Course directory 2021.2022

School of Biology (FBM-BIO) Master

> Master of Science (MSc) in Behaviour, Evolution and Conservation,
Specialisation Computational Ecology and Evolution

UNIL | Université de Lausanne

SUMMARY

NOTICE

This course catalogue was produced using data from the *SylviaAcad* information system of the University of Lausanne. Its database contains all information about courses proposed by the different faculties and their times. This data can also be consulted online at the address :
https://applicationspub.unil.ch/interpub/noauth/php/Ud/index.php.

Web site of the faculty : **http://www.unil.ch/ecoledebiologie/**

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LEGEND

NAME OF THE COURSE

Teacher

Type of course	Status	Hours per week	Teaching language	Hours per year
Semester	Credits			

N: Levels

P: Programme requirements

O: Objective

C: Content

B: Bibliography

I: Additional information

ABBREVIATIONS

TYPE OF COURSE

Attest.	Attestation
C	Course
C/S	Course - seminar
Cp	Camp
E	Exercises
Exc	Excursion
Lg	Guided lecture
S	Seminar
T	Fieldwork
TP	Practical work

STATUS

Fac	Facultative
Obl	Compulsory
Opt	Optional
Fac/Comp/Opt	Facultative, compulsory or optional (according to the study programme)

SEMESTER

Sp	Spring
A	Autumn

Unil | Université de Lausanne
Ecole de biologie

Master of Science in Behaviour, Evolution and Conservation
Specialisation Computational Ecology and Evolution
2021-2022

The Master program has a normal duration of 3 semesters and comprises 90 ECTS :

Module 1 : 15 ECTS : Compulsory courses
Module 2 : 15 ECTS : First step project
Module 3 : 15 ECTS : Optional courses
Module 4 : 45 ECTS : Personal research project (Master thesis)

For specialisation Computational Ecology and Evolution (CEE) (15.5 ECTS), the student must obtain :
Module 1 : 9.5 ECTS with Compulsory computational courses (marked in blue)
Module 3 : 6.0 ECTS with Optional computational courses (marked in blue)
Modules 2 and 4 : have to be in computational ecology and evolution fields, validated by the head of CEE specialisation

Training objectives are available in its programme regulations.

Specific training objectives: At the end of the course the students will be able to:
- Model population processes.
- Make advanced use of computer and statistical methods in ecology and population biology.
- Use computer programming techniques.

Autumn Semester (semester 1)

Module	Courses / Enseignement	Hours per semester C	E/S	PW	Teaching Staff	ECTS Credits	Limited nb of students
MODULE 1	**Compulsory / *Obligatoires***						
	Data Analysis *Analyses de données*	6	-	6	**Bergmann S.**	2	
	Advanced Data Analysis *Analyses de données : niveau avancé*	6	-	6	**Ciriello G.**, Delaneau O.	2.5	
	Advanced Python Programming (MSc MLS) *Programmation avancée en Python*	7	14	-	**Salamin N.**	2	
	Population Genetics and Dynamics *Génétique et dynamique des populations*	7	10	-	**Goudet J.**	1.5	
	Spatial Analysis and GIS in Ecology *Analyses spatiales et SIG en écologie*	7	10	-	**Guisan A.**	1.5	
	Introduction into Scientific Writing *Introduction à la rédaction scientifique*	7	9	-	**Waterhouse R.**	2	
	Molecular Methods in Ecology and Evolution *Méthodes moléculaires en écologie et évolution*	18	-	21	**Sanders I.**, Fumagalli L. Salamin N.	3.5	
	Master BEC Retreat *Retraite Master BEC*	-	-	-	**Kawecki T.**	-	
	Seminars of the Dept. of Ecology and Evolution *Séminaires du Dept Ecologie et Evolution*	-	14	-	**Kawecki T.**	-	
	Introduction to R (optional support) *Introduction à R (mise à niveau optionnelle)*				**Schütz F.**	-	
	Subtotal	33	34	12			
	Total					**15**	
MODULE 2	**Practical Project / *Travail pratique***						
	First Step Project *Travail d'initiation à la recherche*	-	-	224	**Kawecki T., Robinson-Rechavi M.**	**15**	

Computational courses marked in blue

Abbreviations
C = Course
E/S = Exercise/Seminar
PW = Practical Work

BIOLOGICAL SECURITY

Patrick Michaux

C	Obl	English	2
A			

N: Master

P: A basic knowledge of microbiology and vegetal science

O: To familiarise future researchers with legislation concerning genetic engineering. In addition, possible biological risks associated to different applications of this technology will be discussed with the help of examples.
This teaching is a mandatory prerequisite for First-Step.

C: * Legislation: article 24 of the Federal Constitution; law concerning environmental protection; law concerning epidemics; ordnance on protection against major accidents; Swiss commissions on biological security: notification and registration of projects.
* Biological security in the laboratory: containment; security equipment; technical measures: laboratory construction; standard laboratory (microbiological) practice; classification of biological material: plasmids, microorganisms, cell lines, primary cells; security levels 1-4.
* Release of genetically modified bacteria in the environment: monitoring, survival and dissemination, ecological impact, transfer of genes, containment systems.
* Potential biological risks associated with the use of transgenic plants: dissemination, cross-pollination, gene transfer.
* The problem of recombinant vaccines: vectors, DNA vaccines.
* Somatic genetic therapy I: Illnesses accessible to treatment by somatic genetic therapy, gene transfer methods.
* Somatic genetic therapy II: Evaluation of the biological risk for the patient and his environment.

DATA ANALYSIS

Sven Bergmann

C	Obl/Opt	English	6
A	2.0		

TP	Obl/Opt	English	6
A			

N: Master

P: We assume nothing more than the mathematics you would have obtained in your studies when you were 18.

