

**COURSE DATA****DATA SUBJECT**

**Code:** 43244  
**Name:** Behavioral ecology  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

| Degree | Center | Acad. year | Period |
|--------|--------|------------|--------|
|--------|--------|------------|--------|

**SUBJECT-MATTER**

| Degree | Subject-matter | Character |
|--------|----------------|-----------|
|--------|----------------|-----------|

**COORDINATION**

CARAZO FERRANDIS PAU

FONT BISIER ENRIQUE

**SUMMARY**

Behavioral ecology is the study of the function or adaptive value of behavior, one of the four areas into which the study of animal behavior is traditionally divided (Tinbergen 1963, Cuthill 2005). Behavioral ecology is heir to a long tradition of studying the adaptive value of behavior that has its roots in the work carried out by Central European ethologists during the first half of the 20th century. The interest of ethologists in the adaptive value of behavior has continued uninterrupted from the beginnings of ethology to the present day, and constitutes, together with the study of the mechanisms, development and evolution of behavior, an integral part of the modern study of animal behavior.

Behavioral ecology acquired its present name in the late 1970s and has been the dominant force in the study of animal behavior for the past 35-40 years. The discipline brings together the ethologists' traditional interest in the function of behavior with evolutionary biology and ecology (Krebs & Davies 1993, Barnard 2004). Other disciplines, such as evolutionary ecology or ecological morphology, share behavioral ecology's interest in the study of biological adaptations. However, behavioral ecology is characterized by its emphasis on the study of the adaptive value of a specific and distinct aspect of the phenotype of animals: their behavior. Moreover, historical analysis reveals that behavioral ecology possesses distinctive hallmarks that clearly link it to ethology, which is widely viewed as the broader discipline within which behavioral ecology would be included (Barlow 1989, Dawkins 1989, Brown 2010, Bolduc 2012, Milinski



2014, Taborsky 2014).

The goal pursued by the behavioral ecologist is to understand why animals that behave in a certain way survive and reproduce better than those that behave differently, and to determine how selection pressures associated with survival and reproduction influence the design of the behaviors that animals exhibit (e.g. Krebs & Davies 1993, Gross 1994, Birkhead & Monaghan 2010). The discipline is termed behavioral ecology to emphasize that how behavior contributes to the survival and reproduction of animals depends on ecological conditions, i.e., their interaction with the environment, both abiotic and biotic non-social (prey and predators) and social (other individuals of the same species). Ecological factors, such as habitat structure, population size, gene flow between populations, quality of breeding territories, or feeding, set the stage where animals exhibit their behavior. They are also the setting where natural selection will favor individuals that adopt behavioral strategies that maximize their genetic contribution to future generations.

Behavioral ecology is a thriving discipline that enjoys great vitality: the International Society for Behavioral Ecology (ISBE) holds international congresses every two years and there are numerous courses, master's and doctoral programs, and university departments with this name. The scientific and academic consolidation of the discipline is also supported by the publication of a growing number of textbooks (see the bibliography below), as well as by the existence of prestigious scientific journals that publish papers on behavioral ecology (e.g. Behavioral Ecology, Behavioral Ecology and Sociobiology).

Behavioral Ecology is an optional course offered as part of the curriculum of the master's degree in Biodiversity: Conservation and Evolution. The course is included in the biodiversity and animal conservation track in recognition of the importance and interest of this aspect of the animal phenotype, which is not normally covered in other zoology classes except, of course, for Ethology. Moreover, behavior is of crucial importance when designing strategies for the conservation of animal populations, and there is a growing consensus on the need to conserve behavior as an aspect of animal biodiversity (Curio 1996, Caro 1998, Sutherland 1998, Cassini 1999, Gosling & Sutherland 2000). It is also worth noting the interdependence that has traditionally existed between evolutionary biology and the study of animal behavior. The study of behavior has benefited from the incorporation of ideas from evolutionary biology (e.g. G.C. Williams, W.D. Hamilton, R. Dawkins, J. Maynard Smith, R. Trivers, G.A. Parker), such as inclusive fitness, evolutionary stable strategies, and economic models applied to decision making, which have allowed the adoption of a quantitative approach to the study of behavior, often based on genetic models. On the other hand, animal behavior has made and continues to make important contributions to the study of the evolutionary process, as evidenced by the fact that many evolution textbooks use a large number of examples from the study of animal behavior (e.g. Stearns & Hoekstra 2005).

