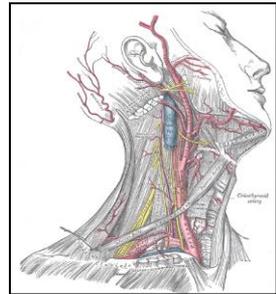
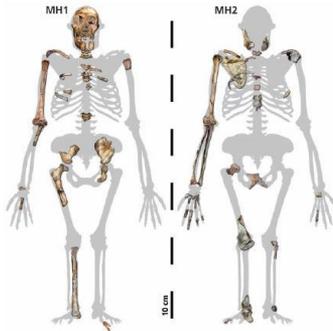


Evolutionary Anthropology

Handbook for Majors

2015 - 2016



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Originally published in 1993. Updated and reprinted annually.

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INTRODUCTION

In Evolutionary Anthropology (formerly Biological Anthropology and Anatomy), we study the physical and behavioral origins of the human species. To better understand the biology of who we are as a species, we integrate techniques and knowledge from a wide variety of disciplines. The study of fossils, for example, enables us to reconstruct the evolutionary history of the primate lineage, including humans. To aid in the interpretation of fossils, we need a broad knowledge base in anatomy, physiology, ecology and behavior. Functional anatomy helps us understand how an animal may have moved through its environment or what it ate. The behavior, ecology, physiology of modern primates is studied not only to help piece together our past, but also to understand modern human and primate behavior, the interplay between environments and social structure, and the evolution of cooperation, competition and cognition. Genetics, disease ecology, forensics and many other topics are also covered within Evolutionary Anthropology. The common theme throughout these subjects is the use of evolutionary theory and biology to piece together just what it is that makes us human and help us better understand how our species fits into the larger world.

Students who major in Evolutionary Anthropology (EvAnth) have a variety of interests and long-term goals. Some of our alumni go on to graduate study in paleontology, functional morphology, behavioral ecology, cognitive studies or conservation. Many others pursue a professional education in the health sciences (medical, dental and veterinary school, nursing, physical therapy, or physician's assistant programs) or work in health related fields such as health policy, public health, and forensics. Our alumni have become teachers, researchers, and doctors among many other professions. We strive to make our major one that prepares students for any number of science-related careers. For more descriptions of job opportunities for students with bachelors and masters degrees in evolutionary anthropology, see the careers website put together by The American Association of Physical Anthropologists (<http://physanth.org/career>).

MAJORING IN EVANTH

The EvAnth major offers two degree tracks: the Bachelor of Arts (A.B.) and the Bachelor of Science (B.S). Within either track, you can declare a concentration in either “Anatomy and Paleoanthropology” or “Behavior, Ecology and Cognition”. We also offer a minor. Requirements for each track and concentration are provided on pages 6-9.

Becoming a major:

Before the end of your sophomore year, working with your pre-major advisor, you will develop a long-range plan of academic study and declare a major. Detailed instructions are available at the Advising Center web site: <http://trinity.duke.edu/advising/sophomore-year/declaring-a-major>. If you are already a major in another department and wish to add EvAnth or change your major, you can do so at the Registrar’s office (located in the Smith Warehouse). After declaring your major, we will contact you and ask your preference for an advisor. We will do our best to match you with your preferred adviser, but naturally that is not always possible. Advisors and their research interests are listed on pages 15 - 17 of this booklet.

To aid you in developing your academic plan, we have included a worksheet at the end of this booklet. As you put together your long-range plan, keep in mind that some advanced courses are offered only once a year and others even less frequently. The DUS can help you assess when particular courses are most likely to be offered. Also remember that some courses have prerequisites that must be met before registering for the course (e.g., most 500-level courses require at least one 200 or 300-level course in the same area of study). It is a good idea to complete both of the 200-300 level core requirements – one in anatomy/paleontology, the other in behavior, ecology or cognition – early in your academic career. This will prepare you for most 400 and 500-level courses which are designed to be taken in the junior or senior year.

We encourage you take advantage of the opportunity to participate in faculty research projects and independent study projects. See the DUS for help in getting started in a research lab.

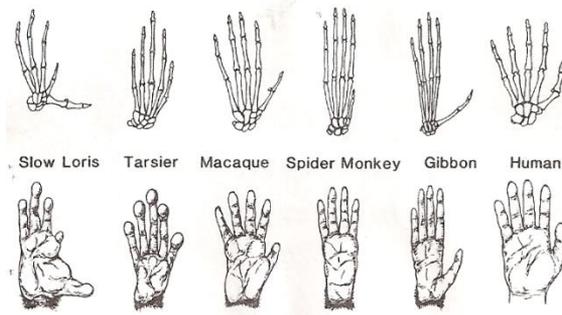
Major Requirements

The EvAnth major offers two tracks, one leading to the Bachelor of Science (B.S.) degree, and one leading to the Bachelor of Arts (A.B.) degree. The B.S. degree is the best option for students intending to pursue research or professional careers in evolutionary anthropology (also referred to as physical anthropology or biological anthropology), the health professions and other science-related careers. The A.B. degree is the more general liberal arts major. Although both majors require a similar number of courses, the B.S. has a greater number of pre- and co-requisites that reflect a greater breadth in the natural sciences. Concentrations (see page 9) are the same for both tracks.

In both degrees there is the opportunity to take relevant courses in other departments (e.g., Biology, Chemistry Psychology and Neuroscience). There is a list of pre-approved electives from other departments available on page 29. Students may also petition their advisors and the Director of Undergraduate Studies (DUS), in writing, to have other courses count toward their electives (this is especially encouraged for one-time special topics courses that might be of particular relevance to EvAnth).

Specific requirements are continued on the following page.

** Note - the university has put together a great website with lists of university requirements, resources and commonly used forms (e.g. transfer credit requests). Search "Duke T-reqs" or go to trinity.duke.edu/academic-requirements*



B.S. degree in Evolutionary Anthropology

Prerequisites: EvAnth 101 or 101D

Co- requisites: Biology 201L and 202L

Chemistry 101DL (or equivalent) and 201DL

Math 111L (or equivalent)

Physics 141L (or equivalent)

Introductory level Statistics (typically Stats 101 or 102, but can also be EvAnth 381 (on hiatus) or Psych 201 (check prerequisites)

Major requirements: Eight courses numbered 200 or above are required (not including the above pre- and co-requisites) of which one course must be a capstone course (this currently includes all 400 and 500-level courses within the department). One course is required in each of the following areas 1) human/primate paleontology or anatomy and 2) primate behavior, ecology or cognition (see pg. 8). At least 5 courses must be taken in Evolutionary Anthropology; up to three courses may be taken in related departments based on a pre-approved list of electives or pre-approval by the DUS. One course must be a lab/field experience (research independent studies may count toward this requirement). No more than two independent studies can be used toward the 8 courses.

