

PCB 4674 Evolution – Spring 2023 Syllabus

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Office Hours: Tuesday period 3-4 (~9:30-11:30) or by appointment

Teaching Assistant:

Name: Katie Feerst

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Office Hours: Discussion section

Credits: 4

Time / Room:

Lecture: MW Period 3-4, 211 Bartram Hall

Lab: Friday period 3-4, 5-6, 7-8, 521 Carr Hall

Class web page: PCB4674 in Canvas

Prerequisites: BSC 2010 or the equivalent. Familiarity with Mendelian genetics, basic molecular biology, and high-school algebra.

Texts: (1) **OPTIONAL but highly recommended.**

- Charlesworth, B. and D. Charlesworth, 2003. *Evolution: A Very Short Introduction*. Oxford University Press (~\$7). **NOTE:** the C&C book IS "very short" (~130 pages). I ****HIGHLY**** recommend that upon purchasing the C & C book at the beginning of the semester you sit down and read it from cover to cover. That way (most of) the lecture material will be familiar when you encounter it and you can re-read the relevant material in the text as necessary.

(2) **OPTIONAL**, if you want a "real" textbook.

- Zimmer, C. and D. J. Emlen. 2020. *Making Sense of Life, 3rd ed.* MacMillan Press. This is the textbook that several other UF Biology Evolution instructors use, so you should be able to get a used copy for a reasonable price. Earlier editions are also fine. I do not assign a formal textbook, but some students feel more comfortable having a text to draw on as a resource. There are many excellent textbooks on basic evolutionary biology besides the Z&E book; they all contain pretty much the same conceptual material, although the emphases and choice of examples will differ. I have posted a (partial) list on the course web page.

(3) **Required.**

- Yanai, I. and M. Lercher. *The Society of Genes*. Harvard University Press, ~\$20. We will read *The Society* in the discussion section. Groups of 2-3 students will present one chapter from the book for discussion.
- Darwin, C., 1859. *The Origin of Species*, First Edition. *The Origin* is available for **free** online and a pdf is available on the class web page.

- Vonnegut, Kurt. 1985. *Galápagos*. Dial Press, ~\$15. This is a classic, evolution-themed novel from an iconic American author of the 20th century. You can probably find a used copy for a few bucks at a used book store.

Discussion Sections: The "lab" section of the class will consist of discussion sections. Each week the class will read and discuss a chapter from *The Society of Genes*. The first ~ 45 minutes of each section will be devoted to discussion of the readings; groups consisting of two or three students will lead the discussion, which will be moderated by the teaching assistants. The remainder of the section will be devoted to a TA-led discussion of the week's Homework assignment. **NOTE: Homework is optional and will NOT be graded!** However, it is **HIGHLY RECOMMENDED!** (!!) Grading of the discussion section will be based on class participation, both in leading the discussion and in participating in discussions led by others. Material from the *The Society* (and *The Origin of Species*) will appear on the midterm and/or final exams.

Class Project: Using Vonnegut's *Galápagos* for inspiration (but not as a template), the assignment is to write a ~1000-word short story based on the theme "Evolution from 2000 AD to 12000 AD". Let your imagination run wild!

Grading:

Midterm Exams (2): 1/4 each (in-class, closed book)
 Class project: 1/8 (2/3, peer grade** 1/3 CB grade)
 Discussion: 1/16 (based on presentation + class participation)
 Final Exam: 5/16 (One-week take-home exam, open book/notes/internet)
 ** I will explain the peer-grading scheme in a separate document

Grading Policy:

Exams will be curved so that the curved median is 80%. The following table shows the proportion of students over the past three years who received a curved final score greater than or equal to the percent grade indicated in the right column:

Proportion of students	whose grade is greater than or equal to:
0.85	70%
0.67	80%
0.32	90%

For example, the top row indicates that 85% of students received a curved grade of 70% or higher. Note that **your curved score may be higher or lower than your raw score**. For example, if the class mean is higher than the mean of the curved distribution (83%), then your curved score will likely be lower than your raw score. **Your final score for each assignment will be the maximum of your raw and curved scores for that assignment.** Each exam will be curved separately.

The class project will be graded similarly, except the lower tail of the distribution will be truncated at 80% except in special circumstances (e.g., an egregious lack of effort).

If your final curved % is $\geq 90\%$, you are guaranteed an A (not A-), if your final curved % is $\geq 80\%$ you are guaranteed a B (not B-), if your final curved % is $\geq 66.67\%$

you are guaranteed a C (not C-). I reserve the right to curve downward, i.e., be more generous. Since UF does not recognize grades below C as passing, the only grade below C that I give is an E, i.e., **if you pass the class you will receive at least a C.**

Answer keys to exam questions will be posted on the class web page shortly after the due date. You are entitled to a re-grade on any assignment. Requests for re-grades must be submitted in writing to me (CB) no more than **one week** after the assignment was returned, with a $\leq 1/2$ page typed explanation of why you believe justice was not served. I reserve the right to re-grade the entire assignment, not just the disputed question. All re-grades are final.

Make-up policy* - (1) *Mid-term and Final exams*. Make-up exams will be offered only in the case of verifiable medical and/or family emergency, or pre-identified special circumstance (e.g., a job interview, a wedding, etc.). Make-up exams will be two-hour, closed book essay exams. (2) *Presentations*. If you miss a Discussion section presentation, I will assign a suitable substitute assignment on an *ad hoc* basis.

Academic Ethics – Some exams in this class are take-home, open-book exams. You may consult any written or otherwise recorded source material (e.g., class notes, books, a recorded lecture, the vast, completely reliable source that is the Internet, etc.). **You may NOT (!) discuss ANY aspect of the exam with any other person!** By turning in your exam paper you confirm that you have adhered to ALL the rules and conditions of the exam. Suspected cases of academic dishonesty will (1) receive a grade of 0.0, and (2) be dealt with through the appropriate Departmental, College, and University channels.