**Similar courses:** Ethology is included in the curriculum of the Degree in Biological Sciences at the University of Valencia. A part (approximately 20%) of Ethology is devoted to the study of the function or adaptive value of behavior. Ethology is therefore a natural introduction to the study of behavioral ecology. The overlap between Ethology and Behavioral Ecology is that to be expected between a general introductory course and a more specialized course. However, Behavioral Ecology will be taught with a depth and level of demand adapted to the master's degree.

#### References:

Barlow, G.W. (1989). Has sociobiology killed ethology or revitalized it? En P.P.G. Bateson & P.H. Klopfer (Eds.), *Perspectives in Ethology*, vol. 8: *Whither Ethology?* (pp. 1-45). New York: Plenum Press.



- Barnard, C.J. (2004). *Animal Behaviour: Mechanism, Development, Function and Evolution*. Harlow, England: Pearson/Prentice Hall.
- Birkhead, T.R., & Monaghan, P. (2010). Ingenious ideas: The history of behavioral ecology. En D.F. Westneat & C.W. Fox (Eds.), *Evolutionary Behavioral Ecology* (pp. 3-15). Oxford: Oxford University Press.
- Bolduc, J.S. (2012). Behavioural ecology's ethological roots. *Stud. Hist. Philos. Biol. Biomed. Sci.* 43:674-683.
- Brown, J.L. (2010). Behavioral ecology and sociobiology. En M. Breed & J. Moore (Eds.), *Encyclopedia of Animal Behavior*, vol. 2 (pp. 186-190). Amsterdam: Academic Press.
- Caro, T. (Ed.). (1998). *Behavioral Ecology and Conservation Biology*. New York: Oxford University Press.
- Cassini, M.H. (1999). Importancia de la etología en la conservación. *Etología* 7:69-75.
- Curio, E. (1996). Conservation needs ethology. *Trends Ecol. Evol.* 11:260-263.
- Cuthill, I.C. (2005). The study of function in behavioural ecology. *Anim. Biol.* 55:399-417.
- Dawkins, M.S. (1989). The future of ethology: How many legs are we standing on? En P.P.G. Bateson & P.H. Klopfer (Eds.), *Perspectives in Ethology*, vol. 8: *Whither Ethology?* (pp. 47-54). New York: Plenum Press.
- Gosling, L.M. & Sutherland, W.J. (Eds.). (2000). *Behaviour and Conservation*. Cambridge: Cambridge University Press.
- Gross, M.R. (1994). The evolution of behavioural ecology. *Trends Ecol. Evol.* 9:358-360.
- Krebs, J.R. & Davies, N.B. (1993). *An Introduction to Behavioural Ecology*, 3rd ed. Oxford: Blackwell.
- Krebs, J.R. & Davies, N.B. (1997). The evolution of behavioural ecology. En J.R. Krebs & N.B. Davies (Eds.), *Behavioural Ecology: An Evolutionary Approach*, 4th ed (pp. 3-12). Oxford: Blackwell.
- Milinski, M. (2014). The past and the future of Behavioral Ecology. *Behavioral Ecology* 25:680-684.
- Stearns, S.C. & Hoekstra, R.F. (2005). *Evolution: An Introduction*, 2nd ed. Oxford: Oxford University Press.
- Sutherland, W. J. (1998). The importance of behavioural studies in conservation biology. *Anim. Behav.* 56: 801-809.
- Taborsky, M. (2014). Tribute to Tinbergen: The Four Problems of Biology. A Critical Appraisal. *Ethology* 120: 224-227.



Tinbergen, N. (1963). On aims and methods of ethology. Z. Tierpsychol. 20:410-433.

