Goal of the course
To read and discuss classic papers/chapters in evolutionary ecology that have particular relevance to questions in evolutionary anthropology. The focus is mostly on publications from the 1960s through early 1980s when fundamental ideas that go back to Darwin gave rise to a scientific revolution that established the main directions of subsequent work.

Organization & Evaluation
Students submit a ONE-PAGE (typed 1.5 spaces) précis of each week’s readings AND 2-3 discussion questions related to those readings to Hawkes’ mailbox in St 102 or email hawkes@anthro.utah.edu by 5:00PM Wednesday, the day before class.

In your précis identify the questions addressed in the reading assignments, why the questions are important, how they are tackled, and what the main findings/claims are. Choose discussion questions that aim to 1) highlight important issues/problems in the readings, 2) that you have something to say about, and 3) that are likely to stimulate discussion. (If you email, please attach a formatted Word document AND paste both your essay & discussion questions into the body of the message.) Grades will be based on the form and content of written assignments AND contribution to discussion.

Readings. Available through Marriott Library e-reserve:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Paper(s)</th>
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| 1/11  | **What is adapted?**  
| 1/18  | **Kinship**  
| 1/25  | **Cooperation**  
| 2/01  | **Sexes**  
| 2/08  | **Foraging**  
| 2/15  | **Life History**  
| 2/22  | **Cooperative Rearing & Shared Intentionality**  
Department and University Policies

**ADA Statement:** The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677.(COPS).

**Wellness Statement:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776).

**Student Code:** (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

**Incomplete Policy:** An "I" will only be given for work not completed because of circumstances beyond the student’s control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student’s normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". **Faculty will not accept additional work to change the grade after that one-year period.** If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.