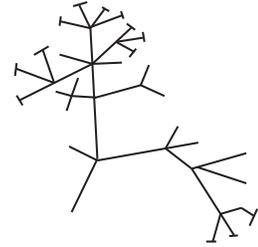


Evolutionary Theory (ANTH 468) Spring 2017

Class Time: TR 12-1:50pm
Class Location: 104 Condon

Instructor: Dr. Kirstin Sterner
E-mail: ksterner@uoregon.edu
Office: 352 Condon Hall
Office Hours: Thursdays from 2pm to 4pm, & by appointment



Prerequisites

Introduction to Biological Anthropology (ANTH 270) or instructor permission is required to enroll in this course. Students should have an understanding of basic evolutionary theory *prior* to enrolling in this course.

Course Description and Objectives

Evolutionary theory provides a theoretical framework with which to understand primate (including human) biology, behavior, evolution, and diversity. In this course we will 1) explore the fundamentals of modern evolutionary theory, its history and its implications for biological organisms; 2) survey some historical and ongoing debates in evolutionary biology; and 3) apply concepts of evolutionary theory to anthropology.

Course Content

After surveying the historical development of evolutionary theory and the state of current knowledge regarding mechanisms of evolutionary change, we turn our attention to patterns and processes in human evolution.

This course will provide students the opportunity to critically evaluate and discuss research in evolutionary theory by engaging with primary literature in the field. This course is not meant to serve as an introduction to evolutionary theory.

Course Format

Directed discussion with weekly group presentations.

Required Readings

All readings will be available online (Canvas). Please see **Reading List** handout for weekly reading assignments. Readings should be completed before arriving to class on the day they are listed.

Classroom Etiquette

Help make this an intellectually safe and friendly environment by respecting others in the class. Along these lines, please:

- arrive for class on time and read all articles before the start of each class.
- do not interrupt someone speaking in class.
- silence or turn off your cell phone during class.
- never text, instant message or surf the web during class. **In addition to being disrespectful and distracting, it will cost you your participation credit for the day.**

- never record (audio or video) any part of the lectures or discussions unless you have my permission.

Evaluation Criteria

Participation in class discussion is required and very important for your grade in this course. Please read the **Tips for Success** handout for advice on how to get the most out of this course. If you are having trouble, come to my office hours or talk to me after class as soon as possible.

Grades

See Grading Statement (below) for an explanation of what each letter grade requires. Grades will reflect the following: participation in class discussions; submission of weekly discussion questions; group presentation; and performance on a final research paper (outline and final paper).

Class Participation	20%
Discussion Questions (3 per week)	20%
Group Presentation & Discussion	25%
Research Paper Outline (Due 5/25)	10%
Final Research Paper (Due 6/14 by Noon)	25%

Class Participation

Participation is an important part of this course and this is recognized by assigning 20% of the total grade to class participation. Students are expected to attend class and contribute to in-class discussions. In order to facilitate participation there will be small group discussions in addition to whole class discussions. If you need to miss class you should let me know.

Discussion Questions

You are required to submit at least three discussion questions per week related to the reading material from that Thursday. **Discussion questions should be completed before class (typed and printed – there will be no credit given for handwritten questions) and are due on Thursdays unless otherwise noted.** These questions will help direct our discussions and tailor the material to the specific interests of the class. The best questions are often the ones that link course material and bridge readings with outside information. Write thought-provoking questions that show you have not only read the material but have synthesized its content to receive full credit for these assignments. Instructions will be given in the first lecture.

Student Presentations and Student-Led Discussion

Beginning in week 4, each student (working in a small group) will be required to present 1-2 articles that integrate that week's topic with primate/human evolution and lead the class in discussion. **Each group is responsible for emailing me 3 articles of interest and a brief (one paragraph) justification for each article by 11am Tuesday the preceding week and should check-in with me during office hours that Thursday (one week prior to the presentation).** Your presentation grade will be based both on how well the article(s) is presented and on how well you facilitate class discussion following the presentation. All group members are required to contribute and participate in both the presentation and discussion. Failure to contribute will negatively impact your grade. See the **Guidelines for Article Presentation** handout for more information.

Research Paper

The final research paper will be 10 pages (double-spaced). The specific topic of the paper is the choice of the student, provided it is appropriate for the class and follows the guidelines outlined in the **Research Paper Guidelines** handout. **Your research paper topic is due by class on May 4th and your outline is due by May 25th.** If you would like me to provide feedback on a draft of your research paper you must get it to me before class on June 6th. **The paper topic, outline, and final paper should be printed out and turned in (not emailed).** Instructions for all assignments related to the research paper can be found in the **Research Paper Guidelines** handout.

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. Please bring a notification letter from Disability Services outlining your approved accommodations.

Grading Statement

Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F < 60% (with minus and plus grades assigned at appropriate cutoffs).

- A+ Quality of student's performance significantly exceeds that of an A. Very few, if any, students receive this grade in a given course.

- A Outstanding performance relative to that required to meet course requirements; demonstrates both mastery of course content & coursework quality at the highest level.

- B Performance that is significantly above that required to meet course requirements; demonstrates both mastery of course content & coursework quality at a high level.

- C Performance that meets the course requirements in every respect; demonstrates adequate understanding of course content and coursework quality.

- D Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates marginal understanding of course content and coursework quality.

- F Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates inadequate understanding of the course content and coursework quality.

Tentative Course Schedule and Assignments

Week	Date	Topic
1	Tuesday April 4 th	Course Introduction and Overview
	Thursday April 6 th	The Pre-Evolutionary Worldview <u>Discussion Questions Due</u>
2	Tuesday April 11 th	Natural Selection and Variation
	Thursday April 13 th	Natural Selection and Variation (cont.) <u>Discussion Questions Due</u>
3	Tuesday April 18 th	The Modern Synthesis
	Thursday April 20 th	Adaptation <u>Discussion Questions Due</u>
4	Tuesday April 25 th	Species Concepts and Speciation
	Thursday April 27 th	Student Presentation and Discussion * <u>Discussion Questions Due</u>
5	Tuesday May 2 nd	Sexual Selection
	Thursday May 4 th	Student Presentation and Discussion * <u>Discussion Questions Due</u> <u>Research Paper Topic Due</u>
6	Tuesday May 9 th	Evolution and Behavior
	Thursday May 11 th	Student Presentation and Discussion * <u>Discussion Questions Due</u>
7	Tuesday May 16 th	Evolution and Life History Traits
	Thursday May 18 th	Student Presentation and Discussion * <u>Discussion Questions Due</u>
8	Tuesday May 23 rd	Evolution and Development
	Thursday May 25 th	Student Presentation and Discussion * <u>Discussion Questions Due</u> <u>Research Paper Outlines Due</u>
9	Tuesday May 30 th	Evolution and Health/Medicine
	Thursday June 1 st	Student Presentation and Discussion * <u>Discussion Questions Due</u>
10	Tuesday June 6 th	Evolution and Society
	Thursday June 8 th	Course Discussion <u>Discussion Questions Due</u>
	Wednesday June 14 th	<u>Research Paper Due by Noon</u>

* Student Presentation and Discussions should relate to that week's topic.
(If no group is assigned I will lead the discussion/activity on this day.)

This syllabus is tentative and may change during the term. It is your responsibility to come to class and check Canvas for updates. Any changes to readings or assignments will be given in advance.