3.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

- Given the level of the course, it is advisable to have previously taken Ethology or other similar courses. If not, please check with the instructor, who will recommend some background readings in order to be able to take this course.
- Knowledge of the English language with a medium-high reading comprehension level is required.
- It is required to know how to write, synthesize and present a work in an orderly manner, as well as the use of basic computer tools (internet, word proces

## COMPETENCES / LEARNING OUTCOMES

### 2148 -

Be able to access the information required (databases, scientific articles, etc.) and to interpret and use it sensibly.

Be able to communicate and disseminate scientific ideas.

Be able to make quick and effective decisions in professional or research practice.

Favour intellectual curiosity and encourage responsibility for one's own learning.

Stimulate the capacity for critical reasoning and for argumentation based on rational criteria.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

## DESCRIPTION OF CONTENTS

### 1. Behavioral ecology: Concept, paradigms and controversies

The four "whys" of ethology. The concept of function. The sociobiological debate. Two ways of conceiving behavioral ecology. Adaptation, natural selection and behavior. Criticisms of the adaptationist program. The controversy over the levels of selection. The selfish gene. Evolutionary psychology.



## 2. Methods of study in behavioral ecology

Direct and indirect methods for the study of the adaptive value of behavior. Comparisons between individuals of the same species. Artificially produced variants: phenotypic engineering. The comparative method applied to the study of the adaptive value of behavior. Types of comparisons. Methodological problems in the application of the comparative method. Reverse engineering and adaptive models. Optimality models. Game theory models.

## 3. Cooperation and altruism

The problem of altruism. Direct benefits of altruism: by-product mutualism, pseudo-reciprocity, reciprocity (reciprocal altruism), indirect reciprocity, punishment. The evolution of reciprocity. Indirect benefits of altruism: W.D. Hamilton and kin selection. Hamilton's rule. Inclusive fitness. How do animals recognize their relatives? Examples of altruism among relatives. Haplodiploidy and the origins of eusociality.

## 4. Sexual selection and sexual conflict

Natural selection and sexual selection. Pre- and post-copulatory sexual selection. Intrasexual selection: male-male combat and sperm competition. Intersexual selection: mate choice and cryptic female choice. Models of the evolution of mate choice. Direct benefits. Fisher's runaway selection process. The handicap principle. Sexual conflict: conflicts of interest between males and females. Sensory exploitation. Chase-away sexual selection. Sexual selection and sexual conflict in the human species. Challenges to sexual selection theory: social selection and perceptual exploitation.

## 5. Communication

What do we mean by communication? The elements of communication. The communicative context. Message and meaning of signals. The concept of information. Tactical design and strategic design. Complex signals: multicomponent signals and multimodal signals. Paradigm shifts in the study of animal communication. The duality of signals. The evolution of communicative signals. Honesty on average. Theory of honest signals: mechanisms that guarantee the honesty of signals. Overlapping interests: cooperative signals. Necessarily honest signals: indexes. Strategic signals: condition-dependent signals, necessity signals, conventional signals. Social skepticism. Reliability and deception in communication.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

| Activity           | Hours       |
|--------------------|-------------|
| <b>Total hours</b> | <b>0,00</b> |

#### NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|----------|-------|
|----------|-------|



|                                       |              |
|---------------------------------------|--------------|
| Attendance at other activities        | 0,00         |
| Individual or group project           | 5,00         |
| Independent study and work            | 30,00        |
| Preparation of lessons                | 5,00         |
| Preparation for assessment activities | 5,00         |
| Resolution of case studies            | 0,00         |
| <b>Total hours</b>                    | <b>45,00</b> |

## TEACHING METHODOLOGY

The following activities will be carried out during the teaching of Behavioral Ecology:

**Initial introductory class for instructors and students:** during the first in-class session, the course syllabus, the teaching methodology and the assessment criteria will be explained. During this session the instructors will inform the students of their research and teaching interests. Students will also be asked to explain their interest in the track and in their chosen courses and to briefly explain their scientific and academic profile.

