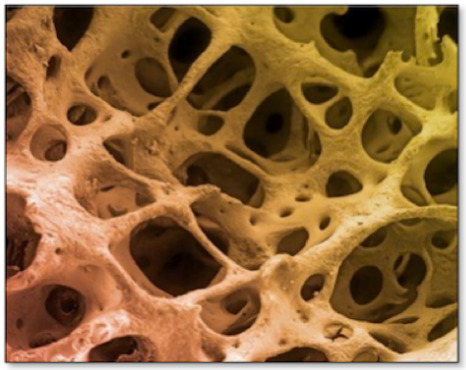

Birth to Death:

Anthropological Perspectives on Human Growth

ANT 4560(0M01) • Fall 2018

Dept of Anthropology • College of Sciences • UCF

Professor Contact

Professor:	Dr. Sandra Wheeler
Office & hours:	Howard Phillips Hall, 309F (UCF Main Campus); Wednesdays 1:00-3:00pm *and* by appointment
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Graduate Teaching Assistant (GTA) Contact

GTA:	Brenna Raisor
Office hours:	TBA in Chat (for online office hours)
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Course Information

Course Name:	Birth to Death: Anthropological Perspectives on Human Growth
Course ID:	ANT 4560 (0M01) Mixed Mode
Credit Hours:	3.0 hours
Semester/Year:	Fall/2018
Location & Time:	Thursdays 1:30-2:45 pm, CB1 122

University Catalogue Description

Evolutionary, ecological, historical and cultural perspectives on human growth, maturation, and aging.

Course Description

This course examines key issues in growth and development throughout the human life course, from conception until old age. An anthropological perspective encompasses the genetic, socio-cultural, and ecological determinants of human growth using a biocultural approach. A biocultural approach is one that emphasizes the impact human culture has on our biology and our bodies. This semester, we will discuss the various methods used to study human growth and explore these in more detail in the required lab exercises. We will also address the principles of growth as it relates to hormones, soft tissues, and skeletal and dental development throughout the life course, and how growth may be disrupted by intrinsic and/or extrinsic factors. Finally, we will explore issues of aging and senescence and how all these factors influence and shape public health measures.

Topics to be covered will include:

- The history and development of growth studies in anthropology
- Methodology employed to study human growth
- Evolutionary theory and human growth patterns
- Basic principles of human growth and development from conception through adulthood
- Growth during the various life stages
- Cross-cultural patterns of human growth
- Secular trends in human growth and development through time
- Public health measures related to growth and development

Course Learning Objectives

By the end of this course you will be able to:

- Understand how evolutionary theory can address questions about human growth and development
- Synthesize how multiple factors (biological, sociocultural, etc.) converge throughout the life course to generate differential health and well-being
- Apply collected human growth data to illustrate individual and group differences in human growth patterns
- Assess the various standards used in growth research for their appropriate applications in public health

Course Format and Requirements

This is a **mixed mode course** meaning part of this course will be held **online** and is accessed through Webcourses@UCF or the myUCF portal. We will meet in class on **THURSDAYS; all other course content is posted online in the modules**. The modules may consist of supplemental lecture materials, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments and exams. The in-class format will be lecture/discussion. You are responsible for **all** material presented in class and on Webcourses.

This course format requires you to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

To do well in this course, you will need to:

- Check Webcourses regularly and keep up with the modules
- Attend all in-class lectures and participate in class discussions
- Attend all scheduled labs and complete the required assignments by their due dates
- Complete a research paper and present it to the class by their due dates
- Complete three exams by their due dates

Required Text (pssst... there isn't one!)

There is **no required textbook** for this course. You will have many required readings, however I will provide you all readings electronically (.pdf's or weblinks) to you in the course modules. You're welcome!

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

Incomplete grades are only given in situations where unexpected and documented medical emergencies prevent a student enrolled in the course in good standing from completing the remaining work. Your professor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

Student Evaluation

Your final grade for the course is weighted and will be based on your performance on the following:

Assignment	Percent	Description
Attendance & participation	5%	Attendance and active participation during course meeting times
Quizzes	15%	Module quizzes on lecture, readings and media
Lab Exercises (3)	20%	In-class labs on human growth methods, data collection and analysis
Research paper and presentation	20%	Paper and presentation on approved topic relating to human growth and/or issues in growth studies
Exams (3)	40%	True/false, multiple choice, definition, short answer format

Attendance and participation: Be here. I am taking attendance! Trust me, you'll get more out of the course if you come to class. I expect everyone to participate in class discussions and activities. Also, this is 5% of your final grade so come to class!

Quizzes: Each module has a quiz at the end based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. Quizzes are worth 15% of your final grade.

