

**Senate Curriculum Committee
Report to Senate
March 2015**

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I. SUMMARY:

A: Items That Do Not Require Senate Approval

1. Department of Anthropology: Request for the revival of a course: ANTH 3663 Urban Anthropology.

Approved by the SCC.

2. Department of English: Request for the revival of three courses:

1) ENGL 3643 Fantasy

2) ENGL 4856 Eastern Canadian Fiction, Film, and Archive

3) ENGL 4696 Centrality and Eccentricity: Literature, Aesthetics, and Commodity of the Later Eighteenth Century (short title: Eighteenth-Century Literature and Aesthetics)

All three were approved by the SCC.

3. Department of History: Two items – *Calendar* description & special topics course:

1) Proposal to change the *Calendar* description for HIST 4946 Genocide in World History.

Approved by the SCC.

2) Proposal for a special topics course: HIST 4506 The World Redux: A Capstone Seminar in World History.

Approved by the SCC.

B. Items That Require Senate Approval (with motions)

1. Department of History:

(pp. 4-12)

New course proposal: HIST 3643 Race and Racism in Modern History.

MOTION: That HIST 3643 be approved.

2. Human Rights Program:

(p. 13)

Revision of existing Human Rights program: request to remove HMRT 4003 (Research Seminar) as a requirement for a Major in Human Rights.

MOTION: That the revision to the Human Rights program (removal of HMRT 4003 as requirement for Major) be approved.

3. Science and Technology Studies (STS) Program:

(pp. 14-16)

New course proposal: BIOL/STS 2623 Human Anatomy.

MOTION: That BIOL/STS 2623 be approved.

II. DOCUMENTATION

HISTORY: New course proposal HIST 3643 Race and Racism in Modern History

1. New course proposal: (February 2015) – to be a regular course offering

2. Proposed name & #: HIST 3643 Race and Racism in Modern History

3. Calendar description:

Differences in skin color and physical characteristics took on a new significance in modern times. The newly invented concept of race classified human beings into several distinct categories with corresponding intellectual and behavioral traits. *Race and Racism in Modern History* studies the evolution of race thinking during the eighteenth and nineteenth centuries, as well as the extent to which such thoughts have since shaped the trajectory of world history.

4. Theme or Category Grouping: World.

5. Impact on Program Requirements: The course would give students another option in the Department's "world" category of courses.

6. Cross-listing: Not applicable

7. Course rationale:

For a few years, the UNB History Department has been offering HIST3015: Racism in the West from Antiquity to the Enlightenment. This course by STU History Department explores a similar topic but with a global perspective and with a focus on the modern period. From the dispossession of land to colonialism, from chattel slavery to genocide, there has run a common theme in recent world history: a racially stratified view of others. In 2009, the election of Barack Obama as a U.S. president hinted the possibility of a postracial world for the first time, but only briefly. In 2014 alone, several anticlimactic events have demonstrated that the history of "racial" progress is far from a linear one. The international indifference against the Ebola outbreak in West Africa for several months, patterns of American police brutality and racial profiling, and a surge in nationalist political parties in Europe have punctured the myth of a postracial world. Race and racism do, indeed, have a rich and long and protracted history worth studying. In interrogating the history and praxis of modern racial thought, from the eighteenth century to the present, this course hopes to enrich the History Department's course offerings in world history. As part of the growing commitment to interdisciplinarity, the course also hopes to appeal to students of human rights, sociology, international relations, and all other programs interested in the discourse of power and social inequality.

8. Instructor's name: Dr. Fikru Gebrekidan, a F-T member of the History dept.

9. Course Description:

As contacts between diverse societies increased, so did the knowledge that not all human beings were of the same skin color and physical characteristics. In their own right, ancient and medieval societies held fluid and arbitrary notions of the "other." Physiognomic and cultural prejudices took on a new level in modern times with the introduction of the concept of race, a taxonomy in which the world population was classified into several distinct categories with corresponding intellectual and behavioral traits. Race and Racism in Modern History studies, first, the gradual evolution of race thinking during the eighteenth and nineteenth centuries; and, second, the extent to which such thoughts have since shaped the trajectory of world history.