A.B. degree in Evolutionary Anthropology

Prerequisites: EvAnth 101 or 101D

Co- requisite: Biology 202L

Major requirements: Nine courses are required (not including the above pre- and co-requisites) of which eight courses must be 200-level or above and one course must be a capstone course (this currently includes all 400 and 500-level courses within the department). One course is required in each of the following areas 1) human/primate paleontology or anatomy and 2) primate behavior, ecology and/or cognition (see pg. 8). At least 5 courses must be taken in Evolutionary Anthropology; up to four courses may be taken in related departments based on a pre-approved list of electives (see pg. 29) or pre-approval by the DUS. One course must be a lab/field experience (research independent study may count toward this requirement). Note that no more than 2 independent studies may be counted toward the 9 courses.

SECOND MAJORS

Requirements for second majors are the same as for first majors.

The Minor in EvAnth

Requirements: EvAnth 101 or 101D; one course in from the Anatomy and Paleoanthropology area (see below); one course the Behavior, Ecology and Cognition area (see below) and at least two elective courses numbered 200 or above in EvAnth for a total of 5 courses. Note that all five courses must be in EvAnth.

AREA COURSES

The following courses qualify for the area requirements for both majors and minors (other courses may be approved by the DUS as appropriate). Note that it is recommended that students take these courses early in the academic career to prepare for more advanced courses during their junior and senior years.

Anatomy and Paleoanthropology

EvAnth 220, 221S, 230, 231L, 235L, , 330, 333L, 334L, 336S,

Behavior, Ecology, and Cognition:

EvAnth 212FS, 246, 253, 257, 260(K), 280, 310, 341, 344L, 355, 359S, 363S, 385D

Areas of Concentration for the Evolutionary Anthropology

Major:

Students may elect to complete courses representing an in-depth study of a given area within Evolutionary Anthropology. These areas include: "Anatomy & Paleoanthropology" and "Behavior, Ecology & Cognition". Students who choose to pursue a concentration must complete all of the requirements for the AB or the BS and the following requirements (the courses listed below would count toward 3 of the 5 required EvAnth courses). Note that students can petition to use special topics courses (EvAnth 390 or 280) as appropriate for a given concentration.

Anatomy and Paleoanthropology

Requirements: Three courses from the following list: Evolutionary Anthropology 220, 221S, 230, 231L, 235L, , 330, 333L, 334L, 336S, 431S, 514, 520, 522, 530, 532S, 534L, 537S, 532L 582S, 588S

Behavior, Ecology, and Cognition:

Requirements: Three courses from the following list: Evolutionary Anthropology 212FS, 246, 253, 257, 260, 280, 310, 341, 344L, 355, 359S, 363S, 385D, 546S, 560S

GRADUATION WITH DISTINCTION

'Graduation with Distinction' is how Duke recognizes those students who dedicate their senior year to an in-depth mentored research project and who write up a substantial thesis paper. To qualify students:

- Must have a GPA of 3.0 overall and 3.5 in the major
- Register for Independent Study 393 and/or EvAnth 495S during their senior year
- outline a project the first week of classes of your senior year with the advice and consent of a project advisor
- Conduct original research, typically over the course of two semesters or more, and write up a thesis (typically 30-40 pages)
- Defend your thesis to a committee of 3 faculty members.

Students must submit a brief (one- to two-paragraph) description of the honors project, the names of the faculty comprising the examination committee, and the signature of the student's faculty mentor to the DUS by the end of the first week of classes of the student's next-to-last semester (e.g., fall semester for May graduates) for approval. The examination committee should consist of three faculty members, at least two of whom are in Evolutionary Anthropology. Note that the completed thesis must be turned in to committee members for review at least one week prior to the examination date. Students must conduct research and prepare their papers as part of a formal independent study course (exceptions can be approved by the DUS). It is expected that projects will be substantial and take place over the course of the academic year, with frequent feedback from the student's mentor. The student's committee should be given a progress report at the end of the first semester and kept updated as the project nears completion. For those who are planning to graduate with distinction, we strongly recommend that you take EvAnth 495S: Advanced Research in Evolutionary Anthropology in place of EvAnth 393 in the fall semester. This course adds a one hour per week seminar to the usual requirements of an independent study to review hypothesis testing, funding opportunities, methods, data analysis, and initiating a draft of the thesis. In the spring semester of your senior year, GwD students sign up for EvAnth 393 (Research Independent Study). Thesis defense meetings need to take place before the last day of classes and typically last about an hour. Feel free to stop by the DUS office for more details.

TEACHER CERTIFICATION

A science major who is interested in teaching science at the high school level is encouraged to earn a Comprehensive Science Teaching License in addition to his or her bachelor's degree. The teaching license, which is earned by fulfilling the requirements prescribed by the State of North Carolina, is generally accepted in most of the 50 states by reciprocal agreement. With the passage of the No Child Left Behind Legislation and the requirement that all classrooms be led by highly qualified professionals, schools are now required by federal mandate to ensure that teachers hold appropriate licensure in their respective content area.

In addition to completing the B.S. major in EvAnth, requirements for the Comprehensive Science Teaching License include a variety of courses in education, one in psychology, and other courses in the natural sciences. Students who complete the licensure program also earn a minor in Education.

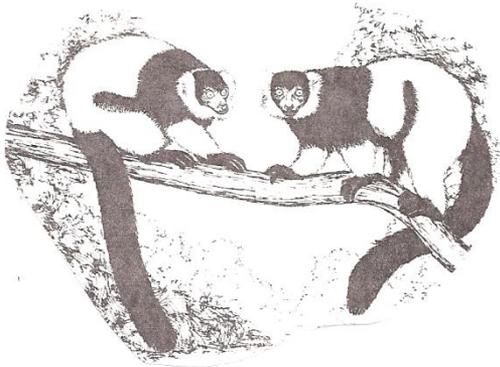
The last semester of the senior year is devoted to the student-teaching block, including two education courses and 10-12 weeks of full-time teaching and observation in a Durham Public School working with a licensed high school teacher and Duke Faculty. The student teaching practicum counts as two course credits. Because of the time constraints this may impose on the planning of courses, students considering teaching high school science should confer with the faculty in the Program in Education, ideally, prior to the preparation of a long-range plan. Additional information can be found at: <http://educationprogram.duke.edu/teacherpreparation/secondary> or call 919-660-3075.