Accommodations for students with disabilities: Students requesting classroom (or online) accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Recorded Lectures: Lectures will not be officially recorded, but you are welcome to record them for your own use. Recorded lectures may **NOT** be shared without my written permission. Sharing recorded material without permission is a violation of the UF Honor Code (see <https://aa.ufl.edu/policies/in-class-recording/>). But, if you have to miss class for an excused absence, you are welcome to get someone to record the lecture for you, just let me know beforehand.

Introduction: Evolution is at once the central organizing principle of biology and (along with climate change and the origins, epidemiology and mitigation of the SARS-cov-2 virus) the most controversial aspect of science currently in the public discourse. In this course we will examine the "The Theory of Evolution" in detail and break it down into its underlying components. As much as possible, important concepts will be introduced with simple mathematical models. Theoretical principles will be illustrated with real-world examples, with particular attention devoted to issues relevant to medicine, agriculture, and sociology. Controversial issues will be met head-on, not avoided. Moreover, you will have the opportunity and motivation to read *The Origin of Species* from cover to cover, which will place you in rarefied intellectual company. Upon successful completion of the course you will be able to lucidly and convincingly explain to friends, family, and random strangers why you do, or do not, "believe in evolution".

Class Schedule: Discussion section does NOT meet in weeks **highlighted in green**

Week	Day/Date	Lecture	Topic	Reading	Discussion
1	M 1/9	1	Introduction, Learning Objectives, Review of genetics and probability	Handouts	No discussion
		2	Mutation and Genetic Variation (Note: this is not a "lecture" that I will give in class, but the material is germane to the class and you should be familiar with it.	GenomesII TOC@NCBI ; "The New Genetics", NIGMS	
	W1/11	3	A VERY brief intro to the history of evolutionary biology; Intro to Theoretical Evolutionary Biology - one locus, infinite population (HWE)	Smocovitis	
2	M 1/16		MLK holiday, no class		
	W 1/18	3	Intro to Theoretical Evolutionary Biology II. General viability selection		<i>The Society of Genes</i> , Prologue
3	M 1/23	3	Intro to Theoretical Evolutionary Biology iii: Maintenance of Genetic Variation		SoG, Ch. 1
	W 1/25	4	Mutation and migration as evolutionary forces		SoG, Ch. 2 / Discuss HW1
4	M 1/30	5	Evolution in a finite population I. Random sampling and the Wright-Fisher model.		SoG, Ch. 2 / Discuss HW1
	W 2/1	6	Evolution in a finite population II. Loss of genetic variation; effective population size; mutation and genetic drift.		SoG, Ch. 3 / Discuss HW2
5	M 2/6	7	Evolution in a finite population III. The Neutral Theory of (molecular) Evolution		SoG, Ch. 3 / Discuss HW2
	W 2/8	8	Non-random mating and its consequences	TBA	SoG Ch. 4 / Discuss HW3

6	M 2/13	9	Selection in finite populations; Intro to two-locus theory; linkage (dis)equilibrium	TBA	SoG Ch. 4 / Discuss HW3 SoG, Ch. 5 / Discuss HW4	
	W 2/15	9	Two-locus theory, con't.; Intro to Quantitative Genetics	TBA		
7	M 2/20	11	Quantitative genetics II. Genetic variation, con't.; Selection and the response to it	TBA	SoG, Ch. 5 / Discuss HW4 Exam, no Discussion	
	W 2/22	12	Quantitative genetics III. Epistasis, GxE, evolution of correlated traits			
8	M 2/27		Sexual selection		Exam, no Discussion	
	W 3/1	13	EXAM 1 (through lecture 11)		SoG, Ch. 6	
9	M 3/6	14	Evolution of sex and recombination II. Red Queen; Kondrashov's Hatchet. Evolution of Sex ratio	TBA	SoG, Ch. 6	
	W 3/8	15	Levels of selection	Spandrels, Spaniels		
3/13 – 3/17 Spring Break, no class						17
10	M 3/20	16		TBA		

	W 3/22	17	Speciation and the genetics thereof	Barton et al. Ch.27	SoG, Ch. 7 / Discuss HW5 Exam, no discussion
11	M 3/27	17	Phylogenetic inference I. Introduction		Exam, no discussion SoG, Ch. 8 / Discuss HW6
	W 3/29		Phylogenetic inference II. Con't		
12	M 4/3	18	Exam 2 (through Lecture 12)	Weiss et al. 2016; Martin & Thauer '16	SoG, Ch. 8 / Discuss HW6
	W 4/5	19	The Origin of Life on Earth	Embley & Martin '06	SoG, Ch. 9
13	M 4/10	20	The origin of the Eukaryotic cell	Wolf & Koonin '07; Koonin & Novizhilov 2017	SoG, Ch. 9
	W 4/12	21	Extinction and the Fossil Record	TBA	SoG, Ch. 10
14	M 4/17		Evolution of the Genetic Code		SoG, Ch. 10

	W 4/19		TBA		Review
15	M 4/24		TBA		Review
	W 4/26		TBA		

Homework Schedule

Week	Assignment	Software
3	Assignment 1 - Deterministic evolution at one locus	Populus
4	Assignment 2 - One-locus evolution in a finite population	Populus
5	Assignment 3 - One and two-locus evolution in a finite population	Populus
6	Assignment 4 - Introduction to Quantitative Genetics	Populus
9	Assignment 5 - Introduction to Bioinformatics	TBA
10	Assignment 6 - Intro to Phylogenetic Analysis	-