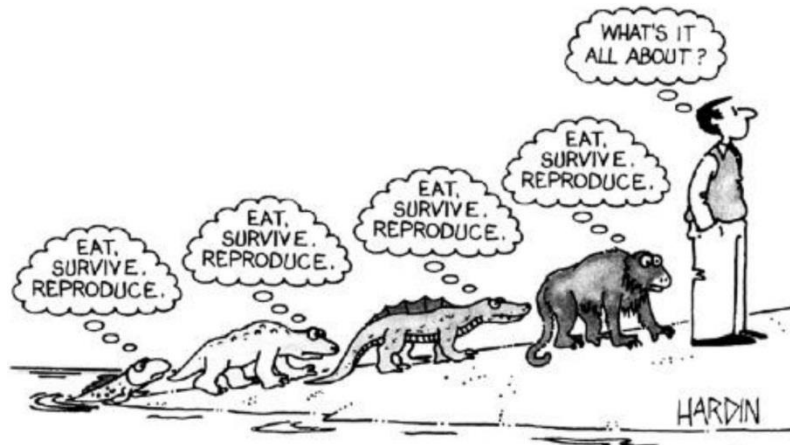


## Psychology 410 – Evolutionary Psychology Winter 2014



Lecture: Tuesdays and Thursdays 12:00 p.m. – 1:20 p.m., Knight Library 101

<b>Instructor:</b>	<b>Alexander M. Khounlavouth</b>
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<b>Office:</b>	229 Lewis Integrated Sciences Building
<b>Office Hours:</b>	Tuesdays 2:00p.m. – 3:00p.m. Thursdays 2:00p.m. – 3:00p.m.

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### ***OVERVIEW OF COURSE STRUCTURE***

**Course Objectives:** At the end of this course, you should have a solid understanding of how scientists can use Evolutionary Theory, first proposed by Charles Darwin, to study human behavior and the brain as well as generate new ideas and hypotheses for research. You should be able to read a description of human or animal behavior and theorize as to how evolutionary principles might explain that behavior, and additionally, be able to analyze critically evolutionary hypotheses you encounter for human behavior and functional brain anatomy.

**Course Description:** This course will introduce you to Evolutionary Theory and explain how Evolutionary Theory can be useful as a model for explaining the human experience. Evolutionary Psychology *is not* a sub-discipline within the field of Psychology, (such as developmental, cognitive, and/or clinical psychology) instead Evolutionary Psychology is an approach to behavior that can be applied to any sub-field of Psychology as well as many other disciplines (such as anthropology, economics, and/or political science).

Evolutionary Psychology is an integrated approach to human behavior which attempts to explain how specialized mental (brain) mechanisms, designed by a long history of evolution by natural selection, guide our present-day behavior and help us solve the problems of daily life that affected our ancestors ability to survive and reproduce successfully. The course will cover and discuss how the natural selection of “solutions” to our

ancestors' survival "problems" contributes to current human behavior and brain anatomy as they relate to human thought, social behavior, morality, sex, political affiliation, generosity, etc.

**Course Design:** The course promotes active learning — through discussion, solving problems, and computer exercises. As an instructor, I see myself as a guide, cheerleader, and coach. The course encourages teamwork among students and the instructor. *Although Exams are to be completed individually, students are encouraged to work together on homework and to discuss ideas for essays.*

Class meetings will be primarily lecture and discussion based, with PowerPoint slides used during lecture available for download on Blackboard. Lectures will cover **both** new material and assigned readings (DO NOT expect lecture to be simply a re-hash of textbook readings).

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## ***COURSE REQUIREMENTS***

**1. Participation.** Participation includes in-class group activities, discussion participation, and pop-mini-quiz question responses. Note, credit is based NOT whether you got the right answer, but on whether you tried. In-class activities, questions, pop mini quizzes will be given randomly (either in Lecture on Tuesday or Thursday) throughout the term. You can miss up to 5 participation points (for any reason) without penalization (i.e. you will receive full credits or 20 points so long as you receive 15 or more participation points during the term). After the 5 free points, points will be deducted accordingly (i.e. a participation score of 14/20 will yield a 70% score for participation whereas a score of 15/20 automatically becomes 20/20 or 100%). There are no make-up opportunities for participation points.

