**Advanced EvoS**

**ANT 480-001 | Spring 2018 | 3 Credit Hours**

**Dr. Christopher Lynn**

**Contact Information**

[Dr. Christopher Lynn](https://www.ua.edu/directory/?i=cdlynn#listing)

**Prerequisites**

**UA Course Catalog Prerequisites:**

ANT 150; BSC 220; & ANT 270, PHL 380 OR GEO 102

ANT 150, ANT 451 (Readings in ALLELE), BSC 220, & ANT 270, GEO 102, or PHL 387, & 1-credit Independent Research

**Course Description**

**Course Description and Credit Hours**

This course is the capstone to the Evolutionary Studies minor and should be taken in the final semester of the program. This course meets in conjunction with “Evolution for Everyone,” the minor introductory course to the minor, to revisit the basic principles and application of evolutionary theory. These courses are team-taught by faculty from around the University and integrate the Alabama Lectures of Life’s Evolution series, so they are likely to be different for you in both iterations. The course will review applications of evolutionary theory in the natural, social, and applied sciences and in the humanities. Additionally, you will conduct or complete a culminating project during the first half of the semester. During the second half of the semester, you will present this to the class and submit an article based on your project for publication in a peer-reviewed science journal.

**Texts**

* LYNN / Evolution Education in the American South : Culture, Politics, and Resources in **(Recommended)**

**Student Learning Outcomes**

By the end of this term, you should be able to:

* Complete a creative or research project related to evolutionary theory
* Produce a publishable paper or project that summarizes your project
* Present your findings to an audience of peers
* Produce a portfolio that outlines your accomplishments as an EvoS minor

**Other Course Materials**

**Blackboard**

This course will use Blackboard to distribute additional readings.  Access Blackboard via myBama.  There is a box called Blackboard on the Academics tab that should list your courses that are currently let up with Blackboard.

**Exams and Assignments**

**Participation:**You will be required to compose relevant questions to ask the ALLELE speakers when they visit class. You will post these to Blackboard before class.

You will also be required to attend all ALLELE lectures. Dates are posted on the ALLELE website and Facebook page. You will take selfies at each lecture and send them to me via Blackboard to verify your attendance. If you cannot attend these lectures, you have two options. You can send someone in your place and have them take notes and a selfie to verify their presence. You can then send me a summary of the lecture from your proxy's notes and the selfie with their name. Or you can take advantage of other extra credit opportunities as outlined below.

**Presentation:** You will also prepare a conference-ready presentation of your paper and project to be given to the class on the date indicated. Conference presentations are typically 15 minutes long with a 5-minute question and answer period. Formats follow those of the paper and include visuals. You may use an abbreviated version or outline of your paper for guidance, but DO NOT READ YOUR PAPER VERBATIM. Presentations will be evaluated based on clarity and coherence, formatting and grammar/spelling, composure, and impact.

**Portfolio:**You will compile a portfolio outlining everything you have done as part of the EvoS program. The portfolio should be assembled in a 3-ring binder, use section separators with labeled tabs, and contain the following elements:

1. Cover page including your name, major, project adviser, and years documented by the portfolio.
2. Listing of the courses you completed for the minor.
3. 250-300 word summaries of what you learned in each course and your reflections on those courses.
4. Graded project proposal you composed for ANT 150.
5. Graded book review you composed for ANT 150.
6. Any graded papers or evidence of your integrative learning from any of the EvoS courses.
7. A written summary of your experiences interacting with the ALLELE speakers and reflection on those experiences. No more than 100 words is necessary for each speaker, but you must write about each speaker you encountered (i.e., read article by them, sat in class discussion with, went to lunch with, etc.).
8. The IRB proposal and approval (if relevant) you obtained to conduct your project.
9. A printout of your ANT 480 presentation.
10. A copy of your final ANT 480 paper.
11. Any additional material related to you EvoS experience (conference presentations, blog posts, photographs, Club officer roles or experiences).
12. A reflective summary of your EvoS experience (minimum 500 words). Think about how your EvoS experience has influenced your worldview or how it may be useful to you in future pursuits.
13. Finally, the grade you think you deserve in ANT 480 and why (no promises, but I take it into consideration).

