

Website: <http://www.science.mcmaster.ca/psychology/psych3f3e/>

Where & When: JHE 376, Thursdays 19:00-22:00, Sept 6 – Dec 3, 2007

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Course Content Domain

This course concerns the relevance of contemporary evolutionary theories and knowledge for understanding human psychology and behaviour, especially social behaviour. The field is interdisciplinary: students will read and hear about research by psychologists, anthropologists, economists, demographers, sociologists, health scientists, and biologists.

While developing an appreciation of the ways in which evolutionary thinking can inform the study of human psychology and behaviour, you will also gain experience in evaluating primary research reports. Ideally, you will thereby acquire a more critical grasp of the relationships among research methods, data, and interpretations, and this critical capability will assist you in evaluating research-based claims that you encounter elsewhere.

Required Readings

The required readings, listed on syllabus pages 2-3 below, are articles and excerpts from both primary research literature and more elementary sources. You are responsible for *all* of these readings, which can be accessed online through the McMaster library e-journals portal and/or via the course web site. Also listed below (syllabus page 3 bottom) are additional readings that are not required but may be helpful.

Assignments and Grading

Grades will be assigned on the basis of (1) a 3-hour registrar-scheduled final exam, worth 60 % of the total grade, and (2) performance on three term tests, to be held in class on Sept 27, Oct 25 and Nov 22, the best two of which will each count 20 %. These tests and the final exam may include multiple choice and/or short answer and/or essay questions. *A deferred final exam will not necessarily be of exactly the same format as the original final exam.*

Term tests will assess knowledge and comprehension of lectures prior to the test night, and of assigned readings *up to and including* those scheduled for the test night. There will be no "make-up tests". If you miss one test without documentation acceptable to your faculty's Dean of Studies, your term mark will be based on the other two; if you do file suitable documentation with your Dean of Studies, your grade will be based on the test(s) and exam that you completed, with appropriate re-weighting. For further information about missed work, medical exemptions (including the McMaster medical certificate), exam conflicts, and deferred exams, see < <http://www.science.mcmaster.ca/~associatedean/services/services.html> >

Grades will be computed out of 100 points and converted to a letter grade as follows:

0-49 = F 50-52 = D- 53-56 = D 57-59 = D+ 60-62 = C- 63-66 = C 67-69 = C+
70-72 = B- 73-76 = B 77-79 = B+ 80-84 = A- 85-89 = A 90-100 = A+

The instructor reserves the right to adjust final marks up or down, on an individual basis, in light of special circumstances and/or the student's total performance in the course.

e-mail

All students should have McMaster e-mail accounts, by which we can communicate with you. Some students find it more convenient to receive e-mail at another address and we will try to accommodate their requests, but we cannot be responsible for messages that are not received by recipients using non-McMaster e-mail addresses.

The instructor cannot be responsible for returning long distance calls from students. Any student wishing to reach the instructor or a TA should use e-mail.

LearnLink

All students registered in this course will have access to the LearnLink course folder. You will find it (and can also learn how to use LearnLink) at < <http://www.learnlink.mcmaster.ca> >. We will post lecture notes, term test feedback, and other course-related materials in this folder.

Policy Reminder

Your attention is drawn to the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Academic dishonesty consists of misrepresentation by deception or other fraudulent means and can result in serious consequences, e.g. a grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, at < <http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf> >.

Schedule of Topics and Required Readings

We do not anticipate making revisions to the following schedule. If, however, unforeseen circumstances necessitate change(s), you will be notified both in class and by announcement in the LearnLink course folder. All the readings assigned below will be available in that folder; they should be read in preparation for (= *before*) the class for which they are assigned (that is, read items 1 and 2 before the class of September 13, etc.)..

Class 1, September 6. Introduction to Psychology 3F3: Evolution and human behaviour.

Class 2, Sept 13. Human evolution & the EEA. (Drop & add)

1. *Excerpt (pp 7-30) from* Salmon C & Symons D (2001) *Warrior lovers: erotic fiction, evolution and female sexuality*. London: Weidenfeld & Nicholson.
2. Cosmides L & Tooby J (1997) *Evolutionary psychology: a primer*. unpublished ms.

Class 3, Sept 20. Inclusive fitness and kinship.

