

Outline

Evolution

- Change through time

- Relationships between species

Natural selection

The nature of adaptation

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?



Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?
 - ▶ * Many scientists do believe in God

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?
 - ▶ * Many scientists do believe in God
 - ▶ *

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?
 - ▶ * Many scientists do believe in God
 - ▶ * Scientists learn about the world through experiment and observation

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?
 - ▶ * Many scientists do believe in God
 - ▶ * Scientists learn about the world through experiment and observation
 - ▶ *

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?
 - ▶ * Many scientists do believe in God
 - ▶ * Scientists learn about the world through experiment and observation
 - ▶ * Scientists don't treat religious texts as *literally* true

Evolution

- ▶ The theory of **evolution** has replaced the theory of **special creation** in science.
- ▶ The theory of special creation asserts that each species is a unique “type”, created by God.
- ▶ The theory of evolution asserts that species have changed through time (**evolved**).
- ▶ Does this mean that scientists don't believe in God?
 - ▶ * Many scientists do believe in God
 - ▶ * Scientists learn about the world through experiment and observation
 - ▶ * Scientists don't treat religious texts as *literally* true

Outline

Evolution

- Change through time

- Relationships between species

Natural selection

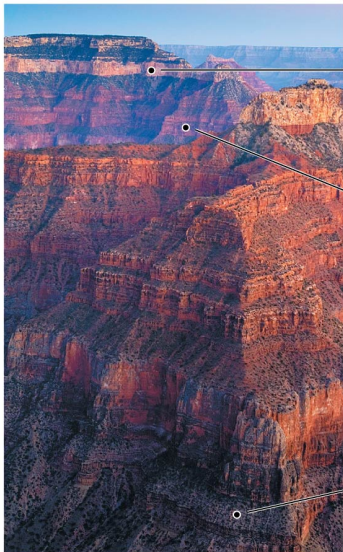
The nature of adaptation

Fossils

Younger rock layers



Older rock layers



Tracks from
a mammal-
like reptile

~275 mya

Fern

~280 mya

Trilobite

~510 mya

Younger fossils



Older fossils

Fossils

- ▶ A **fossil** is a physical trace of an organism that lived in the past

Fossils

- ▶ A **fossil** is a physical trace of an organism that lived in the past
- ▶ Fossils can be dated using (complicated) radiometric and geological techniques

Fossils

- ▶ A **fossil** is a physical trace of an organism that lived in the past
- ▶ Fossils can be dated using (complicated) radiometric and geological techniques
- ▶ Fossils provide information about the history of life (see Chapter 27)

Fossils

- ▶ A **fossil** is a physical trace of an organism that lived in the past
- ▶ Fossils can be dated using (complicated) radiometric and geological techniques
- ▶ Fossils provide information about the history of life (see Chapter 27)
- ▶ The **fossil record** refers to the collection of all known fossils

Fossils

- ▶ A **fossil** is a physical trace of an organism that lived in the past
- ▶ Fossils can be dated using (complicated) radiometric and geological techniques
- ▶ Fossils provide information about the history of life (see Chapter 27)
- ▶ The **fossil record** refers to the collection of all known fossils

Extinction

- ▶ Many fossils have been left by organisms that are no longer around

Extinction

- ▶ Many fossils have been left by organisms that are no longer around
 - ▶ We say such organisms are **extinct**

Extinction

- ▶ Many fossils have been left by organisms that are no longer around
 - ▶ We say such organisms are **extinct**
- ▶ Extinction is one piece of evidence that species are changing

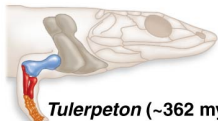
Extinction

- ▶ Many fossils have been left by organisms that are no longer around
 - ▶ We say such organisms are **extinct**
- ▶ Extinction is one piece of evidence that species are changing
 - ▶ *But not very convincing evidence!*

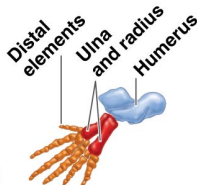
Extinction

- ▶ Many fossils have been left by organisms that are no longer around
 - ▶ We say such organisms are **extinct**
- ▶ Extinction is one piece of evidence that species are changing
 - ▶ *But not very convincing evidence!*

Transitional forms



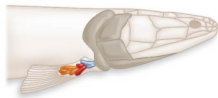
***Tulerpeton* (~362 mya)**



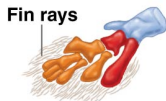
***Acanthostega* (~365 mya)**



***Tiktaalik* (~375 mya)**

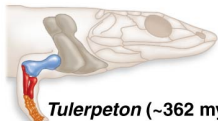


***Eusthenopteron* (~385 mya)**

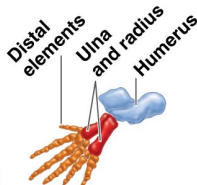


- ▶ When a species disappears from the fossil record, a similar species often appears

Transitional forms



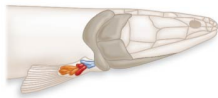
Tulerpeton (~362 mya)



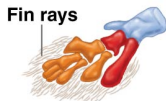
Acanthostega (~365 mya)



Tiktaalik (~375 mya)

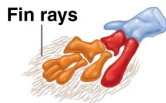
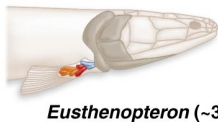
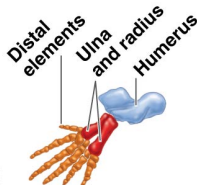
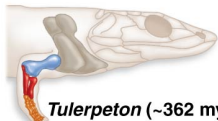


Eusthenopteron (~385 mya)



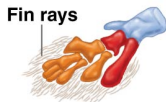
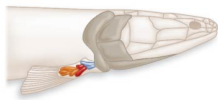
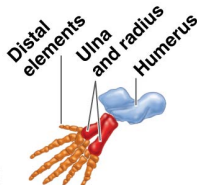
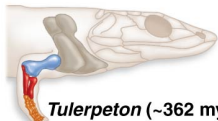
- ▶ When a species disappears from the fossil record, a similar species often appears
 - ▶ This often happens in the same geographic area

Transitional forms



- ▶ When a species disappears from the fossil record, a similar species often appears
 - ▶ This often happens in the same geographic area
- ▶ Consistent with species evolving: changing through time

Transitional forms



- ▶ When a species disappears from the fossil record, a similar species often appears
 - ▶ This often happens in the same geographic area
- ▶ Consistent with species evolving: changing through time

Vestigial traits

- ▶ A **vestigial trait** is a structure that has no function, but is similar to functioning structures in related species

Vestigial traits

- ▶ A **vestigial trait** is a structure that has no function, but is similar to functioning structures in related species
- ▶ Examples?

