

PSY 410/510: Evolutionary Psychology CRN 26794/26795 Winter 2018

Syllabus

Instructor: Theodore A. Bell tbell1@uoregon.edu

Office Hours: Monday, Tuesday 10-12 Straub 385, & by Appt.

GE: Cameron C. Kay ckay@uoregon.edu

Classroom & Meeting time: 245 STB, 12-13:20 MW

Materials: Posted on Canvas website, no text. Weekly readings will be posted on Canvas.

Course Description: Evolutionary Psychology is the application of evolutionary thinking to psychology. Though we will focus on one research tradition known as 'Evolutionary Psychology', we will include other traditions as well as criticisms. It is not a subfield, but an approach that can inform and give perspective to all areas of psychology. This course heavily emphasizes critical thinking and reading. We will cover theory, criticism, and application to a broad set of adaptive challenges including survival, mating, parenting, cooperation, aggression, and status.

Expected Learning outcomes: Students in this course will develop critical thinking skills relating to evolutionary analysis in psychology, understand evolutionary basics and their applications to the array of adaptive challenges, and effectively communicate their understand through discussion and written assignments.

Estimated Student Workload:

Classes will consist of a lecture and discussion format. Students will be expected to read assignments before coming to lecture. 3-4 readings are assigned each week. Before each session (~36 hours) a **mini-quiz** on the reading material will be posted on Canvas, this must be completed before lecture to receive credit. After each session, a short **Critical commentary** on Canvas will be submitted on the readings.

Mini-quizzes: These will consist of 5 questions from each session's required reading. If all are completed, you will receive a 1% bonus to your grade.

Critical commentary: You will be expected to write a short reaction (one page) to the readings assigned. To be submitted on Canvas by the end of the week.

Term paper: You will write a concise, in-depth treatment of a problem within evolutionary psychology that covers a topic covered in class. Papers will include a review and assessment of the current empirical and theoretical literature on the topic, plus an original contribution to the issue in the form of an experimental proposal. All papers must be submitted on canvas. Recommended length is 12 pages double-spaced. A rubric for this paper will be posted during the third week of the term.

Exams: All exams will consist of 20-30 multiple-choice questions and 3-5 essay questions covering material from readings, lecture, and discussions. A study guide for

each exam will be posted, but you will be responsible for all material. Exams will be partially cumulative.

Poster Session: In week 10, Students will present a short poster (to be constructed on a tri-fold) explaining one of the basic concepts covered in the class for a lay-audience). Posters will be graded on effectiveness, organization, clarity, accuracy, as well as your ability to explain the concept on the spot. A rubric for poster will be provided on Canvas. It will not be necessary to print large posters, as they can be assembled using standard printer paper.

Grading:

Assignments and Evaluation

Mini-quizzes: 10%

Weekly Readings Critical Commentary on Canvas: 10%

Term Paper: 20%

Midterm I: 15%

Midterm II: 15%

Final Exam: 20%

Poster Session 10%

Department grading standards:

<https://psychology.uoregon.edu/courses/department-grading-standards/>

510 Workload and Grading

510 Students will be expected to complete all readings, midterms, and critical commentaries as above.

Mini-quizzes are ungraded for 510 students. Instead the Term paper and poster sessions will be made 15% of the total grade.

The term paper requirements will be broader and more extensive for 510 students, and will be an integrative review of 20-30 pages. The poster will consist of an experimental proposal outline for a project relating directly to an area of personal interest. 510 Students will be expected to give a mini-presentation during the poster session. Rubrics and explanatory documents for these to be posted week 2 on Canvas.

Course Schedule

We may make minor adjustments to the speed at which we move through these topics, your readings will be posted one week in advance. If opportunities and interest arises, we may inject other topics of evolutionary interest into the schedule.

Week 1: Intro & Getting up to speed

- d1 Introductions, Evolution basics
- d2 Core Concepts of Evolutionary Psychology

Week 2: Mechanisms of inheritance, evolution, Darwinian approaches

- d1 *MLK Holiday, no class*
- d2 Philosophy of Science, Big E Evolutionary Psychology, little e...

Week 3: Survival

- d1 Food, hunting & gathering, disgust
- d2 Fear, among other things

Week 4: Mating

- d1 **Exam I**
- d2 Reproductive Strategies

Week 5: Mating

- d1 Reproductive Strategies
- d2 Short Term Reproductive Strategies

Week 6: Parental Investment

- d1 Parental Care
- d2 Parent offspring conflict

Week 7: Cooperation & Kinship

- d1 Kin selection, inclusive fitness
- d2 Cooperation, altruism

Week 8: Aggression

- d1 **Exam II**
- d2 Warfare & violence

Week 9: Conflict, Status & Stress

- d1 Conflict between sexes
- d2 Status, dominance, stress

Week 10: Big Picture

- d1 Overview, and consilience
- d2 **Poster Session**

Finals

Final Exam Tuesday 10:15 A.M. 3/20/18
Term Paper Due Wednesday 3/21/18

Course Policies

Make-up work: As keeping up with the reading is key, no late mini-quizzes or discussion questions will be accepted. If you have a formally excused absence (official excused absences approved through Oregon Hall) , those missed quizzes and questions will not be counted against you however. Late final papers will be penalized 10% each day. For those with formally excused absences, arrangements for make-up exams will be accommodated as early as possible, or an alternative make-up exam may be taken during finals week.

SPECIAL ACCOMMODATIONS

Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please notify me as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see <http://aec.uoregon.edu>.

Students for Whom English is a Second Language

If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see me as soon as possible to make any necessary special arrangements.

ACADEMIC INTEGRITY

We take academic integrity seriously. All work submitted in this course must be your own. Cheating includes providing or accepting information on an exam or assignment, or allowing someone else to copy your work. In addition, lying to try to get points (e.g., lying about having turned in an assignment on time) is considered academic dishonesty and will be treated as cheating. Plagiarism means copying someone's written work without proper citation (this includes your classmate's work, scholarly articles, Wikipedia, or other websites).

All instances of cheating and plagiarism will have serious consequences. You will receive a zero on the assignment and be reported to UO's student conduct coordinator. If the offense is serious, you will receive an F in the course.

Simply put: Don't cheat and don't plagiarize. You will be mad at me, and (hopefully) disappointed in yourself. It's not worth it. If you have any questions about what constitutes academic dishonesty, please ask me.

For more information about academic misconduct, see the University Student Conduct Code at <http://dos.uoregon.edu/conduct>. Additional information about plagiarism is available at <http://researchguides.uoregon.edu/citing-plagiarism>.

CLASSROOM ETIQUETTE

Teaching Philosophy: A teacher is part coach, part actor, part bandit (lifting from anywhere that will help), and part student (still always learning). A student is open to new ideas, diligent in effort to master new things, eager to surpass themselves, is an active partner in the process, and part cowboy (always willing to get back up on the horse that bucked him or her off).

Classroom interactions: We are all adults, and I would like to emphasize that all communications should be respectful of the participants. It is extremely important to me that we maintain a respectful environment while promoting a diversity of opinions and ideas. Participants should feel free to offer up their ideas, and should expect that those ideas be the focus of any critical analysis rather than the person discussing them. In other words, ideas are fair game for criticism, but personalizing attacks will not be tolerated. Also, if you find yourself distracted by, or become a distraction with your cell-phone, please put it in airplane mode. Likewise for your laptops.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <https://aaeo.uoregon.edu/content/discrimination-harassment> (link is external)

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu> (link is external).

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message> (link is external)