

Human Biology (HBIO) 308: Origins and Evolution of Human Behavior

Details: THH 108 - MWF 1-1:50pm

Professor: Dr. Stephanie Bogart
Office: AHF (Hancock), Jane Goodall Center, B10-B
Email: sbogart@usc.edu
Office Hours: TBD or by appointment

Course Content: This course explores the evolution of human behavior from a biological perspective. We will examine the issues and competing hypotheses for a range of behaviors, such as sex differences, reproductive strategies, and cooperation, based on evolutionary principles. You will come away from this course with an understanding of ecological and evolutionary processes including the role of genetic variation and natural selection, as well as the implications these have for the origins of humans. The goal of this course is for you to obtain and expand your ability to articulate a clear understanding of human behavioral evolution and think critically about scientific information. A discussion of evolutionary theory, including natural and sexual selection will start the course off. Next, we will critically assess theories on human origins. Finally, this course will examine the biological basis for specific human behaviors. A major component of this course will be class discussion and participation, as well as writing critiques for specific topics and articles.

Required Textbooks:

Evolution of Human Behavior by Augustine Fuentes 2008

Lone Survivors: How We Came to be the Only Humans on Earth, Chris Stringer 2013

The Red Queen: Sex and the Evolution of Human Nature, by Matt Ridley 2003 reprint ed.

Additional readings will be posted online or handed out (PVL in schedule)

Grading:

15%	Paper 1
30%	Paper 2
	• 10% Topic approval and Intro/Outline/Bibliography
	• 20% Final Paper
10%	Discussion Participation
20%	Discussion leadership
25%	Take-home final exam

Assignments:

Paper 1: Article critique - Students will write a critique of a primary literature article related to topics covered in class on the origins and evolution of human behavior

Paper 2: Topic paper - Students will be required to choose a topic in human behavioral evolution and prepare an original 5-7 page review paper addressing historical, theoretical, and/or methodological approaches as applied to a specific research question.

Discussion Leader: Students will lead one discussion session of assigned readings chosen by the instructor to complement lectures/topics.

Participation: To promote critical thinking. All students will earn points by participating in discussions. Each student should come to class prepared and able to contribute.

Schedule (*Subject to revision*)**Readings****PVL = Provided Literature*

<u>Week 1</u>	Introductions and syllabus, Evolution: Processes Adaptation & Sexual Selection	Fuentes 1 Ridley 1 & 5
<u>Week 2</u>	Behavior and Sociobiology Human ancestors and phylogeny	Fuentes 2 Fuentes 4. Stringer 1-3
<u>Week 3</u>	MONDAY: LABOR DAY (no class) Why be social? Writing and presenting - expectations	Fuentes 3
<u>Week 4</u>	MONDAY: PAPER 1 DUE Hunter-Gatherer societies and evolution of human behavior Discussion (Wed and Fri): Hunter-Gather Societies	PVL
<u>Week 5</u>	Primates as models Discussion (Wed and Fri): Primates and the evolution of human behavior	PVL PVL
<u>Week 6</u>	MONDAY: Paper 2 topic approval due Primates continued, Genetics and Diseases Discussion (Wed and Fri): Genetics and Parasites	Stringer 7 Ridley 3 & 4
<u>Week 7</u>	Reproductive decisions, mating, parenting Discussion (Wed and Fri): Mating strategies	Fuentes 5 & 6 Ridley 6, 7, 8
<u>Week 8</u>	Competition and conflict Discussion (Wed and Fri): Competition and conflict	Fuentes 5 & 6 PVL
<u>Week 9</u>	MONDAY: Paper 2 Intro/Outline/Bibliography due Evolutionary ecology and food acquisition Discussion (Wed and Fri): Foraging strategies	Fuentes 5 & 6 PVL
<u>Week 10</u>	Prosociality (altruism, cooperation, reciprocity) Discussion (Wed and Fri): Prosociality	Fuentes 5 & 6 PVL
<u>Week 11</u>	Cognition, Communication and language Discussion (Wed and Fri): Communication & Language	Stringer 5 PVL
<u>Week 12</u>	Culture WEDNESDAY & FRIDAY: NO CLASS – Paper 2 prep days FRIDAY: PAPER 2 DUE	PVL
<u>Week 13</u>	Practices and perspectives, Synthesis Conclusions and Review FRIDAY: NO CLASS – final exam prep	Fuentes 7-9, epilogue, Stringer 6 Stringer 8 & 9
<u>Week 14</u>	MONDAY: FINAL EXAM DUE (No Class) Thanksgiving Break – No Class	
<u>Week 15</u>	NO CLASS	

USC's Statements on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.