Objectives:

Race and Racism in Modern History has several objectives. First, the course provides an opportunity to learn how the appreciation of differences among human beings has evolved and changed overtime. More particularly, the course examines why and how in modern times (so-called era of enlightenment and scientific advances) aversion to the "other" mutated into a toxic ideology of discrimination, domination, and even mass killing and genocide. Second, instead of associating racism with the cultural norm of a specific place and time, the course places race thinking at the center of modern world history. Class discussions will therefore focus on race as a driving force in world history, from the acquisition of overseas empires and colonies to the extent in which the wealth drawn from such expansions shaped domestic gender and class relations. Finally, the course allows students to grapple with contemporary questions in which the past is frequently implicated. How do we deal with ongoing socio-economic disparities that centuries of racial injustice created? Does textbooks' discussion of race as a social construct bolster or impede our appreciation of systemic racism and its real effects on social relations? What insights does the study of the history of racism offer to university students who aspire toward a post-racial society?

10. Evaluation System:

Basis of final grade:

Biweekly reflections on readings (**35%**), term paper (**35%**), periodic updates on term paper progress (**10%**), and class attendance and participation (**20%**).

11. Possible course texts and other materials:

Textbooks:

Miles, Robert and Malcolm Brown. *Racism*. London: Routledge, 2003.

Fredrickson, George M. *Racism: A Short History*. Princeton, Princeton University Press, 2002.

Reilly, Kevin, Stephen Kaufman, and Angela Bodino. *Racism: A Global Reader*. Armonk, N.Y.: M.E. Sharpe, 2003.

12. Bibliography:

Books available at STU/UNB (HIL) Library:

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- Agnew, Vijay. *Interrogating Race and Racism*. Toronto: Buffalo, 2007.
- Appelbaum, Nancy P., Anne S. Macpherson, and Karin Alejandra Roseblatt. *Race and Nation in Modern Latin America*. Chapel Hill: University of North Carolina Press, 2003.
- Arthur, John. *Race, Equality, and the Burdens of History*. Cambridge: Cambridge University Press, 2007.
- Backhouse, Constance. *Colour-Coded: A Legal History of Racism in Canada, 1900-1950*. Toronto: University of Toronto Press, 1999.
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- Barkan, Elazar. *The Retreat of Scientific Racism: Changing Concepts of Race in Britain and the United States between the World Wars*. Cambridge: Cambridge University Press, 1992.
- Bayly, C. A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. Malden, Mas.: Blackwell Pub., 2004.
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- Bulmer, Martin, and John Solomos. *Racism*. Oxford: Oxford University Press, 1999.
- Burbank, Jane and Frederick Cooper. *Empires in World History: Power and the Politics of Difference*. Princeton: Princeton University Press, 2010.
- Campbell, Chloe. *Race and Empire: Eugenics in Colonial Kenya*. Manchester: Manchester University Press, 2007.
- Centre for Contemporary Cultural Studies. *The Empire Strikes Back: Race and Racism in 70s Britain*. London: Hutchinson, 1982.

Chan, Stephen. *Morality of China in Africa: The Middle Kingdom and the Dark Continent*. London: Zed Books, 2013.

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Davis, Angela Y. *Women, Race, & Class*. New York: Random House, 1981.

Dikotter, Frank. *The Construction of Racial Identities in China and Japan*. Hong Kong: Hong Kong University Press, 1997.

Durr, Marlese. *The New Politics of Race from Du Bois to the 21st Century*. Westport: Praeger, 2002.

Emmanuel Chukwudi. *Race and the Enlightenment: A Reader*. Cambridge, Mass: Blackwell, 1997.