GETTING ADVICE

The Director of Undergraduate Studies (DUS) is always available to discuss courses and academic plans with pre-major students as well as majors. After declaring your major, you will be assigned an academic advisor from among the faculty in our department (see pages 15 – 16). We will try to assign you to the faculty member of your choice, coinciding with your interests. However, this may not always be possible. Note that all faculty members are happy to discuss academic interests and careers with students.

Students typically meet with their academic advisor at least once a semester in order to be cleared for registration (this is university policy). These meetings are important not only to discuss your plan for the upcoming semester, but also your long-range goals and how to get the most from your time at Duke. Your advisor can also be a help in finding a research mentor for you in the department. Advisors manage their own schedules and can be contacted directly to set up a meeting time.



OPPORTUNITIES OUTSIDE THE CLASSROOM

Duke and the department offer numerous opportunities for discussion and research in Evolutionary Anthropology.

Seminars - The department offers a weekly seminar series (EATS) featuring leading researchers in the field as well as research updates from our faculty and graduate students. Attending these seminars will give you the opportunity to get greater insight into the research of faculty members and is a great chance to interact on a more personal level with all members of the department. Seminar announcements are generally posted around the Biological Sciences Building and on the Evolutionary Anthropology website.

The Duke Lemur Center - The Duke Lemur Center contains the world's largest collection of captive prosimian primates. Many species are free-ranging in natural habitat enclosures during the summer months. Opportunities exist for hands-on research in primate behavior, functional morphology, physiology, reproduction, disease ecology and genetics. To get involved in research at the DLC, it's best to contact faculty members who work at the center to see if they are looking for volunteers or independent study students. If you are interested in simply volunteering at the center (as a tour guide or as an assistant to the animal technicians) contact the Center directly at (919) 489-3364. Note that the Lemur Center also administers the Division of Fossil Primates (located on Broad Street). Potential opportunities exist for working with their fossil collection (call 919 416-8584).

Labs - Opportunities exist to work in a variety of faculty labs including studying biomechanics, cognition, paleontology, disease ecology, genetics, and behavioral endocrinology. Contact possible faculty mentors directly and arrange to talk about your shared interests and any possible openings in their labs. Note that work study positions in the department and elsewhere at the university are generally posted on Duke List (<http://dukelist.duke.edu/>)

Field work - Many faculty members conduct field work around the world. Opportunities exist to join them during fossil digs or behavioral ecology projects Contact the DUS for more information.

GUIDE FOR AREAS OF INTEREST

**Note - That these are not formal concentrations, but we encourage you to put together a diverse set of courses using electives from EvAnth and the pre-approved electives list to create a thoughtful academic plan.*

Human Evolution and Adaptation:

| | |
|------------|---|
| EvAnth 220 | Human Evolution |
| EvAnth 257 | Ecology and Adaptation of Hunters and Gatherers |

| | |
|-------------|--|
| EvAnth 260 | Human Cognitive Evolution |
| EvAnth 280 | Human Cultural Evolution |
| EvAnth 285D | Human Health in Evolutionary Perspective |
| EvAnth 355 | Food for Thought: The Biology of Nutrition |
| EvAnth 514 | Human Evolutionary Genetics |
| CulAnth 208 | Anthropology of Race |

Primate Evolution and Adaptation:

| | |
|-------------|--------------------------------------|
| EvAnth 221S | Ape-Human Transition |
| EvAnth 235L | Primate Anatomy |
| EvAnth 310 | Primate Evolutionary Genetics |
| EvAnth 341 | Primate Sexuality |
| EvAnth 385 | Primate Disease Ecology |
| EvAnth 431S | Human Embryology and Reproduction |
| EvAnth 520 | Primate Morphology and Fossil Record |
| EvAnth 582S | Primate Adaptation |

Human and Comparative Anatomy:

| | |
|--------------|---|
| EvAnth 230 | Bodies of Evidence (Forensics) |
| EvAnth 235L | Primate Anatomy |
| EvAnth 330 | Human Anatomy and Physiology |
| EvAnth 333L | The Human Body |
| EvAnth 334L | Human Osteology |
| EvAnth 431S | Human Embryology and Reproduction |
| EvAnth 530 | Human Functional Anatomy |
| EvAnth 532S | Craniodental Anatomy and Physiology |
| EvAnth 537S | Orthopedic Biomechanics and Kinesiology |
| EvAnth 582S | Primate Adaptation |
| Biology 232S | Comparative Biomechanics |
| Biology 248 | Evolution of Animal Form |
| Biology 330L | Anatomy of Vertebrates |
| Biology 333L | Principles of Animal Morphology |
| Biology 430S | Advanced Anatomy |
| Neuro 380L | Functional Anatomy of the Human Brain |

Primate Behavior & Ecology:

| | |
|-------------|-------------------------------|
| EvAnth 246 | Sociobiology |
| EvAnth 253 | Primate Ecology |
| EvAnth 260 | Human Cognitive Evolution |
| EvAnth 310 | Primate Evolutionary Genetics |
| EvAnth 341 | Primate Sexuality |
| EvAnth 344L | Primate Field Biology |
| EvAnth 359S | Primate Conservation |
| EvAnth 385D | Primate Disease Ecology |
| EvAnth 560S | Primate Cognition |
| EvAnth 546S | Primate Social Evolution |

Cognitive Evolution

| | |
|-------------|-----------------------------|
| EvAnth 260 | Human Cognitive Evolution |
| EvAnth 363S | Primate Social Cognition |
| EvAnth 560S | Primate Cognition |
| Biology 224 | Foundations of Neuroscience |
| Psy 251 | Learning/Adaptive Behavior |
| Psy 273 | Behavior/Neurochemistry |

(see additional cognition courses in related electives)

