

ANTHROPOLOGY 15: Behavioral and Evolutionary Biology of the Human Life Cycle
T/Th 3:10-4:30 p.m., Young Hall 198

INSTRUCTOR: Dr. Meg Crofoot
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Office Hours: W/Th 1-2 pm, Young 208

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COURSE DESCRIPTION & GOALS: Why are our babies so expensive? Why do they take so long to grow up? How do we select our mates? Are male and female reproductive strategies in conflict? Why do we live so long after we've stopped reproducing? In this class, we will explore these and other questions about the human life cycle from an evolutionary perspective. We will focus on two major issues: (1) how and why does the human life cycle differ from that of other species? and (2) what explains the variation in people's reproductive decisions across cultures and over time? By the end of the course, you should understand the basic life history trade-offs that shape human reproductive biology and behavior, and identify ecological and cultural pressures that drive diversity in how and when humans are born, grow up, mate, give birth and die. You should be able to translate these ideas and communicate them to non-scientists in a variety of written formats. You will also have developed the skills to critically compare the coverage of scientific findings in the popular press to the results that were actually reported in the primary scientific literature.



LECTURE: Tuesdays & Thursdays, 3:10-4:30 pm, Young Hall 198.

Podcasts of the week's lectures and the lecture slides will be made available on SmartSite at the end of each week.

DISCUSSION SECTION: Information about the time and location of your discussion section is available by logging in to SmartSite. Discussion section attendance is **required**. One section can be missed without incurring a grade penalty. All additional absences will result in a 10 point deduction from the section participation grade (see 'Grading' below).

READING MATERIAL:

- 1) Hrdy, Sarah Blaffer. 1999. *Mother Nature: Maternal instincts and how they shape the human species*. New York: Ballantine Books.
- 2) Readings for discussion sections: PDFs of the assigned articles can be downloaded from SmartSite.

COURSE BLOG: The course blog, <http://2015.ant15.crofootlab.com>, will serve as a forum for discussing the book *Mother Nature*. Each week, a subset of the class will publish blog posts about the assigned reading. This blog post is **writing assignment #1**. Due dates for this assignment will vary by individual—your section leader will tell you ***your*** due date in the first section meeting. In addition to contributing a blog post, you are expected to read your classmates' posts, and make at least one substantive response to the online discussion every week.

OFFICE HOURS: We encourage you to give us the chance to get to know you by coming to office hours. Office hours are not only an opportunity for us to help you understand challenging or confusing course material and clarify course assignments; they are also a time to explore ideas from the course that interest you in a more in depth way. Times and locations for TA office hours are posted in the Resources section of the course SmartSite.

GRADING: Performance in this course will be assessed via 3 in-class tests (40%), 3 writing assignments (45%) and participation in section-based and online discussions (15%). The course will be graded out of a total of 1000 points, broken down as follows:

Tests (400 pts, 40%)	Three in-class tests, 200 points each. The midterms will cover approximately 1/3 of the concepts and information discussed in this course and will be a multiple choice/short answer format; the final will be cumulative and consist of short answer and/or essay questions. We will drop the lowest test score for each student.
Writing (450 pts, 45%)	One blog post and two take-home writing assignments, each worth 150 points. For each assignment, points will be awarded based on (1) proper use of the English language, including spelling and grammar (50 points), (2) factual correctness, including appropriate use of citations (50 points), and (3) the originality of the ideas and logical consistency of the arguments (50 points).
Participation (150 pts, 15%)	Participation in weekly discussion sections will count for 7% of the final grade. Grades will be assigned based on attendance (5 points/week) and active participation (5 points/week), for a total of 70 points. You are also expected to contribute each week to online discussions related to your classmates' blog-posts, and to do so in a substantive and civil manner. Online participation will count for 8% of the final grade (80 points total).
Extra Credit:	Up to 50 additional points will be awarded based on the completion of short assignments and exercises during lecture. These assignments will not be graded, but must be handed in to your section leader to receive credit. You are responsible for making sure that you have a pen and paper to complete each assignment and that your name and student ID number are printed clearly at the top of their paper. <i>No requests for additional extra credit work will be considered.</i>

Format of writing assignments: Prompts for writing assignments will be posted on SmartSite and will be discussed in sections. We will ask you to upload your assignments to SmartSite as a Word file (.doc or .docx) or, in the case of your blog entry, to the blog website on (or before) the due date. Hard copies must also be printed out and turned in to your section leader. Documents should have 1 inch margins, be double spaced and use 12 point font. The word count range for each assignment does not include your bibliography/works cited section.

Late Work: Assignments will not be accepted after their due date. However, if you miss a writing assignment, we encourage you to set a meeting with your TA.

Missed exams: Missed exams will automatically be awarded a zero, and this grade will be dropped, assuming you do not miss either of the other tests. Legitimate conflicts (i.e. travel for school sponsored activities) must be discussed with me during the first full week of classes. If you have an emergency and want to schedule a make-up exam rather than dropping the test, contact me via email—preferably beforehand—and be prepared to provide documentation.