Ezekiel, R. *The Racist Mind: Portraits of American Neo-Nazis and Klansmen*. London: Viking, 1995.

Franklin, John Hope. *Race and History: Selected Essays 1938-1988*. Baton Rouge: Louisiana State University Press, 1989.

Fredrickson, George M. *Racism: A Short History*. Princeton: Princeton University Press, 2002.

Fredrickson, George M. *The Arrogance of Race: Historical Perspectives on Slavery, Racism, and Social Inequality*. Middletown, Mas.: Wesleyan University Press, 1988.

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Fryer, Peter. *Staying Power: The History of Black People in Britain*. London: Penguin, 1984.

Galicchio, Marc S. *The African American Encounter with Japan and China: Black Internationalism in Asia, 1895-1945*. Chapel Hill: University of North Carolina Press, 2000.

Gates, Henry Louis. *Black in Latin America*. New York: New York University Press, 2011.

Gilroy, Paul. *The Black Atlantic*. London: Verso, 1993.

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Hannaford, Ivan. *Race: The History of an Idea in the West*. Washington, D.C.: Woodrow Wilson Center, 1996.

Jackson, John P. and Nadine M. Weidman. *Race, Racism, and Science: Social Impact and Interaction*. Santa Barbara: ABC-CLIO, 2004.

Kaltman, Blaine. *Under the Heel of the Dragon: Islam, Racism, Crime, and the Uighur in China*. Athens: Ohio University Press, 2007.

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Love, Eric Tyrone Lowery. *Race over Empire: Racism and U.S. Imperialism, 1865-1900*. Chapel Hill: University of North Carolina Press, 2004.

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Nicholson, Philip Yale. *Who Do We Think We Are? Race and Nation in the Modern World*. Armonk, NY: M.E. Sharpe, 1999.

Onishi, Yuichiro. *Transpacific Antiracism: Afro-Asian Solidarity in Twentieth-Century Black America, Japan, and Okinawa*. New York: New York University Press, 2013.

Painter, Nell Irvin. *The History of White People*. New York: Norton, 2010.

Park, Peter K. J. *Africa, Asia, and the History of Philosophy: Racism in the Formation of the Philosophical Canon, 1780-1830*. Albany: State University of New York Press, 2013.

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Wilson, Charles E. *Race and Racism in Literature*. Westport: Greenwood Press, 2005.

Wilson, Kalpana. *Race, Racism and Development: Interrogating History, Discourse and Practice*. London: Zed Books, 2012.

Wistrich, Robert S. *Demonizing the Other: Antisemitism, Racism & Xenophobia*. Amsterdam: Harwood Academic, 1999.

Wolpoff, Milford H. and Rachel Caspari. *Race and Human Evolution*. New York: Simon & Schuster, 1997.

Wright, W. D. *Critical Reflections on Black History*. Westport: Praeger, 2002.

A sample of relevant journal articles:

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Bonilla-Silva, Eduardo. "Race in the World System." *Du Bois Review: Social Science Research on Race* 1, 1 (2004): 189-194.

Dean, Carolyn J. "Mysticism and Mourning in Recent French Thought." *Modern Intellectual History* 11, 2 (2014): 479-490.

Desmond, Matthew and Mustafa Emirbayer. "What is Racial Domination?" *Du Bois Review: Social Science Research on Race* 6, 2 (2009): 335-355.

Dickinson, Edward Ross. "Biopolitics, Fascism, Democracy: Some Reflections on Our Discourse about 'Modernity'." *Central European History* 37, 1 (2004): 1-48.

Dorr, Gregory Michael. "Defective or Disabled?: Race, Medicine, and Eugenics in Progressive Era Virginia and Alabama." *Journal of the Gilded Age and Progressive Era* 5, 4 (2006): 359-392.

Fijalkow, Yankel. "Hygiene, Population Sciences and Population Policy: a Totalitarian Menace?" *Contemporary European History* 8, 3 (1999): 451-472.

