Course Objectives
How does our past shape who we are today? Why are humans so social? Why do humans form families and why do we have such diverse mating systems? Why are humans the only primate with a sexual division of labor, language and religion? How do male and female mating and parenting strategies differ? Why do human children mature so slowly and adults live so long? This introductory course considers these and many other questions about human behavior, sociality, life history, sex differences and cognition. We will approach these topics from a broad evolutionary perspective using the concepts of natural and sexual selection, ecological and life history theory. The goal of the course is to examine human variation through biological evidence, the fossil record and cross-cultural data.

Course Requirements
The course is organized into three general sections: the evolutionary and biological basis of human nature, the evolution of mating behavior; and the evolution of social behavior. Attendance is required at the two lectures each week. Four labs will be given throughout the semester. No late assignments will be accepted. We will hold weekly live chat sessions on a topic relevant to the week’s reading and lecture. You are required to make a substantial contribution to the discussion at least five times throughout the semester. Exams will be based on lecture and reading material, and any films we may view. Exams cannot be rescheduled, taken early or made up, so please plan accordingly.

Your grade will be based on:
- Lab Assignments 100 pts
- Chat room and in-class participation 50 pts
- Midterm exam 100 pts
- Second exam 100 pts

Learning Outcomes
The course builds skills in critical and scientific thinking. Students will gain an appreciation of what makes us human both in terms of human uniqueness and what we share in common with other species. Students will learn the foundations of evolutionary theory, and how to explain various aspects of human biology, life history and behavior. They will also learn to design and conduct simple experiments and perform basic spreadsheet calculations.

Required Texts
Required books are available at the University Book Store.


Additional required weekly readings are available through the Marriot Library’s main webpage. Students can access course reserves by selecting the course reserves tab in the Marriott Library catalog, [http://search.library.utah.edu](http://search.library.utah.edu). Select the ‘course reserves’ tab at the top and fill ‘ANTH 1050 009’ and it will take you to the list of readings. Additional information on using course reserves can be found in our Course Reserve “How to Guide.” Readings are listed for the WEEK, and are best done before watching the lectures.

Announcements
Announcements will be the main source of communication for this class. All course and material updates, reminders, and changes will be posted via announcements. It is required that all students stay on top of these announcements. You can
Update your announcement preferences to have announcements sent directly to your email. You can update these preferences by following the instructions here: [https://community.canvaslms.com/docs/DOC-10624](https://community.canvaslms.com/docs/DOC-10624).

| Week 1 | 1/7 | Course overview and introduction; What is human nature? Evolutionary theory; Natural selection  
Reading: 1) *Human Nature* CH 1; 2) *The Red Queen* CH 1 |
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| Week 2 | 1/14 | The human lineage & how it shapes human nature; Hallmarks of human evolution  
Reading: 1) *Human Nature* CH 2; 2) *Food for Thought* |
| Week 3 | 1/21 | Life history principles  
Reading: 1) *Nisa* CH 1-4 |
| Week 4 | 1/28 | Evolution of the human life course: I. Birth to adolescence  
II: Reproduction, senescence and mortality  
Reading: 1) *Nisa* CH 5-10; 2) *Longevity. The ultimate gender gap*  
Screening: *N’ia. The Story of a !Kung Woman* |
| Week 5 | 2/4 | Sexual selection; Why two sexes: Why not asexual reproduction?; Historic interest in human sex roles  
Reading: 1) *The Universal Mating Game*; 2) *Polygamy and the Nature of Men* |
| Lab 1 due | | |
| Week 6 | 2/11 | Males & female mating strategies; Mating vs. parenting effort; Reproductive conflict; Marriage  
Reading: 1) *Human Nature* CH 5 (pgs 107-144 only); 2) *The Modern Dating Crisis*; 3) *Human Nature* CH 6 |
| Week 7 | 2/18 | EXAM 1 |
| Week 8 | 2/25 | Evolution of parenting; Why human males parent  
Reading: 1) *Human Nature* CH 7; 2) *Evolutionary Ecology of Human Pair-Bonds* |
| Week 9 | 3/4 | Cooperative breeding; The division of labor  
Reading: 1) *Human Nature* CH 8; 2) *Mothers and Others* |
| Lab 2 due | | |
| Week 10 | 3/11 | SPRING BREAK |
| Week 11 | 3/18 | Parent-offspring conflict; Sons vs. daughters; Status competition  
Reading: 1) *Parent-Offspring Conflict*; 2) *Human Nature* CH 9 |
| 3/20 | | |
| Week 12 | 3/25 | Evolution of social behavior; Human capacity for cooperation and sharing  
| Lab 3 due | | |
| Week 13 | 4/1 | Creating social glue; The evolution of communication & language; Game theory  
Reading: 1) *The Faculty of Language*; 2) *Horton Heared a Who*; 3) *Meaning and Mind in Monkeys* |
| Week 14 | 4/8 | Religion and theory of mind; Kinship  
Reading: 1) *Human Nature* CH 13; 2) *What, Me Care?*; 3) *The Mind* |
| Lab 4 due | | |
| Week 15 | 4/15 | Leadership, violence & aggression; Evolution of art & aesthetics  
Reading: 1) *Human Nature* CH 11 & CH 14; 2) *Bonobo Sex & Society* 3) *Why Apes & Humans Kill*  
Screening: *The Ax Fight* |
Week 16  
4/22  
EXAM 2  

Nurture/ Nature debate; Review  
Reading: 1) Human Nature Epilogue

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; 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). 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.