Vestigial traits

- ▶ A **vestigial trait** is a structure that has no function, but is similar to functioning structures in related species
- ▶ Examples?

Directly observed evolution

- ▶ Although much evolution occurs very slowly, some kinds of evolution can be, and have been, observed on faster time scales

Directly observed evolution

- ▶ Although much evolution occurs very slowly, some kinds of evolution can be, and have been, observed on faster time scales
 - ▶ Tuberculosis

Directly observed evolution

- ▶ Although much evolution occurs very slowly, some kinds of evolution can be, and have been, observed on faster time scales
 - ▶ Tuberculosis
 - ▶ Ground finches

Directly observed evolution

- ▶ Although much evolution occurs very slowly, some kinds of evolution can be, and have been, observed on faster time scales
 - ▶ Tuberculosis
 - ▶ Ground finches

Tuberculosis

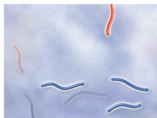
PROCESS: EVOLUTION OF DRUG RESISTANCE

M. tuberculosis in lung tissue



1. A chance mutation occurs.

Mutant cell



2. Drug therapy kills most bacteria without the mutation.



3. Mutant cells proliferate.



4. Drug therapy is ineffective against mutant cells.

Outline

Evolution

Change through time

Relationships between species

Natural selection

The nature of adaptation

Relationships between species

- ▶ If species evolved from a common ancestor, we expect to see evidence that they are related to each other

Relationships between species

- ▶ If species evolved from a common ancestor, we expect to see evidence that they are related to each other
 - ▶ Species fall naturally into groups

Relationships between species

- ▶ If species evolved from a common ancestor, we expect to see evidence that they are related to each other
 - ▶ Species fall naturally into groups
 - ▶ : *e.g., mammals, flowering plants*

Relationships between species

- ▶ If species evolved from a common ancestor, we expect to see evidence that they are related to each other
 - ▶ Species fall naturally into groups
 - ▶ : *e.g., mammals, flowering plants*
 - ▶ Geographic patterns of relatedness

Relationships between species

- ▶ If species evolved from a common ancestor, we expect to see evidence that they are related to each other
 - ▶ Species fall naturally into groups
 - ▶ : *e.g., mammals, flowering plants*
 - ▶ Geographic patterns of relatedness
 - ▶ Homology

Relationships between species

- ▶ If species evolved from a common ancestor, we expect to see evidence that they are related to each other
 - ▶ Species fall naturally into groups
 - ▶ : *e.g., mammals, flowering plants*
 - ▶ Geographic patterns of relatedness
 - ▶ Homology

Geographic relationships

- Species in the same geographic area (e.g., nearby islands) often seem to be closely related

(a) **Pattern:** Although the Galápagos mockingbirds are extremely similar, distinct species are found on different islands.



(b) Recent data support Darwin's hypothesis that the Galápagos mockingbirds share a common ancestor.



©2015 Pearson Education, Inc.

Geographic relationships

(a) **Pattern:** Although the Galápagos mockingbirds are extremely similar, distinct species are found on different islands.



(b) Recent data support Darwin's hypothesis that the Galápagos mockingbirds share a common ancestor.



©2015 Pearson Education, Inc.

- Species in the same geographic area (e.g., nearby islands) often seem to be closely related

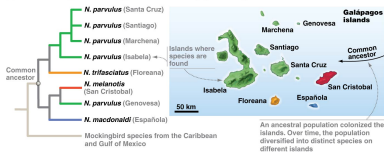
- This is what we would expect if these species evolved independently, starting from a common ancestor in the region

Geographic relationships

(a) **Pattern:** Although the Galápagos mockingbirds are extremely similar, distinct species are found on different islands.



(b) Recent data support Darwin's hypothesis that the Galápagos mockingbirds share a common ancestor.



©2011 Pearson Education, Inc.

- ▶ Species in the same geographic area (e.g., nearby islands) often seem to be closely related
- ▶ This is what we would expect if these species evolved independently, starting from a common ancestor in the region
- ▶ Support for the theory of evolution

Geographic relationships

(a) **Pattern:** Although the Galápagos mockingbirds are extremely similar, distinct species are found on different islands.



(b) Recent data support Darwin's hypothesis that the Galápagos mockingbirds share a common ancestor.



©2015 Pearson Education, Inc.

- Species in the same geographic area (e.g., nearby islands) often seem to be closely related
- This is what we would expect if these species evolved independently, starting from a common ancestor in the region
- Support for the theory of evolution

Evolution and similarity

- ▶ In nature we observe many, often surprising, similarities between organisms

Evolution and similarity

- ▶ In nature we observe many, often surprising, similarities between organisms
 - ▶ Almost identical developmental genes in fruit flies and people

Evolution and similarity

- ▶ In nature we observe many, often surprising, similarities between organisms
 - ▶ Almost identical developmental genes in fruit flies and people
 - ▶ Similar limb bone structure in turtles and people

Evolution and similarity

- ▶ In nature we observe many, often surprising, similarities between organisms
 - ▶ Almost identical developmental genes in fruit flies and people
 - ▶ Similar limb bone structure in turtles and people
- ▶ The theory of evolution explains these similarities as **homologies**

Evolution and similarity

- ▶ In nature we observe many, often surprising, similarities between organisms
 - ▶ Almost identical developmental genes in fruit flies and people
 - ▶ Similar limb bone structure in turtles and people
- ▶ The theory of evolution explains these similarities as **homologies**

Homology

- ▶ A **homology** is a similarity that is due to common ancestry

Homology

- ▶ A **homology** is a similarity that is due to common ancestry
 - ▶ Similarities apparently due to homology are widespread. This is a strength of the theory of evolution.