Glasgow, Joshua. "Racism as Disrespect." *Ethics* 120, 1 (Oct., 2009): 64-93.

Glassman, J. "Burgess, Race, Revolution and the Struggle for Human Rights in Zanzibar: The Memoirs of Ali Sultan Issa and Seif Sharif Hamad." *International Journal of African Historical Studies* 43, 1 (2010): 175-176.

Glassman, J. "Slower Than a Massacre: The Multiple Sources of Racial Thought in Colonial Africa." *American Historical Review* 109, 3 (2004): 720-754.

Goldberg, David Theo. "Racisms without Racism." *PMLA* 123, 5 (Oct., 2008): 1712- 1716.

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Issac, Benjamin. "Proto-Racism in Graeco-Roman Antiquity." *World Archaeology* 38, 1 (Mar., 2006): 32-47.

Jeffers, Chike. "Do We Need African Canadian Philosophy?" *Dialogue* 51, 4 (2012): 643-666.

July, Robert W. "Nineteenth-Century Negritude: Edward W. Blyden." *Journal of African History* 5, 1 (1964): 73-86.

Kale, Steven. "Gobineau, Racism, and Legitimism: A Royalist Heretic in Nineteenth-Century France." *Modern Intellectual History* 7, 1 (2010): 33-61.

Kidd, Colin. "Race, Empire, and the Limits of Nineteenth-Century Scottish Nationhood." *Historical Journal* 46, 4 (2003): 873-892.

Livingstone, David N. "Tropical climate and moral hygiene: the anatomy of a Victorian debate." *British Journal for the History of Science* 32, 1 (1999): 93-110.

Mazumdar, S. "Racist Responses to Racism: The Aryan Myth and South Asians in the United States." *Comparative Studies of South Asia, Africa and the Middle East* 9, 1 (1989): 47-55.

Modood, Tariq. "'Race' in Britain and the Politics of Difference." *Royal Institute of Philosophy Supplement* 40, (1996): 177-190.

Morner, Magnus. "Slavery and Race in the Evolution of Latin American Societies: Some Recent Contributions to the Debate." *Journal of Latin American Studies* 8, 1 (1976): 127-135.

Peart, Sandra J. and David M. Levy. "Denying Human Homogeneity: Eugenics & the Making of Post-Classical Economics." *Journal of the History of Economic Thought* 25, 3 (2003): 261-288.

Sautman, Barry. "Anti-Black Racism in Post-Mao China." *China Quarterly* 138 (Jun., 1994): 413-437.

Shelby, Tommie. "Racism, Moralism, and Social Criticism." *Du Bois Review: Social Science Research on Race* 11, 1 (2014): 57-74.

Schaffer, Gavin. "'Like a baby with a box of matches': British scientists and the concept of 'race' in the inter-war period." *British Journal for the History of Science* 38, 3 (2005): 307-324.

Sikka, Sonia. "Heidegger's Ambiguous Nazism." *Dialogue* 47, 1 (2008): 163-166.

Sweet, James H. "The Iberian Roots of American Racist Thought." *William and Mary Quarterly* 54, 1 (Jan., 1997): 143-166

Stuurman, S. "Francois Bernier and the Invention of Racial Classification." *History Workshop Journal* 50 (Autumn 2000): 1-21.

Turda, Marius. "The Biology of War: Eugenics in Hungary, 1914-1918." *Austrian History Yearbook* 40 (2009): 238-264.

Varouxakis, Georgios. "John Stuart Mill on Race." *Utilitas* 10, 1 (1998): 17-32.

Weikart, Richard. "Progress through Racial Extermination: Social Darwinism, Eugenics, and Pacifism in Germany, 1860-1918." *German Studies Review* 26, 2 (2003): 273-294.

Zamudio, Margaret M and Francisco Rios. "From Traditional to Liberal Racism: Living Racism in the Everyday." *Sociological Perspectives* 49, 4 (Winter 2006): 483-501.