O: In this course the goal is to be able to formulate hypotheses properly, design experiments, whether in the laboratory, in a clinic, or in the filed, that have sufficient power to test these hypotheses, conduct appropriate statistical tests of the data generated, generate clear figures, and interpret the results obtained.

C: We will cover:
1. Distributions and random variables
2. Variance, covariance and measures of association
3. Constructing statistical tests using distributions
4. Regression
5. Non-linear regression

ADVANCED DATA ANALYSIS

Giovanni Ciriello

C	Obl/Opt	English	6
A	2.5		

TP	Obl/Opt	English	6
A			

N: Master

P: You must have attended the first data analysis course, or convince me that you are competent at basic statistical analyses.

O: The aim of this course is to build upon the data analysis course, to prepare you to handle a range of different data and more complex analysis problems.

C: In this course we will cover:
1. Repeated measures models and mixed effects models.
2. Survival analyses
3. Bayesian statistical inference

ADVANCED PYTHON PROGRAMMING

Nicolas Salamin

C	Obl/Opt	English	7
A	2.0		

E	Obl/Opt	English	14
A			

N: Master

P: There are not prerequisites for this course.
The students are however expected to be familiar with computers. They should have a good understanding of the functioning of a computer (hardware components, operating system/file system). A basic knowledge of UNIX/LINUX would be good, although it is not essential.
It will be necessary to install the following software on your own laptop:
- python3 with the modules numpy and biopython
- a text editor with syntax highlighting (simple one or IDE)
- for windows user: a terminal environment (e.g. cygwin or MinGW)

C: We will cover the following aspects of programing in Python:
1) basic syntax
2) data types in Python

POPULATION GENETICS AND DYNAMICS

Jérôme Goudet

C	Obl/Opt	English	7
A	1.5		

E	Obl/Opt	English	10
A			

N: Master

P: A good grasp of the principles of population genetics and population dynamics (i.e. at least an introductory course in both)

O: Gain an understanding of how genetics and genomics interact with demographic and selective processes, with a particular emphasis on inbreeding depression and genetic rescue
website:
http://www2.unil.ch/popgen/teaching/PGD21

C: In the first part of the course, selected papers from the
recent literature are presented by students and discussed in a
journal club format.
In the second part, in groups of 2-3 students you will use
computer simulations and the quantiNemo program to investigate questions such as:
-When and how can a small population purge deleterious alleles?
-How can we quantify Inbreeding Depression?
-is neutral diversity a good proxy for the health status of a population?

I: http://www2.unil.ch/popgen/teaching/PGD21/

SPATIAL ANALYSIS AND GIS IN ECOLOGY

Antoine Guisan

E	Obl/Opt		English	10
A				

C	Obl/Opt		English	7
A	1.5			

N: Master

P: Basics in statistics and ecology

O: Teaching students the basics of GIS and remote sensing, as well as the main spatial methods available in spatial ecology.

C: 1. Introduction to GIS
2. Introduction to remote sensing
3. Raster analyses
4. Neighbourhood analyses
5. Spatial interpolation
6. Detection of spatial structures and patterns

B: Wadsworth, R. & Treweek, J. 1999. Geographical Information Systems for Ecology
Caloz, R. & Collet, C. 2002. Précis de télédetection, vol. 3. Presses Univ. du Québec
Turner, Gardner, O'Neill 2001. Landscape Ecology in Theory and Practice: Patterns and Process. Springer
Dale, Birks, Wiens 2000. Spatial Pattern Analysis in Plant Ecology. Cambridge University Press.
Klopatek, J.M. & Gardner, R.H. 1999. Landscape Ecological Analysis: isuues and applications. Springer.
Hunsaker, C.T., Goodchild, M.F., Friedl, M.A. and Case, T.J. (Eds). 2001. Spatial uncertainty in ecology. Springer.
Hansson, L., Fahrig, L. and Merriam, G. 1995. Mosaic Landscapes and Ecological Processes. Chapman & Hall.

I: http://www.unil.ch/ecospat

INTRODUCTION INTO SCIENTIFIC WRITING

Robert Waterhouse

C	Obl	English	7
A	2.0		

E	Obl	English	9
A			

N: Master

P: Lecturing and paper writing are in English.

O: This short but intensive block course introduces students to the practice of scientific writing (and aspects related to publishing in peer-reviewed scientific journals).
We will discuss questions/topics such as:
- Why is it important to publish?
- What is good/clear versus bad/unclear (scientific) writing?
- How to learn how to write well?
- How to structure and write a good scientific manuscript?
- The submission, editorial and reviewing process.
- How to review someone else's paper?
- Plagiarism and publication ethics

Publishing is of key importance in scientific research: your job as a scientist is not finished until you have published your results - science is to a very large extent about effectively communicating your results and insights, i.e. what you have learned about how nature works.
The ultimate aim of this intensive course is thus to equip students with a solid understanding of how to effectively communicate their research in writing.

C: Course Content

The course includes both lectures and practical exercises in class, distributed over four half-days. The lectures will give a broad and brief overview of different aspects of scientific writing and publishing as well as on plagiarism and publication ethics; however, the major emphasis of the course is on practical work on the part of the students. During the practical parts the students will learn, from scratch, the fundamental structure and essential components of scientific writing, how to write effective outlines/drafts and - most importantly - how to write complete, clear, well-structured papers. These practical exercises will thus require students to do reading and writing assignments, often under a bit of time pressure.

At the beginning the exercises will be worked on by teams of 2-4; towards the end, each student will work individually. Finally, to get a grade for this class, students will have to complete a written report (homework assignment). For each exercise as well as for the written report we will give detailed and individualized feedback. Note that all lecturing and assignment writing are in English.