Evolutionary Medicine

| | |
|---------------|--|
| EvAnth 285D | Human Health in Evolutionary Perspective |
| EvAnth 385D | Primate Disease Ecology |
| Biology 210FS | Genomes, Biology and Medicine |
| Biology 365 | Infectious Disease |

Genetics

| | |
|---------------|--|
| EvAnth 310 | Primate Evolutionary Genetics |
| EvAnth 514 | Human Evolutionary Genetics |
| Biology 210FS | Genomes, Biology and Medicine |
| Biology 250 | Population Genetics |
| Biology 251L | Molecular Evolution |
| Biology 350 | Complex Traits and Evolutionary Genetics |

Recommended course sequences

Note that while most 300-level courses may only list introductory EvAnth or Biology as a pre-requisite, many of these classes benefit from additional experience in 200-level courses. Here are some examples:

Before taking EvAnth 333L – The Human Body, it's best to get some experience in anatomy first. Good choices right after the introductory course include Primate Anatomy or Bodies of Evidence (Forensics). Human Anatomy and Physiology or Human Osteology are also at the 300-level and benefit from prior experience in anatomy, but also make for strong lead-in courses for Human Body.

Before taking EvAnth 341D: Primate Sexuality or EvAnth 344L Primate Field Biology, it's best to take Primate Ecology or Sociobiology in EvAnth or Animal Behavior in Biology.

Check with your advisor about other courses and recommended course sequences.

Remember that we are a multidisciplinary department and we encourage our majors to take related courses from outside the major. Pre-approved courses from other departments are listed on p. 29.

Faculty and Post-Docs with Primary Appointments in EvAnth:

**Note – This is not a complete list of faculty associated with the department – see the department office for a full listing*

DOUG BOYER (Advisor) Ecological transitions in primate evolution, comparative / functional anatomy of primates, reconstruction of early Cenozoic N. American ecology, new computation methods for comparative anatomy

STEVEN CHURCHILL (Advisor) Functional morphology of upper limb bones, and adaptive and technological changes in later stages of human evolution: Neandertals, early modern humans, and extant hunter-gatherers

TARA CLARKE Population and landscape genetics, behavioral ecology, and conservation (e.g., illegal wildlife trade, community-based conservation and education); ring-tailed lemurs.

LESLIE J. DIGBY (Advisor) Evolution of social behavior, methods in behavior and ecology, 3D use of space, behavioral thermoregulation; marmosets and tamarins, lemurs

SARA DOYLE (Anatomy), functional morphology

CHRISTINE DREA (Advisor) Social behavior of complex, group-living mammals, primate and carnivore reproductive behavior, social, cognitive, and behavioral development; communication; behavioral ecology

STEFFEN FOERSTER (Pusey Lab) Behavioral ecology, stress, primate social networks, parasite host dynamics, conservation biology, human-wildlife conflict, chacma baboons, chimpanzees.

ASHLEY GOSSELIN-ILDARI (on leave Spring 2016) Functional anatomy and morphology, cercopithecoid evolution, phylogenetic comparative methods, and functional morphology of the inner ear.

KEN GLANDER (Advisor – on leave Spring 2016) Socioecology of primates, plant-animal interactions, morphometric variation, thermoregulation, howling monkeys; Costa Rica, lemurs

BRIAN HARE (Advisor) Evolution of cognitive abilities, comparative psychology of apes (esp. humans, chimps and bonobos), dogs and other mammals, Behavioral biology, cooperation and competition

RICHARD KAY (Advisor) Primate phylogeny, anthropoid origins, tertiary paleontology of the Neotropics, cranial and dental adaptations of arboreal mammals

ROXY LARSEN (Schmitt Lab) Anatomy, phylogeography

JUDIT MARIGO CORTES (Boyer lab) Anatomy, primate fossil history

CHARLIE NUNN (Advisor – on leave Spring 2016) Disease ecology in humans and other primates, comparative method, phylogenetic methods, evolution of sleep

ANNE PUSEY (Advisor) Primate behavioral ecology, evolution of social structure, function of social relationships, long-term study of the chimpanzees of Gombe, Tanzania

KARYNE RABEY (Schmitt Lab) Functional morphology, locomotion

DAVID SAMSON (Nunn Lab) Human evolutionary biology, psychology, and behavioral ecology; great ape material culture and cognition as it relates to sleeping behavior, learning and memory, problem solving; Chimpanzees; lemurs.

DANIEL SCHMITT (Advisor) Primate locomotor biomechanics, human health and the evolution of primate locomotor behavior

NOAH SNYDER-MACKLER (Tung Lab) Primate genetics, baboons, geladas.

TOM STRUHSAKER Tropical forest conservation and ecology; primate behavioral ecology

JENNY TUNG (Advisor) Primate evolutionary genetics and genomics, primate hybridization, baboons, rhesus monkeys

CHRISTINE E. WALL (Advisor) Evolutionary morphology of the primate skull and biomechanics

BLYTHE A. WILLIAMS (Advisor) Primate paleontology, primate systematics, functional morphology, ecological adaptations of living and fossil primates

ANGEL ZENINGER Biomechanics, anatomy, locomotion

Faculty with Secondary or other affiliation with EvAnth

These faculty, though not housed in the department, may be available as mentors

SUSAN ALBERTS (Biology) Primate behavior, ecology and genetics

RICH BERGL (NC Zoo) Conservation; great apes

GREGG GUNNELL (Duke Lemur Center) Director of the Division of Fossil Primates

CLAUDE T. MOORMAN (Duke Medicine) Director, Sports Medicine; Orthopedic Surgery

JULIANN HORVATH ROTH (Director, Genomics and Microbiology Research Lab – NC Museum of Natural Sciences; Biology NCCU) Primate genomics, phylogeny, lemurs

V. LOUISE ROTH (Biology) Evolution of mammals

KATHLEEN SMITH (Biology) Craniofacial development in mammals; Evolutionary development of neuromotor systems

ANDREA TAYLOR (Community and Family Medicine/DPT Division) Great ape evolution, functional morphology and life history; primate feeding behavior; masticatory biomechanics; fiber architecture; physiology of mammalian craniofacial muscle

CLAIRE TERHUNE (Physician Assistants Program) craniofacial anatomy

GREG WRAY (Biology) genetic basis for human evolution; evolution of gene expression in baboons

