

BIEB 194: Classic Papers in Evolutionary Biology  
Winter 2015, Tuesdays 10-11:30 AM, York 3010  
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1212 Muir Biology Building.

Welcome! In this seminar, we will study edited papers (and excerpts of papers) that have helped shape our modern understanding of evolutionary biology.

If you were not able to enroll in the class due to the BIEB 102 prerequisite, follow the procedure described here to request a waiver:

<http://biology.ucsd.edu/education/undergrad/course/prereq.html>

We will be working our way through the anthology *Evolution* (2<sup>nd</sup> ed.) by Mark Ridley, so you will need a copy of that book. I will be assigning readings by page numbers, and the papers in the book are edited from the originals for readability, so you will have trouble if you try to use PDFs of the original papers instead of the book. The UCSD bookstore has copies. If you buy it from another source, be aware that Mark Ridley has inexplicably given two of his books the same title. You want the Oxford Reader with the tree frog on the cover, not the textbook. Your best bet is to go by ISBN: 0-19-926794-4.

The book is divided into 10 sections and we will discuss one section each week, omitting section H. Students will take turns leading discussions.

Your responsibilities for each class when you are **not** a discussion leader are:

- 1) Read all the assigned parts of the book before class.
- 2) Choose one or more of the assigned readings, and write half a page (typed, single-spaced) on one of the following writing prompts with respect to that reading:
  - Apply the ideas in the text to a biological example not mentioned in the text.
  - Find something confusing in the reading, go look up the answer, and report the answer.
  - Propose follow-up work.
  - Contrast with modern thinking if appropriate.
  - Compare and contrast two of the readings.
  - Summarize the reading in your own words as you would explain it to your 7<sup>th</sup> grade English teacher (i.e., an educated person who only knows high school biology).

Make sure to note on your paper which prompt and reading you've chosen. Turn the paper in at the beginning of class. I may add to this list of prompts for particular sections of the book. Proposals for additional prompts will be considered (email me).

- 3) Come to class prepared with one question or point to discuss that is from a reading other than the one you chose to write about. The discussion leaders will go around the room and ask everyone for these at the start of class, and use them as a framework for the discussion.
- 4) Participate actively in discussion.

Your responsibilities for each class when you **are** a discussion leader are:

- 1) Read all the assigned parts of the book before class. If there are parts that you find confusing, look them up in outside sources so you understand them and can help explain them to other students in class.

2) Work with other discussion leaders for that week on how to lead discussion as a team. Part of the discussion-leading grade is based on full participation by each member of the team.

3) Bring a list of questions and points to discuss in case the ones supplied by the class leave out important elements of the reading.

4) In class: Collect discussion points/questions from the class, then facilitate the discussion of the readings. Make sure it's a discussion, not a lecture. Keep an eye on the clock to make sure everything gets covered. Try to get participation from all members of the class.

Note: presenters do NOT have to do the written assignment on the week they present.

Grades will be based on:

40%: Bringing discussion questions/points and participating actively in discussion.

30%: Leading discussion when it's your turn.

30%: Written responses to prompts (2 points each). For each of these, one point will be based on whether it's clear you did the reading and one point will be based on whether you answered the prompt.

The course has a TritonEd (TED) site where I will post this syllabus and anything else that seems necessary.