

NAME OF THE COURSE		Human Evolution				
Code	PPB318	Year of study	3			
Course teacher	Professor Jasna Puizina, PhD	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	To acquire knowledge about the origin and the laws of development of modern man and his ancestors.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the importance of geological and climatic changes in the evolution of primates and humans</li> <li>2. Argue the usefulness of radiometric methods for our understanding of human evolution</li> <li>3. Describe trends in the evolution of primates and argue the importance of studying primates in order to understand modern people</li> <li>4. Describe the anatomical evidence of evolution and adaptation of human skeleton for standing</li> <li>5. Explain the significance of the fossil 'Ardi', 'Lucy', 'Turkana Boy', 'hobbits' and others</li> <li>6. Describe the anatomical differences of members of the genus Homo from other hominids.</li> <li>7. Explain why the hypothesis of a continued development of the brain hominids led to the evolution of modern humans</li> <li>8. Explain the models 'replacement' and 'gradualism' as the two most common hypothesis for the spread of modern humans</li> <li>9. Compare differences in the anatomical features of the Neanderthals and Cro-Magnon</li> <li>10. Explain variations in people today and the application of molecular techniques in the analysis of these variations</li> <li>11. Show evidence of a recent common ancestor of modern human populations.</li> <li>12. Explain why chimps and humans look so different, and have very similar genetic material</li> <li>13. Explain how evolutionary principles can be applied to understanding human behaviour.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: / Exercises:</p> <ol style="list-style-type: none"> <li>1. Evolution, genetics, behavior and ecology of primates and apes (2 hours)</li> <li>2. The first anthropoids, first hominoids. (2 hours)</li> <li>3. From hominoids to hominids and humans. (2 hours)</li> </ol>					

	<p>3. Application of molecular techniques in the study of human evolution. The molecular clock, mtDNA and Y chromosome. (2 hours)</p> <p>4. Comparison of the genome of Neanderthals and modern humans. (1 hour)</p> <p>5. Genetic diversity of modern humans. (2 hours)</p> <p>6. Evolution of skin pigmentation (1 hour)</p> <p>7. Evolution of the human life cycle, human behaviour (2 hours)</p> <p>8. Selection of partners and the basics of evolutionary psychology (2 hours)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Attending lectures (at least 80% of hours). Prepare seminar and present it in the class. Write an exam.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluating student work in class and at the final exam	70% - written final exam at the end of lectures 30% - seminar work					
Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Boyd, R., Silk, J. B. How humans evolved. W.W. Norton & Company, Inc., 500 Fifth Avenue, New York. 2003.			1		
	Lewis, R. Human genetics- concepts and applications. McGraw-Hill 2005			1		
Optional literature (at the time of submission of study programme proposal)	<p>Miller, Geoffrey (2000). The mating mind: how sexual choice shaped the evolution of human nature. Heinemann. ISBN 0-434-00741-2.(also Doubleday; ISBN 0-385-49516-1).</p> <p>Dawkins, Richard (2009). The Greatest Show on Earth: The Evidence for Evolution. Free Press (United States), Transworld (United Kingdom and Commonwealth). ISBN 978-0-593-06173-2.</p> <p>Sykes, Bryan (2002), The Seven Daughters of Eve, Corgi, ISBN 0-552-14876-8</p> <p>Sykes, Bryan (2003), Adam's Curse: A Future Without Men, Bantam, ISBN 0-593-05004-5</p> <p>Jones, Steve (2003) Y: The Descent of Men. Flamingo. ISBN 0-618-13930-3.</p>					

Quality assurance methods that ensure the acquisition of exit competences	Estimates and student evaluation by anonymous poll at the end of the subject's performance. The survey is conducted according to the rules of the University of Split.
Other (as the proposer wishes to add)	