Homology

- ▶ A **homology** is a similarity that is due to common ancestry
 - ▶ Similarities apparently due to homology are widespread. This is a strength of the theory of evolution.

Genetic homology

- ▶ **Genetic homology** is homology at the level of genetic coding.

Genetic homology

- ▶ **Genetic homology** is homology at the level of genetic coding.
- ▶ Examples:

Genetic homology

- ▶ **Genetic homology** is homology at the level of genetic coding.
- ▶ Examples:
 - ▶ The genetic code itself is shared (with rare, minor exceptions) by all living organisms

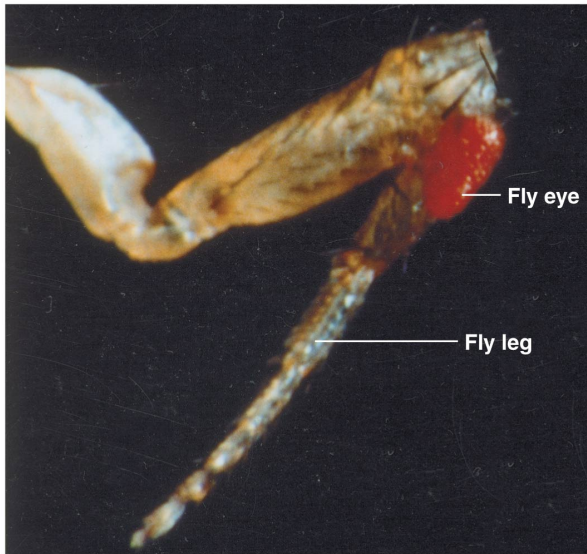
Genetic homology

- ▶ **Genetic homology** is homology at the level of genetic coding.
- ▶ Examples:
 - ▶ The genetic code itself is shared (with rare, minor exceptions) by all living organisms
 - ▶ Some genes involved in development are very similar all the way from insects to mammals

Genetic homology

- ▶ **Genetic homology** is homology at the level of genetic coding.
- ▶ Examples:
 - ▶ The genetic code itself is shared (with rare, minor exceptions) by all living organisms
 - ▶ Some genes involved in development are very similar all the way from insects to mammals

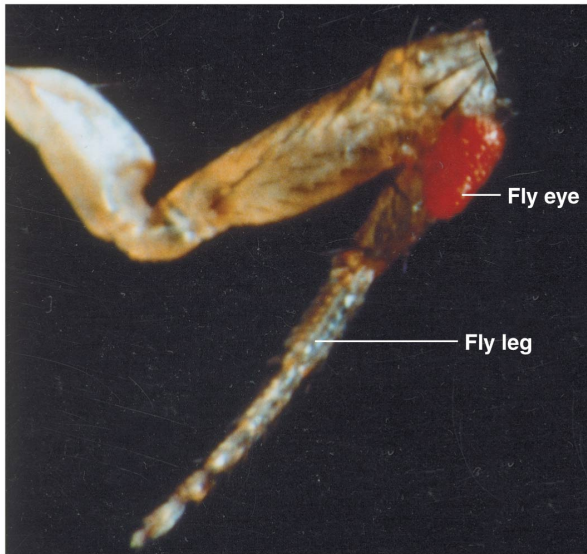
Genetic homology



© 2014 Pearson Education, Inc.

- *An eye-promoter gene from mice promote eye growth in flies!*

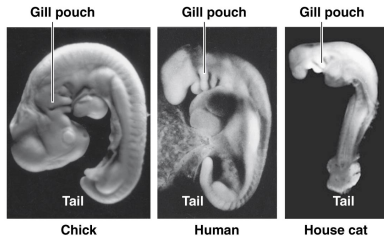
Genetic homology



© 2014 Pearson Education, Inc.

- *An eye-promoter gene from mice promote eye growth in flies!*

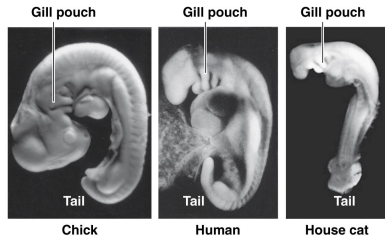
Developmental homology



© 2014 Pearson Education, Inc.

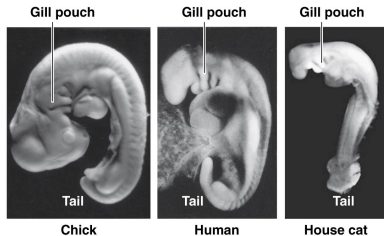
- **Developmental homology** is homology in the traits of **embryos** (developing organisms)

Developmental homology



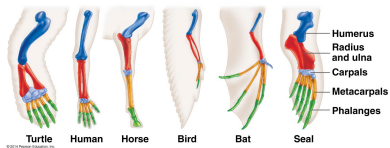
- ▶ **Developmental homology** is homology in the traits of **embryos** (developing organisms)
 - ▶ Embryos of all vertebrates show striking similarities

Developmental homology



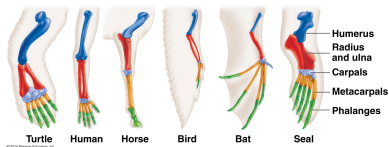
- ▶ **Developmental homology** is homology in the traits of **embryos** (developing organisms)
 - ▶ Embryos of all vertebrates show striking similarities

Structural homology



- **Structural homology** is homology at the level of developed organisms.