Detailed Programme

Module 1: Lecture 1: Writing papers: overview of why and how.

We will discuss the following: Overview of class and organizational things (incl. homework assignments). Why is it important to publish? What is good/clear versus bad/unclear (scientific) writing? How to learn how to write well? [We will also briefly touch upon issues of good scientific practice and conduct, and various ethical issues connected to publishing.] Approx. 2 hours.

Module 1: Practical 1. Summarise a paper: title, keywords, abstract.

In groups of 2-3. Read the assigned (stripped down and short) manuscript and come up with a title and with keywords. Then write a short abstract (< 200 words). Approx. 1.5 hours. We will then discuss the solutions you have come up with, and their potential pros and cons, together in class. Approx. 30 mins.

Module 2: Lecture 2: Writing papers: details on structure, drafting, revising.

We will discuss the basics and essentials of writing a scientific paper (and also what not to do!). Specifically, I will explain how a paper should be structured and sub-structured, how to draft a paper (i.e., how to get started), how to build and complete a full manuscript, and then how to improve it by continuous and aggressive revising and re-revising. I will also give you hints and tips for effective writing. Approx. 1.5 hours.

Module 2: Practical 2. Write a paper: your own nano-paper from results.

I will give you some data/results (e.g., data figures/tables/legends/statistical outcomes) to choose from. Form teams of 3-4 people. Ask yourself: What do the results/tables/figures/analyses show and mean? Then prepare a very short nano-paper (2 pages max), including: Title, Abstract, Introduction, Materials and Methods, Results, Discussion and Conclusion (there are some other components in a paper that we will skip for the sake of this exercise). Each component should be between 1 and 3-4 sentences maximum. Approx. 2 hours. We will then discuss your solutions and their potential pros and cons together in class; Approx. 30 mins. We will then give you detailed feedback on your papers by e-mail after the course.

Module 3: Lecture 3: Publishing papers: understanding the whole process.

We will briefly recapitulate what we have discussed and learned so far, and then focus on the 'final' stages of writing a paper and submitting it to a journal. Approx. 1 hour

Module 3: Practical 3: Review a paper: critically assess a manuscript.

What distinguishes a good from a bad manuscript? Now you are the reviewer! Being a critical reviewer will help you to learn to distinguish between good and bad writing and thus help you to improve your own scientific writing. You will be given a short, stripped-down manuscript. Team up in groups of 2-3. Read both manuscripts critically, then make pro and contra lists for both manuscripts. Briefly explain why you would accept/reject (or reach some other decision) the manuscript for publication (

MOLECULAR METHODS IN ECOLOGY AND EVOLUTION

Luca Fumagalli, Ian Sanders

C	Obl/Opt		English	18
A	3.5/5.0			

TP	Obl/Opt		English	42
A				

N: Master

O: The objective of this course is to learn the relevant molecular tools that are currently used in ecology, evolutionary and conservation biology research and understand why and when to apply them.

C: This course covers the reasons why molecular genetics is a necessary tool in many ecology, evolution and conservation biology projects. We study its uses and then look at at selection of techniques, particularly for looking at polymorphism, that are not traditionally taught in molecular cell biology courses. Man of the techniques can only be learnt in the classroom as there is not enough time in a week to practically learn all useful techniques. Therefore, the associated laboratory class cover some of the fast techniques that are useful for studying polymorphisms in populations.

B: The course is mostly based on publications in international journals rather than one specific book. The publications are made available in pdf format at the beginning of the course.

SEMINARS OF THE DEPARTMENT OF ECOLOGY AND EVOLUTION

Tadeusz Kawecki

S	Obl	1	English	14
A				

S			English	14
S				

N: Master

P: All seminars and discussions are in English

O: Learn about the current research of other groups and meet international experts.

C: International experts present their research and answer to questions in public.

FIRST STEP PROJECT

Richard Benton, Marie-Christine Broillet, Antoine Guisan, Tadeusz Kawecki, Laurent Lehmann, Marc Robinson-Rechavi

TP	Obl		English	224
A	15.0			

TP	Obl		English	280
A	15.0			

TP	Obl		English	250
A	14.0			

TP	Obl		English	224
A	15.0			

TP	Obl		English	224
A	15.0			

TP	Obl		English	224
A	15.0			

N: Master

P: Practicals performed during the bachelor (molecular biology, genetics, biochemistry, bioinformatics)

O: - An initiation to the work of a scientist
- Conduct experimental work in research lab (wet bench or in silico)
- Interpretation of research results
- Implement basic principles in experimental design (e.g. include the appropriate controls, statistical significance of the results etc...)
- Present your experimental work in a written report which will be organized like a typical research article (intruduction, results, discussion, materials and methods)
- present your work orally (seminar style)

C: Perform laboratory work for about 12 weeks during the time when the student does not follow theoretical classes. This research project will typically be performed under the guidance of a PhD student or a post-doc from the host laboratory.

