Continental Paleobiology

Code: 43860
ECTS Credits: 15

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<th>Degree</th>
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<th>Semester</th>
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Contact
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Email: Marc.Furio@uab.cat

Teachers
Ángel Galobart Lorente
David Martinez Alba
Salvador Moyà Solà
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Joan Madurell Malapeira
José Maria Robles Giménez
Josep Fortuny Terricabras
Arnau Bolet Mercadal
Angel Hernandez Lujan

External teachers
Albert Prieto Mármol

Prerequisites
There are no pre-requirements.

Objectives and Contextualisation

Use of languages
Principal working language: english (eng)
This module provides a deep view in the evolution and diversity of continental biotas along the geological time.

It is divided in four different topics (Paleobotany, Paleoherpetology, Paleomammalogy and Paleoprimatology and Human Evolution) combining the classical hypothesis with the most recent discoveries and updated theories in the evolutionary history of plants, dinosaurs and primates.

The students are expected to acquire an updated view of the evolution of the continental ecosystems during the most significant moments of the last 350 million years.

**Skills**

- Analyze data using adequate mathematical tools.
- Apply evolutionary concepts to resolve geological problems related to the time-ordering of fossils and the sediments that contain them.
- Bring the necessary palaeontological knowledge for the geology of exploration to the georesources exploitation industry.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- Design and carry out research projects in paleobiology and communicate and disseminate the results of the knowledge acquired.
- Gather and synthesize information from scientific literature (library, data bases, online journals, contrasted web pages).
- Obtain original data by means of field or lab work and process them adequately to resolve questions of a paleobiological profile.
- Recognize and use the fossil record applying the theories, paradigms and concepts of evolution and ecology to resolve specific problems of life in the past.
- Show a critical and self-critical capacity.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use a scientific argument in English to justify research results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use paleontological, geological, biological, chemical or physical sources of information to delimit ecological parameters in the past.

**Learning outcomes**

1. Analyze data using adequate mathematical tools.
2. Apply information from the plant fossil register to solve paleoenvironmental problems (paleoclimatic, paleoecological).
3. Apply knowledge of applied anatomy, functional morphology and biomechanics to analyse the biological aspects of vertebrates in the past.
4. Apply knowledge of comparative anatomy, phylogeny, taxonomy and ecology to make an adequate analysis of the evolution of vertebrates over time.
5. Apply the appropriate methodology for the study of each type of plant remain.
6. Apply the appropriate methodology for the study of fossil vertebrates.
7. Apply the theories, paradigms and concepts of geology to gain an adequate and global vision of the evolution of vertebrates over time.
8. Carry out a climatic analysis from a pollen analysis from the Quaternary.
9. Carry out a palaeontological study of the plant fossil register and its paleoenvironmental implications.
10. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
11. Continue the learning process, to a large extent autonomously.
12. Control the different field methodologies for the collection of vertebrate fossil remains.
13. Control the different laboratory methodologies for the study of vertebrate fossil remains.
14. Gather and synthesize information from scientific literature (library, data bases, online journals, contrasted web pages).
15. Identify the main groups of living organisms represented in the continental fossil register.
16. Integrate fossil remains and associated animals in the same paleoenvironmental analysis.
17. Know the interactions between plants and insects in the fossil register.
18. Know the main groups of vascular plant fossils from their different organs (be familiar with the use of parataxonomy).
19. Propose hypotheses about the habitat of a plant from sedimentological and taphonomic analysis.
20. Recognise and make adequate use of the fossil register for solve specific problems in the areas of evolution of vertebrates.
21. Recognise and make adequate use of the fossil register for vertebrates in the area of paleobiology.
22. Recognise plant fossil remains (pollen and macroremains) which may help with a correlation of geological units and characterise depositional environments in hydrocarbon and carbon prospecting.
23. Relate a plant association with its chronostratigraphic context.
24. Relate a vertebrate fossil association with its chronostratigraphic context.
25. Relate concepts in the area of paleobiology and evolution of vertebrates and disseminate the results.
26. Relate concepts in the area of taxonomy, phylogeny and the evolution of fossil vertebrates and disseminate the results.
27. Show a critical and self-critical capacity.
28. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
29. Understand the ethological information provided by vertebrate traces.
30. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
31. Use scientific argumentation to justify the results of research.

Content


Paleoherpetology. Origin, evolution, systematics and paleobiology of reptiles. Origin and diversification during the Mesozoic (dinosaurs, pterosaurs and large marine reptiles). Evolutionary radiation and origin of the main groups of current tetrapods (mammals, archosaurs and birds).

Paleomammalogy. Origin and evolutionary radiation of mammals after the great dinosaur extinction. Diversity of form and size in the main placental orders of the Cenozoic. Anatomical adaptations to displacements and diets, and their relationship with environmental and climatic changes during the Tertiary and Quaternary.


Methodology

Lectures and Seminars
Practical classes
Learning based in problems
Reading of Scientific Papers and Books
Written Work

Activities
### Title

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<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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#### Type: Directed

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#### Type: Supervised

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<td>1, 2, 4, 7, 10, 11, 14, 16, 20, 23, 24, 25, 26, 27, 28, 30, 31</td>
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<td>Written Works</td>
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<td>3.56</td>
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#### Type: Autonomous

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### Evaluation

#### Attending and Participation in Classes

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#### Exams

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#### Exercises in class

<table>
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<tr>
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#### Written Works

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<td>10, 11, 14, 15, 16, 23, 24, 25, 26, 27, 28, 29, 31</td>
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### Bibliography

The most relevant bibliographic references will be provided by each professor at the end of the lesson.