



## Teaching Guide

Identifying Data					2020/21
<b>Subject (*)</b>	Evolution of the nervous system		<b>Code</b>	610490022	
<b>Study programme</b>	Mestrado Universitario en Neurociencia (Plan 2011)				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	2nd four-month period	First	Optional	3	
<b>Language</b>	Spanish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Biología				
<b>Coordinador</b>	Castro Castro, Antonio Manuel	<b>E-mail</b>	antonio.castro@udc.es		
<b>Lecturers</b>	Castro Castro, Antonio Manuel Folgueira Otero, Mónica Vaamonde García, Carlos Yañez Sanchez, Julian	<b>E-mail</b>	antonio.castro@udc.es m.folgueira@udc.es carlos.vaamonde.garcia@udc.es julian.yanez@udc.es		
<b>Web</b>	<a href="http://www.usc.es/gl/titulacions/masters_oficiais/neurosci/">www.usc.es/gl/titulacions/masters_oficiais/neurosci/</a>				
<b>General description</b>	Optional subject focused on the adaptive changes experienced by the nervous system and sensory organs during evolution.				
<b>Contingency plan</b>	<p>1. Modifications to the contents None</p> <p>2. Methodologies *Teaching methodologies that are maintained All *Teaching methodologies that are modified None. If necessary, virtual media will be used, including for practicals and related activities.</p> <p>3. Mechanisms for personalized attention to students If necessary, virtual media.</p> <p>4. Modifications in the evaluation If necessary, tools from the virtual campus will be used.</p> <p>*Evaluation observations: None</p> <p>5. Modifications to the bibliography or webgraphy Appropriate resources will be provided if necessary.</p>				

## Study programme competences / results

Code	Study programme competences / results
A3	Explicar o proceso de cambio adaptativo do sistema nervioso dentro do marco evolutivo.
B4	Saiban ler e obter información relevante de publicacións científicas.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.

## Learning outcomes

Learning outcomes	Study programme competences / results		
To know the adaptive changes in the nervous system and organs of the senses during evolution.	AR3	BR4	CR1 CR3



To manage and analyze specialized bibliography/literature		BR4	CR1 CR2 CR3
---	--	-----	-------------------

Contents	
Topic	Sub-topic
Introduction.	1. Concept of evolution. Theories. 2. Levels of organization. Design patterns in animals. 3. Phylogenetic relationships: homologies and analogies.
Evolution of the nervous system.	4. Origin of neurons (first nervous systems). 5. Models of nervous systems. 6. Evolutionary changes of the basic structural units of the central nervous system in vertebrates. 7. Evolutionary changes of the functional circuits of the nervous system in vertebrates.
Evolution of sensory organs.	8. Photoreception: Evolution of the visual system. 9. Chemoreception: Evolution of taste and olfactory systems. 10. Mechanoreception: Evolution of the ear and lateral line
Practicals	Students will observe under the microscope histological preparations of nervous system and sense organs from different species of vertebrates and invertebrates

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Guest lecture / keynote speech	A3	19	28.5	47.5
Seminar	A3 B4 C1 C3	3	4.5	7.5
Laboratory practice	A3	5	6	11
Online discussion	B4 C1 C2 C3	2	3	5
Introductory activities	C3	1	0	1
Mixed objective/subjective test	A3 C1	2	0	2
Personalized attention		1	0	1

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Teacher will present the main contents of the subject.
Seminar	During these sessions, students will present the work they have carried out under the supervision of the professor. For preparing the seminars, students will use recent scientific reviews and other sources.
Laboratory practice	Students will observe under the microscope various histological preparations of nervous system and sense organs from different species of vertebrates and invertebrates.
Online discussion	A session will be devoted to the discussion of a specific topic (scientific article) by the students, intervening the professor as moderator.
Introductory activities	A first session will be programmed, in which the different sections contained in the teaching guide will be presented (learning aims, contents, methodologies, assessment, sources of information...), and where the student may raise any doubt or question regarding the same. Teaching guide and a detailed schedule of the activities will be available to the student in the Moodle platform.
Mixed objective/subjective test	Take a written and/or oral test will account for 50% of the final grade.



## Personalized attention

Methodologies	Description
Seminar	Students (in person or online) can do any questions regarding the work they must carry out in the seminars or relating to the rest of the methodologies used. In the case of students with recognition of part-time dedication and assistance exemption, they may make any questions related to the subject by attending individual tutorials or by email.

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Online discussion	B4 C1 C2 C3	Discussion of a specific topic (specialized scientific article) by the student	10
Seminar	A3 B4 C1 C3	Students must carry out and present a work in relation with the contents of the program.	40
Mixed objective/subjective test	A3 C1	Take a written (test questions and/or short-answer questions) and/or oral test about the contents of the program.	50

## Assessment comments

<p>Consideracións xerais:</p> <p>O alumnado disporá de dúas oportunidades oficiais para superar a materia (ver calendario en <a href="http://www.usc.es/gl/titulacions/masters_oficiais/neurosci/">http://www.usc.es/gl/titulacions/masters_oficiais/neurosci/</a>).</p> <p>A cualificación de Non Presentado aplicarase unicamente no caso de que o/a alumno/a non se presentase nalguna das oportunidades oficiais existentes.</p> <p>Aspectos e criterios de avaliación:</p> <p>- Alumnado con dedicación completa e alumnado con recoñecemento de dedicación a tempo parcial e dispensa académica de exención de asistencia</p> <p>Na oportunidade de final de cuadrimestre teranse en conta, para o cómputo da cualificación global, os distintos apartados recollidos no sistema de avaliación: a) realización dunha proba mixta sobre os contidos da materia, representando o 50% da cualificación final, b) a realización e presentación do traballo nos seminarios suporá o 40% da cualificación final, e c) a participación activa na sesión de discusión/debate suporá o 10% da cualificación final.</p> <p>Na segunda oportunidade poderase/n recuperar a/s parte/s non superada/s, exame (proba mixta) e/ou traballo, representando cada unha destas o 50% da cualificación final.</p>
---