Samples of electronic journals specializing on race-related topics

- *Columbia Journal of Race and Law*

- *Critical Race and Whiteness Studies*
- *Directions: Research & Policy on Eliminating Racism*
- *Du Bois Review: Social Science Research on Race*
- *Ethnic and Racial Studies*
- *Ethnicity and Race in a Changing World: A Review Journal*
- *Journal of Gender, Race and Justice*
- *Journal of Race & Policy*
- *Journal of Race Development, The*
- *Race*
- *Race and Class*
- *Race/Ethnicity: Multidisciplinary Global Contexts*

Human Rights - Request for revision of HMRT program:

To: Senate Curriculum Committee; February 5, 2015

From: Amanda DiPaolo, Director, Human Rights Program

Please remove HMRT 4003 (Research Seminar) as a *requirement* for completion of the major in human rights.

- a. Rationale: Currently, majors are required to complete both a research and capstone seminar in order to graduate with a human rights degree at St. Thomas University. Upon examination of the STU calendar, other majors do not require such a strenuous workload. Some majors do not require any fourth year seminar. Furthermore, in recent years there has been so much overlap between the research seminar and the capstone seminar that I have had several complaints from students saying they are not learning anything new.
- b. Benefit: By taking the requirement of the research seminar out of the major and making it an elective, it gives the program more flexibility in what courses can be offered to provide to students more diversity in course selection to complete a major in human rights. The move will also eliminate some of the repetitiveness that should be avoided in course offerings when possible.

STS: New Course Proposal - BIOL/ STS 2623 Human Anatomy

- 1. Type of proposal:** This course is intended to be a regular offering.
- 2. Course name and proposed number:** BIOL/STS 2623—Human Anatomy
- 3. Calendar description** This course will provide students with an examination of human anatomy with emphasis on the structure and function of the skeletal, muscular and nervous systems. This course is clinically oriented, in that it uses case studies to emphasize the importance of fundamental knowledge of anatomy for clinical work. The emphasis in this class is on learning and understanding rather than on memorizing; the class is structured to foster the retention of workable knowledge. Pre-requisites: None.
- 4. Theme or Category Grouping:** N/A
- 5. Impact on Programme Requirements:** This course will not be a required course but will be listed in numerical order with other science courses in the STS section of the University Calendar.
- 6. Cross listing:** none
- 7. Rationale:** A new course in Anatomy will complement and extend STU's offerings in the natural sciences. Currently, two courses in Biology are offered at the University: Biology 1503 (Principles of Biology I) and Biology 1513 (Principles of Biology II). In keeping with the goals of the University's current Strategic Plan, specifically, *Strategic Priority 1: Excellence in Undergraduate Liberal Arts Education*, adding an additional course in Biology will support one of the ways stated in the Plan by which this priority will be achieved (i.e., by *Enhancing our offerings in the fine and performing arts, as well as in the natural sciences and mathematics*). In addition, students planning careers in the health sciences (medicine, nursing, occupational therapy, speech-language pathology, audiology, etc.) have been requesting courses in anatomy as a prerequisite for these various graduate programs.
- 8. Instructor's name:** The intention is that this course will be taught by part-time faculty.
- 9. Course description:** This course will provide students with an examination of human anatomy with emphasis on the structure and function of the skeletal, muscular and nervous systems. This course clinically oriented in that it uses case studies to emphasize the importance of fundamental knowledge of anatomy for clinical work. The emphasis in this class is on learning and understanding rather than on memorizing; the class is structured to foster the retention of workable knowledge of the human body—knowledge that students will carry into their professional careers long after they graduate. Pre-requisites: None.

Course objectives:

- Identify the bones and bony features of the major joints of the body on a human skeleton and/or a living subject;
- Label the important bones and bony features on a skeletal chart;
- Label major muscles on a skeletal chart;
- List and organize the muscles that produce the primary movements for all of the major joints of the body;

- Analyze basic movements in terms of muscle actions;
- Solve clinical case studies based on fundamental knowledge of anatomy.

