

HBIO 120 – Introduction to Human and Evolutionary Biology (1 unit)

Fall 2023

Lectures: Monday, 4:00 – 4:50 PM

Location: SLH 100

Instructors: Helaine Lopes, PhD (she/her/hers)
Lorraine Turcotte, PhD (she/her/hers)

Course Description

This class is an introductory course for students enrolled in any of the tracks for the HBIO majors (BA or BS). This class is to be taken during freshman year or after a student's transfer into one of the HBIO major programs. This course is intended to introduce HBIO majors to the fields of human biology and evolutionary biology. Each discipline will be defined as well as their role within the fields of biological sciences. Additionally, this course is designed to expose the students to a variety of career options in health-related fields as well as career options in STEM, education, environmental and wildlife management. Professionals from within these fields will speak to give you more of a realistic view of what is entailed in a day in the life of their respective health professions. The curriculum will include introductory lectures by instructors or guest lecturers and discussions led by the instructors.

Learning Objectives

In this course, students will be guided to:

- Explore and describe various subfields of human biology and human evolutionary biology
- Interact with professionals in the various fields of human and evolutionary biology
- Discuss and explain the roles of various health care professions
- Discuss the process of research in the field of human and evolutionary biology (e.g.: grant writing, funding, publishing, etc..)

Learning Outcomes

Upon completion of this course, students should be able to:

- Identify suitable career options in the discipline of human biology
- Reflect on the personality qualities, technical skills, and academic background needed for various professions related to human biology
- Discuss career options in relation to the tracks of the HBIO majors
- Reflect on the field of human biology that is most aligned with their own interests and talents
- Reflect upon how completing a major in this discipline can help them achieve professional success

Description and Assessment of Assignments

Class material will be evaluated with lecture quizzes and four reflective reports of 1 -2 pages each.

Reflective essays/reports:

In the first three essays, students will look back upon the knowledge gained via the presentations that described various sub-fields of human biology and how the background lectures changed their definition of a Human and Evolutionary Biology degree. Students may wish to identify the lectures that were the most beneficial to their growth and understanding of this degree. Students will be invited to express how their attitudes or feelings toward obtaining an HBIO degree have changed following taking this class.

In the final essay, students will reflect upon the development of their future pre-professional and/or professional plan. Students may want to discuss how the presentations provided information that changed their perspective on some of their earlier plans.

Quizzes:

Quizzes will be given during lectures and will be based on reading material and/or material presented in class on the same day.

Technological proficiency and Hardware/Software required

This course requires the use of Blackboard. Blackboard will be the repository of lecture slides and announcements.

USC Technology Rental Program (<https://itservices.usc.edu/spaces/laptoploaner/>): Students who are in need of resources to participate in this class can apply to the university's equipment rental program. The Student Basic Needs team will work with you to distribute equipment (if you are eligible). Please visit <https://studentbasicneeds.usc.edu/resources/technology-assistance/> to apply and for more information.

Required Readings and Supplementary Materials

Textbook:

Nana Cross, Dana McWay, & Peggy Stanfield. **Stanfield's Introduction to Health Professions**. 7th edition (2017). Jones & Bartlett Learning.

A day in the Life:

We will use a variety of online materials and videos to discuss "A day in the Life" for a variety of professions associated with a degree in Human Biology. Examples include:

Pharmacist from the Princeton Review:

<https://www.princetonreview.com/careers/111/pharmacist>

Dental Hygienist from Carrington College YouTube video:

<https://www.youtube.com/watch?v=fieBLD28vuE>

Sharing of Course Materials Outside of the Learning Environment is Strictly Prohibited

USC has a strict policy (SCampus Section 11.12[B]) that prohibits sharing of **any** synchronous and asynchronous course content outside of the learning environment. Any student who

violates this policy will be prosecuted to the maximum extent allowable by the USC Student Conduct Code, including failure of the course and suspension from the University.

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Grading Breakdown

Assignment	% of Final Grade
Reflective Essays (3)	45 (15% each)
Final Essay	25
Class participation/quizzes	30
	100

Grading Timeline

All graded work will be returned no later than two weeks after the submission deadline. The grade for this class will be Credit/No Credit and therefore all assignments will also be graded as pass or no pass.

Late work

Late work is not allowed for this class. Students must complete 80% of the assignments to receive a passing grade (e.g. 3 reflections and 80% of the quizzes). Grades will be P/NP.

Assignment Submission

Assignments should be submitted via Blackboard.

Technology in the classroom

- You may use personal electronic devices (laptops, ipads) for academic purposes directly related to the class. Students using a device for purposes not directly related to the class will be required to put the device away. There are times that I will request that all devices are put away to ensure focus on class activities.
- Please turn off or disable all cell phones or other electronic communication devices during class time.

Course Schedule: A Weekly Breakdown

Week	Lecture Topic	Instructor	Reading	Assignment Due
1	Overview of HBIO degrees: historical perspective, cultural diversity	Dr. Lopes Dr. Polidori		
2	Academic Advising: HBIO tracks & possible Minors, Joint Educational Project, Study Abroad programs	Dr. Lopes Academic Advisors (Ashley Grant, Courtney Byrd)	Ch 8	
3	Academic Advising: Internal & external internship opportunities; USC Club opportunities	Dr. Lopes	Ch 7	
4	Academic Advising: Research as a career, Internal & External Funding Opportunities	Dr. Lopes Dr. Turcotte		First Essay
5	Studying methods: Kortschak Center Programs, Library Resources	Dr. Lopes Courtney Byrd		
6	Applied Physiology (BS) & Human Performance (BA) tracks: academic foundation & learning objectives	Dr. Lopes Dr. McNitt-Gray	Ch 12, 13	
7	Applied Physiology (BS) & Human Performance (BA) tracks: Typical professional opportunities – a day in the life discussions	Dr. Lopes guest speakers	Ch 14, 15	Second Essay
8	Biomedical Sciences (BS) & Human Physiology & Metabolism (BA) tracks: academic foundation & learning objectives	Dr. Lopes Dr. Kwast	Ch 16, 17	

9	Biomedical Sciences (BS) & Human Physiology & Metabolism (BA) tracks: Typical professional opportunities – a day in the life discussions	Dr. Lopes guest speaker	Ch 18,19	
10	Health & Disease (BS) track: academic foundation & learning objectives	Dr. Polidori	Ch 20, 21	Third Essay
11	Human & Evolutionary Biology (BS & BA) tracks: academic foundation & learning objectives	Dr. Stanford; Dr. Raichlen	Ch 24, 25	
12	Human & Evolutionary Biology (BS & BA) tracks: Typical professional opportunities – a day in the life discussions	Dr. Lopes Guest Speaker	Ch 26, 27	
13	Research Career Options in Human Biology	Dr. Kanoski; Dr. Schier		
14	Research Career Options in Evolutionary Biology	Dr. Campbell; Dr. Raichlen		
TBA	Final Essay			Final Essay

Statement 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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.