



HBIO 308 – Origins and Evolution of Human Behavior

Units: 4

Class Period: Fall 2024 TTH 3:30 – 4:50 pm

Location: Leavey Library – LVL 13

Instructor: Dr Chrisandra Kufeldt

Email: kufeldt@usc.edu

Please contact me through email. I will respond to your emails immediately during working hours. Do not expect a response during evening hours or weekends.

Office: AHF B10C, Goodall Office Suite in Basement of Hancock

Office Hours: TBD

I understand that my office hours may not accommodate everyone. I am happy to meet with students at an alternative time or through zoom. Please contact me to schedule a preferred time.

Course Overview

This course is about how our biology – our genes and environment – shape and impact our behavior. There are many aspects that help define who we are as humans, being large-brained bipeds, genetic similarities and differences, the ways we are raised, the climates we grow up in, and the culture we feel most familiar with. This course will provide background and knowledge for students to evaluate the complexity of human culture — how is it that the way we evolved has defined who we are, but also how our ability to think differently than all other organisms on this planet has defined our species.

Learning Objectives

This is a lecture-based, active-learning course for students with a background in anthropology, biology, psychology, and cognitive science with a focus on evolution and behavior. This course will provide students with:

1. Gaining expert knowledge on the biology and evolution of humans.

2. Improve ability to discern the unique aspects of human behavior.
3. Analyze, synthesize, and critique primary research articles, and use discipline related criteria to identify which opinions can be accepted, rejected, or need further study.
4. To apply scientific knowledge as well as analytical and experimental skills to produce collaborative original work.
5. Practice constructing presentations and presenting arguments in debate format.

Classroom policies

This is an active-learning course, and most of the course will be discussion-based. Students are expected to contribute to the discussion in every class and should be familiar with the assigned readings. Like all research, some aspects of this course will be collaborative. The goal of team-based activities is to provide students with an opportunity for clarifying their own thoughts on course material, for synthesizing multiple opinions, and for accessing more information than can be accomplished alone. The instructor will determine small groups by assignment in the second week of the course.

A few ground rules are expected to promote full participation.

- Students will silence all cell phones/tablets/laptops during class. These items are only permitted for the taking of notes and accessing course material via the course website; any other use may result in a loss of this privilege.
- To promote a respectful, professional, and productive classroom environment, the following expectations will be maintained during all class sessions
 - Do not interrupt when someone else is speaking
 - You can criticize ideas, but not each other
 - Avoid inflammatory language
 - Support assertions with evidence from lectures or readings or speak from personal experience
 - Do not dominate the discussion
 - Make a single point each time you speak, rather than making a series

Contacting the Instructor and Office Hours

Please contact me through email kufeldt@usc.edu or through Brightspace. I understand that my office hours may not accommodate everyone's schedule. I am happy to meet with students at another time or through zoom, please contact me to schedule a preferred time.

Grading and Assessment

Participation in this course is very important since most of your grade is based on in-class assignments, therefore regular attendance is crucial to maintain a high grade. Grades are based on in class assessments (Jigsaws, Think Piece, Journal Entries), a midterm, and final paper.

Every student must complete all assignments. I understand that life gets in the way, so you are allowed two unexcused absences and if you miss an in-class assignment, there will be an

alternative assignment for you to complete. This course requires reading, writing, and critical thinking.

Final grades will be determined on the following rubric:

1. In class activities (Word Association, Think Piece, Journal Entries, etc.): 15%
2. Small group activities: 25%
3. Short paper: 20%
4. Midterm: 20%
5. Final Exam: 20%

1. In-class activities

To get the most out of the class, it is essential that students stay on top of the readings and other material. Because this course is discussion-based, class participation and regular attendance are key components of final grades. Students are expected to contribute to every class. Such contributions should 1) demonstrate familiarity with the reading material, 2) offer critical assessment of the reading material, and 3) display openness in beginning and maintaining conversations with other students. Tardiness and lack of participation will result in a loss of points. *For this purpose, there will be timed writings labelled as think pieces and double journal entries, this is for students to engage with the material and ask questions for further clarification.*

- Each in-class activity is worth 10 points and is worth 15% of your total grade.

2. Small group activities

Small-group activities such as the Jigsaw will occur five times during the semester. These small group activities will focus on different ways of presenting what students have learned to each other and to the larger group. Attendance is important for every class, but very important for small group activities.

- Each small group activity is worth 10 points and is worth 25% of your total grade.

3. Short Paper

Students will be given the opportunity to respond to several prompts and write a short paper reflecting on the subject and using primary sources to support their position. More information will be given on Brightspace along with a rubric.

- The paper will be graded out of 100 points possible and worth 20% of your final grade.

4. Midterm

Students will be given an in-class midterm, where they will be expected to respond to a mix of short-answer and essay topics. This exercise is meant to demonstrate how the student critically reads and considers the material they are learning throughout the course.

- The midterm will be graded out of 50 points and is worth 20% of your final grade.

5. Final Exam

Similar to the midterm, the final exam is an exercise to demonstrate their understanding of the material covered throughout the course. Though the material tested will likely cover the later section of the course following the midterm.

- The final exam will be graded out of 50 points and is worth 20% of your final grade.

