

**Human Biology (HBIO) 300: Evolution, Ecology, and Culture****Details:** Wed & Fri 8-9:20am, AHF 259

- Enter Hancock from the Child's Way entrance, walk down the corridor (past the concert hall) until it ends. Turn right and you will see a set of stairs. Take the stairs up three flights (three landings between) and on the third landing go straight into the Human and Evolutionary Biology offices (can also follow signs to the HEB office). AHF 259 is the door to the left BEFORE you enter the main HEB office (just inside the first set of doors).
- Note: There is no handicap access

**Professor:** Dr. Stephanie Bogart

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Office Hours: Tuesdays 10-11:50am, Wednesdays 10-11am, or by appointment

**Course Content:** This course provides a comprehensive overview of how biological and cultural influences interact in making us human. It considers the extent to which we can use Darwinian theory in achieving a better understanding of human behavior. We begin with a fundamental premise: that human social behavior is the outcome of a complex interplay between our biology, molded by millennia of natural selection, mediated by the environment to which we have adapted at various stages during our evolution, and filtered through a complex web of cultural factors. We cannot truly separate the intricate braid of human biology and human culture. We can, however, ask what the causes and consequences of this interplay maybe. This can be done not only for people living in traditional hunter-gatherer societies, but also for ourselves in contemporary western culture. We will examine several topics for background material: the evidence for human origins, fossils and the social behavior and culture in some of our closest relatives. Turning to human societies, we will consider the biological and cultural underpinnings of the human diet, our closest extinct relative, race, religion, and extinction.

A major goal of the course is to teach students how to create and present a professional Powerpoint lecture, a skill useful to any career, and how to write a paper synthesizing concepts, a skill that is particularly important for a research career. The time requirements for this course will be substantial because students will be reading and presenting on the class readings, and also will engage in producing a paper and Powerpoint. Because taking interest in other students' ideas and findings through discussion is felt to be an important aspect of learning in a class that is devoted to research, a very heavy weighting will be placed on daily class attendance, participation in discussion, and efforts to make Powerpoint presentations interesting and clear.

**Required Textbooks:**

1. *The Story of the Human Body: Evolution, Health, Culture*, by Lieberman 2014 reprint edition, ISBN 978-0307741806
2. *Paleofantasy*, by Zuk, 2014, ISBN 978-0393347920
3. *The Neanderthals Rediscovered: How Modern Science is Rewriting their History*, by Papagianni and Morse, 2015 revised 2<sup>nd</sup> edition, ISBN 978-0500292044
4. *Living Color: The Biological and Social Meaning of Skin Color*, by Jablonski, 2012, ISBN 978-0520251533
5. *Big Gods: How Religion Transformed Cooperation and Conflict*, by Ara Norenzayan, 2015, ISBN: 978-0691169743
6. *Dodging Extinction*, by Anthony Barnosky, 2014, ISBN: 978-0520274372

- Grading:**
- 15% - Class participation
  - 10% - Book preparation/review
  - 30% - Moderation of Book Discussion
  - 40% - Final Paper and Presentation
    - 10% - Peer evaluation of paper draft
    - 15% - Paper
    - 15% - Presentation
  - 5% - Synthesis Paper

**Book Discussions:** Five books (2-6 above) will be split among 10 groups of 2 people, each group tackling half the book. Your group will be responsible for discussing, teaching, and disseminating the message of the book. All students are expected to come prepared to contribute to the book discussion by reading each book. Book discussion sessions have three components. Each group should prepare a (1) preparation/review sheet that will be provided to the class before discussions. This one-two page assignment can have discussion questions, a brief overview of the book, bullet points of information, quiz questions, etc. These will be due 2 days before your scheduled discussion (posted on blackboard). During your scheduled book discussion your group will (2) moderate discussion and teach the class about your book. You should offer your critical evaluations of the reading. If you like, you can take time at the beginning of class to present material (a brief “lecture”) or you can present it during the course of the discussion. *Make the discussions fun – play a game, set up situations where students have to reenact something, have discussions about how the book might relate to current world topics.* Finally, everyone will be graded on their (3) participation during discussions.

**Final Paper and Presentation:** This research will synthesize class material from lectures and books. The objective is to relate the course materials together and discuss the overall messages. You will add to this synthesis research using primary scientific publications on one specific topic. Your final research will be more of a pop perspective on the topics that will be covered in class, and will engage more intimately with contemporary cultural understandings of our evolutionary history and how it should/does have an impact on our contemporary behavior as humans. The purpose of this is to dig into our culture and see where the biology (perhaps) shines through.

Final presentations should be no longer than 10 minutes, and should include some relevant slides (we will discuss appropriate presentation style in class). Final papers should be between 5 and 10 pages (not including references), typed, double-spaced, with 1-inch margins on all sides. You should include at least 4 primary references in addition to course materials.

**Missing discussion or moderation:** Missing your moderation is unacceptable and will result in a zero. Discussions are graded, if you have an un-excused absence you will receive a zero for that discussion. Contact Dr. Bogart at least 24 hours in advance if you have a legitimate, documented excuse. A make-up assignment will be allowed after approval from me for the participation points

**Late Assignments:** Students who submit work up to one week late will receive a penalty of 10% applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted. Students who submit the project more than one week late will receive a grade of 0 unless they have made prior arrangements with the instructor.

**SCHEDULE** (*Subject to revision*)

|                                   | <b>Topic</b>  | <b>Readings</b>   |
|-----------------------------------|---|---|
| Week 1: Jan 11 & 13               | Evolution   | SHB 1   |
| Week 2: Jan 18 & 20               | Human Origins   | SHB 2-3   |
| Week 3: Jan 25 & 27               | Human body and Hunter-Gatherers                                 | SHB 4-6   |
| Week 4: Feb 1 & 3                 | Cultivation and culture   | SHB 7-9   |
| Week 5: Feb 8 & 10                | Human diet introduction,<br>Friday: book discussion             | <i>Paleofantasy</i> F:1-5   |
| Week 6: Feb 15 & 17               | <i>Paleofantasy</i> continued,<br>Friday: Intro to Neanderthals | <i>Paleofantasy</i> W: 6-10<br><b>DUE WED:</b> Topic Approval         |
| Week 7: Feb 22 & 24               | Neanderthal book discussion                                     | <i>The Neanderthals Rediscovered</i>                                  |
| Week 8: Mar 1 & 3                 | Human Variation<br>Friday: book discussion                      | <i>Living Color</i> (1-7)   |
| Week 9: Mar 8 & 10                | <i>Living Color</i> continued                                   | <i>Living Color</i> (8-15)  |
| Week 10: Mar 15 & 17              | Spring Break – NO CLASS   |   |
| Week 11: Mar 22 & 24              | Religion  | <i>Big Gods</i> (1-5)   |
| Week 12: Mar 29 & 31              | Religion, Environment intro                                     | <i>Big Gods</i> (6-10)<br><b>DUE:</b> Draft for peer-eval             |
| Week 13: Apr 5 & 7                | Environment and extinction                                      | <i>Dodging Extinction</i> (W:1-4,<br>F:5-8)<br><b>DUE:</b> Peer-evals |
| Week 14: Apr 12 & 14              | Synthesis and Future  | SHB 10-13   |
| Week 15: Apr 19 & 21              | No Class – prep time  | <b>DUE WED:</b> Paper   |
| Week 16: Apr 26 & 28              | Student Presentations   | <b>DUE:</b> Presentation  |
| Synthesis paper – due finals week |   |   |

SHB = *The Story of the Human Body*

## 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/department/department-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](http://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/academicssupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicssupport/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.