## Sources of information



<p><b>Basic</b></p>	<p>- Kaas, JH (2007). Evolution of nervous systems: a comprehensive reference. Elsevier Academic Press, Amsterdam</p> <p>- Allman, JM 2003, El cerebro en evolución, 1ª edn, Editorial Ariel, Barcelona.- Arendt, D 2003, ?Evolution of eyes and photoreceptor cell types?, IntJDevBiol, vol. 47, pp. 563-571.- Butler, AB &amp; Hodos, W 2005, Comparative vertebrate neuroanatomy, 2nd edn, Wiley-Liss, New York. - Collin, SP, Davies, WL, Hart, NS &amp; Hunt, DM 2009, ?The evolution of early vertebrate photoreceptors?, Phil Trans R Soc B, vol. 364, pp. 2925-2940.- Coyne, JA 2010, Porqué la teoría de la evolución es verdadera, Editorial Crítica, Barcelona.- Eccles, JC 1992, La evolución del cerebro: creación de la conciencia, Editorial Labor, Barcelona. - Fay, RR &amp; Popper, AN 1999, Comparative hearing: fish and amphibians, Springer-Verlag, New York. - Fritsch, B &amp; Beisel, KW 2001, ?Evolution and development of the vertebrate ear?, BrainResBull, vol. 55, pp.711-721. - Fritsch, B, Beisel, KW, Pauley, S &amp; Soukup, G 2007, ?Molecular evolution of the vertebrate mechanosensory cell and ear?, Int J Dev Biol, vol. 51, pp. 663-678. - Gehring, WJ 2005, ?New perspectives on eye development and the evolution of eyes and photoreceptors?, J Hereditv, vol. 96, no. 3, pp. 171-184.- Gregory, RL 1997, Eye and Brain, 5th edn, Princeton University Press. - Hubel, DH 2000, Ojo,cerebro y visión. Servicio Publicaciones Univ. Murcia. - Jarman, AP 2002, ?Studies of mechanosensation using the fly?, HumanMolecularGenetics, vol. 11, no. 10, pp. 1215-1218. - Jorgensen, JM 1989, Evolution of octavolateralis sensory cells. In: Coombs, S, Görner, P, Münz, H (eds), The mechanosensory lateral line: neurobiology and evolution, Springer-Verlag, New York.- Kaas, JH 2007, Evolution of nervous systems: a comprehensive reference, Elsevier Academic Press, Amsterdam. - Kaas, JH 2009, Evolutionary neuroscience, Elsevier, Amsterdam. - Kuhlbeck, H 1967-1970, The central nervous system of vertebrates a general survey of its comparative anatomy with an introduction to the pertinent fundamental biologic and logical concepts, S. Karger, Basel. - Lad, MF 1979, ?Ojos animales donde la imagen se forma mediante espejos?, InvestigaciónyCiencia, no. 29. - Laget, M 1973, Éléments de neuro-anatomie fonctionnelle, Masson, Paris. - Lamb, TD, 2009, ?Evolution of vertebrate retinal photoreception?, Phil Trans R Soc B, vol. 346, pp. 2911-2924. - Land, MF &amp; Ferdnald, RD 1992, ?The evolution of eyes?, Annual ReviewofNeuroscience, vol. 15, pp. 1-29. - Manley, GA, Popper, AN &amp; Fay, RR (eds) 2004, Evolution of the Vertebrate Auditory System, Springer-Verlag.- Melver, SB 1985, Mechanorecepcion, In Gilbert, LL &amp; Kerkut, DA (eds) Comprehensive Insect Physiology, Biochemistry and Pharmacology, Pergamont Press, vol. 6, pp. 71-132. - Münz, H (eds) 1989, The mechanosensory lateral line, Springer-Verlag, New York.- Nieuwenhuys, R, ten Donkelaar, HJ &amp; Nicholson, C 1998, The central nervous system of vertebrates, Springer, Berlin. - Nilsson S &amp; Holmgreen S 1993, Comparative physiology and evolution of the autonomic nervous system, Hardwood Academic Publishers, Chur, Switzerland.- Paxinos, G 1995, The rat nervous system, Academic Press, New York.- Roth, G 2013, The long evolution of brains and minds, Springer, Dordrecht.- Ruiz Rey, F 2014, Teoría de la revolución darwiniana: una hipótesis en receso, OIACDI, Charleston.- Shichida, Y &amp; Matsuyama, T 2009, ?Evolution of opsins and phototransduction?, Phil Trans R Soc B, vol. 364, pp. 2881-2895. - Soler, M (ed) 2003, Evolución. La base de la Biología, Proyecto Sur de Ediciones, Granada.- Striedter, GF 2005, Principles of brain evolution, Sinauer Associates, Sunderland (Massachusetts).- Swanson, LW 2012, Brain architecture. Understanding the basic plan, 2nd edn, Oxford University Press, New York.- Williamson, R &amp; Chrachri, A 2007, ?A model biological network: the cephalopod vestibular system?, Phil Trans R Soc B, vol. 362, pp. 473-481.</p>
<p><b>Complementary</b></p>	

**Recommendations**

**Subjects that it is recommended to have taken before**

Neuroanatomy/610490003

**Subjects that are recommended to be taken simultaneously**

**Subjects that continue the syllabus**



Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.