**Participatory lectures:** organized in 2-hour sessions during which the instructor will identify and present the most important points of each topic using a flexible scheme of lectures with the necessary audiovisual infrastructure. The topics selected for presentation in the second part of the course (Part II of the syllabus) may vary depending on the characteristics of the group, interest and opportunity. Students are encouraged to participate actively in the development of the classes, for which they will be asked to prepare the classes in advance using the materials recommended by the instructor (see the document Bibliography by Chapters). A substantial part of what is presented/discussed in the classroom is not directly transferable to the materials that the instructor will make available to the students, for which reason these materials in no case constitute a substitute for in-class sessions.

**Laboratory exercises:** depending on opportunity and availability of time and resources, the instructor may schedule a practical lab exercise to be conducted during one of the 2-hour lecture sessions.

**Seminars given by students:** students will prepare individually or, preferably in pairs, a seminar to be presented to the rest of the class in a classroom with the necessary audiovisual infrastructure. The seminar will be held in one of the two seminar sessions specified in the course schedule. The seminar will consist of a critical commentary of a research article in behavioral ecology. The subject matter is free and the choice of a suitable topic will be especially valued. In addition, students must submit a written summary of the main points of their presentation (2 pages maximum). Attendance to the seminars is mandatory.

We reserve the right to modify the syllabus to accommodate contingencies or special circumstances, to better facilitate class learning, or to delve more deeply into topics of interest to the class.

## EVALUATION

Student assessment will be based on the fulfillment of the tasks assigned to them and on their level of assimilation of the knowledge imparted. 30% of the final grade will be based on an evaluation of the seminars given by the students. In general, the evaluation of the seminars will assess the choice of an



appropriate and correctly sized topic, the use of updated and specialized literature, the ability to synthesize, the clarity and organization of the presentation (duration is a measure of organization), the use of audiovisual media, and the quality of the interventions in the debates that take place after the presentations. 50% of the final grade will correspond to the score obtained in a written exam. In order to pass the exam a minimum score of 4 points out of 10 is required. To pass Behavioral Ecology, it is essential to attend the classes given by the instructors, to attend the seminars, and to participate in the classes and seminars. Failure to fulfill these duties must be duly justified. The point breakdown will be as follows (may be subject to change due to point allocation for assignments):

- Seminars (30%): Critical commentary of a research article in behavioral ecology.
- Exam (50%): 6-8 multiple choice, true/false or short answer questions.
- Assignments, participation and attitude in class (20%): Assignments will be in-class activities, or occasional take-home questions relevant to lecture material.

For the second and successive calls the evaluation will be based on a written exam (70%), and the grades obtained in the seminars will also be taken into account (30%).

## REFERENCES

- Davies, N.B., Krebs, J.R. & West, S.A. (2012). *An Introduction to Behavioural Ecology*, 4th ed. Oxford: Wiley-Blackwell. - Rubenstein, D.R. & Alcock, J. (2019). *Animal Behavior*, 11th ed. Sunderland, Massachusetts: Sinauer Assoc. Press. - Westneat, D.F. & Fox, C.W. (Eds.). (2010). *Evolutionary Behavioral Ecology*. Oxford: Oxford University Press.
- Alcock, J. (2001). *The Triumph of Sociobiology*. Oxford: Oxford University Press. - Andersson, M. (1994). *Sexual Selection*. Princeton, New Jersey: Princeton University Press. - Arnqvist, G. & Rowe, L. (2005). *Sexual Conflict*. Princeton, New Jersey: Princeton University Press. - Axelrod, R. (1990). *The Evolution of Co-operation*. London: Penguin. - Bart, J., Fligner, M.A. & Notz, W.J. (1998). *Sampling and Statistical Methods for Behavioural Ecologists*. Cambridge: Cambridge University Press. - Bateson, P.P.G. (Ed.). (1983). *Mate Choice*. Cambridge: Cambridge University Press. - Birkhead, T.R. & Moller, A.P. (1992). *Sperm Competition in Birds: Evolutionary Causes and Consequences*. London: Academic Press. - Birkhead, T.R. & Moller, A.P. (Eds.). (1998). *Sperm Competition and Sexual Selection*. London: Academic Press. - Bolhuis, J.J. & Giraldeau, L.-A. (Eds.). (2004). *The Behavior of Animals: Mechanisms, Function and Evolution*. Oxford: Blackwell. - Bolhuis, J.J. & Verhulst, S.M. (Eds.). (2009). *Tinbergen's Legacy: Function and Mechanism in Behavioral Biology*. Cambridge: Cambridge University Press. - Bourke, A.F.G. (2011). *Principles of Social Evolution*. Oxford: Oxford University Press. - Bradbury, J.W. & Vehrencamp, S.L. (2011). *Principles of Animal Communication*, 2nd ed. Sunderland, Mass.: Sinauer. - Brown, J.L. (1987). *Helping and Communal Breeding in Birds: Ecology and Evolution*. Princeton, New Jersey: Princeton University Press.
- - Brown, L. & Downhower, J.F. (1988). *Analyses in Behavioral Ecology: A Manual for Lab and*