ANNE A. YODER (Biology, Director of the Duke Lemur Center) Phylogenetics and evolution of lemurs, biogeography of Madagascar

COURSES

New Number

Key for Modes of Inquiry & Areas of Knowledge

| | |
|------------|--------------------------------|
| NS | Natural Science |
| STS | Science, Technology, & Society |
| CCI | Cross-Cultural Inquiry |
| CZ | Civilization |
| SS | Social Sciences |
| R | Research |
| W | Writing |
| QS | Quantitative Studies |
| EI | Ethical Inquiry |

089S -- First-Year Seminar

Prerequisites: None. Topics vary

101 -- Introduction to Evolutionary Anthropology (NS, STS)

Prerequisites: None. The study of human origins, anatomy, and behavior from an perspective. Evolutionary theory; genetics; microevolution and macroevolution; the modern synthesis framing the study of human origins and behavior in the context of modern evolutionary biology; primate behavioral ecology and evolution; a survey of primate and human paleontology, adaptation and variation; the biological origins of human social organization and culture.

101D -- Introduction to Evolutionary Anthropology: Lecture with Discussion Section (NS, STS)

Prerequisites: None. Same as 101 but includes a one hour per week discussion section. The discussion/lab sections give students the opportunity to examine for themselves primate skeletal material and fossil casts. Students can spend more time on difficult topics which have been presented in lecture; Note that signing up for 101D automatically enrolls you in the lecture.

190A – Duke-Administered Study Abroad: Special Topics

190FS – FOCUS Program Special Topics (NS)

Prerequisites: None. Open only to students in the FOCUS Program.

212FS -- Social Structures in an Evolutionary Framework (NS, STS); *Prerequisite:* none; open only to Focus students.

Intersection between social structure, social behavior, and evolution. Role of social and historical factors in promoting evolutionary change and the evolutionary history of social structures themselves, with an emphasis on humans and other

primates. Topics include: evolution in modern human societies, evolutionary demography, genetic signatures of social and cultural change, the genetics of socially relevant traits, and social environmental effects on health.

220 -- Human Evolution (NS)

Prerequisites: EvAnth 101 / 101D. The fossil and archaeological evidence for human evolution. This course provides an overview of evolutionary concepts necessary to interpret the hominin fossil evidence; a short overview of primate evolution; and a detailed treatment of hominin fossil material, from *Australopithecus* and early *Homo*, to *Homo erectus* and the transition into anatomically modern *Homo sapiens*. It also gives special consideration to historical and current controversies.

221S – The Ape-Human Transition (NS, R)

Prerequisites: EvAnth 101 / 101D. Fossil casts, literature and discussion used to explore critical periods in evolutionary transition from ape to human. Anatomical changes in fossil primates of the Miocene and Pliocene epochs (~24-1.8 mya), a time period during which apes species and human ancestors differentiated. Will discuss findings in genomics relevant to the transition (e.g., language acquisition) and aspects of social complexity reflected in the fossil record or by inference from living primates.

230 – Bodies of Evidence: Intro. To Forensic Anthropology (NS, STS)

Prerequisites: None. An introduction to medicolegal anthropology and death investigation. Topics include crime scene protocol and body recovery, basics of osteology, determining time of death, making personal ID, determining the manner and mode of death, post-mortem modification of skeletal remains, protocols for mass disasters, human rights applications, and courtroom testimony. Open to majors and non-majors.

231L – Anatomy of Lower Extremities (NS) Introduction to the functional anatomy of the lower extremities. Students locate, identify, and dissect all major muscular, nervous, vascular, bony, and soft tissue structures using cadaveric specimens. Students participate in the dissection.

235L -- Primate Anatomy (NS)

Prerequisites: EvAnth 101 / 101D. A survey of the anatomical diversity of living and fossil primates. This course consists of both lecture and laboratory sessions. The approach is systemic rather than taxonomic -- the functional anatomy and evolution of various organ systems is presented with reference to locomotor and positional behavior, diet, reproduction, and social behavior. Each system is interpreted from the perspective of growth and adaptation. Special attention is given to anatomical systems that have left a fossil record. Laboratory study of human and non-human anatomy, primarily from prosected specimens and anatomical models.

240S – Partnering and Parenting (NS, SS, CCI, EI, STS)

Currently on hiatus.

246 – Sociobiology (NS, STS)

Prerequisites: EvAnth 101 / 101D or Intro Biology. The principles of behavioral ecology and sociobiology. The first part is a survey of major ideas of sociobiology, the evolutionary approach to social behavior; many examples, but by no means all, refer to primates. We review ideas on competition and cooperation, and sex and sexual selection. In the second part, these ideas are applied to (the evolution of) human social behavior.

253 -- Primate Ecology (NS, R)

Prerequisites: EvAnth 101 / 101D, or Intro Biology. An introduction to the biology of living primates (prosimians, monkeys, apes, and humans) and to primate ecology. Materials include an overview of the primate radiations, and their biological and ecological features; primate biogeography; primate life history and ecology; socioecology; synecology; and co-evolution.

257 -- Ecology and Adaptation of Hunters and Gatherers (CCI, NS)

Prerequisites: EvAnth 101 / 101D or Introductory Biology. The ecology of extant and extinct foraging societies; focus on human behavioral solutions to subsistence problems associated with different environments (tropical/neotropical forest, boreal forest, coastal, arctic, grassland/savannah, desert). Topics include edible resource distribution in varied environments and its relationship to mobility and subsistence strategies in modern hunter-gatherers; and the archaeological and fossil evidence for the evolution of human subsistence behavior.

260 – Human Cognitive Evolution (NS, SS)

Prerequisites: EvAnth 101, 101D or equivalent. Survey of methods/theories used in the study of human cognitive evolution; development of cognition in children, cognitive abilities of great apes; paleoanthropology of early and modern humans and evidence for mental abilities and culture; cross-cultural and sex differences in human cognition; genetics and the evolution of cognition. Cross-listed with Psy 255

260K -- Cognitive Evolution: Apes, Kids and What Makes Humans Smart and Successful. (NS, SS)

Taught at Duke Kunshan University (same course as EvAnth 260).

