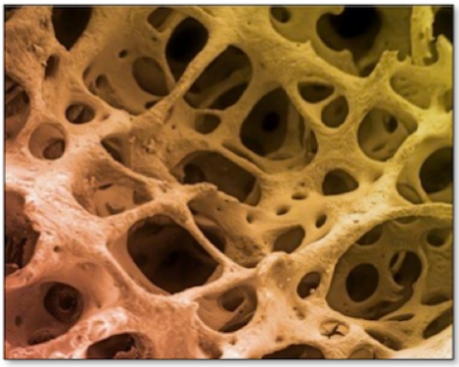

# Birth to Death:

## Anthropological Perspectives on Human Growth

## ANT 4560(0M01) • 3 credit hours

Dept of Anthropology • College of Sciences • UCF

**Fall 2020 • 3.0 Credit Hours • Online in Zoom on Wednesdays 12:30-2:30pm**

**Professor Contact**


Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-3769
Hours: Fridays 10am-12pm in Chat for online office hours and by appointment
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hours response time on weekdays


**Graduate Teaching Assistants (GTA) Contact**

GTAs: Kat Lane and Caroline Jasiak

Contact: TBA in Chat for online office hours; Inbox and on Discussion Board in Webcourses

**University Catalogue Description**

Evolutionary, ecological, historical and cultural perspectives on human growth, maturation, and aging. Prerequisite(s): ANT 2511 or C.I.

**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

**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**

Due to COVID this a **mixed mode course** will be held **online** and can be accessed through Webcourses@UCF or the myUCF portal. **We will meet in ZOOM on WEDNESDAYS; 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 ZOOM 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.

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

- Check Webcourses regularly and keep up with the modules
- Attend all scheduled ZOOM sessions 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 via ZOOM by their due dates
- Complete three exams by their due dates

**Zoom Sessions**

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides [https://cdl.ucf.edu/support/webcourses/zoom/]. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support [https://cdl.ucf.edu/support/webcourses/] if you have any technical issues accessing Zoom.

**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 are 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% | | | | |

Many programs require you to earn a "C" or better for this course to count towards your degree. Lucky for you, I don't assign C-!

**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 | - | Attendance and active participation during course meeting times |
| Quizzes | 20% | Module quizzes on lecture, readings and media |
| Lab Exercises (3) | 20% | Labs on human growth methods, data collection and analysis |
| Research paper and presentation | 20% | Paper and presentation in ZOOM 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:** Log in! Trust me, you'll get more out of the course if you log in to ZOOM during the scheduled meeting times. I expect everyone to participate in class discussions and activities as much as possible.

**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 20% of your final grade.

**Lab exercises:** You will have **three VIRTUAL labs** relating to human growth studies. You will be provided instructions 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 a 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 8- 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 5-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 ZOOM on Wednesday, November 25** and if needed, **December 2.** 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.

**What About Make-Up Work?**

Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services:** https://scs.sdes.ucf.edu/services/

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

**What is the Weekly Schedule?**

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| • Exams (3) close by 11:59pm<br>• Quizzes due by 11:59pm<br>• Assignments due by 11:59pm | • Start review of module pages | • Read required readings | • Meet in ZOOM for class!! | • Review posted lectures<br>• Read required readings | • Quizzes and exams open at 8am<br>• Pop in during online office hours | • Dance |

**UCF Mobile App!!**

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses every weekday, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

**Course Requirements**

This course begins on **MONDAY AUG 24** and ends on **FRIDAY AUG 28**. The **Final Exam (Exam 3)** is scheduled during Final's Week. Over the course of this semester, you will be expected to:

- Listen to all audio lectures and complete online content
- Read and watch all posted materials
- Complete all assignments and exams by their due dates
- Log into Webcourses regularly-I can see can see when you log in and how long you look at your Webcourses class

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). All quizzes, exams and assignments **will be submitted online.** No paper! Save the trees!

