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Course Outline for ANTR 13L
FORENSIC ANTHROPOLOGY LABORATORY
Effective: Fall 2019

I. CATALOG DESCRIPTION:

ANTR 13L — FORENSIC ANTHROPOLOGY LABORATORY — 1.00 units

This laboratory course is offered as a supplement to Introduction to Forensic Anthropology either taken concurrently or in a subsequent term. Laboratory exercises are designed to introduce students to the application of physical anthropology to the medico-legal process with an emphasis on the identification of human skeletal remains. Exercises will apply the scientific method to explore genetics, natural selection, human variation, and human anatomy. It will emphasize basic human osteology and the assessment of age at time of death, sex, ancestry, trauma analysis, and pathology.

1.00 Units Lab

Prerequisite

ANTR 13 - Introduction to Forensic Anthropology
(May be taken concurrently)

Strongly Recommended

- Eligibility for ENG 1A -

Grading Methods:

Letter or P/NP

Discipline:

- Anthropology

	MIN
Lab Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ANTR13

Before entering this course, it is strongly recommended that the student should be able to:

A. -Eligibility for ENG 1A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Apply the scientific method.
- B. Identify the outcomes of evolutionary processes.
- C. Demonstrate how human traits are inherited.
- D. Describe structure and function of DNA and RNA.
- E. Identify morphological features of the skeletal anatomy.
- F. Determine the main features for the assessment of sex, age, ancestry, and height.
- G. Distinguish among the characteristics of bone remodeling, trauma analysis, and postmortem taphonomic processes.
- H. Assess a crime scene and choose the appropriate survey and/or excavation techniques for the recovery of human remains.

V. CONTENT:

- A. Nature of scientific inquiry and the scientific method.
- B. Molecular, Mendelian and population genetics.
- C. Mechanisms of evolution.
- D. Biocultural adaptations and modern human variation.
- E. Basics of human osteology and odontology.
- F. Determining ancestry, sex, age, and stature.
- G. Assessment techniques for trauma analysis.

VI. METHODS OF INSTRUCTION:

- A. **Observation and Demonstration** - Applicable laboratory skills.
- B. **Demonstration** - Skills and process demonstrations.
- C. practice quizzes
- D. **Lecture** - Background and prep for lab.
- E. **Audio-visual Activity** - visual aids such as PowerPoint slides and web-based graphics
- F. **Lab** - Hands-on application of the scientific method.
- G. CD-ROM-based "virtual laboratory" exercises
- H. pen-and-paper exercises
- I. models, fossils, and fossil casts
- J. **Classroom Activity** - hands-on experiment or lab exercise
- K. **Discussion** - Lab results debriefing.
- L. **Research** - internet-based research and references

VII. TYPICAL ASSIGNMENTS:

Laboratory activities include but are not limited to:

- A. Application of scientific methods
- B. Investigation of cell biology
- C. Examination of genetic traits
- D. Exploration of evolutionary mechanisms
- E. Investigation of human osteology, forensic and anthropometric methods
- F. Comparative behavioral and anatomical studies of non-human primates
- G. Comparative anatomy of fossil species
- H. Investigation of trends in hominin evolution
- I. Investigation into modern human variation and bio-cultural adaptations

Examples include:

A. Pen-and-paper based lab work

1. Determine whether or not you can roll your tongue. What are the possible genotypes for this trait? Make a Punnett square to help you answer the following questions:

a. Assume that you are heterozygous for tongue-rolling. If you have children with another heterozygote, what are their possible genotypes? What are their possible phenotypes? Use the letters R and r to represent the dominant and recessive alleles.

b. If you cannot roll your tongue and you have children with someone who is heterozygous for tongue-rolling, what are the possible genotypes and phenotypes for your children?

2. Use the dental eruption chart to determine the age of these individuals (chart and photos or models of crania provided).

3. If you were examining a number of mammal skeletons, what characteristics would you use to decide whether an individual was a primate or not?

a. Circle the characteristics you would use:

1. fur 2. forward-facing eyes 3. relatively large brain 4. opposable thumbs 5. relatively small olfactory bulbs 6. mammary glands

b. Explain why you did not choose each of the answers you did not circle.

B. Laboratory exercises

1. In your lab, find and identify the following vertebrae, noting the features you used to make your identifications. a. atlas b. axis c. cervical vertebra from C3 - C7 d. thoracic vertebra e. lumbar vertebra f. sacrum g. coccyx

2. Using available cranial models, determine the continental ancestry of each. Explain in detail how you arrived at your conclusions.

3. Using the artifact reproductions provided, answer the following questions about lithic technology.

a. What would make you think that Oldowan tools were the product of human creativity, rather than a bunch of random rocks? What do you think they could be used for?

b. In what specific ways do Oldowan tools differ from Acheulian tools? What could Acheulian tools do that Oldowan tools could not?

C. CD-ROM or web-based exercises.

1. Complete lab number 6 in John Kappelman's Virtual Laboratories for Physical Anthropology. Submit an essay summarizing the exercise and what you learned from it.

2. Go to the Dolan DNA Learning Center's webpage of biology animations at <http://www.dnalc.org/ddnalc/resources/animations.html> and view the Chromosome 11 flyover. Submit an essay summarizing the exercise and what you learned from it.

D. Field trips for captive primate behavioral observations

1. For at least four species of primate at the zoo, answer the following questions:

a. Give both the common name and the scientific name for the species. b. To which suborder does the species belong? How can you tell? c. To what infraorder does the species belong? d. To which superfamily does the species belong? e. In

what kind of habitat is the species found? f. Where is the species found geographically? g. What is the primate's body size? h. Compare the primate's hands to human hands. i. What is the primate's mode of locomotion? j. Does the primate have a tail? If so, how is it used? How long is it in relation to the primate's body? k. How many individuals are in the exhibit? What are their ages and sexes? l. Are they sexually dimorphic? m. Describe the behaviors you observe.

E. In-lab practice quizzes (open book).

1. What are the components of the axial skeleton?
2. What are the five kinds of vertebrae?
3. Name a feature that differentiates all seven cervical vertebrae from the other vertebrae.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
- B. Quizzes
- C. Research Projects
- D. Papers
- E. Projects
- F. Field Trips
- G. Group Projects
- H. Class Work
- I. Lab Activities

IX. TYPICAL TEXTS:

1. Walker, Suzanne E. *Exploring Physical Anthropology: A Lab Manual and Workbook*. 2 ed., Morton Publishing Company, 2010.
2. Kappleman, John *Virtual Laboratories for Physical Anthropology*. 4 ed., Thompson/Wadsworth, 2010.
3. C. Whitehead, Paul F., Sacco, William K., and Hochgraf, Susan B. *A Photographic Atlas for Physical Anthropology*, Morton Publishing Company, 2007.
4. France, Diance *Lab Manual and Workbook for Physical Anthropology*. 7 ed., Wadsworth, 2010.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. lab textbook
- B. lecture textbook/workbook
- C. LPC computer access and/or print card
- D. computer/Internet access at home or ability to access the LPC on-campus facilities