Field. Sunderland, Mass.: Sinauer. - Candolin, U. & Wong, B.B.M. (Eds.). (2012). *Behavioural Responses to a Changing World: Mechanisms and Consequences*. Oxford: Oxford University Press. - Caro, T. (Ed.). (1998). *Behavioral Ecology and Conservation Biology*. New York: Oxford University Press. - Caro, T. (2016). *Zebra stripes*. Chicago: University of Chicago Press. - Charnov, E.L. (1982). *The Theory of Sex Allocation*. Princeton, New Jersey: Princeton University Press. - Choe, J.C. & Crespi, B.J. (Eds.). (1997). *The Evolution of Mating Systems in Insects and Arachnids*. Cambridge: Cambridge University Press. - Clutton-Brock, T.H. (Ed.). (1988). *Reproductive Success: Studies of Individual Variation in Contrasting Breeding Systems*. Chicago: University of Chicago Press. - Clutton-Brock, T.H. (1991). *The Evolution of Parental Care*. Princeton, New Jersey: Princeton University Press. - Daly, M. & Wilson, M. (1983). *Sex, Evolution, and Behavior*, 2nd ed. Belmont, California: Wadsworth Publishing Company. - Daly, M. & Wilson, M. (1998). *The Truth about Cinderella: A Darwinian View of Parental Love*. London: Weidenfeld & Nicolson.