Master of Science in Behaviour, Evolution and Conservation
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2021-2022

Spring Semester (semester 2)

MODULE 3

Courses / Enseignement	Hours per semester C	E/S	PW	Teaching Staff	ECTS Credits	Limited nb of students
Computational optional courses * ***Enseignements computationnels optionnels***						
Advanced Population Genetics (MSc MLS) *Génétique des populations avancée (MSc MLS)*	14	6	-	**Malaspinas A.-S.**	3	20
Bioinformatic Algorithms (MSc MLS) *Algorithmes de bioinformatique (MSc MLS)*	15	15	-	**Dessimoz C.,** Gfeller D.	3	
Comparative Genomics : from Thousands of Genomes to Single Cells *Génomique comparative : des milliers de génomes aux cellules individuelles*	7	7	-	**Arguello R.**	1,5	
Phylogeny and Comparative Methods *Phylogénie et méthodes comparatives*	14	14	-	**Salamin N.**	3	
Sex, Ageing and Foraging Theory *Théories et modèles de l'évolution de la reproduction sexuée, la sénescence et la consommation de ressources*	9	-	9	**Mullon C.**	1.5	
Spatial Modelling of Species and Biodiversity *Modélisation spatiale des espèces et de la biodiversité*	14	14	-	**Guisan A.**	3	
The Evolution of Cooperation : from Genes to Learning and Culture *L'évolution de la coopération : des gènes à l'apprentissage et la culture*	28	-	-	**Lehmann L.**	3	
Optional courses * ***Enseignements optionnels***						
Applied Ecology *Ecologie appliquée*	14	-	28	**Pellet J.**	3	
Biological Invasions *Invasions biologiques*	14	-	-	**Bertelsmeier C.**	1.5	
Co-evolution, Mutualism, Parasitism *Co-évolution, mutualisme, parasitisme*	14	-	-	**Sanders I.**	1.5	
Current Problems in Conservation Biology *Problèmes actuels en biologie de la conservation*	14	14	-	**Wedekind C.**	3	10
Ecology of the Fishes of Switzerland *Ecologie des poissons de Suisse*	7	-	10	**Rubin J.-F.**	1.5	
Honeybee Ecology, Evolution and Conservation *Ecologie des abeilles, évolution et conservation*	14	-	-	**Dietemann V.**	1.5	
Integrated course Mountain Ecosystems - Ecology & Evolution *Cours intégré écosystèmes de montagne - écologie et évolution*	14	-	-	**Guisan A.**	1.5	
Integrated course Mountain Ecosystems - Geo-Environmental Sciences *Cours intégré écosystèmes de montagne - sciences géo-environnementales*	14	-	-	**Guisan A.**	1.5	
Introduction to Primate Behaviour, Cognition and Culture *Introduction au comportement, à la cognition et à la culture des primates*	10	8	-	**Van de Waal E.**	1.5	
Plant Population Genetics and Conservation *Génétique des populations végétales et biologie de la conservation*	7	-	10	**Felber F.**	1.5	
Scientific Communication - Scientific Hands-on Workshop Module (in French only) *Médiation scientifique - module atelier scientifique*	14	14	-	**Kaufmann A., Reymond P.,** Ducoulombier D., Trouilloud S., Ythier M.	3	8
Scientific Mediation and Communication - Museum Module *Communication et médiation scientifique - module musée*	6	-	22	**Sartori M.,** Glaizot O.	3	6
Social Genetics *Génétique sociale*	2	12	-	**Keller L.,** Kay T.	1,5	
Optional Field Courses (Financial participation by the student required) ***Etudes de terrain optionnelles***						
Drivers of Invertebrate Biodiversity along Ecological Gradients *Facteurs déterminant la biodiversité des invertébrés le long de gradients écologiques*	7	-	49	**Schwander T.**	3	20
Evolution and Biogeography of Semi-arid and Island Floras *Evolution et biogéographie des flores insulaires en zone semi-aride*	-	-	40	**Pannell J.**	2	14
Integrated Practical Work Mountain Ecosystems in the Alps ** *Travaux pratiques intégrés écosystèmes de montagne dans les Alpes*	-	-	52	**Guisan A.**	3	
Total					**15**	

Computational courses marked in blue

* - Before choosing an optional, please check the "programme requirement" (prerequisites for the course) in the course description
- Students can choose optional courses independently from this study plan for a max. of 3 ECTS credits with the approval of the head of CEE specialisation

** To follow Integrated Practical Work Mountain Ecosystems in the Alps : do one of the two courses Integrated course Mountain Ecosystems

Spring semester (semester 2) and Autumn Semester (semester 3)

MODULE 4

Course / Enseignement		ECTS Credits
Master Thesis CEE *Travail de Master CEE*	Thesis Director	**45**

Due to the sanitary evolution related to COVID-19, the study plans may be adapted during the semester as follows:

- possibility to switch from one mode of teaching to another (face-to-face <-> distance, synchronous <-> asynchronous, switch to co-modal teaching where it was not initially planned).
- adaptation of evaluation modalities, without inducing derogations from the Study Regulations (oral <-> written, exam <-> validation, individual work <-> group work, practical work <-> theoretical work, face-to-face evaluation <-> online evaluation, etc.).
- alternative or time-shifted modalities for teachings, internships, practical work, fieldworks and camps that could not take place or teachings that could no longer take place in the form initially planned.

Students are invited to consult this document regularly (Study Plan & Evaluation Procedure)

ADVANCED POPULATION GENETICS

Anna Sapfo Malaspinas

C	Opt	English	14
S	3.0		

E	Opt	English	6
S			

N: Master

B: Textbooks and relevant articles:
Mark Stoneking, An introduction to Molecular Anthropology
John Wakeley, Coalescent theory, an introduction
Nielsen, R. et al. Tracing the peopling of the world through genomics. Nature 541, 302-310 (2017).
Novembre, J. et al. Genes mirror geography within Europe. Nature 456, 98-101 (2008).
Green, R. E. et al. A complete Neandertal mitochondrial genome sequence determined by high-throughput sequencing. Cell 134, 416-426 (2008).
Nordborg, M. On the probability of Neanderthal ancestry. Am J Hum Genet 63, 1237-1240 (1998) (theoretical paper)
Green, R. E. et al. A Draft Sequence of the Neandertal Genome. Science 328, 710-722 (2010)

BIOINFORMATIC ALGORITHMS

Christophe Dessimoz

C	Opt	English	15
S	3.0		

E	Opt	English	15
S			

N: Master

P: The course assumes familiarity with basic programming concepts (variable and function declaration, arrays, for-loops, conditional statements, etc.). Algorithms are introduced from a practical angle so the mathematical formalism is kept at a minimum.