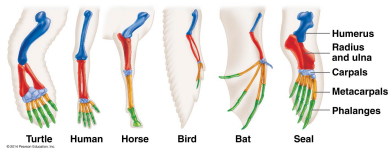
Structural homology



- ▶ **Structural homology** is homology at the level of developed organisms.

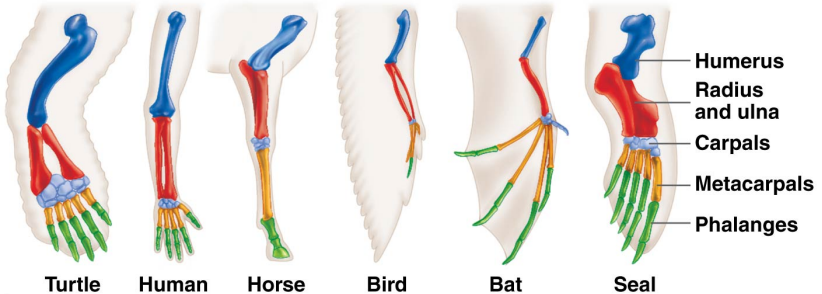
- ▶ Tetrapod limbs

Structural homology



- ▶ **Structural homology** is homology at the level of developed organisms.
 - ▶ Tetrapod limbs

Tetrapod limbs



© 2014 Pearson Education, Inc.

Identifying homologies

- ▶ A tricky subject

Identifying homologies

- ▶ A tricky subject
 - ▶ How do we know whether similarities are due to common evolution?

Identifying homologies

- ▶ A tricky subject
 - ▶ How do we know whether similarities are due to common evolution?
 - ▶ Homologies assume evolution; how can they be used as evidence for evolution?

Identifying homologies

- ▶ A tricky subject
 - ▶ How do we know whether similarities are due to common evolution?
 - ▶ Homologies assume evolution; how can they be used as evidence for evolution?
- ▶ The idea that many similarities are due to homology seems to explain many observed patterns

Identifying homologies

- ▶ A tricky subject
 - ▶ How do we know whether similarities are due to common evolution?
 - ▶ Homologies assume evolution; how can they be used as evidence for evolution?
- ▶ The idea that many similarities are due to homology seems to explain many observed patterns
 - ▶ Organisms fall naturally into groups

Identifying homologies

- ▶ A tricky subject
 - ▶ How do we know whether similarities are due to common evolution?
 - ▶ Homologies assume evolution; how can they be used as evidence for evolution?
- ▶ The idea that many similarities are due to homology seems to explain many observed patterns
 - ▶ Organisms fall naturally into groups
 - ▶ Genetic evidence and morphological evidence often agree

Identifying homologies

- ▶ A tricky subject
 - ▶ How do we know whether similarities are due to common evolution?
 - ▶ Homologies assume evolution; how can they be used as evidence for evolution?
- ▶ The idea that many similarities are due to homology seems to explain many observed patterns
 - ▶ Organisms fall naturally into groups
 - ▶ Genetic evidence and morphological evidence often agree

Outline

Evolution

Change through time

Relationships between species

Natural selection

The nature of adaptation

Natural selection

- ▶ Darwin's big idea was not evolution, but natural selection

Natural selection

- ▶ Darwin's big idea was not evolution, but natural selection
- ▶ The first real theory of evolution was developed by Lamarck

Natural selection

- ▶ Darwin's big idea was not evolution, but natural selection
- ▶ The first real theory of evolution was developed by Lamarck
 - ▶ More famous for being wrong about how evolution occurs

Natural selection

- ▶ Darwin's big idea was not evolution, but natural selection
- ▶ The first real theory of evolution was developed by Lamarck
 - ▶ More famous for being wrong about how evolution occurs
 - ▶ *He thought acquired characteristics were inherited*

Natural selection

- ▶ Darwin's big idea was not evolution, but natural selection
- ▶ The first real theory of evolution was developed by Lamarck
 - ▶ More famous for being wrong about how evolution occurs
 - ▶ *He thought acquired characteristics were inherited*

Natural selection drives evolution

- ▶ Darwin's theory of natural selection can be explained using four logical steps:

Natural selection drives evolution

- ▶ Darwin's theory of natural selection can be explained using four logical steps:
 - ▶ **Variation:** The individuals that make a population vary in the **traits** they possess, like size, shape, physiological details.

Natural selection drives evolution

- ▶ Darwin's theory of natural selection can be explained using four logical steps:
 - ▶ **Variation:** The individuals that make a population vary in the **traits** they possess, like size, shape, physiological details.
 - ▶ **Heritability:** Some of these differences can be inherited by offspring. For example, tall people may be more likely to produce tall offspring.

Natural selection drives evolution

- ▶ Darwin's theory of natural selection can be explained using four logical steps:
 - ▶ **Variation:** The individuals that make a population vary in the **traits** they possess, like size, shape, physiological details.
 - ▶ **Heritability:** Some of these differences can be inherited by offspring. For example, tall people may be more likely to produce tall offspring.
 - ▶ **Differential reproductive success:** In each generation, some organisms leave more offspring than others

Natural selection drives evolution

- ▶ Darwin's theory of natural selection can be explained using four logical steps:
 - ▶ **Variation:** The individuals that make a population vary in the **traits** they possess, like size, shape, physiological details.
 - ▶ **Heritability:** Some of these differences can be inherited by offspring. For example, tall people may be more likely to produce tall offspring.
 - ▶ **Differential reproductive success:** In each generation, some organisms leave more offspring than others
 - ▶ **Selection:** Reproductive success is not random, but is influenced by differences in traits, including heritable traits

Natural selection drives evolution

- ▶ Darwin's theory of natural selection can be explained using four logical steps:
 - ▶ **Variation:** The individuals that make a population vary in the **traits** they possess, like size, shape, physiological details.
 - ▶ **Heritability:** Some of these differences can be inherited by offspring. For example, tall people may be more likely to produce tall offspring.
 - ▶ **Differential reproductive success:** In each generation, some organisms leave more offspring than others
 - ▶ **Selection:** Reproductive success is not random, but is influenced by differences in traits, including heritable traits
- ▶ If all four of these assumptions hold, we expect evolution to occur.