Final grades will be determined by the following grading scale:

94 – 100%	= A
90.0 – 93.99%	= A-
87.6 – 89.99%	= B+
84 – 87.5%	= B
80 – 83.99%	= B-
77.6 – 79.99%	= C+
74 – 77.5%	= C
70 – 73.99%	= C-
60 – 69.99%	= D
59% and below	= F

Note on Late or Missed work

There are no make-up opportunities for late or missed work on in-class activities. If you contact me ahead of time about missing a small group activity, there will be an opportunity to do an alternative assignment, but you must contact me ahead of time since the schedule is available on the syllabus.

Required texts

No textbook encapsulates all the material covered in this course and instead multiple resources are used. Readings for each week will be posted as PDFs on Brightspace or the course google drive folder. Readings are due **on the day they are listed** in the week-by-week scheduled outline below and need to be completed before class.

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

USC has a strict policy (Campus 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).

Course Schedule

Please note the schedule is tentative and likely to change!

<u>Week 1</u>		
		<i>Evolution and Ecology of Social Living</i>
Tuesday	August 26	Course Introduction
Thursday	August 28	Evolution Review
		Readings: Overview of evolutionary concepts – Lewin, R., Foley, R., 2004. The Principles of Evolutionary Theory
<u>Week 2</u>		
Tuesday	September 2	Ecology of Social Relationships: Why live in groups?
Thursday	September 4	Evolution of Social Behavior
		Readings: Terborgh, J., Janson, C.H., 1986. The Socioecology of Primate Groups. Annual Review of Ecology and Systematics 17, 111 – 135.
<u>Week 3</u>		

		<i>Human Cognitive Niche</i>
Tuesday	September 9	Cooperation
Thursday	September 11	Cooperation cont. Small Group Activity: How to read a paper, Part 1
		Readings for group assignment: Tague, R.G., Lovejoy, C.O., 1986. The obstetric pelvis of A.L. 288-1 (Lucy). <i>J Hum Evol</i> 15, 237 – 255.
<u>Week 4</u>		
Tuesday	September 16	How are humans different? Human cognitive niche
Thursday	September 18	Aggression
		Reading: Leavens, D., Tagliantela, J.P., Hopkins, W.D., 2014. From grasping to grooming to gossip, <i>In, The Evolution of Social Communication in Primates</i> . Pinker, S., 2010. The human cognitive niche: Coevolution of intelligence, sociality, and language.
<u>Week 5</u>		
Tuesday	September 30	Mating Strategies
Thursday	October 2	Mating Strategies cont.
<u>Week 6</u>		
Tuesday	October 7	Small Group Activity → Jigsaw: Evolutionary Evidence for Human Cognitive Niche
Thursday	October 9	Exam I
		Readings: See Brightspace for Jigsaw group readings
<u>Week 7</u>		
		<i>Uniquely Human?</i>
Tuesday	October 14	Mating strategies/mating preferences Small Group Activity: How to read a paper, Part 2.
Thursday	October 16	Fall Recess
		Readings for group assignment: Tague, R.G., Lovejoy, C.O., 1986. The obstetric pelvis of A.L. 288-1 (Lucy). <i>J Hum Evol</i> 15, 237 – 255.
<u>Week 8</u>		
Tuesday	October 21	Mating preferences cont./Male mate preferences

Thursday	October 23	Small Group Activity → Jigsaw: Mating strategies
		Readings: See Brightspace for Jigsaw group reading
<u>Week 9</u>		
Tuesday	October 28	Child/genes/environment
Thursday	October 30	Parenting/grandparenting/Stepparents
		Readings: Crabbe, J.C., Phillips, T.J., 2003. Mother Nature meets Mother Nurture. <i>Nature</i> 6, 440 – 442.
<u>Week 10</u>		
Tuesday	November 4	Parenting
Thursday	November 6	Grandparenting
<u>Week 11</u>		
Tuesday	November 7	Parenting/grandparenting/Stepparents
Thursday	November 9	Infanticide
		Readings: Daly, M., Wilson, M.I., 1996. Violence against stepchildren. <i>Curr Dir Psych Sci</i> 5, 77 – 81. Watkins, A., 2021. Reevaluating the grandmother hypothesis. <i>HPLS</i> 43, 103.
<u>Week 12</u>		
		<i>This modern hellish life</i>
Tuesday	November 11	Female orgasm/homosexuality/sexual coercions Due: Short paper
Thursday	November 13	Sex differences in the context of mating strategies
		Readings: Kirkpatrick, R.C., 2000. The Evolution of Human Homosexual Behavior. <i>Current Anthropology</i> 41, 385 – 399.
<u>Week 13</u>		
Tuesday	November 18	Cognitive sex differences in the case against perceived differences
Thursday	November 20	Small Group Activity → Jigsaw: Cognitive sex differences
		Readings: Singh, R., Masih, P.P., 2022. An Overview of the Relation between Depression Anxiety Stress and the Resilience among College Students. <i>International Journal of Social Sciences</i> 10, 376 – 378. Conellan, J., Baron-Cohen, S., Wheelwright, S., Batki, A., Aluwalia, J., 2000. Sex differences in human neonatal perception. <i>Infant Behavior & Development</i> 23, 115 – 118.

<u>Week 14</u>		
Tuesday	November 25	Video and think piece: Secret lives of Bonobos
Thursday	November 27	Thanksgiving
<u>Week 15</u>		
Tuesday	December 2	Human domestication and evolutionary mismatch
Thursday	December 4	Final Exam

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 Campus 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 Campus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.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) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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

Diversity, Equity and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.