280 – Introduction to the Evolution of Human Culture, Behavior and Institutions (CCI, CZ, SS)

Interdisciplinary examination of philosophical foundations, anthropological framework, psychological/social ramifications of long term interactions of heredity and non-hereditary traits of *Homo sapiens* with its original and later environments; including those created by human culture. Cross-listed: Philosophy 208

285D -- Human Health in Evolutionary Perspective (NS, R, STS)

Covers evolutionary approaches to understand human health at a global scale. Integration of evolutionary thinking and medical science provides new insights to a wide array of medical issues including obesity, cancer, allergies, and mental illness. Evolutionary perspectives reveal why some pathogens are more harmful than others, shed light on the origins and spread of infectious diseases in humans, and help in controlling antibiotic resistance. Evolutionary approaches provide insights as to why we age and provide solutions to alleviate human health problems that often differ from modern medical practice. Course will place these perspectives in the context of global health challenges. Cross-listed with GH 304D

310 – Primate Evolutionary Genetics (NS, R)

Prerequisite: Biology 202L; Recommended: Biology 201L, Evolutionary Anthropology 101. Genetic perspectives on primate evolution. Interpretation of molecular data in understanding primate origins, historical and present-day distributions, and natural selection. Topics include: the genetic signature of pathogen pressure; population differentiation and local adaptation to ecological differences; genetic signatures of

admixture, including in the human lineage; molecular marker-based tests of kin-biased behavior and paternal care; primate behavioral genetics and genomics; phylogenetic methods to investigate the evolution of primate social structures; conservation genetics.

330 – Human Anatomy and Physiology: An Evolutionary Perspective (NS)

Prerequisites: EvAnth 101 or Introductory Biology. Interface between human gross anatomy and physiology from a functional and evolutionary perspective. Systems-based and regional approach that differs from both a standard anatomy and physiology course by examining each system (musculoskeletal, circulatory etc.) and regional units (liver, heart, limb muscles) from a functional stand-point considering their anatomy and their physiological role together. Focus on human anatomy but will consider differences between humans and other vertebrates to illustrate functional aspects of anatomical structures (recommended for juniors and seniors)

333L -- The Human Body (NS)

Prerequisites: EvAnth 101 or Intro Biology; Previous courses in anatomy (e.g., Primate Anatomy or Osteology) are strongly recommended but not required.

An introduction to human gross anatomy. The regional anatomy of the human body is studied as a series of progressively specialized deviations from a schematic typical body segment. During weekly laboratory work, participants review the lecture topics using prosected cadavers demonstrated by the instructors.

334L – Human Osteology (NS)

Prerequisites: EvAnth 101, 101D or Introductory Biology. An introduction to the basics of human osteological analysis. Identification and siding of all the bones of the human body and the major osteological landmarks on each bone; basics of bone histology, development, and growth; and fundamentals of anthropological analysis of human skeletal remains (archaeological treatment of burials; determination of gender, populational affinities, and stature; paleopathological analysis; medicolegal applications).

336S -- Dance Science: An Evolutionary Approach to Functional Anatomy (ALP, NS, R)

Human skeletal and muscular anatomy taught from an evolutionary perspective. Focus on anatomy relevant to dancers and other

performing artists. Students participate in anatomy laboratories and discussions and conduct original research on topics such as posture, movement, injury. Cross-listed with Dance 377S

341 & 341D – Primate Sexuality (NS, STS)

Prerequisites: EvAnth 101 or 101D or Intro Biology. A comparative and integrative study of primate sex and reproduction. The material is presented in three sections: the first focuses on primate social organization, mating systems, and reproductive strategies; the second focuses on the endocrine system and behavioral endocrinology; and, the third focuses on sexual differentiation of morphology, brain, and behavior. In each section, this course places human sexuality within the broader context of the primate order. Cross-listed: Biology 341, 341D adds a discussion section.

344L -- Primate Field Biology (NS, R, W)

Prerequisites: EvAnth 101/101D or Intro Biology. Survey of field methods used to document primate behavior; development of research project; data analysis and writing of formal research articles; lab includes observations of free-ranging primates at the Duke Lemur Center. Students work outside and need a current TB test. Transportation is provided. Note – typically taken by juniors or seniors; previous course in primate ecology or behavior is helpful but not required.

355 – Food for Thought (NS, R, STS)

Prerequisites: None. You are what your parents and grandparents ate! Food as medicine and medicine as food. Can foods heal or cause disease? The medicinal and dangerous properties of fruits, herbs, vegetables, and fungi. An evolutionary perspective on our diet. Intended for majors and non-majors. Open only to juniors and seniors.

359S -- Primate Conservation (NS, EI, STS)

Prerequisites: None. Concepts, practice and ethics of conservation biology, both at the species and community level. Relevant aspects of biogeography, ecology, behavior, and demography; human impact, conservation strategies/policies; impact on cultural, political, ethical considerations on primate conservation.

363S – Evolution of Primate Social Cognition (NS, R)

Prerequisites: none.

Student-based research seminar on primate social complexity and cognition. The course begins with the general question of ‘what is intelligence?’, addresses competing theories on the evolution of intelligence, then focuses on the ‘social brain hypothesis.’ Topics addressed include such things as observational learning, tool use, culture, coalition formation, communication, deception, cooperation, tradition, teaching, self-recognition, and theory of mind.

381 – Biometry (Statistics) (QS)

Currently on hiatus. See Statistics program for other options.

385D --Primate Disease Ecology and Global Health (NS, R, STS)

Prerequisites: EvAnth 101/101D or Intro Bio

Covers concepts of disease ecology, with specific application to primates, human evolution, and global health. Explores the epidemiology and evolution of infectious diseases through the primary literature, focusing on infectious diseases of wild primates, humans, and other mammals. Students learn about the diversity of infectious diseases found in humans, and the basics of epidemiology, disease evolution and emergence, and primate behavioral ecology. Students also gain experience in thinking critically about scientific research, identifying interesting research questions, and communicating science to others. Cross-listed with Global Health 315D

390, 390L, & 390S -- Current Issues in EvAnth (NS)

Prerequisites: Check with Professor. Surveys of new developments in the field of biological anthropology and anatomy that are not covered by currently scheduled courses. EvAnth 390L is laboratory format and EvAnth 390S is seminar format.

390A -- Duke-Administered Study Abroad: Advanced Special Topics in EvAnth Topics differ by section.