Lab exercises: You will have **three in-class hands-on labs** relating to human growth studies. You will be provided with the materials to collect the data needed to complete these labs. The labs will build on the lectures presented in class and prepare you for the next topics so it is important to attend and actively participate. You may work with a lab partner/s in class to complete the lab activities and required written portion, however each student will turn in his/her *own original* work *in your own words*. See below for statement on cheating and plagiarism. Labs are due the following week unless otherwise noted. There will be **no make-ups** for lab activities without proper documentation. If you miss an in-class lab you will be given an alternate assignment (likely a short research paper) to complete. Lab assignments are worth 20% of your final grade.

Research paper and presentation: You will write a 7- to 10-page research paper on an approved topic relating to human growth research. Your research paper will form the basis of your presentation you will give to the class at the end of the term. Your paper should address a problem, methodology, or you can highlight a NGO working on issues relating to human growth and health. You will first have a topic approved by me, followed by an outline, and then your final paper. This is to ensure you are keeping on track with your paper and that I can help you if you get stuck. Your presentation will consist of a 8 to 10-minute presentation (PowerPoint or similar) highlighting the major findings in your research paper. The presentation will be followed by a brief question period. Your final research presentations will take place **in class on Thursday, November 29** and **Thursday December 6, 2018.** You are expected to be present and fully participate in both sessions. More details about your paper and presentation can be found by accessing the Assignments button. The topic, outline, research paper and presentation are worth 20% of your final grade.

Exams: There are **three** exams in this course. Exams will be **taken online** and are based on readings, lectures and any other materials presented in class and in the modules. Exams will consist of true/false, multiple choice, definitions, and short essay questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Exams are worth 40% of your final grade. The final exam is not cumulative and will be scheduled during finals week.

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT 4560M** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Other Important Things: Classes start: **AUG 20**; Drop/swap deadline: **AUG 23**; Add deadline: **AUG 24**; Withdrawal deadline: **OCT 26**; Classes end: **DEC 1**. **The final exam is scheduled during finals week from DEC 3-7, 2018.** Check out UCF's Academic Calendar for other important dates.

Really Important Things: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST COMPLETE THE GETTING STARTED ACTIVITY BY FRIDAY, AUGUST 24, 2018.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Academic Responsibility

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Mixed Mode courses: Taking courses with online components can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines and keeping up with the online portion of course materials. Don't think that taking a mixed mode course is easier, it can actually be much more challenging and time intensive than many people think.

Academic honesty: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment is not tolerated and will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF Office of Student Conduct for further action. See the UCF Golden Rule for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, please refrain from surfing the web, checking your email, YouTube-ing, FaceBook-ing, Tumblr-ing, or instant messaging as this is very distracting and disrespectful to those around you. Remember, your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students in class or on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

Student Accessibility Services

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. No accommodations will be provided until the professor receives the letter from SAS. Students who need accommodations must be registered with Student Accessibility Services, Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or sas@ucf.edu.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only.** All copyright materials are credited to the copyright holder.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses.

ANT4560 Required Readings and Due Dates, Fall 2018

Module	**Topic**	**Required Readings and Due Dates**
Module 1	Growth and Growth Studies	• Bogin B. 1999. Introduction. *Patterns of Human Growth,* 2nd Ed. Cambridge: Cambridge University Press, pg 1-17. **Quiz 1: due Sep 2**
Module 2	History of Growth Studies	• Bogin B. 1999. Background to the study of human growth (Ch 1). *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 18-53. • Tanner JM. 1998. A brief history of the study of human growth. In: Ulijaszek SJ et al. (eds.) *The Cambridge encyclopedia of human growth and development*. Cambridge: Cambridge University Press. pg 3-12 **Quiz 2: due Sep 9**
Module 3	Measuring Growth	• Bogin B. 1999. Basic principles of human growth (Ch 2). *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 54-97. • Bogin B, Varela-Silva M. 2010. Leg length, body proportion, and health: A review with a note on beauty. *International Journal of Environmental Research and Public Health* 7: 1047-1075. • Johnston F. 1998. Anthropometry. In: Ulijaszek SJ et al (eds) *The Cambridge Encyclopedia of Human Growth and Development*. Cambridge: Cambridge University Press, pg 26-29.