Contesting a grade: If you feel that an error was made in grading a test or a writing assignment, please submit a written request for a re-grade to your section leader within 2 weeks of it being handed back. Requests should (1) clearly identify the assignment and (if relevant) the question number, (2) describe your question or concern about your grade, and (3) explain why you think a mistake was made in grading your work.

****Please note:** We will not be posting your grades on SmartSite. Tests and assignments will be handed back in section.

STUDENT RIGHTS AND RESPONSIBILITIES:

You are expected to follow the UC Davis Code of Academic Conduct (<http://sja.ucdavis.edu/files/CAC.PDF>). The honor code requires you to act fairly, honestly, and avoid academic misconduct, including cheating, plagiarism and copying. Incidents of academic dishonesty will be reported to the Office of Student Judicial Affairs.

Civil discourse: You may have strong opinions about some of the topics we will discuss in this class. In addition to sharing your thoughts, your responsibility in this class includes listening to and engaging with your class-mates' ideas, and maintaining a civil tone and dialogue. ***Disrespectful, disparaging or aggressive commentary in in-class or online discussions will not be tolerated*** and will negatively impact your class participation grade.

Classroom courtesy: You have the right to a learning environment that encourages success, and the responsibility to make sure that your actions do not negatively impact the experiences of your classmates. Please work to minimize distractions by arriving to lecture and section a few minutes early and by not leaving before lecture has finished—I promise I'll let you know when we're done for the day. If you are going to use a laptop in class, please sit in the back rows or along the sides of the room. Finally, please silence your phones during lecture and section.

Communication: Course TAs and I are committed to providing timely feedback and support to help you succeed in this class. Please note, however, that with a class this size, it is not practical or possible to answer emails immediately. ***We will do our best to respond to emails within two working days.*** Please plan accordingly. Also, note that ***all questions regarding course logistics or grades should first be addressed to your section leader.*** Emails, in this context, are professional correspondence and should use appropriate language and greetings. If you have questions that require more than a short answer, we suggest that you see us in person. We will be better able to explain course material or resolve logistical problems face to face.

Students with specific needs: Students with illnesses or disabilities that might affect their work (in or out of the classroom) should check with me during the first week of class. We can make a variety of arrangements that help insure equal opportunity. If you have emergency medical information to share with me or if you need special arrangements in case the building must be evacuated, please inform me immediately.

Third Party Software and FERPA: During this course you will use a public online blog, sometimes called third-party software. Although these are required assignments, you do not need to post any personally identifying information on this public site. For example, when appropriate, and after discussion with me, you may use a pseudonym or nickname if you are not comfortable using your real name. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable or sensitive information. Also, do not post any private information about yourself or your classmates. If you have any concerns about how to approach the online portions of this course, please contact me during the first week of class.

COURSE SCHEDULE:

Date	Week	Lectures	Readings	Assignments
1/6	1	Course Introduction, Overview of the human life cycle	Preface Ch 1 & 2	
1/8	1	Introduction to Evolutionary Theory		
1/13	2	Adaptations & Nature vs. Nurture	Ch 3 & 4	<u>Section</u> : Instructions and due dates for writing assignment #1
1/15	2	NO CLASS		
1/20	3	Understanding altruism: Kinship, reciprocity & group selection	Ch 5	Read & comment on Week 3 blog posts
1/22	3	Sex: Why do we have it?		
1/27	4	Sex: How does it shape us?	Ch 6-8	Read & comment on Week 4 blog posts <u>Section</u> : Read Brosnan & de Waal 2003 & prepare discussion guide questions Instructions will be given for writing assignments # 2 & 3
1/29	4	**Midterm 1**		
2/3	5	Introduction to life history theory	Ch 9 & 10	Read & comment on Week 5 blog posts <u>Section</u> : Read Mascaro et al. 2013 & prepare discussion guide questions
2/5	5	Human life histories in comparison		
2/10	6	Growing up	Ch 11 & 12	Read & comment on Week 6 blog posts <u>Section</u> : Read popular press articles on Mascaro et al. 2013 & prepare discussion guide questions **Writing assignment #2 due in section
2/12	6	Fertility		
2/17	7	Parental Care	Ch 13 & 14	Read & comment on Week 7 blog posts No Section
2/19	7	**Midterm 2**		
2/24	8	Menopause and aging	Ch 15-19	Read & comment on Week 8 blog posts <u>Section</u> : Read Alvergne & Lummaa 2009 + popular press articles & prepare discussion guide questions
2/26	8	Parent-Offspring conflict		
3/3	9	Mate Choice & Sexual conflict	Ch 20-22	Read & comment on Week 9 blog posts <u>Section</u> : Read Caspari & Lee 2004 + popular press articles
3/5	9	Marriage		
3/10	10	Guest Lecture: Dr. Sarah Hrdy	Ch 23-24	Read & comment on Week 11 blog posts **Writing assignment #3 due in section
3/12	10	Life history evolution in the modern world		
FINAL March 19, 2015 8:00 am in Young Hall 198				