O: The course aims at improving the student's programming skills by gaining a deep understanding of some of the key algorithms in bioinformatics, with a special emphasis on sequence and graph algorithms. Students will learn widely applicable concepts, such as asymptotic time complexity, binary search, dynamic programming, hashing. Practicals and home assignments are essential parts of the course. The language of the course is Python, though the concepts covered in the course are applicable to all computer languages.
More info, including dates, rooms, and link to Moodle page:
https://lab.dessimoz.org/teaching/bioinfalgo/

COMPARATIVE GENOMICS: FROM THOUSANDS OF GENOMES TO SINGLE CELLS

Roman Arguello

C	Opt	English	7
S	1.5		

E	Opt	English	7
S			

N: Master

O: An introduction to central topics and questions in comparative genomics and molecular evolution

C: 1. Intro
A. what is a genome and the concept of heredity?
B. broad differences in the tree of life
C. principle factors influencing genome architecture
D. are genomes optimized? (early thoughts on selection)
2. Population Variation vs. Divergence: how do genetic changes arise?
3. Evolution of Genome Architecture
4. Origin of New Genes
5. Evolution of Gene Families
6. Evolution of Transcriptomes
7. Single Cell Transcriptomics
8. (depending on time) Ancient DNA and Evolution

PHYLOGENY AND COMPARATIVE METHODS

Nicolas Salamin

C	Opt	English	14
S	3.0		

E	Opt	English	14
S			

N: Master

P: none

O: Phylogenetic reconstruction methods and their application in evolutionary biology. To know and understand phylogenetic reconstruction methods in order to test the processes leading to genes and organisms evolution.

C: The subjects will be presented during lectures as well as practicals.
I. Reconstruction methods
- What is a phylogenetic tree and how to interpret it?
- Tree reconstruction:
a) optimisation criteria and models of evolution
b) search for the optimum tree
c) Bayesian methods
- Can we trust the inferred tree?
II. Uses for phylogenetic trees
- Detecting positive selection in a coding gene
- Testing coevolution and cospeciation
- Macroevolution:
a) dating evolutionary events
b) tempo and mode of evolution
c) testing for key innovations
- Phylogeny and conservation

B: Felsenstein, J. 2003. Inferring phylogenies. Sinauer Associates.
Page, R. 2003. Tangled trees: Phylogeny, cospeciation, and coevolution. University of Chicago Press.
Purvis, A., Gittleman, J.L. and Brooks, T. 2005. Phylogeny and conservation. Cambridge University Press.
Swofford, D.L., Olsen, G.K., Waddell, P.J. and Hillis, D.M. 1996. Phylogeny reconstruction. Pages 407-514 In Molecular Systematics (D.M. Hillis, C. Moritz, B.K. Mable, eds.). Sinauer Associates.
Yang, Z.H. 2006. Computational Molecular Evolution. Oxford University Press.

I: http://www.unil.ch/phylo/teaching/pmc.html

SEX, AGEING AND FORAGING THEORY

Charles Mullon

C	Opt	English	9
S	1.5		

TP	Opt	English	9
S			

N: Master

O: The goal is to be introduced to the theoretical principles and some modelling approaches to fundamental problems in evolutionary ecology and life history. We explore the evolution of sexual reproduction, senescence and resource consumption through mathematical and computational modelling. In addition to core concepts of evolutionary ecology and life history, students learn how to formalise a theoretical model in mathematical form, implement it in a computer program (e.g. R, C or Python) and analyse its output.

SPATIAL MODELLING OF SPECIES AND BIODIVERSITY

Antoine Guisan

C	Opt	English	14
S	3.0		

E	Opt	English	14
S			

N: Master

P: If possible, course 'Spatial Analyses & GIS' (ANSPAT) in 1st semester of the Master (not strictly required).

O: Species distribution models (SDMs) are increasingly important in ecology and conservation biology. This course proposes an introduction to these models and related concepts and methods. Overview of the main steps of model building. Advantages and limitations. Applications to various domains (climate change, invasions, rare species, ...).

C: Chap. 1. Introduction to species' niche & distributions, and related models. Theory and principles behind these models. Competition and disperal limitations. Types of response variables, main predictive modelling approaches, field sampling design, from predicting species distributions to predicting communities.
Chap. 2. Model calibration. Presence-only versus presence-absence data, statistical theory and methods for presence-only data, regressions and classifications for presence-absence, ensemble modelling and forecasting.
Chap. 3. Model evaluation. Internal versus external evaluation. Data and metrics for evaluation. Crossvalidation, jackknife, bootstrap, uncertainties.
Chap. 4. Assumptions behind these models. Pseudo-equilibrium, niche conservatism, niche completeness, realized niche, and other postulates.

B: Guisan, A. & Zimmermann, N.E. (2000). Predictive habitat distribution models in ecology. Ecological Modelling 135(2-3): 147-186.
Guisan A, Thuiller W (2005) Predicting species distribution: offering more than simple habitat models. Ecology Letters, 8, 993-1009.
Guisan et al. (2013) Predicting species distributions for conservation decisions. Ecology Letters 16: 1424-1435.