3. Stewart-Williams S (2007) Altruism among kin vs. non-kin: effects of cost of help and reciprocal exchange. *Evolution & Human Behavior* 28: 193-198.
4. DeBruine LM (2005) Trustworthy but not lust-worthy: context-specific effects of facial resemblance. *Proceedings of the Royal Society of London B* 272: 919-922.

Class 4, Sept 27. Sexual selection I. Intrasexual competition. Night of Term Test 1

5. Daly M & Wilson M (1999) Darwinism and the roots of machismo. *Scientific American Presents* 10 (2): 8-14.
6. Chagnon NA (1988) Life histories, blood revenge and warfare in a tribal population. *Science* 239: 985-992.

Class 5, October 4. Sexual selection 2. Mate choice.

7. Thornhill R & Gangestad SW (1999) Facial attractiveness. *Trends in Cognitive Sciences* 3: 452-460.
8. Cornwell RE, Boothroyd L, Burt DM, Feinberg DR *et al.* (2004) Concordant preferences for opposite-sex signals? Human pheromones and facial characteristics. *Proceedings of the Royal Society of London B* 271: 635-640.

Class 6, October 11. Conflict within the family.

9. Wilson M & Daly M (1992) The man who mistook his wife for a chattel. In J Barkow, L Cosmides & J Tooby, eds., *The adapted mind*. New York: Oxford University Press.
10. Simmons LW, Firman RC, Rhodes G & Peters M (2004) Human sperm competition: testis size, sperm production and rates of extrapair copulation. *Animal Behaviour* 68: 297-302

Class 7, October 18. Parental investment and parent-offspring conflict.

11. Haig D (1993) Genetic conflicts in human pregnancy. *Quarterly Review of Biology* 68: 495-532.

Class 8, October 25. Personality & individual differences. **Night of Term Test 2**

12. Lalumière M, Harris GT & Rice ME (2001) Psychopathy and developmental instability. *Evolution & Human Behavior* 22: 75-92.

Class 9, November 1. Sociality among non-relatives. **(Drop without failure: Nov 2)**

13. Barclay P & Willer R (2007) Partner choice creates competitive altruism in humans. *Proceedings of the Royal Society of London B* 274: 749-753.
14. Bateson M, Nettle D & Roberts G (2006) Cues of being watched enhance cooperation in a real-world setting. *Biology Letters* 2: 412-414.
15. Kosfeld M, Heinrichs M, Zak PJ, Fischbacher U & Fehr E (2005) Oxytocin increases trust in humans. *Nature* 435: 673-676 (and corrigendum)

Class 10, November 8. Cross-cultural diversity in social responses.

16. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H & McElreath R (2001) In search of *Homo economicus*: Behavioral experiments from 15 small-scale societies. *American Economic Review* 91: 73-78.
17. Cohen D, Nisbett RE, Bowdle BF & Schwarz N (1996) Insult, aggression, and the southern culture of honor: an "experimental ethnography". *Journal of Personality & Social Psychology* 70: 945-60.

Class 11, November 15. Emotion & attention as allocation problems.

18. Nesse RM (1990) Evolutionary explanations of emotions. *Human Nature* 1: 261-289.
19. Haselton MG & Buss DM (2000) Error management theory: a new perspective on biases in cross-sex mind reading. *Journal of Personality & Social Psychology* 78: 81-91.
20. Maner JK, Gailliot MT & DeWall CN (2007) Adaptive attentional attunement: evidence for mating-related perceptual bias. *Evolution & Human Behavior* 28: 28-36.

Class 12, November 22. Cognitive processes. **Night of Term Test 3**

21. McKenzie CRM (2003) Rational models as theories – not standards – of behavior. *Trends in Cognitive Sciences* 7: 403-406.

General Reference Material of Relevance to this Course (not required)

- Boyd R & Silk JB (2006) *How humans evolved*. (4th ed.) Norton.
- Buss DM (2008) *Evolutionary psychology*. (3rd ed.) Allyn & Bacon.
- Dawkins R. (1986) *The blind watchmaker*. Longmans.
- Freeman S & Herron JC (2004) *Evolutionary analysis*. (3rd ed.) Prentice Hall.
- Gaulin SJC & McBurney D (2004) *Evolutionary psychology*. (2nd ed.) Pearson.

A trustworthy source for clarifications about the logic and practice of evolutionary psychology is Ed Hagen's "Evolutionary psychology FAQ sheet" :

< <http://www.anth.ucsb.edu/projects/human/evpsychfaq.html> >