**Grading Policy**

10% = PARTICIPATION

30% = PROJECT PAPER

20% = PRESENTATION

40% = PORTFOLIO

100%

**Outline of Topics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topic** | **Video** | **Activity/Assignment** | **Reading** |
| Thurs 1/11 | Intro/Formulating project |  |  | EEAS Preface & Front Matter |
| Tues 1/16 | Scientific method | [*Dogs Decoded*](https://vimeo.com/19472436) |  | Mead & Mates 2009 |
| Thurs 1/18 | Everyday science |  |  |  |
| Tues 1/23 | Falsifiability of hypothesis | [Ron Numbers ALLELE](https://vimeo.com/157632179) |  | Souza & Bingham 2014 |
| Thurs 1/25 | Darwinism in Southern history |  |  | Numbers & Lester 2017 |
| Tues 1/30 | Polygenist history in Alabama (Peterson) | [Sean Carroll ALLELE](https://vimeo.com/157634564) |  | Peterson 2017 |
| Thurs 2/1 | Alabama’s disclaimer |  |  | Branch 2017, Hawley & Phillips 2017 |
| Tues 2/6 | Evolution of the Universe (Bailin) | Lawrence Krauss ALLELE |  | [Chiappini 2001](http://web.williams.edu/Astronomy/Course-Pages/402/images/AmSci_Chiappini_MW_ev.pdf) |
| Thurs 2/8 | Evolution and psychology of human cognition (Crespi) |  | Post discussion question to Blackboard | Crespi 2016 |
|  | | | | |
| Tues 2/13 | Research methods | [Natalie Jeremijenko](http://newpaltz.mediasite.suny.edu/Mediasite/Play/2c5061e017a240b6893843038770f09a1d?catalog=ae73fe38-0251-4ff8-b14d-b8b35a366b54) |  |  |
| Thurs 2/15 | How chemicals form life (Dunkle) |  |  | [Aldridge 2003](https://www.chemistryworld.com/news/the-dna-story/3003946.article) |
| Tues 2/20 | Evolution acceptance among students | No Dinosaurs in Heaven |  | Glaze 2017, Schrein 2017, Rissler et al. 2014 |
| Thurs 2/22 | How does inheritance work? (Lozier) |  |  | Lozier 2017 |
| Tues 2/27 | Sex in evolution (Pienaar) | [Mammals and Lice](http://evolution.binghamton.edu/evos/2011/02/light-video/) |  |  |
| Thurs 3/1 | Invertebrate evolution (Kocot) | [Botany of Desire](http://naturedocumentaries.org/126/the-botany-of-desire/) |  |  |
| Tues 3/6 | Wetland ecology & conservation (Cherry) | [Chris Mooney ALLELE](https://vimeo.com/157634109) |  |  |
| Thurs 3/8 | Peer reviewing |  |  |  |
| Tues 3/13 | SPRING BREAK | | | |
| Thurs 3/15 |
| Tues 3/20 | Reviewing books |  |  |  |
| Thurs 3/22 | Mass extinctions (Tobin) | [Linda Ivany ALLELE](https://vimeo.com/157596819) |  | [Lee et al 2010](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2870990/) |
|  | | | | |
| Tues 3/27 | Trace Fossils of Alabama (Buta) |  |  | Buta 2017 |
| Thurs 3/29 | Paleoenvironments & climate change (Minzoni) | [Anthony Martin ALLELE](https://vimeo.com/126813142) |  |  |
| Tues 4/3 | Human evolution |  |  | Bingham et al 2017 |
| Thurs 4/5 | Evolution of communication (Buhr) | [John Hawks ALLELE](https://vimeo.com/123088944) |  |  |
| Tues 4/10 | Evolution of consciousness | Victoria Ingalls |  |  |
| Thurs 4/12 | Why evolution hides the truth from our eyes (Hoffman) |  | Post discussion question to Blackboard | [Hoffman interview](https://www.theatlantic.com/science/archive/2016/04/the-illusion-of-reality/479559/) |
| Tues 4/17 | Naturalist drawing (Wegrynowski) | [John Muir Laws](http://lecture.ucanr.edu/mediasite/Play/4e5c0fdfdd0f4842a27efd54660a4eb11d) |  |  |
| Thurs 4/19 | Peer reviewing |  | Project presentations |  |
| Tues 4/24 | Evolution and body modification | [Rebecca Burch ALLELE](https://vimeo.com/157632644) | Project paper due | Lynn & Medeiros 2017 |
| Thurs 4/26 | Evolution in media (Evans) |  |  | Evan 2017 |
|  | | | | |
| Wed 5/2, 8AM | Portfolio due | | | |

**Policy on Missed Exams and Coursework**

**Portfolio and Paper:**Late submissions will only be accepted by prior arrangement and with a very good reason. Otherwise, I will begin deducting 1 point from the for each day or portion thereof that it is late. If it is received more than 15 days late, you will receive a 0 for the assignment. Many assignments being due at the same time is *never*a good reason, and extensions will never be authorized on that basis, so please don’t ask. No extensions will be authorized during the 3 days immediately prior to the due date except in the case of a legitimate medical emergency.

**Presentation:**  If you cannot present on your assigned date, you must notify me in advance so it can be scheduled for an earlier date. If you miss your presentation due to illness or an emergency, you must provide documentation justifying your absence, or you will receive a 0. If you provide documentation to justify your absence, an alternate presentation date will be scheduled on a case by case basis.

**Attendance Policy**

Attendance is expected. If you cannot attend a class, I expect you to contact me with a valid excuse.

**Notification of Changes**

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

**Statement on Academic Misconduct**

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](http://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/code-academic-conduct/) provided in the Online Catalog.

**Statement On Disability Accommodations**

Contact the [Office of Disability Services (ODS)](http://catalog.ua.edu/undergraduate/about/support-programs/disability-services/) as detailed in the Online Catalog.

**Severe Weather Protocol**

Please see the latest [Severe Weather Guidelines](http://catalog.ua.edu/undergraduate/about/support-programs/severe-weather-guidelines/) in the Online Catalog.

**Pregnant Student Accommodations**

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University’s FAQs on the [UAct website](https://www.ua.edu/campuslife/uact/information/pregnancy" \t "_blank).

**Religious Observances**

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](http://provost.ua.edu/uploads/3/9/7/6/39760652/oaa_guidelines_for_religious_holiday_observance.pdf).

**UAct Statement**

The [UAct website](https://www.ua.edu/campuslife/uact/) provides an overview of The University's expectations regarding respect and civility.