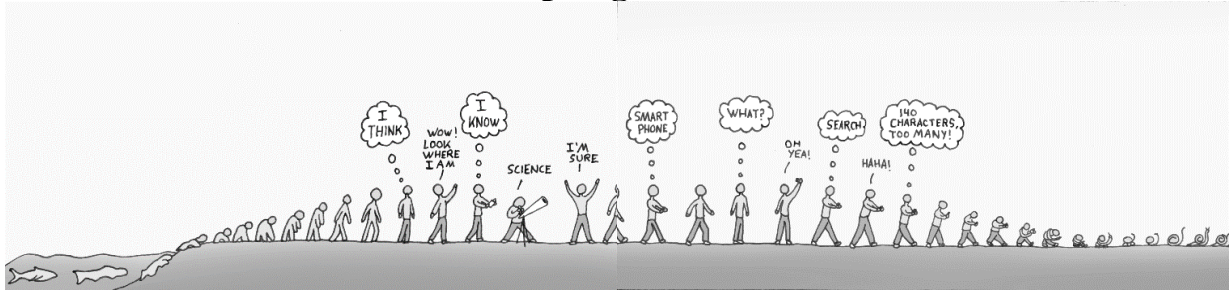


## Psychology 410 – Evolutionary Psychology Spring 2015



Lecture: Mondays and Wednesdays 2:00 p.m. – 3:50 p.m. 16 Pacific Hall

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**Office Hours:** TBA

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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 humans; though 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 online assignments, surveys, in-class group activities, discussion participation, and pop-mini-quiz question responses. Note: credit is based NOT whether you answer a question correctly, but on whether or not you made a sincere effort. In-class activities, questions, pop mini quizzes, etc. will be given randomly (either in Lecture on Monday or Wednesday) throughout the term. You can miss up to 5 participation points (for any reason) without penalization (i.e. you will receive full credit or 25 points so long as you receive 20 or more participation points during the term). After the 5 points grace amount, points will be deducted accordingly (i.e. a participation score of 19/25 will yield a 76% score for participation whereas a score of 20/25 automatically becomes 25/25 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 3 attempts at each homework quiz, and feedback for the homework quizzes will be given 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 40 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 3 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 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. Explain the differences and/or similarities between how Evolutionary Psychology would explain the phenomenon or behavior and how the SSSM would explain said phenomenon or behavior.

Other Requirements: APA Format

12-point font

Times New Roman font

1 – Inch margins

Proper citations and references

Running Head

Abstract

Title Page

Your paper topic is **due Monday, May 11<sup>th</sup>** in class

Your paper is **due Wednesday, June 3<sup>rd</sup>** in class

**5. Book.** The required text is *Evolutionary Psychology: The New Science of the Mind* (Buss, 2015).

Read assigned chapters **before** class and do the “Critical Thinking Questions” 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

### **Cheating on an Exam:**

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

Second Offense: 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/HEALTH***

**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/>). While I will try to make any accommodations, only the AEC is qualified to assess and address potential student disability needs.

**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.

**My Health:** It is possible that my medical condition may impact the projected nature of this course. Though I will endeavor to ensure that my situation has as minimal an impact on your education as possible, I cannot guarantee the times or dates for any lectures, assignments, exams, etc. I do promise to be fair and considerate of your concerns where my health has effected the normal flow of the course. If you have any concerns please let me know, and I will attempt to be as amenable to your trepidations as possible.

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## **GRADING**

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

- 300 points (60%)** Score on 3 Exams worth 100 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).
- 125 points (25%)** Paper on psychological phenomena or behavior of your choice analyzed using the Evolutionary Psychology approach
- 50 points (10%)** Score on 5 homework assignments worth 10 points each
- 25 points (5%)** 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>			
3/30	Introduction to Evolutionary Psychology	Ch. 1	
	Evolution of Genes I	Buss (2009)	
4/1	Evolution of Genes II		
	Evolution of Species	Ch. 2 - 3	
<b>Week 2</b>			
4/6		Becoming Human	
	Evolution of Humans I	(Episodes 1 – 2)	
4/8		Human Evolution	
	Evolution of Humans 2	(Episodes 1 – 2)	
4/10			<b><i>Homework 1 Due!!! 11:59p.m.</i></b>
<b>Week 3</b>			
4/13	Evolution of Mating I: Women's Long-Term Mating Strategies	Ch. 4	
	<b>Exam 1 Review</b>	Dunn, Brinton, & Clark (2010)	
4/15	<b>Exam 1: Natural Selection Pressures</b>		
<b>Week 4</b>			
4/20	Evolution of Mating II: Men's Long-Term Mating Strategies	Ch. 5 – 6	
		Platek & Singh (2010)	
4/22		Ch. 7	
	Evolution of Mating III: Short-Term Sexual Strategies & Alternative Sexuality	Greiling & Buss (2000)  Shackelford & Goetz (2007)	

4/24			<b><i>Homework 2 Due!!! 11:59p.m.</i></b>
<b>Week 5</b>			
4/27		Zaidel, Nadal, Flexas, & Munar (2013)	
	Evolution of Art	Seghers (2014)	
4/29		Zuidema & Verhagen (2010)	
	Evolution of Language	Boer & Fitch (2010)	
<b>Week 6</b>			
5/4			
	Evolution of Altruism	Ch. 8	
5/6			
	Evolution and Group Living I: Reciprocal Altruism	Ch. 9	
5/8			<b><i>Homework 3 Due!!! 11:59p.m.</i></b>
<b>Week 7</b>			
5/11	Evolution of Group Living II: Status, Prestige, & Social Dominance		
	<b>Exam 2 Review</b>	Ch. 12	<b><u>Paper Topic Due In Class!</u></b>
5/13			
	<b>Exam 2: Sexual Selection Pressures</b>		<b>Exam 2</b>
<b>Week 8</b>			
5/18		Alford, Funk, & Hibbing (2005)	
	Evolution of Culture I: Politics & Religion	Shariff & Norenzayan (2007)	
5/20			
	Evolution of Culture II: Aggression & Warfare	Ch. 10	

5/22			<b><i>Homework 4 Due!!! 11:59p.m.</i></b>
<b>Week 9</b>			
5/25	Memorial Day: No Classes Held		
5/27	Evolution of Culture III: Sexual Aggression	Ch. 11	
<b>Week 10</b>			
6/1	Evolution of Emotion Evolution of Happiness <b>Exam 3 Review</b>	Tracy & Randles (2011)  Galperin & Haselton (2010)	
6/3	<b>Exam 3</b>		<b>Exam 3</b> <b>Make-up Exam</b> <b><u>Paper Due!!!</u></b>
6/5			<b><i>Homework 5 Due!!! 11:59p.m.</i></b>
<b>Week 11</b>			
	Finals Week		<b>Make-up Exam</b>