**2. Homework.** There will be 5 homework assignments during this course. The homework assignments will be in the form of online quizzes taken on Blackboard (these are different from the in class pop mini quizzes, which will be taken for participation points). You will be given 5 attempts at each homework quiz, and feedback for the homework quizzes will be given in class the following day after the homework is due. Homework material covered in the quizzes will be drawn primarily from the textbook and journal article readings with the appropriate chapters necessary for the quiz given at the beginning of each quiz. ***Quizzes will only be available until 11:59p.m. The DAY THEY ARE DUE!!!** This means that there will be no late homework quizzes accepted.*

**3. Exams.** You will have at approximately 1 hour and 20 minutes to complete each exam. Be on time!!! Exams will cover **All** material since the previous Exam and might include multiple choice, fill-in-the-blank, true/false, and/or short answer questions. Exams are closed book, closed note, and are completed individually. You may leave after you complete your Exam, but if you need to leave the room For Any Other Reason (bathroom, etc. you must ***Bring me your Exam First***). In addition, you may not leave until after you have turned in your Exam following its completion. ***Absolutely no texting or other use of electronic devices during scheduled Exam time is permitted.***

At the end of the term, ***you will have the option of taking a "comprehensive make-up" Exam, which will replace the lowest of your 3 Exam scores. Therefore, if you miss an Exam (and have a score of 0 for that Exam), the makeup Exam can be used to replace that score. This is the only option for making up missed Exams – no exceptions!*** On the final day of lecture, you will have the option to complete both Exam 4 and the Comprehensive Make-up Exam if you wish.

**4. Paper.** You are required to select a ***Psychological Phenomenon*** or ***Behavior*** and analyze said phenomenon or behavior using the Evolutionary Approach. The instructor must approve Topics ***Prior*** to submitting your paper. Examples of topics include politics, sexual selection, joy, anatomy, etc.

Requirements: The paper should be a minimum of 3 pages double-spaced and should include a description of the phenomenon or behavior, an analysis of how this behavior might be explained using the evolutionary approach, and an argument of how the approach expands upon or extends other explanations of the phenomenon or behavior.

Other Requirements: APA Format  
 12-point font  
 Times New Roman font  
 1 – Inch margins  
 Proper citations and references

Your paper topic is ***due Thursday, Feb. 27<sup>th</sup>*** in class  
 Your paper is ***due Thursday, March 13<sup>th</sup>*** in class

**5. Book.** The required text is *Evolutionary Psychology: Neuroscience Perspectives Concerning Human Behavior and Experience* (Ray, 2013). There is a website, which accompanies this textbook:

<http://www.sagepub.com/ray/study/chapter.htm>

It is free to register and includes various practice materials. **I STRONGLY recommend using this resource to help you prepare for quizzes.**

Read assigned chapters **before** class and do the “review” sections in the book as you encounter them. **Reread** if you encounter trouble on a “review” section.

In addition, journal article readings and video links will also be posted on Blackboard when relevant.

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## ***COLLABORATION***

**Collaborative Learning:** Discussing homework with other students and your instructor is encouraged, as are homework and study groups for quizzes and exams. Talking over the problems and reworking them when you discover that others got different answers promotes deeper understanding of concepts. ***However, each student must submit a separate homework.*** More explicitly, you may work together to solve problems and check your answers on homework with each other, but preparing those answers for your homework and the actual writing of any verbal answers need to be done independently.

**Individual Work (when Collaboration = Cheating):**

***Your work on the quizzes & Exams must be your own. Any verbal statements on homework MUST be written in YOUR OWN WORDS.***

If you are caught cheating, the following consequences apply:

**Cheating on Homework:**

First offense: "0" on homework assignment and homework will be counted as not turned in

Second Offense: An "F" in the course. Infraction will be reported to the Office of Student Conduct and Community Standards.

**Cheating on an Exam:**

An "F" in the course. Infraction will be reported to the Office of Student Conduct and Community Standards

**The University may impose additional penalties in accordance with the student conduct code:**

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

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## ***SPECIAL NEEDS***

**Students with Disabilities:** If you have a documented disability and may need accommodations, contact me ASAP. *There is no way I can help you if you come to me with a documented disability at the end of the term. In addition, please let me know in advance even if you are not sure that your disability will require accommodation* (for example, if you have a physical disability that may require you to miss class, but you are not sure it will). Students who are experiencing learning difficulties are encouraged to consult Disabilities Services (164 Oregon Hall; 346-1155; <http://ds.uoregon.edu/>).

**Student Athletes:** *You must let me know during the first week of classes* if you will miss class due to travel with a UO athletic team and require accommodation. *Requirements for the course will not be relaxed* for student athletes, however *minor scheduling accommodations may be made (e.g., taking a homework, quiz, or Exam a few hours early) if planned well ahead of time.*

**Other Students:** If you are repeating this class, or have other circumstances that might affect your ability to devote time to the class, please let us know now so we can discuss strategies to promote your success in this course. If you wait until you have problems in the course, it may be too late to salvage your grade, but planning ahead will likely lead to success.