Natural selection drives evolution

- ▶ Darwin's theory of natural selection can be explained using four logical steps:
 - ▶ **Variation:** The individuals that make a population vary in the **traits** they possess, like size, shape, physiological details.
 - ▶ **Heritability:** Some of these differences can be inherited by offspring. For example, tall people may be more likely to produce tall offspring.
 - ▶ **Differential reproductive success:** In each generation, some organisms leave more offspring than others
 - ▶ **Selection:** Reproductive success is not random, but is influenced by differences in traits, including heritable traits
- ▶ If all four of these assumptions hold, we expect evolution to occur.

Natural selection (short version)

- ▶ Evolution by natural selection will occur if there is:

Natural selection (short version)

- ▶ Evolution by natural selection will occur if there is:
 - ▶ Heritable **variation** in traits

Natural selection (short version)

- ▶ Evolution by natural selection will occur if there is:
 - ▶ Heritable **variation** in traits
 - ▶ **Selection** (i.e., differential reproductive success) *based on* these traits

Natural selection (short version)

- ▶ Evolution by natural selection will occur if there is:
 - ▶ Heritable **variation** in traits
 - ▶ **Selection** (i.e., differential reproductive success) *based on* these traits
 - ▶ Survival is one component of reproductive success; if you don't survive, you can't reproduce.

Natural selection (short version)

- ▶ Evolution by natural selection will occur if there is:
 - ▶ Heritable **variation** in traits
 - ▶ **Selection** (i.e., differential reproductive success) *based on* these traits
 - ▶ Survival is one component of reproductive success; if you don't survive, you can't reproduce.

Fitness

- ▶ **Fitness** in biology, or **Darwinian fitness**, means simply an ability to do well under natural selection

Fitness

- ▶ **Fitness** in biology, or **Darwinian fitness**, means simply an ability to do well under natural selection
- ▶ Fitness is thus defined as average reproductive success, given a suite of heritable traits

Fitness

- ▶ **Fitness** in biology, or **Darwinian fitness**, means simply an ability to do well under natural selection
- ▶ Fitness is thus defined as average reproductive success, given a suite of heritable traits

Tuberculosis

PROCESS: EVOLUTION OF DRUG RESISTANCE

M. tuberculosis in lung tissue



1. A chance mutation occurs.

Mutant cell



2. Drug therapy kills most bacteria without the mutation.



3. Mutant cells proliferate.



4. Drug therapy is ineffective against mutant cells.

Example: Tuberculosis

- ▶ What if there were no variation?

Example: Tuberculosis

- ▶ What if there were no variation?
 - ▶ Where does variation come from?

Example: Tuberculosis

- ▶ What if there were no variation?
 - ▶ Where does variation come from?
- ▶ What if variation were not heritable?

Example: Tuberculosis

- ▶ What if there were no variation?
 - ▶ Where does variation come from?
- ▶ What if variation were not heritable?
- ▶ What if there were no selection?

Example: Tuberculosis

- ▶ What if there were no variation?
 - ▶ Where does variation come from?
- ▶ What if variation were not heritable?
- ▶ What if there were no selection?

Other examples

- ▶ Galapagos finches' beak sizes evolve as availability of seed resources changes.

Other examples

- ▶ Galapagos finches' beak sizes evolve as availability of seed resources changes.
- ▶ Squirrels!

Other examples

- ▶ Galapagos finches' beak sizes evolve as availability of seed resources changes.
- ▶ Squirrels!

Squirrels



Finch beaks

RESEARCH

QUESTION: Did natural selection on ground finches occur when the environment changed?

HYPOTHESIS: Beak characteristics changed in response to a drought.

NULL HYPOTHESIS: No changes in beak characteristics occurred in response to a drought.

EXPERIMENTAL SETUP:

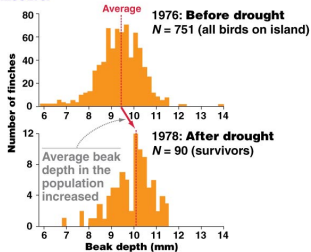


Weigh and measure all birds in the population before and after the drought.

PREDICTION:

PREDICTION OF NULL HYPOTHESIS:

RESULTS:



CONCLUSION: Natural selection occurred. The characteristics of the population have changed.

© 2014 Pearson Education, Inc.

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?



Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks
 - ▶ *

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks
 - ▶ * You might also want to try raising them in different conditions (wet or dry, more or less food available)

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks
 - ▶ * You might also want to try raising them in different conditions (wet or dry, more or less food available)
 - ▶ *

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks
 - ▶ * You might also want to try raising them in different conditions (wet or dry, more or less food available)
 - ▶ * **Replicate**. Repeat the experiment with different offspring (using different mothers and fathers).

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks
 - ▶ * You might also want to try raising them in different conditions (wet or dry, more or less food available)
 - ▶ * **Replicate**. Repeat the experiment with different offspring (using different mothers and fathers).
 - ▶ *

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks
 - ▶ * You might also want to try raising them in different conditions (wet or dry, more or less food available)
 - ▶ * **Replicate.** Repeat the experiment with different offspring (using different mothers and fathers).
 - ▶ * **Control.** Make all factors except for the beak depths of mothers and fathers as similar as possible

Activity

- ▶ How would you design an experiment to tell if beak depth is heritable?
 - ▶ * Raise offspring from different combinations of mothers and fathers, and compare their beaks
 - ▶ * You might also want to try raising them in different conditions (wet or dry, more or less food available)
 - ▶ * **Replicate.** Repeat the experiment with different offspring (using different mothers and fathers).
 - ▶ * **Control.** Make all factors except for the beak depths of mothers and fathers as similar as possible

Outline

Evolution

Change through time

Relationships between species

Natural selection

The nature of adaptation

Other models

- ▶ Natural selection is not the only possible model for how evolution could occur