I: http://www.unil.ch/ecospat

THE EVOLUTION OF COOPERATION : FROM GENES TO LEARNING AND CULTURE

Laurent Lehmann

C	Obl/Opt	English	28
S	3.0		

N: Master

O: What makes us such a unique species, able to cooperate in large-scale societies, organize social interactions, and dominate ecologically the Earth? The main goal of this course is to provide the foundations of social evolution, which consists of two main ingredients in humans: cooperation and cumulative cultural evolution. On one side, the course will thus focus on studying the main forces favoring and maintaining cooperation (mutually beneficial interactions, altruism) and conflict (cheating, malevolence, warfare) in group-structured populations. On the other side, we will study the forces behind cultural evolution, where behavior in interactions depends on genetic determinants, social learning, and individual learning ("gene-culture coevolution"). This will allow discussing the major steps in human social organization evolution, from primate autarky to division of labor in large-scale societies.

C: The course will be composed of five main parts and more focused on human behavior than the "Ecology and Evolution" class on which it builds:
(1) Cooperation and conflict in well-mixed populations. Here, we will study the evolution of cooperation (and cheating) in well-mixed population (no division into groups). We will study the standard one-shot social dilemmas illustrating the tension between self-interest and group-interest, like the prisoner's dilemma and the stag-hunt game. We will then investigate various settings of repeated interactions, where reputation dynamics between individuals are crucial to sustain long-term relationships.
(2) Cooperation and conflict in group-structured population. Here, we will study the forces shaping cooperation when interactions occur in group-structured populations (the rule in humans), and where the localization of the social interactions generates in the same time novel incentives to cooperate and novel incentives for spiteful behavior. We will also consider conflicts between groups and study warfare in small-scale hunter-gather societies.
(3) Social learning and gene-culture coevolutionary theory. Here, we will study the main modes of social learning ("cultural transmission"), which underlies cumulative cultural evolution that is the main determinant of the human lineage ecological success. We will also study gene-culture coevolution and how social learning impacts the dynamics of cooperation within groups.
(4) Individual learning and preferences. Here, we will discuss the main modes of individual learning that allow individuals to learn information about the relevant behavior to express on their own (e.g., trial-and error learning and related decision heuristics, maximizing behavior). We will investigate the conditions under which evolution may and may not lead individuals to become equipped with goal functions ("utility maximization behavior").
(5) Major transition from small to large-scale societies. Here, we will discuss the main evolutionary steps that took the human lineage in a 6 million year long co-evolutionary gene-culture ride from self reliant primate social organizations ("autarky") to large scale societies with extreme division of labor ("catallaxy"). This transition involved a zizag path from dominance, to egalitarianism, to inequality again.

APPLIED ECOLOGY

Jérôme Pellet

C	Opt	English	14
S	3.0		

TP	Opt	English	28
S			

N: Master

P: BSc level in biology, including ecology

O: Applied ecology is a young crisis discipline undergoing a major effectiveness revolution. In most situations, urgent action is necessary, even in the absence of reliable information. How do we gather sound ecological information? How do we use it to plan natural communities conservation? In the process of answering these questions, wildlife ecologists often realize that research and practice are just two sides of the same coin.
After this lecture, students are able to understand the underlying concept of evidence-based conservation and adaptive management. They have applied the concepts in several different conservation settings.

C: The goal of the course is to teach students some of the skills they will need as evidence-based conservationists. Practical examples will be drawn from various ecosystems, communities and species. The course will revolve around the stages of adaptive management:
monitoring ecological resources, monitoring occupancy and abundance
research syntheses (systematic reviews and meta-analyses)
ecological triage (systematic conservation planning and red lists)
natural communities conservation planning and legislative context.
Field-based case studies will provide students an opportunity to apply and discuss some of the principles illustrated in the course. Practical work will include meeting with practitioners, discussing and analyzing their approach and methods through the prism of adaptive management.
« There is no such thing as a special category of science called applied science; there is science and its applications, which are related to one another as the fruit is related to the tree that has borne it. » Louis Pasteur

BIOLOGICAL INVASIONS

Cleo Bertelsmeier

C	Opt	English	14
S	1.5		

N: Master

O: 1. Explain core theory and concepts underlying the spread and impacts of invasive species
2. Critically assess the current debate about invasive organisms (semantic, social, economic, biological..)
3. Understand how globalization leads to the accelerating dynamics of species ranging from viruses to mammals
4. Understand the characteristics of invasive species and vulnerable ecosystems
5. Discuss the interactions between biological invasions and other drivers of global change such as climate change

C: Biological invasions are considered one of the most important global threats to biodiversity. Understanding the processes shaping the success of species outside of their native ranges is therefore a major goal of conservation research. In this course, we elucidate the main hypotheses explaining the success and spread of invasive species, while insisting on current controversies and future research questions. Specifically, we will address:
- The different stages of the invasion process (transport, establishment, spread, impacts)
- Impacts and case studies of some of the worst invasive species
- Mechanisms of invasions
- Socio-economic aspects
- The role of rapid adaptation in the invasion process
- Species interactions, enemy release, community structure
- Large scale patterns and dynamics
- Interactions with other drivers of global change

B: See English pages of the course

CO-EVOLUTION, MUTUALISM AND PARASITISM

Ian Sanders

C	Opt	English	14
S	1.5		

N: Master

P: Must understand english and be prepared to give presentations

O: To understand the evolutionary consequences of organisms living together in mutualism or parasitism and how to investigate it experimentally

C: The course comprises some introductory talks given by me about concepts in co-evolution and theoretical frameworks for studying co-evolution. Afterwards, students give presentations on chosen key publications in this field and the group discusses these subjects after the presentations.

B: : All bibliography is made availble in pdf format before the course begins. For an example of the publications discussed you can find last years publications in my docunil public folder.

CURRENT PROBLEMS IN CONSERVATION BIOLOGY

Claus Wedekind

C	Opt	English	14
S	3.0		

E	Opt	English	14
S			

N: Master

P: Lectures, discussions, and proposal writing in English.