391 – Independent Study

Prerequisites: Consent of instructor and DUS. Directed reading and individual project in a field of special interest. Typically involves substantial library research, regular discussion with the faculty supervisor, and the production of a review paper that seeks to thoughtfully analyze, critique, and synthesize the literature on a previously approved topic. Before being given permission to register, students must submit to the faculty

advisor and DUS a written proposal outlining the area of study and listing the goals and meeting schedule.

393 – Research Independent Study (R)

Prerequisites: Consent of instructor and DUS. Individual, hypothesis-driven, research; data collection and data analysis culminating in a substantive written report. Open to qualified students who, before being given permission to register, must submit to the faculty advisor and DUS a written proposal outlining the area of study and listing the goals and meeting schedule.

****Note – 400 and 500-level courses are typically taken in the junior or senior year and most require at least one 200 to 300-level course in that given area of study.**

431S – Introduction to Human Embryology (NS, STS)

Prerequisites: BIO 108L or Bio 205L or EvAnth 330 or Ev Anth 333L and instructor's consent. Introduction to the development of the mammalian embryo; emphasis on human embryology, discussion of the origin of major human teratology and birth defects as well as ethical and social issues of reproductive biology, aspects of comparative vertebrate development, and the evolution and molecular mechanisms of development. Cross-listed: Biology 431S

460 – Research in Cognition (research in the Hare Lab)

490S – Advance Current Topics in EvAnth

Current topics in Evolutionary Anthropology taught at the advanced level.

495S – Advanced Research in EvAnth (NS, R, W)

Pre-requisites: Consent of instructor. Advanced research in an EvAnth-related topic, typically leading to Graduation with Distinction. This course includes a one-hour weekly seminar on topics such as hypothesis testing, research design, data analysis, and writing up preliminary data. Students are also expected to complete original research (equivalent to an independent study) with a faculty mentor during the semester. Note that this course takes the place of 393 for a given semester.

514 – Genomic Perspectives on Human Evolution (NS, STS, R); *Prerequisite:* BIO 101/102 Human evolutionary history as

studied from the perspective of the genome. The nature of contemporary genomic data and how they are interpreted in the context of the fossil record, comparative anatomy, psychology, and cultural studies. Cross-listed Bio 554

520S – Primate Morphology and Fossil Record (NS, R)

Prerequisites: EvAnth 101 and 220 or consent of instructor.

A survey of fossil primates including early humans. The diversity, anatomy, and behavior of primates as related to the origin and spread of past primates. The radiation of each main group of primates in the succession leading to humans illustrated with slides, casts, and fossils. Topics include geochemical dating, timing of molecular clocks, and various procedures for classifying primates.

522 – The Hominid Fossil Record (NS)

Currently on hiatus.

530 -- Human Functional Anatomy (NS)

Prerequisites: EvAnth 101 or 101D and EvAnth 333L or 334L.

The basics of functional morphology (including elementary biomechanics), an overview of connective tissue structure and mechanics, and an overview of human anatomy from a functional perspective. Emphasis on connective and other tissues involved in functioning of the musculoskeletal system (primarily bone, cartilage, tendons, ligaments, and muscle).

532S – Craniodental Anatomy and Physiology (NS, R, W requested); Course is pending approval.

Prerequisites: EvAnth 333L, 334L or Bio 330L

Advanced study of the anatomy, embryology, and physiology of primate craniodental structures. Integrative understanding of craniodental form from the perspectives of anatomy, development (embryology and developmental genetics of craniofacial and tooth formation), and physiology (including core concepts such as natural selection, adaptation, constraint, and plasticity). Class time includes lecture, student-led discussion, and laboratory work in anatomy, embryology, and physiology. Students develop a research project that links the topic to theoretical concepts and methods for testing hypotheses concerning evolution, anatomy, and physiology

534L – Advanced Human Osteology (NS, R)

Currently on hiatus

537S – Orthopedic Biomechanics and Kinesiology (NS, R)

Prerequisite: EvAnth 101/101D, Physics 141L; 200+-level course in anatomy or functional morphology; consent of instructor. Seminar discussions and research addressing fundamental theoretical and practical aspects of clinical biomechanics of the human musculoskeletal system. Readings from primary literature will be assessed in class along with proposals for future research. Students will select a research question, develop an appropriate data collection protocol and collect preliminary data, the results of which are presented to the class as part of a formal poster presentation.

544L – Methods in Primate Field Ecology (NS, R)

Currently on hiatus

546S -- Primate Social Evolution (NS, R)

Prerequisites: EvAnth 101 or 101D and EvAnth 253, 344L or 246, or consent of instructor. The effects of ecological conditions and biological constraints on the social systems of primate species. Examines classifications of social systems and extracts their relevant features; uncovers the social rules underlying the dynamics of social relationships and societies; examines the determinants of social relationships and applies this approach to social evolution in hominids.

560S – Topics in Primate Cognition (NS)

Prerequisite: at least one 200+-level course in cognition. Advanced readings and discussion in the evolution of primate cognition. Topics include evolution of social tolerance, communication, cooperation, competition, etc. role these behaviors play in the evolution of cognitive abilities. Note that topics will change from semester to semester and course can be taken more than once. Consent of instructor required.

580S – Ethics in Evolutionary Anthropology (NS, EI, STS)

Prerequisite: at least one course in EvAnth at the 200 or 300 level. Ethical issues and controversies in the study of evolutionary anthropology including treatment of primates in research; appropriate use of human genetic data, skeletal remains, and fossils. Professional ethics will also be addressed (e.g., ethical behavior in grant and paper reviewing, plagiarism, intellectual property). Course will make use of films, interviews and discussion primary and popular literature. Instructor consent required.

582S – Primate Adaptation (NS)

Prerequisite: 200+-level anatomy or morphology course or consent of instructor. Primate adaptation from an evolutionary perspective. History and functional significance of locomotor and feeding adaptations, craniofacial morphology, sense organs, reproductive systems, language in primates, including humans.

588S – Macroevolution (NS)

Prerequisites: BIO 101L; course in animal diversity. Evolutionary patterns and processes at and above the species level, and species concepts, speciation, diversification, extinction, ontogeny and phylogeny, rates of evolution, and alternative explanations for adaptation and evolutionary trends. Cross-listed: Biology 588S

590L-1 & 590L-2 -- Special Topics Laboratory (NS)

Prerequisites: Consent of instructor. Special topics in methodology, theory, or area.

