



# THE HUMAN LIFE CYCLE

## COURSE SYLLABUS

Instructor: Dr. Melanie Martin  
 Email: martinm7@uw.edu  
 Office Hours: By appointment

Location: DEN 410  
 Time: Tues-Thurs 2:30 – 4:20  
 Class Website: Canvas

### COURSE DESCRIPTION AND LEARNING OUTCOMES

Why do adult heights vary across environments, ethnicities, and even in some families? Are there critical phases of growth and development that influence body size and health? How and why is human growth and development distinct from that of closely related primates? How do we measure and evaluate “healthy” growth? This course applies evolutionary life history theory, cross-cultural, and clinical pediatric perspectives to examine these questions. *Specific learning outcomes:*

- Identify basic patterns of human growth and development across the life cycle
- Survey methods for measuring and assessing growth and nutritional status
- Gain proficiency in basic software and reference tools to calculate, compare, and visualize differences in growth and nutritional status
- Examine genetic, social, and ecological causes of variation in growth, development, and body size across the life cycle and within and across populations

### \*\*\*\*\*COURSE INFO\*\*\*\*\*

- See CANVAS for complete list of course assignments, due dates, and schedule or readings
- **Required text:** Cameron & Bogin (2012) *Human Growth and Development*. 2nd edition. Academic Press. (Available at University Bookstore). **Additional readings posted on canvas**
- **Technological requirements:** Several classes will be dedicated to training in Excel and WHO ANTHRO (free software). These classes will meet in the CSSCR computer lab (Rm 121 Savery Hall), though you are welcome to use your own laptop.
- **Graduate students must complete two additional assignments:** (1) a group annotated bibliography; (2) a group capstone project. Select and discuss chosen topics for the bibliography and project with Dr. Martin by Weeks 2 and 6, respectively. Final grades will be weighted as follows: Mid-term 30%; Quizzes 30%; Bibliography 15%; Capstone Project 25%

\*\*\*\*\*SCHEDULE OF TOPICS & ASSIGNMENTS\*\*\*\*\*

CB = Cameron & Bogin book, Other readings posted on canvas

Week	Dates	Lectures/topics	Reading/Assignments
1	4/2 4/4	Course introduction The human life cycle Comparative mammalian & primate somatic & brain growth	CB Chapter 11 Bogin 1999 Ch. 3 CB Chapter 15
2	4/9 4/11	Endocrine control of growth Gene-environment interactions & developmental plasticity	CB Chapters 5 & 17 CB Chapter 8 & 12
3	4/16 4/18	Gestation, infancy & childhood	Bogin 1999 Ch. 2 (pgs. 55-74) CB Chapter 2
4	4/23 4/25	Adolescence & puberty NO CLASS	CB Chapters 3-4 <b>TAKE HOME MID-TERM (DUE APRIL 30)</b>
5	4/30 5/2	Intro to Excel Descriptive statistics	TBP: CANVAS
6	5/7 5/9	Formulas and plotting	TBP: CANVAS <b>QUIZ 1 (20 pts, DUE MAY 14)</b>
7	5/14 5/16	Measurement of growth, development, and body composition	CB Chapter 1, 18 - 20
8	5/21 5/23	Growth references and standards Using WHO Anthro	CB Chapter 20 <b>QUIZ 2 (20 pts, DUE 5/28)</b>
9	5/28 5/30	Growth variation: nutrition & physical activity	CB Chapters 6 & 14 <b>EXTRA CREDIT CAPSTONE PROPOSALS (DUE 5/30)</b>
10	6/4 6/6	Growth variation: physical & social environment	CB Chapter 9-10 <b>QUIZ 3 (30 pts, DUE 6/13)</b>
Finals Week	6/11 6/13	Optional Capstone Projects Due with Quiz 3	

\*\*\*\*\*COURSE ASSIGNMENTS & GRADING\*\*\*\*\*

- 1. TAKE-HOME MIDTERM (30 pts, 30% of final grade):** Open-note, open-book multiple choice and short answer questions covering concepts from Weeks 1-4
- 2. QUIZZES (70 points total, 70% of final grade):** There will be **THREE** take-home quizzes. These will include multiple-choice and short-answer responses related to course reading, as well as applied problems related to growth measurement, calculations, and analysis. Problems will include work in Excel (or other computational software) and WHO ANTHRO with publically available datasets.

**\*Mid-term and quiz curving policy:** If the class mean is less than 75%, all individual scores will be adjusted upwards by an equivalent number of points to reach a mean of 75%. If the class mean is 75% or greater, no curve is applied.

3. **Optional capstone project (Extra credit option worth up to 10 points).** You may choose from one of two options. The project must first be approved by your instructor.

**Option 1:** Conduct an original analysis of growth variation using a publically available dataset. The dataset may come from a national survey or published peer-reviewed journal article. Your proposal must specify a research question and hypothesis grounded in existing theory or research. Proposals to examine differences in well-established growth patterns will not be approved (e.g. general sex differences or comparisons of populations with vastly different environmental or genetic influences)

**Option 2:** Attempt to replicate the results of a published peer-reviewed journal article with accompanying publically available dataset. In your proposal, specify the article and specific results you will attempt to replicate

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## COURSE POLICIES

**Communication:** you can arrange to meet with me by appointment in my office or via skype/zoom/gchat outside of posted office hours. Practice [professional communication in your correspondence](#): use your uw.edu email address, employ proper salutations (Dr. or Prof. Martin) and sign-offs, don't write in textspeak or emojis, and make sure you are not asking a question that is answered in the syllabus, on Canvas, or with a quick search. I will respond to emails within 48 hours. If you need to urgently communicate with me, please add \*urgent\* to the subject line.

**Technological problems:** As in life outside the classroom, computer trouble is not a sufficient excuse for missing deadlines or turning in incomplete work. If you are not comfortable with computers (or even if you are), consider completing your assignments early so that you have time to solve computer problems—including seeking help from me or from IT. You should also consider backing up your work for this class (and other classes, too) using a free service like Dropbox or SugarSync. If you do this, even a smashed hard drive or stolen laptop won't mean you'll have to redo the assignments all over again.

**Absences and make-up work:** In the event of a serious conflict or emergency, other missed in-class and take-home assignments may be turned in late IF (a) you had prior communication and permission from me or (b) you provide appropriate documentation of extenuating circumstances. *Barring such extenuating circumstances, late mid-terms and quizzes be penalized 10% for every day late; accepted only up to five days past the due date.*

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## HELPFUL RESOURCES

- Contact the [Disability Services Office](#) (206-543-6450 or [dso@uw.edu](mailto:dso@uw.edu)) to request accommodations
- For writing, research, and language services or support, visit the [Anthropology Writing and Research Center](#), the [CLUE Writing Center](#), the [Office of Minority Affairs and Diversity Instructional Center](#), or the [Odegaard Writing and Research Center](#)
- [Anne Davis](#) is the UW Anthropology Librarian ([adavey@uw.edu](mailto:adavey@uw.edu) or 206-616-1969)
- Contact the [Counseling Center](#) (401 Schmitz Hall, 206-543-1240) for confidential counseling for stress, anxiety, depression and relationship problems. The Counseling Center also offers career counseling, to help you clarify a major or identify career interests.
- Call the Mental Health Clinic at Hall Health (206-583-1551) for same day and next day support and other psychiatric services. UW resources for [Emergency food or aid](#)