O: Introduction into
- some important problems of conservation biology
- funding opportunities for conservation projects
- the planning, writing, and reviewing of grant proposals in the context of the course

Own ideas shall be developed, presented and discussed in class.

C: Some current research topics within the field of conservation biology will be further introduced in lectures, potentially also guest lectures, and discussions in class. Each student then develops an own idea of a research project within these topics. After an introduction into funding agencies and the planning and writing of grant proposals, each student (or groups of two) write(s) up an own proposal and present(s) it to the class. The proposals of colleagues will then be peer-reviewed after an introduction into peer-reviewing of grant proposals.
Class size restricted to 10 students.

ECOLOGY OF THE FISHES OF SWITZERLAND

Jean-François Rubin

C	Opt	English	7
S	1.5		

TP	Opt	English	10
S			

N: Master

P: none

O: Recognize the different habitats and species
Know the biology of the principal species
Identify the problems linked to the management of these habitats and species

C: Generalities on water
Lakes
Watercourses
Plankton and plants
Systematic of fish
Anatomy of fish
The fish of Switzerland

HONEYBEE ECOLOGY, EVOLUTION AND CONSERVATION

Vincent Dietemann

C	Opt	English	14
S	1.5		

N: Master

O: This series of lectures will show the complexity of insect societies, taking the honey bee as an example. It will give the opportunity to see how concepts learned elsewhere by the students can be placed within the context of a single species.

C: Since honeybees are economically important insects, they have been studied early in history and the knowledge we possess about them is greater than for any other social insect species. Our understanding of the honeybee reveals the complex organisation reached by insects when they form societies. This series of lectures will present some aspects of this complexity that will be replaced within its evolutionary context. Various aspects of honeybee ecology and evolution, including geophylogeny, biology, reproduction at individual and colony level, division of labour, communication, economical value, pathogens will be presented.
After a general introduction of this model species describing the diversity and biogeography of the taxon, we will dissect the communication abilities of European honeybees and compare it with related Asian species. We will see how this communication is used to organise foraging tasks sustaining colony growth. Honeybee health is a current concern and we will review the pathogens affecting them and comment the role of humans in their spread and control in an evolutionary context. Since honeybees are globally threatened, we will see what economical losses their decline could have and some conservation projects to invert the trend will be put in context.

B: Seeley T, 1985. Honeybee Ecology. Princeton University Press.
Seeley T, 1995. The wisdom of the hive. Harvard University Press.
Moritz RFA, Southwick EE, 1992. Bees are superorganisms. Spiringer Verlag
Oldroyd B, Wongsiri S, 2006. Asian Honey Bees. Harvard University Press.
Koeniger N, Koeniger G, Tingek S, 2010.Honey Bees of Borneo. Natural History Publications
Winston ML, 1987. The Biology of the honey bee. Harvard University press.

INTEGRATED COURSE MOUNTAIN ECOSYSTEMS - ECOLOGY & EVOLUTION

Antoine Guisan

C	Obl/Opt	English	14
S	1.5		

N: Master

P: none

O: To obtain a multidisciplinary knowledge basis on aspects of ecology & evolution of mountain ecosystems

C: General introduction to mountain environments
Adaptations to marginal environments
Reproductive systems along elevation
Patterns of micro-organisms along elevation
Biological invasions in mountains
Impact of climate change on mountain biota - field observations and experiments
Impact of climate change on mountain biota - spatial modelling
Human-wild fauna conflicts in mountain regions

B: Donnée séparément pour chaque leçon.

I: Planning détaillé donné sur moodle aux étudiant.e.s inscrit.

INTEGRATED COURSE MOUNTAIN ECOSYSTEMS - GEO-ENVIRONMENTAL SCIENCES

Antoine Guisan

C	Obl/Opt	English	14
S	1.5		

N: Master

P: None

O: To obtain a multidisciplinary knowledge basis on aspects of geosciences & environment of mountain ecosystems

C: Mountain Topoclimatology - the case of the Alps
Geology of the Alps
Glaciers in the Alps, recession, and climate change
The hydrology of mountain basins
Mountain lakes
Sediment flux in mountain basins
Geomorphology of Alpine areas
Pollutant release by glaciers, lake contamination, impact on biodiversity
Evaluating risks of natural hazards
Mountain soils
Remote Sensing of Mountain Ecosystems
Separate bibliography for each sub-topic

B: Donnée séparément pour chaque leçon.

I: Voir moodle pour étudiant.e.s inscrit.e.s

INTRODUCTION TO PRIMATE BEHAVIOUR, COGNITION AND CULTURE

Erica Van de Waal

C	Opt	English	10
S	1.5		

S	Opt	English	8
S			

N: Master

O: The first goal of this course is to give a general introduction into primate behaviour, with a special focus on primate cognition and culture. The topic will be developed in a comparative framework, with references to behaviours found in other animals as well as well highlighting behaviours shared between human and non-human primates and the ones unique to humans. This first part will give the general background to understand the articles that will be discussed in the seminar sessions. During the seminar, students will select articles to read and discuss together. This part aims at developing the critical thinking of students and the exchange between the students using concrete examples of research with conflicting findings. The course will train students to summarize, explain and discuss a paper during the final presentation in front of the class, as well as to develop ideas about potential future directions of the research on a specific topic.