Other models

- ▶ Natural selection is not the only possible model for how evolution could occur
 - ▶ Inheritance of acquired characteristics (Lamarck)

Other models

- ▶ Natural selection is not the only possible model for how evolution could occur
 - ▶ Inheritance of acquired characteristics (Lamarck)
 - ▶ Goal-directed evolution

Other models

- ▶ Natural selection is not the only possible model for how evolution could occur
 - ▶ Inheritance of acquired characteristics (Lamarck)
 - ▶ Goal-directed evolution

Inheritance of acquired characteristics

- ▶ This is the idea that individuals change in response to their environment, and pass those changes on to their offspring

Inheritance of acquired characteristics

- ▶ This is the idea that individuals change in response to their environment, and pass those changes on to their offspring
 - ▶ Example: giraffes reaching for food

Inheritance of acquired characteristics

- ▶ This is the idea that individuals change in response to their environment, and pass those changes on to their offspring
 - ▶ Example: giraffes reaching for food
- ▶ It is now known that while individuals do often change in response to their environment, such changes are not (usually) passed on to offspring

Inheritance of acquired characteristics

- ▶ This is the idea that individuals change in response to their environment, and pass those changes on to their offspring
 - ▶ Example: giraffes reaching for food
- ▶ It is now known that while individuals do often change in response to their environment, such changes are not (usually) passed on to offspring

Goal-directed evolution

- ▶ This is the idea that organisms evolve towards specific goals

Goal-directed evolution

- ▶ This is the idea that organisms evolve towards specific goals
 - ▶ Complex, multicellular organisms

Goal-directed evolution

- ▶ This is the idea that organisms evolve towards specific goals
 - ▶ Complex, multicellular organisms
 - ▶ Big-brained humans

Goal-directed evolution

- ▶ This is the idea that organisms evolve towards specific goals
 - ▶ Complex, multicellular organisms
 - ▶ Big-brained humans

Evaluating competing hypotheses

- ▶ We challenge hypotheses with experiments and observation

Evaluating competing hypotheses

- ▶ We challenge hypotheses with experiments and observation

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails
- ▶ Measure natural tail length at the beginning of the experiment, and after 100 generations.

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails
- ▶ Measure natural tail length at the beginning of the experiment, and after 100 generations.
- ▶ How could this experiment be improved?

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails
- ▶ Measure natural tail length at the beginning of the experiment, and after 100 generations.
- ▶ How could this experiment be improved?



Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails
- ▶ Measure natural tail length at the beginning of the experiment, and after 100 generations.
- ▶ How could this experiment be improved?
 - ▶ * Add a control group

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails
- ▶ Measure natural tail length at the beginning of the experiment, and after 100 generations.
- ▶ How could this experiment be improved?
 - ▶ * Add a control group
 - ▶ *

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails
- ▶ Measure natural tail length at the beginning of the experiment, and after 100 generations.
- ▶ How could this experiment be improved?
 - ▶ * Add a control group
 - ▶ * Use replicate populations (e.g., three control and three experimental populations)

Inheritance of acquired characteristics

- ▶ Raise a population of mice in the lab
- ▶ Every generation stretch (or chop off) their poor little tails
- ▶ Measure natural tail length at the beginning of the experiment, and after 100 generations.
- ▶ How could this experiment be improved?
 - ▶ * Add a control group
 - ▶ * Use replicate populations (e.g., three control and three experimental populations)

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?



Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed
 - ▶ *

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed
 - ▶ * Compare results with a control population.

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed
 - ▶ * Compare results with a control population.
 - ▶ *

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed
 - ▶ * Compare results with a control population.
 - ▶ * Let them breed how they want?

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed
 - ▶ * Compare results with a control population.
 - ▶ * Let them breed how they want?
 - ▶ *

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed
 - ▶ * Compare results with a control population.
 - ▶ * Let them breed how they want?
 - ▶ * Make couples, and choose 2 offspring from each?

Activity

- ▶ What would be the key points of a similar experiment to test whether tail lengths respond to natural (actually, artificial) selection?
 - ▶ * In each generation, allow mice with longer (or shorter) tails more chances to breed
 - ▶ * Compare results with a control population.
 - ▶ * Let them breed how they want?
 - ▶ * Make couples, and choose 2 offspring from each?

Goal-directed evolution

- ▶ There is a great deal of observational evidence against goal-directed evolution:

Goal-directed evolution

- ▶ There is a great deal of observational evidence against goal-directed evolution:
 - ▶ Vestigial traits

Goal-directed evolution

- ▶ There is a great deal of observational evidence against goal-directed evolution:
 - ▶ Vestigial traits
 - ▶ Bidirectional evolution

Goal-directed evolution

- ▶ There is a great deal of observational evidence against goal-directed evolution:
 - ▶ Vestigial traits
 - ▶ Bidirectional evolution
 - ▶ Finch beaks get larger, then smaller

Goal-directed evolution

- ▶ There is a great deal of observational evidence against goal-directed evolution:
 - ▶ Vestigial traits
 - ▶ Bidirectional evolution
 - ▶ Finch beaks get larger, then smaller
 - ▶ Birds gain, then lose, flying ability

Goal-directed evolution

- ▶ There is a great deal of observational evidence against goal-directed evolution:
 - ▶ Vestigial traits
 - ▶ Bidirectional evolution
 - ▶ Finch beaks get larger, then smaller
 - ▶ Birds gain, then lose, flying ability
 - ▶ Things that become parasites may become much smaller and simpler

Goal-directed evolution

- ▶ There is a great deal of observational evidence against goal-directed evolution:
 - ▶ Vestigial traits
 - ▶ Bidirectional evolution
 - ▶ Finch beaks get larger, then smaller
 - ▶ Birds gain, then lose, flying ability
 - ▶ Things that become parasites may become much smaller and simpler

Adaptation vs. acclimation

- ▶ **Acclimation** is the ability of organisms to respond directly to their environment