590S/590L – Seminar or Lab in Selected Topics (NS)

Prerequisites: Consent of instructor. Special topics in methodology, theory, or area.

Pre-Approved Electives (other than Evolutionary Anthropology):

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|---|-----------------------------------|
| BIO 201L* Gateway To Biology | CellBio 503 – Intro to Physiology |
| BIO 204* Biological Data Analysis | |
| BIO 206L Organismal diversity | Chem 202L Organic Chemistry |
| BIO 207 Organismal Evolution | (Chem 201DL may count toward AB) |
| BIO 209 D2 Ecology for a Crowded Planet | |
| BIO 210FS Genomes, Biology and Med | CA 208 Anthropology of Race |
| BIO 212L General Microbiology | |
| BIO 215 Intro to Math. Modeling in Bio | EOS 509S Paleoclimate |

| | |
|---|--|
| <p>BIO 248 Evolution of Animal Form BIO 250 Population Genetics BIO 251L Molecular Evolution BIO 267 D Evolution of Animal Behavior BIO 270A Conservation Biology / Policy BIO 273LA Marine Ecology BIO 278LA Physiology of Marine Animals BIO 280A Fundamentals Tropical Biology BIO 281LA Res Methods Tropical Biology BIO 284A South African Ecosystems BIO 285LA Field Research & Savana Eco BIO 288A Biogeography Australia BIO 329L Principles of Animal Physiology BIO 330L Comp & Fxn Anat of Vertebrates BIO 345 Evol Transitsns in Fossil Recrd BIO 350 Complex traits and Evol Gen BIO 361LS Field Ecology BIO 365 Infectious Disease BIO 373LA Sen Phys/ Bhv Marine Animals BIO 413L Genomics BIO 430S Advanced Anatomy BIO 546S Biology of Mammals BIO 556(L) Systematic Biology BIO 557L Microbial Ecology and Evolution BIO 559S Foundations of Behavior Ecology BIO 561D Tropical Ecology BIO 565L Biodiversity Science and App BIO 567S Genetic Basis of Behavior BIO 650 Molecular Population Genetics BIO 651S Speciation BIO 652S The Life and Work of Darwin BIO 665 Models for Environmental Data BIO 668 Population Ecology</p> <p>BCH 301 Introductory Biochemistry I</p> <p>* Can only be used as an elective by students on the AB track (the BS track requires Bio 201L and stats as co-requisite)</p> | <p>EOS 510S Paleoenvironment Analysis</p> <p><u>Economics</u> - note that students studying the evolution/ecology of behavior may be interested in some advanced level courses in economics (e.g., game theory, models of cooperation and conflict). See your advisor or the DUS about pre-reqs and appropriate courses.</p> <p>ENV 210D Cons the Variety of Life ENV 226S Field Methods Env/Earth Science (counts as field/lab)</p> <p>PHIL 314 Philosophy of Biology</p> <p>PSY 251 Learning / Adapt Behavior PSY 257 Introduction to Cog Neurosc PSY 273 Behavior / Neurochemistry PSY 275 Fund of Neuroscience PSY 281 Neuro App to Social Behav PSY 374S Human Sexuality PSY 575 Brain and Language PSY 659S Nonverbal Cognition PSY 667S Learning and Cognition PSY 670S Language, Brain and Behav PSY 684S Hormones, Brain and Cog</p> <p>Neuro 380L Fxnal Anat Human Brain</p> <p><u>Statistics</u></p> <p>Any intro-level stats course (typically 101 or 102) can be used as an elective for the AB degree. BS Students will use statistics as a co-requisite rather than an elective.</p> |
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Worksheets:

EvAnth MINOR WORKSHEET

_____ EvAnth 101 or 101D

_____ EvAnth elec. 1 in Paleontology / Anatomy

_____ EvAnth elec. 2 in Behavior / Ecology

_____ EvAnth elec. 3 – 200-level or above

_____ EvAnth elec. 4 – 200-level or above

Concentrations – these courses are taken as part of the major requirements (not in addition to).

At least three courses in chosen area:

1) _____

2) _____

3) _____

Anatomy and Paleoanthropology

Requirements: Three courses from the following list: Evolutionary Anthropology 220, 221S, 230, 231L, 235L, 330, 333L, 334L, 336S, 431S, 514, 520, 522, 530, 532S, 534L, 537S, , 582S, 588S

Behavior, Ecology, and Cognition:

Requirements: Three courses from the following list: Evolutionary Anthropology 212FS, 246, 253, 257, 260, 280, 310, 341, 344L, 355, 359S, 363S, 385D, 546S, 560S.

EvAnth Major Worksheet

B.S. Degree

- ___ EVANTH 101 or 101D
- ___ BIO 201L
- ___ BIO 202L
- ___ CHM 101DL
- ___ CHM 201DL
- ___ MTH 111L
- ___ PHY 141L
- ___ Statistics (intro level)**)

(See your advisor/DUS for which courses qualify as equivalents for the above co-requisites.)

Core Reqs (fill in course number)

- ___ EvAnth elective
1–Ecology/Behavior/Cog
- ___ EvAnth elective
2–Anatomy/Paleo

200-level or above (fill in course number):

- ___ EvAnth elective 3
- ___ EvAnth elective 4
- ___ EvAnth elective 5
- ___ Elective 6*
- ___ Elective 7*
- ___ Elective 8*

1. Which is a field/lab course?

2. Which 1 of the above 8 courses is a capstone course? _____

Note that only two independent studies (391 or 393) may be counted toward the major; additional 391/393 courses can be taken for university credit.

A.B. Degree

- ___ EvAnth 101 or 101D
- ___ BIO 202L

Core Reqs (fill in course number):

- ___ EvAnth elective 1–
Ecology/Behavior
- ___ EvAnth elective 2–
Anatomy/Paleo

200-level or above (fill in course number):

- ___ EvAnth elective 3
- ___ EvAnth elective 4
- ___ EvAnth elective 5
- ___ Elective 6*
- ___ Elective 7*
- ___ Elective 8*
- ___ Elective 9*

1. Which is a field/lab course?

2. Which 1 of the above 9 courses is a capstone course? _____

* Electives taken outside of EvAnth must be on our pre-approved list of electives or approved by your EvAnth advisor and the EvAnth Director of Undergraduate Studies.

**** Statistics can be taken in EvAnth, Statistics, or Psychology.**