Anthropologists at Work	19	22
R	24	Human Rights/CILHI Research	19	8, 21
Week 16				
T	29	TEST 4 – Aspects of Individuation		