- Danchin, E., Giraldeau, L.-A. & Cézilly, F. (Eds.). (2008). *Behavioural Ecology*. Oxford: Oxford University Press. - Dawkins, M.S., Halliday, T.R. & Dawkins, R. (Eds.). (1991). *The Tinbergen Legacy*. London: Chapman & Hall. - Dugatkin, L.A. (1997). *Cooperation Among Animals: An Evolutionary Perspective*. Oxford: Oxford University Press. - Dugatkin, L.A. (2001). *The Imitation Factor: Evolution Beyond the Gene*. New York: Free Press. - Dugatkin, L.A. (Ed.). (2001). *Model Systems in Behavioral Ecology: Integrating Conceptual, Theoretical, and Empirical Approaches*. Princeton: Princeton University Press. - Dugatkin, L.A., & Reeve, H.K. (Eds.). (1998). *Game Theory and Animal Behaviour*. New York: Oxford University Press. - Eberhard, W.G. (1996). *Female Control: Sexual Selection by Cryptic Female Choice*. Princeton, New Jersey: Princeton University Press. - Endler, J.A. (1986). *Natural Selection in the Wild*. Princeton, New Jersey: Princeton University Press. - Espmark, Y., Amundsen, T. & Rosenqvist, G. (2000). *Animal Signals: Signalling and Signal Design in Animal Communication*. Norway: Tapir. - Etcoff, N. (2000). *Survival of the Prettiest: The Science of Beauty*. New York: Anchor Books. - Gadagkar, R. (1997). *Survival Strategies: Cooperation and Conflict in Animal Societies*. Cambridge, Massachusetts: Harvard University Press.
- Giraldeau, L.-A. & Caraco, T. (2000). *Social Foraging Theory*. Princeton, New Jersey: Princeton University Press. - Hall, M. & Halliday, T. (Eds.). (1998). *Behaviour and Evolution*. Berlin: Springer-Verlag. - Hardy, I.C.W. & Briffa, M. (Eds.). (2013). *Animal Contests*. Cambridge: Cambridge University Press. - Harvey, P.H. & Pagel, M.D. (1991). *The Comparative Method in Evolutionary Biology*. Oxford: Oxford University Press. - Hauser, M.D. (1996). *The Evolution of Communication*. Cambridge, Mass.: The MIT Press. - Hepper, P.G. (Ed.). (1991). *Kin Recognition*. Cambridge: Cambridge University Press. - Hölldobler, B. & Lindauer, M. (Eds.). (1985). *Experimental Behavioral Ecology and Sociobiology*. Stuttgart: Gustav Fischer Verlag. - Houde, A.E. (1997). *Sex, Color, and Mate Choice in Guppies*. Princeton: Princeton University Press. - Huntingford, F.A. & Turner, A. (1987). *Animal Conflict*. London: Chapman & Hall. - Irschick, D.J., Briffa, M. & Podos, J. (Eds.). (2015). *Animal Signaling and Function: An Integrative Approach*. Hoboken, New Jersey: John Wiley & Sons. - Kamil, A.C. & Sargent, T.D. (Eds.). (1981). *Foraging Behavior: Ecological, Ethological, and Psychological Approaches*. New York: Garland STPM Press. - Kamil, A.C., Krebs, J.R. & Pulliam, H.R. (Eds.). (1987). *Foraging Behavior*. New York: Plenum Press. - Krause, J. & Ruxton, G. (2002). *Living in Groups*. Oxford: Oxford University Press.
- Krebs, J.R. & Davies, N.B. (Eds.). (1986). *Behavioural Ecology: An Evolutionary Approach*, 2nd ed. Oxford: Oxford University Press. - Krebs, J.R. & Davies, N.B. (Eds.). (1991). *Behavioural*



Ecology: An Evolutionary Approach, 3rd ed. Oxford: Blackwell. - Krebs, J.R. & Davies, N.B. (Eds.). (1997). Behavioural Ecology: An Evolutionary Approach, 4th ed. Oxford: Blackwell. - Leland, K. & Brown, G. (2011). Sense and Nonsense: Evolutionary Perspectives on Human Behaviour, 2nd ed. Oxford: Oxford University Press. - Lucas, J.R. & Simmons, L.W. (2006). Essays in Animal Behaviour: Celebrating 50 Years of Animal Behaviour. Amsterdam: Elsevier. - Magurran, A.E. (2005). Evolutionary Ecology: The Trinidadian Guppy. Oxford University Press. - Majerus, M.E.N. (2003) Sex Wars: Genes, Bacteria, and Biased Sex Ratios. Princeton: Princeton University Press. - Mangel, M. & Clark, C.W. (1988). Dynamic Modeling in Behavioral Ecology. Princeton: Princeton University Press. - Marshall, J.A.R. (2015). Social Evolution and Inclusive Fitness Theory: An Introduction. Princeton: Princeton University Press. - Martins, E.P. (Ed.). (1996). Phylogenies and the Comparative Method in Animal Behavior. New York: Oxford University Press.