**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.

**Getting Started Information:** 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.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

**Required Statements Regarding COVID-19**

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

**Academic Responsibility and Integrity**

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!

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

**Academic integrity:** 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.***

**Trolling:** Trolls, don't be one, don't do it. See statement below.

**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.

**Campus Safety (if you are on campus)**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

**Student Accessibility Services**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Religious Observances**

Students must notify their instructor in advance if they intend to miss class (if you meet in person) for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

**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, assignment schedules and occasionally readings, 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. Due dates and required readings can be found in the table below.

**ANT4560 Required Readings and Due Dates, Fall 2020**

| 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.<br>• Himes JH. Why study child growth and maturation? *Methods in Human Growth Research.* Cambridge: Cambridge University Press, pg 3-26.<br>• https://theconversation.com/child-malnutrition-lessons-from-the-victorian-age-142093<br>**QUZ 1: Due SEP 6** |
| 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.<br>• Lampl M. 2012. Saltation and stasis. In: Cameron N and Bogin B (eds.) *Human Growth and Development*, 2nd ed. New York: Academic Press. pg 415-434.<br>• 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<br>**QUIZ 2: Due SEP 13** |
| 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.<br>• Bogin B, Varela-Silva M. 2010. Leg length, body proportion, and health: A review with a note on beauty. Intl J of Environmental Research and Public Health 7:10447-75. |

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|---|---|---|
| | | • 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.<br>• 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.<br>**QUIZ 3: Due SEP 20**<br>**LAB 1: Due 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.<br>• Rosenberg K. and Trevathan W. 2001. The evolution of human birth. *Scientific American* p.80-85.<br>• 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.<br>**QUIZ 4: Due SEP 27** |
| **Exam 1 (available online from 8:00am, FRIDAY SEP 25 to 11:59pm on SUNDAY SEP 27, 2020)** | | |
| 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.<br>• 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.<br>• 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.<br>**QUIZ 5: Due OCT 11**<br>**LAB 2: Due OCT 11** |
| 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.<br>• 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.<br>**QUIZ 6: Due 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.<br>• Grantham-McGregor et al. 2007. Developmental potential in the first 5 years for children in developing countries. *The Lancet* 368(9555): 60-70.<br>• 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 |

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| | | **QUIZ 7: Due OCT 25** |
| 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.<br>• Hauspie R and Roelants M. 2012. Adolescent growth (Ch. 3). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 57-80.<br>• Ellison PT and Reiches MW. 2012. Puberty (Ch. 4). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 81-108.<br>**QUIZ 8: Due NOV 1** |
| **Exam 2 (available online from 8:00am, FRIDAY OCT 30 to 11:59pm on SUNDAY NOV 1, 2020)** | | |
| Module 9 | 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.<br>**QUIZ 9: Due NOV 15**<br>**Lab 3: Due NOV 15** |
| **Research Presentations in ZOOM NOV 18, from 12:30 to 2:30pm** | | |
| Module 10 | 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.<br>• Norgan NG, Bogin B, Cameron N. 2012. Nutrition and growth (Ch. 6). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 123-152.<br>• Steckel RH. 2012. Social and economic effects on growth (Ch. 9). *Human Growth and Development,* 2nd Ed. London: Academic Press, pg 225-244.<br>**QUIZ 10: Due NOV 22** |
| Module 11 | 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.<br>• 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.<br>• 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.<br>• Brown D. 2010. Life span: Aging and senescence (Ch 10). *Human Biological Diversity*. Boston: Prentice Hall, pg 181-200.<br>**QUIZ 11: Due NOV 29** |
| **Research Presentations if needed to finish, in ZOOM DEC 2, from 12:30 to 2:30pm** | | |
| Module 12 | 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. |

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|---|---|---|
| | | • 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.<br>• 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.<br>• 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.<br>• 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.<br>**QUIZ 12: Due DEC 6** |
| **Exam 3 (available online from 8:00am, MONDAY DEC 7 to 11:59pm on FRIDAY DEC 11, 2020)** | | |

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.