Course Topics:

- Introduction to Anatomy
- Shoulder: Bones & Joints
- Axilla, Brachial plexus
- Muscles of Shoulder
- Arm: Bones, Joints & Muscles
- Forearm: Bones & Flexors 1
- Forearm Flexors 2
- Cubital fossa & Forearm Extensors
- Hand: bones, joints muscles
- Head Regions, Scalp, & Brain
- Cranial Nerves
- Muscles of Abdominal wall
- Back: bones
- Back: Bones, Joints, & Muscles
- Hip: bones, joint, and thigh bones
- Leg: bones & joints
- Thigh: Anterior muscles
- Thigh: Medial muscles
- Gluteal region: muscles & nerves, Posterior Thigh muscles
- Foot: Bones & joints
- Leg and foot muscles

10. Evaluation system:

Quizzes (20%)

Virtual Laboratory (40%)

Final Exam (40%)

11. Possible textbooks:

Illis, H. & Vishy, M. (2010). *Clinical Anatomy: Applied Anatomy for Students and Junior Doctors, 12th Edition*. Hoboken, NJ: Wiley-Blackwell.

Kapit, W. & Elson, L. M. (2014). *The Anatomy Coloring Book, 4th ed.* Upper Saddle River, NJ: Pearson.

Marieb, E. & Hoehn, K. (2012). *Human Anatomy, 9th Edition*. Upper Saddle River, NJ: Pearson.

Martini, F. H. & Timmons, M. J. (2011). *Human Anatomy* 7th . . .

12. Bibliography: (* denotes that text is in HIL)

All but the first under Possible Texts are available at HIL but not nec. In the most recent edition. STS always runs a major surplus in library acquisitions and I'm the liaison and would be happy to put any of these in for our 2014 ordering.

Abrahams, P. H., Boon, J. M., Spratt, J. D., Hutchings, R. T., & McMinn, R. M. H. (2008). *McMinn's clinical atlas of human anatomy*. St. Louis, MO: Elsevier/Mosby.

* Behnke, R. S. (2012). *Kinetic anatomy*. Windsor, ON: Human Kinetics.

* Cohen, B. J. Taylor, J. J., Memmler, R. L. (2009). *Memmler's structure and function of the human body*. Baltimore, MD : Wolters Kluwer Health/Lippincott William & Wilkins.

* Csillag, A. (2005). *Atlas of the sensory organs: Functional and clinical anatomy*. Totowa, NJ: Humana Press.

* Józsa, L. G. & Kannus, P. (1997). *Human tendons: Anatomy, physiology, and pathology*. Champaign, IL : Human Kinetics.

* Kim, E. E. (2007). *Sectional anatomy : PET/CT and SPECT/CT*. New York, NY: Springer.

* Lalumière, M., Batigne, S., Bourbonnière, J., Fredette, N., & Roth, K. (2013). *The human body*. Montreal, Canada: QA International.

* Langdon, J. H. (2005). *The human strategy: An evolutionary perspective on human anatomy*. New York: Oxford University Press.

* Saladin, K. S. (2012). *Anatomy & physiology: The unity of form and function*. New York: McGraw-Hill.

* Tortora, G. J. & Derrickson, B. (2012). *Introduction to the human body: The essentials of anatomy and physiology, 9th ed*. Hoboken, NJ: John Wiley & Sons.

* Tortorta, G. M. & Nielsen, M. T. (2012). *Principles of human anatomy*. Hoboken, NJ : John Wiley & Sons.

* Tortorta, G. M. & Nielsen, M. T. (2006). *A brief atlas of the skeleton, surface anatomy, and selected medical images*. Hoboken, NJ : John Wiley & Sons.

* White, T. D. (2005). *The human bone manual*. Boston, MA: Elsevier Academic.