Adaptation vs. acclimation

- ▶ **Acclimation** is the ability of organisms to respond directly to their environment
 - ▶ When organisms **acclimate** this does not affect the traits of their offspring

Adaptation vs. acclimation

- ▶ **Acclimation** is the ability of organisms to respond directly to their environment
 - ▶ When organisms **acclimate** this does not affect the traits of their offspring
- ▶ **Adaptation** is genetic change that increases the fitness of organisms

Adaptation vs. acclimation

- ▶ **Acclimation** is the ability of organisms to respond directly to their environment
 - ▶ When organisms **acclimate** this does not affect the traits of their offspring
- ▶ **Adaptation** is genetic change that increases the fitness of organisms
 - ▶ Adaptation does not occur as a direct response to the environment

Adaptation vs. acclimation

- ▶ **Acclimation** is the ability of organisms to respond directly to their environment
 - ▶ When organisms **acclimate** this does not affect the traits of their offspring
- ▶ **Adaptation** is genetic change that increases the fitness of organisms
 - ▶ Adaptation does not occur as a direct response to the environment
 - ▶ Adaptation is usually very slow

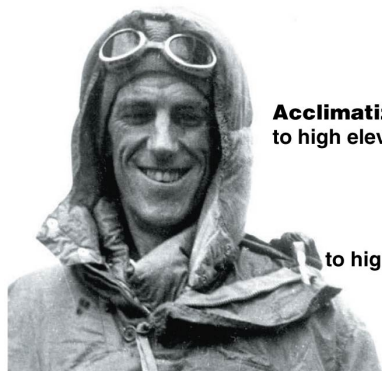
Adaptation vs. acclimation

- ▶ **Acclimation** is the ability of organisms to respond directly to their environment
 - ▶ When organisms **acclimate** this does not affect the traits of their offspring
- ▶ **Adaptation** is genetic change that increases the fitness of organisms
 - ▶ Adaptation does not occur as a direct response to the environment
 - ▶ Adaptation is usually very slow
 - ▶ Adaptations are passed on to offspring, and form the basis of evolutionary change

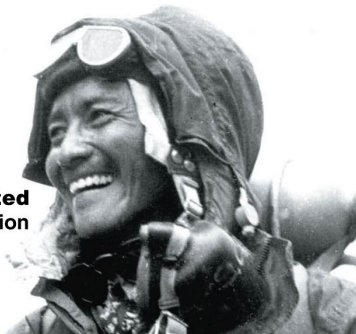
Adaptation vs. acclimation

- ▶ **Acclimation** is the ability of organisms to respond directly to their environment
 - ▶ When organisms **acclimate** this does not affect the traits of their offspring
- ▶ **Adaptation** is genetic change that increases the fitness of organisms
 - ▶ Adaptation does not occur as a direct response to the environment
 - ▶ Adaptation is usually very slow
 - ▶ Adaptations are passed on to offspring, and form the basis of evolutionary change

Adaptation and acclimation



Acclimatized
to high elevation



Adapted
to high elevation

© 2017 Pearson Education, Inc.

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.



Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * [acclimation](#)

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ *

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**
- ▶ Polar bears have thick fur, and thick layers of fat under their skin.

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**
- ▶ Polar bears have thick fur, and thick layers of fat under their skin.
 - ▶ *

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**
- ▶ Polar bears have thick fur, and thick layers of fat under their skin.
 - ▶ * **adaptation**

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**
- ▶ Polar bears have thick fur, and thick layers of fat under their skin.
 - ▶ * **adaptation**
- ▶ Humans raised in hot climates have more sweat glands than those raised in cold climates.

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**
- ▶ Polar bears have thick fur, and thick layers of fat under their skin.
 - ▶ * **adaptation**
- ▶ Humans raised in hot climates have more sweat glands than those raised in cold climates.
 - ▶ *

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**
- ▶ Polar bears have thick fur, and thick layers of fat under their skin.
 - ▶ * **adaptation**
- ▶ Humans raised in hot climates have more sweat glands than those raised in cold climates.
 - ▶ * **acclimation**

Examples

- ▶ If you exercise every day, you will be stronger, but this will not make your children stronger.
 - ▶ * **acclimation**
- ▶ After swinging through trees for millions of years, chimpanzees have very strongly built arms.
 - ▶ * **adaptation**
- ▶ Polar bears have thick fur, and thick layers of fat under their skin.
 - ▶ * **adaptation**
- ▶ Humans raised in hot climates have more sweat glands than those raised in cold climates.
 - ▶ * **acclimation**

Acclimation

- ▶ Why do we acclimate?

Acclimation

- ▶ Why do we acclimate?



Acclimation

- ▶ Why do we acclimate?
 - ▶ * It has probably evolved because acclimation is beneficial

Acclimation

- ▶ Why do we acclimate?
 - ▶ * It has probably evolved because acclimation is beneficial
- ▶ Are responses to changed conditions always good?

Acclimation

- ▶ Why do we acclimate?
 - ▶ * It has probably evolved because acclimation is beneficial
- ▶ Are responses to changed conditions always good?
 - ▶ *Digging holes*

Acclimation

- ▶ Why do we acclimate?
 - ▶ * It has probably evolved because acclimation is beneficial
- ▶ Are responses to changed conditions always good?
 - ▶ *Digging holes*

The good of the species

- ▶ Selection operates on individuals; individuals are not adapted to act for the good of the species

The good of the species

- ▶ Selection operates on individuals; individuals are not adapted to act for the good of the species
- ▶ The evolution of co-operation always involves tension between what is good for the group, and what is good for the individual

The good of the species

- ▶ Selection operates on individuals; individuals are not adapted to act for the good of the species
- ▶ The evolution of co-operation always involves tension between what is good for the group, and what is good for the individual
 - ▶ If 'cheating' strategies can evolve, they will

The good of the species

- ▶ Selection operates on individuals; individuals are not adapted to act for the good of the species
- ▶ The evolution of co-operation always involves tension between what is good for the group, and what is good for the individual
 - ▶ If 'cheating' strategies can evolve, they will
 - ▶ A **cheater** benefits from co-operation, but does not participate

The good of the species

- ▶ Selection operates on individuals; individuals are not adapted to act for the good of the species
- ▶ The evolution of co-operation always involves tension between what is good for the group, and what is good for the individual
 - ▶ If 'cheating' strategies can evolve, they will
 - ▶ A **cheater** benefits from co-operation, but does not participate
- ▶ Do lemmings commit suicide?