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## ***GRADING***

Your ***final course grade*** is based on the following components:

- 300 points (60%)** Score on 4 Exams worth 75 points each (there will be one comprehensive make-up quiz at the end of the term if you would like to replace your lowest Exam score or make-up a missed Exam).
- 100 points (20%)** Score on 5 homework assignments worth 20 points each
- 80 points (16%)** Paper on psychological phenomena or behavior of your choice analyzed using the Evolutionary Psychology approach
- 20 points (4%)** Participation in in-class exercises, attendance, and assigned participation work

Final grades will be based on percentage of total possible points earned, distributed as follows:

	B+ 87.5 – 89.4%	C+ 77.5 – 79.4%	D+ 67.5 – 69.4%	Pass/No Pass:
A 92.5 – 100%	B 82.5 – 87.4%	C 72.5 – 77.4%	D 62.5 – 67.4%	P: 70% and up
A - 89.5 – 92.4%	B - 79.5 – 82.4%	C - 69.5 – 72.4%	D - 59.5 – 62.4%	N: 69% or lower

**Extra Credit.** You can earn up to 10 points of extra credit (added to your final score) by participating in up to 2 hours of ongoing experimental research in the Psychology Department, and writing a short 1 paragraph summary of the study. You may also elect to write a short 2 page paper on a research article of your choice (article must be approved by instructor prior to assignment submission) instead of research participation.

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## ***COURSE SCHEDULE***

***\*Schedule, lecture topics, homework due dates, and Exam dates subject to change***

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>	<b>Exams/HW/Paper</b>
<b>Week 1</b>			
1/7	Introduction to Evolutionary Psychology	Ch. 1 - 2	
	Evolution of Genes I		
1/9	Evolution of Genes II	Ch. 3 - 4	
	Evolution of Humans I	Becoming Human Episode 1	

### ***COURSE SCHEDULE***

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>	<b>Exams/HW/Paper</b>
<b>Week 2</b>			
1/14	Evolution of Humans II  <b>Review for Exam 1</b>	Becoming Human Episode 2 - 3	
1/16	<b>Exam 1</b>		<b>Exam 1</b>
1/17			<b><i>Homework 1 Due!!! 11:59p.m.</i></b>
<b>Week 3</b>			
1/21	Evolution of Mating I : Women's Long-Term Mating Strategies	Ch. 8  Buss (2001)	
1/23	Evolution of Mating II : Men's Long-Term Mating Strategies	Ch. 9  Baker & Bellis (1993)	
<b>Week 4</b>			
1/28	Short-Term Sexual Strategies  <b>Exam 2 Review</b>	Shackelford & Goetz (2007)	
1/30	<b>Exam 2</b>		<b>Exam 2</b>
<b>Week 5</b>			
2/4	Evolution of Art  Evolution of Language I	Ch. 7  Zaidel, Nadal, Flexas, & Munar (2013)	
2/6	Evolution of Language II  Evolution of Altruism I	Ch. 10  Hamilton (1963)	
2/7			<b><i>Homework 2 Due!!! 11:59p.m.</i></b>

### ***COURSE SCHEDULE***

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>	<b>Exams/HW/Paper</b>
<b>Week 6</b>			
2/11	Evolution of Altruism II  Evolution and Group Living I	Ch. 11  Axelrod & Hamilton (1981)	
2/13	Evolution and Group Living II  Politics  <b>Exam 3 Review</b>	Ch. 12  Alford, Funk, & Hibbing (2005)	
2/14			<b><i>Homework 3 Due!!! 11:59p.m.</i></b>
<b>Week 7</b>			
2/18	<b>Exam 3</b>		<b>Exam 3</b>
2/20	Evolution of Culture I	Ch. 15  Carmen, Guitar, & Dillon (2012)	
<b>Week 8</b>			
2/25	Evolution of Culture II  Evolution of Religion	Shariff & Norenzayan (2007)  Shariff, Norenzayan, & Henrich (2009)	
2/27	Evolution of Violence  Evolution of Sexual Aggression	Day & Wilson (1985)	<b><u><i>Paper Topic Due!!!</i></u></b>
2/28			<b><i>Homework 4 Due!!! 11:59p.m.</i></b>

### ***COURSE SCHEDULE***

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>	<b>Exams/HW/Paper</b>
<b>Week 9</b>			
3/4	Evolutionary Psychology & Psychopathology	Ch. 14  Keller (2008)	
3/6	Evolution of Emotions  Evolution of Happiness	Ch. 6  Tracy & Randles (2011)  Galperin & Haselton (2010)	
3/7			<b><i>Homework 5 Due!!! 11:59p.m.</i></b>
<b>Week 10</b>			
3/11	<b>Exam 4 Review</b>  <b>Course Review</b>		
<b>Week 10</b>			
3/13			<b>Exam 4</b>  <b>Make-up Exam</b>  <b><u>Paper Due!!!</u></b>
<b>Week 11</b>			
	Finals Week		<b>Make-up Exam</b>