		• Cole TJ. 1998. The use of growth references. In: Ulijaszek SJ et al (eds) *The Cambridge Encyclopedia of Human Growth and Development*. Cambridge: Cambridge University Press, pg 80-83. **Quiz 3: due Sep 16**
Lab 1 In Class: Sep 20		
Module 4	Evolution of Human Growth	• Bogin B. 1999. The evolution of human growth (Ch 3). *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 98-152. • Rosenberg K. and Trevathan W. 2001. The evolution of human birth. *Scientific American* p.80-85. • Trevathan W. 2010. Welcome to the world (Ch 5). *Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health*. Oxford: Oxford University Press, pg 90-107. **Quiz 4: due Sep 23**
Module 5	Prenatal Growth and Development	• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 153-173) in *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 153-173. • Trevathan W. 2010. Staying pregnant (Ch 4). *Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health*. Oxford: Oxford University Press, pg 75-89. • O'Rahilly R and Müller F. 1998. Developmental morphology of the embryo and fetus. In: Ulijaszek SJ et al (eds) *The Cambridge Encyclopedia of Human Growth and Development*. Cambridge: Cambridge University Press, pg 161-162. **Quiz 5: due Sep 30**
Exam 1 (available online from 8:00am, THURSDAY SEP 27 to 11:59pm on SUNDAY SEP 30, 2018)		
Module 6	Infancy and Breastfeeding	• Trevathan W. 2010. The greasy, helpless, one-hour-old human newborn (Ch 6). *Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health*. Oxford: Oxford University Press, pg 108-121. • Trevathan W. 2010. Women are defined by their breasts (Ch 7). *Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health*. Oxford: Oxford University Press, pg 122-144. **Lab 1: due Oct 4** **Topic Approval: due Oct 4** **Quiz 6: due Oct 7**
Lab 2 In Class: Oct 18		
Module 7	Growth in Infancy and Childhood	• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pg 173-201). *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 173-201. • Grantham-McGregor et al. 2007. Developmental potential in the first 5 years for children in developing countries. *The Lancet* 368(9555): 60-70. • Lejarraga H. 2012. Growth in infancy and childhood: A pediatric approach (Ch. 2). *Human Growth and Development, 2nd Ed*. London: Academic Press, pg 23-56 **Quiz 7: due Oct 14**

Module 8	Adolescence and Puberty	• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 201-217) in *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 201-217. • Hauspie R and Roelants M. 2012. Adolescent growth (Ch. 3). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 57-80. • Ellison PT and Reiches MW. 2012. Puberty (Ch. 4). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 81-108. **Quiz 8: due Oct 21**
Module 9	Factors Influencing Growth	• Bogin B. 1999. Environmental factors influencing growth (Ch 6) in *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 268-328. • Norgan NG, Bogin B, Cameron N. 2012. Nutrition and growth (Ch. 6). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 123-152. • Steckel RH. 2012. Social and economic effects on growth (Ch. 9). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 225-244. **Quiz 9: due Oct 28**
Exam 2 (available online from 8:00am, THURSDAY OCT 25 to 11:59pm on SUNDAY OCT 28, 2018)		
Module 10	Adulthood and Senescence	• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 217-224) in *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 217-224. • Trevathan W. 2010. If reproduction is what it's all about, why does it stop? (Ch 9). *Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health*. Oxford: Oxford University Press, pg 156-170. • Trevathan W. 2010. What good are old women? Quite a lot, thank you (Ch 10). *Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health.* Oxford: Oxford University Press, pg 171-184. • Brown D. 2010. Life span: Aging and senescence (Ch 10). *Human Biological Diversity*. Boston: Prentice Hall, pg 181-200. **Lab 2: due Nov 1** **Research Paper Outline: due Nov 1** **Quiz 10: due Nov 4**
Module 11	Changing Human Growth Patterns	• Bogin B. 1999. Growth variation in living human populations (Ch 5). *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 225-267. • Lindgren G. 1998. Changing human growth patterns. In: Ulijaszek SJ et al (eds) *The Cambridge Encyclopedia of Human Growth and Development*. Cambridge: Cambridge University Press, pg 380-386. • Goodman AH. 1998. Skeletal growth and time of agricultural intensification. In: Ulijaszek SJ et al (eds) *The Cambridge*

		Encyclopedia of Human Growth and Development. Cambridge: Cambridge University Press, pg 387-389. • Floud R. 1998. Physical growth during industrialization. In: Ulijaszek SJ et al (eds) *The Cambridge Encyclopedia of Human Growth and Development*. Cambridge: Cambridge University Press, pg 391-392. • Ulijaszek S. 1998. Modernization and growth. In: Ulijaszek SJ et al (eds) *The Cambridge Encyclopedia of Human Growth and Development*. Cambridge: Cambridge University Press, pg 402-403. **Quiz 11: due Nov 13**
Lab 3 In Class: Nov 15		
Module 12	Genetic and Endocrine Control of Growth	• Bogin B. 1999. Genetic and endocrine regulation of human growth (Ch 7). *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 329-386. • TBA **Quiz 12: due Nov 18**
Module 13	Biocultural Views on Human Growth	• Bogin B. 1999. A biocultural view of human growth (Ch 8). *Patterns of Human Growth*, 2nd Ed. Cambridge: Cambridge University Press, pg 387-398. • TBA **Quiz 13: due Nov 26**
Research Paper and Presentation: due by 1pm Nov 29; Begin in-class presentations, finish Dec 6 **Lab 3: due Nov 29**		
Exam 3 (available online from 8:00am, MONDAY DEC 3 to 11:59pm on FRIDAY DEC 7, 2018)		