The good of the species

- ▶ Selection operates on individuals; individuals are not adapted to act for the good of the species
- ▶ The evolution of co-operation always involves tension between what is good for the group, and what is good for the individual
 - ▶ If 'cheating' strategies can evolve, they will
 - ▶ A **cheater** benefits from co-operation, but does not participate
- ▶ Do lemmings commit suicide?

A lemming not committing suicide



Tradeoffs

- ▶ Much of adaptation is the result of compromise between conflicting goals

Tradeoffs

- ▶ Much of adaptation is the result of compromise between conflicting goals
 - ▶ Brightly colored individuals are more attractive to mates, and to predators

Tradeoffs

- ▶ Much of adaptation is the result of compromise between conflicting goals
 - ▶ Brightly colored individuals are more attractive to mates, and to predators
 - ▶ Larger individuals compete more effectively, but are less efficient at reproducing

Tradeoffs

- ▶ Much of adaptation is the result of compromise between conflicting goals
 - ▶ Brightly colored individuals are more attractive to mates, and to predators
 - ▶ Larger individuals compete more effectively, but are less efficient at reproducing

Historical constraints

- ▶ Evolution proceeds by small steps

Historical constraints

- ▶ Evolution proceeds by small steps
 - ▶ What is possible is guided by what has gone before

Historical constraints

- ▶ Evolution proceeds by small steps
 - ▶ What is possible is guided by what has gone before
- ▶ Examples

Historical constraints

- ▶ Evolution proceeds by small steps
 - ▶ What is possible is guided by what has gone before
- ▶ Examples
 - ▶ Vestigial traits

Historical constraints

- ▶ Evolution proceeds by small steps
 - ▶ What is possible is guided by what has gone before
- ▶ Examples
 - ▶ Vestigial traits
 - ▶ Blind spot in the vertebrate eye

Historical constraints

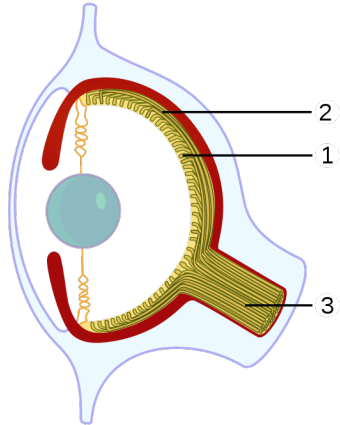
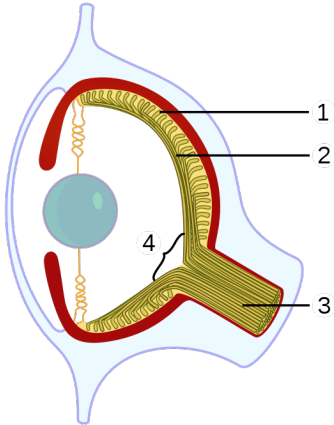
- ▶ Evolution proceeds by small steps
 - ▶ What is possible is guided by what has gone before
- ▶ Examples
 - ▶ Vestigial traits
 - ▶ Blind spot in the vertebrate eye
 - ▶ Humans are not well designed to be upright

Historical constraints

- ▶ Evolution proceeds by small steps
 - ▶ What is possible is guided by what has gone before
- ▶ Examples
 - ▶ Vestigial traits
 - ▶ Blind spot in the vertebrate eye
 - ▶ Humans are not well designed to be upright

Vertebrate blind spot

ADD References to wikipedia here



Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time

Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time
 - ▶ Fossil record, patterns of relatedness, homologies

Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time
 - ▶ Fossil record, patterns of relatedness, homologies
- ▶ There is strong evidence that this change is driven by natural selection

Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time
 - ▶ Fossil record, patterns of relatedness, homologies
- ▶ There is strong evidence that this change is driven by natural selection
 - ▶ Darwin's logical postulates: heritable variation in traits; differential reproductive success based on traits

Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time
 - ▶ Fossil record, patterns of relatedness, homologies
- ▶ There is strong evidence that this change is driven by natural selection
 - ▶ Darwin's logical postulates: heritable variation in traits; differential reproductive success based on traits
 - ▶ Direct observations of natural selection (TB, finches, moths)

Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time
 - ▶ Fossil record, patterns of relatedness, homologies
- ▶ There is strong evidence that this change is driven by natural selection
 - ▶ Darwin's logical postulates: heritable variation in traits; differential reproductive success based on traits
 - ▶ Direct observations of natural selection (TB, finches, moths)
- ▶ Natural selection by (gradual) evolution imposes important constraints

Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time
 - ▶ Fossil record, patterns of relatedness, homologies
- ▶ There is strong evidence that this change is driven by natural selection
 - ▶ Darwin's logical postulates: heritable variation in traits; differential reproductive success based on traits
 - ▶ Direct observations of natural selection (TB, finches, moths)
- ▶ Natural selection by (gradual) evolution imposes important constraints
 - ▶ Species are not perfectly adapted

Evolution by natural selection – Summary

- ▶ There is strong evidence that species have evolved through time
 - ▶ Fossil record, patterns of relatedness, homologies
- ▶ There is strong evidence that this change is driven by natural selection
 - ▶ Darwin's logical postulates: heritable variation in traits; differential reproductive success based on traits
 - ▶ Direct observations of natural selection (TB, finches, moths)
- ▶ Natural selection by (gradual) evolution imposes important constraints
 - ▶ Species are not perfectly adapted