- - Maynard Smith, J. (1982). Evolution and the Theory of Games. Cambridge: Cambridge University Press. - Maynard Smith, J. & Harper, D. (2003). Animal Signals. Oxford: Oxford University Press. - Moller, A.P. & Swaddle, J.P. (1997). Asymmetry, Developmental Stability and Evolution. Oxford: Oxford University Press. - Morse, D.H. (1980). Behavioral Mechanisms in Ecology. Cambridge, Mass.: Harvard University Press. - Oliveira, R.F., Taborsky, M. & Brockmann, H.J. (Eds.). (2008). Alternative Reproductive Tactics: An Integrative Approach. Cambridge: Cambridge University Press. - Real, L.A. (Ed.). (1994). Behavioral Mechanisms in Evolutionary Ecology. Chicago: The University of Chicago Press. - Ridley, M. (1983). The Explanation of Organic Diversity: The Comparative Method and Adaptations for Mating. Oxford: Clarendon Press. - Rose, M.R. & Lauder, G.V. (Eds.). (1996). Adaptation. San Diego: Academic Press. - Rubenstein, D.I. & Wrangham, R.W. (Eds.). (1986). Ecological Aspects of Social Evolution. Birds and Mammals. Princeton, New Jersey: Princeton University Press.
- - Ruse, M. (1983). Sociobiología. Madrid: Ed. Cátedra. - Ruxton, G.D., Sherratt, T.N. & Speed, M.P. (2004). Avoiding Attack: The Evolutionary Ecology of Crypsis, Warning Signals, and Mimicry. Oxford: Oxford University Press. - Searcy, W.A. & Nowicki, S. (2005). The Evolution of Animal Communication: Reliability and Deception in Signaling Systems (Monographs in Behavior and Ecology). Princeton: Princeton University Press. - Segerstråle, U. (2000). Defenders of the Truth: The Battle for Science in the Sociology Debate and Beyond. Oxford: Oxford University Press. - Shuster, S.M. & Wade, M.J. (2003). Mating Systems and Strategies. Princeton: Princeton University Press. - Sibly, R.M. & Smith, R.H. (Eds.). (1985). Behavioural Ecology: Ecological Consequences of Adaptive Behaviour. Oxford: Blackwell. - Simmons, L.W. (2001). Sperm Competition and Its Evolutionary Consequences in the Insects. Princeton, New Jersey: Princeton University Press. - Slater, P.J.B. & Halliday, T.R. (Eds.). (1994). Behaviour and Evolution. Cambridge: Cambridge University Press. - Stacey, P.B. & Koenig, W.D. (1990). Cooperative Breeding in Birds: Long-term Studies of Ecology and Behavior. Cambridge: Cambridge University Press.
- - Stephens, D.W. & Krebs, J.R. (1986). Foraging Theory. Princeton: Princeton University Press. - Stephens, D.W. Brown, J.S., & Ydenberg, R.C. (2007). Foraging: Behavior and Ecology. Chicago: The University of Chicago Press. - Stevens, M. (2013). Sensory Ecology, Behaviour, and Evolution. Oxford: Oxford University Press. - Thornhill, R. & Alcock, J. (1983). The Evolution of Insect Mating Systems. Cambridge, Massachusetts: Harvard University Press. - Trivers, R. (1985). Social Evolution. Menlo Park, California: Benjamin/Cummings. - Williams, G.C. (1966). Adaptation and Natural Selection: A Critique of Some Current Evolutionary Thought. Princeton, New Jersey: Princeton University Press. - Wilson, E.O. (1975). Sociobiology: The New Synthesis. Cambridge,



Mass.: Belknap. [Traducción al castellano, 1980: Sociobiología: La Nueva Síntesis. Barcelona: Omega]. - Zahavi, A. & Zahavi, A. (1997). The Handicap Principle: A Missing Piece of Darwins Puzzle. Oxford: Oxford University Press.

- - Artículos recientes, principalmente de las revistas Animal Behaviour, Behavioral Ecology, Behavioral Ecology and Sociobiology, Behaviour, Biology Letters, Ecology, Ethology, Evolution, Functional Ecology, Oecologia, Proceedings of the Royal Society B, Trends in Ecology and Evolution,... - Recent articles, mainly from the journals Animal Behaviour, Behavioral Ecology, Behavioral Ecology and Sociobiology, Behaviour, Biology Letters, Ecology, Ethology, Evolution, Functional Ecology, Oecologia, Proceedings of the Royal Society B, The American Naturalist, Trends in Ecology and Evolution, ...
- - Bibliografía específica por temas: cada tema lleva asociadas lecturas específicas de ampliación de su contenido. Además el profesor pondrá a disposición de los estudiantes una selección de lecturas recomendadas para cada tema a través del aula virtual de la asignatura. - Specific bibliography by chapter: each chapter in the syllabus has associated readings to complement its contents. In addition, the instructor will make available to the students a selection of recommended readings for each chapter through the virtual classroom of the course.