C: This course will be composed of three main parts followed by seminar sessions.
1) Primate Behaviour. Here we will study briefly the bases of animal behaviour followed by a presentation of the diversity in the taxa Primates. Then we will study the specificities of Primate behaviour. We will investigates the topics of social structure, reproduction and life history. Later we will focus more on social relationships with lectures on competition and conflict management, communication and cooperation. All these topics will be discussed with a comparative approach to other animals and humans.
2) Primate Cognition. Here we will study the cognitive abilities of primates. We will investigate briefly the specificities of primate physical cognition and we will develop more on their social cognition. On this topic, we will study the abilities of primates to understand others' minds (theory of mind) and to exhibit strategic social behaviours like deception.
3) Primate Culture: Here we will study social learning mechanisms and strategies. We will investigate cases of conformity, traditions and culture in primates. This subject will highlight the specificities of human cultural behaviour as well as the shared roots with primates and other animals.
During the seminar, students will choose a scientific article to read (alone or in groups depending on the number of students following the course). The papers will be discuss in the class. At the end of the seminar, all the students will present the main finding of their paper and potential future directions of research on the topic.

B: van Schaik, C. P. (2016). The primate origins of human nature (Vol. 2). John Wiley & Sons.
Clutton-Brock, T. (2016). Mammal societies. John Wiley & Sons.
Boyd, R., & Silk, J. B. (2014). How humans evolved. WW Norton & Company.

PLANT POPULATION GENETICS AND CONSERVATION

François Felber

C	Opt	English	7
S	1.5		

TP	Opt	English	10
S			

N: Master

SCIENTIFIC COMMUNICATION - SCIENTIFIC HANDS-ON WORKSHOP MODULE

Alain Kaufmann, Philippe Reymond

C	Opt	French	14
S	3.0		

E	Opt	French	14
S			

N: Master

SCIENTIFIC MEDIATION AND COMMUNICATION - MUSEUM MODULE

Michel Sartori

C	Opt	English	6
S	3.0		

TP	Opt	English	22
S			

N: Master

P: None

O: This is a theoretical and practical course which will teach you how to write a text for an exhibition (scientific popularization). From original articles and textbooks to the exhibition content, several steps are required to make the exhibition attractive and accessible to a large audience. During this course, you will learn the basics of exhibition building, from content development to the elaboration of a mediation concept and a communication strategy.

C: After a 6 period's theoretical introduction, you will develop a personal project. This year, we will propose general subjects linked to biology. We will propose individual subjects to be developed during the first lecture hours. We are also expecting from you to create a press release on your subject, as well as a mediation project.

SOCIAL GENETICS

Laurent Keller

C	Opt	English	2
S	1.5		

E	Opt	English	12
S			

N: Master

P: none

O: This course provides the opportunity to read about, synthesise and then discuss the state-of-the-art in two social genetics topics: How did eusociality evolve? And what determines caste-fate in social insects?

C: Students will be set a question and given recent scientific papers to read and write about and they will then participate in discussions on the topic with the other students. They will additionally have the opportunity to discuss with researchers working directly on the topics.

DRIVERS OF INVERTEBRATE BIODIVERSITY ALONG ECOLOGICAL GRADIENTS

Tanja Schwander

C	Opt	English	7
S	3.0		

T	Opt	English	49
S			

N: Master

P: Program requirement: Financial participation required by the student (approximately 700.-)

O: During this field course, we study different invertebrate taxa (mainly insects and gastropods) to understand the factors driving biodiversity and community composition, as well as the evolution of different life cycles under diverse ecological conditions in the Swiss Alps/Prealps.

C: Course content:
- Introductory lectures
- Excursions and group field work: analysis of community composition and biodiversity in various habitats
- Personal experiments (experimental design, data collection & analysis, presentation of results)
- Discussion of scientific papers

EVOLUTION AND BIOGEOGRAPHY OF SEMI-ARID AND ISLAND FLORAS

John Pannell

T	Opt	French	40
S	2.0		

N: Master

P: Financial participation required by the student.

INTEGRATED PRACTICAL WORK MOUNTAIN ECOSYSTEMS IN THE ALPS

Antoine Guisan

T	Obl/Opt	English	52
S	2.0/3.0		

N: Master

P: Having followed at least one of the two associated lecture series (GE or EE).

O: The objectives are four-fold:
- be able to carry out a small research project from beginning to end.
- Learn to work in interdisciplinary team: groups of 5 students from the FBM and FGSE (if possible at least one FGSE student per group).
- be able to efficiently and elegantly communicate your scientific findings (oral and written).
- learn how to carry ecological field work.

C: Two field retreats in Arolla (VS) - usually in May (2 days) and July (4.5 days)
First retreat to design a project and write a proposal
Second retreat to conduct the project in the field, and write a final report ("paper style")
Instructions on the two retreats' programs and the expected proposal and final report on moodle.
Bibliography:
Differents species identification field guides.
Bowman, W. D., and T. R. Seastedt, editors. 2001. Structure and Function of an Alpine Ecosystem : Niwot Ridge, Colorado. Oxford University Press Inc New York.
Nagy, l., and G. g. 2009. The biology of alpine habitats. Oxford University Press, Oxford.
Körner, C. 2003. Alpine plant life: Functional plant ecology of high mountain ecosystem. 2nd Edition edition. Springer, New York.
Ozenda, P. 1985. La végétation de la chaîne alpine dans l'espace montagnard européen. Masson, Paris.

B: Différents guides d'identification d'espèce sur le terrain.
Bowman, W. D., and T. R. Seastedt, editors. 2001. Structure and Function of an Alpine Ecosystem : Niwot Ridge, Colorado. Oxford University Press Inc New York.
Nagy, l., and G. g. 2009. The biology of alpine habitats. Oxford University Press, Oxford.
Körner, C. 2003. Alpine plant life: Functional plant ecology of high mountain ecosystem. 2nd Edition edition. Springer, New York.
Ozenda, P. 1985. La végétation de la chaîne alpine dans l'espace montagnard européen. Masson, Paris.

I: Info détaillées sur moodle pour étudiant.e.s inscrit.e.s