

HBIO 308: Origins and Evolution of Human Behavior

Details: MWF 1-1:50pm, VKC 210

Professor: Dr. Stephanie Bogart

Office: AHF (Hancock), Jane Goodall Center, B10-B

Email: sbogart@usc.edu

Office Hours: Tuesdays and Wednesdays 10am-12pm 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 and Human Behavior: Darwinian Perspectives on Human Nature by John Cartwright 2016 third edition

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

Grading:

30%	Research paper
	• 10% Topic approval and Intro/Outline/Bibliography
	• 20% Final Paper
10%	Discussion Participation
20%	Discussion leadership
20%	Midterm exam
20%	Final exam

Assignments: (further instructions will be handed out separately)

Research Paper: Topic paper - Students will be required to choose a topic in human origins and behavioral evolution to prepare an original 5-7 page review paper addressing historical, theoretical, and/or methodological approaches as applies 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 for lecture

<u>Week 1</u> Aug 21	Introductions and syllabus, Evolution: Processes Adaptation & Sexual Selection	Cartwright 1 & 2 Ridley 1, Cartwright 4 & 7
<u>Week 2</u> Aug 28	Sexual Selection Behavior and Sociobiology Evolutionary Psychology & kin selection	Ridley 5 Cartwright 2 Cartwright 3
<u>Week 3</u> Sept 4	MONDAY: LABOR DAY (no class) Writing and presenting – expectations What is a Primate; Fossilization	Cartwright 5
<u>Week 4</u> Sept 11	Hominins and Sociality Discussion (Fri): Human ancestors - Professor demonstrates leading discussion	Cartwright 5 & 6
<u>Week 5</u> Sept 18	Hunter-Gatherer societies and evolution of human behavior Discussion (Wed and Fri): Hunter-Gather Societies	
<u>Week 6</u> Sept 25	Primates as models, Discussion (Wed and Fri): Primates and the evolution of human behavior	FRI: Paper topic approval due
<u>Week 7</u> Oct 2	MONDAY: MIDTERM EXAM Genetics Discussion (Fri): genetics	Ridley 4
<u>Week 8</u> Oct 9	Reproductive decisions, mating, parenting Discussion (Wed and Fri): Mating strategies	Cartwright 13 & 14 Ridley 6, 7, 8
<u>Week 9</u> Oct 16	Life History & Rearing and its effects Discussion (Wed and Fri): Rearing	Cartwright 8 & 17
<u>Week 10</u> Oct 23	MONDAY: Paper Intro/Outline/Bibliography due Prosociality (altruism, cooperation, reciprocity) Discussion (Wed and Fri): Prosociality	Cartwright 3 & 11
<u>Week 11</u> Oct 30	Competition and conflict Discussion (Wed and Fri): Competition and conflict	Cartwright 12
<u>Week 12</u> Nov 6	Communication and language Discussion (Wed and Fri): Communication & Language	Cartwright 6
<u>Week 13</u> Nov 13	Culture, identity and intelligence Discussion (Wed and Fri): Culture, identity and intelligence	Cartwright 9, 16, 20, Ridley 8 & 10
<u>Week 14</u> Nov 20	MONDAY: PAPER 2 DUE Thanksgiving Break	
<u>Week 15</u> Nov 27	Synthesis, Conclusions, and Review	Cartwright 21, Ridley Epi

FINAL EXAM

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 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 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.