

PSYCHOLOGY 3F03E

EVOLUTION AND HUMAN BEHAVIOUR

Instructors: Marla Anderson
Jenna Cheal

andermv@mcmaster.ca
chealjl@mcmaster.ca

(905) 525-9140 ext. 26033

Office hours may be arranged by appointment.

Please include *Psych 3F03* in the title of all emails to bypass spam filters.
The instructors cannot be responsible for returning long distance calls.

Time: Tuesdays & Thursdays, 6:30-9:30PM Location: BSB/120

Prerequisite: Psychology 2TT3 or six units of Level I Biology

Course Description: This course will provide an introduction to theory and research in the field of evolutionary psychology. We will consider a broad range of topics that have been addressed from an evolutionary perspective, including human survival, mating, parenting, kinship, cooperation, aggression and violence. By the end of this course, you should have 1) a basic understanding of how evolutionary theories apply to animal and human behaviour, and 2) practice in evaluating and presenting scientific concepts in the form of written summaries and oral presentations.

During the first two classes, introductory material will be presented by the instructor in lecture or video-based format. In subsequent weeks the instructors will present topic material during the first hour of class. Students will be organized into groups and allotted an article with evolutionary psychology theme and will be required to present this material during the second hour of each class in the form of a group presentation.

Classes will be composed of lecture, guest speakers and or video clips, activities, and group presentations. You are expected to be active participants in the student presentations – even when you are not presenting! The audience plays a critical role in presentations. Active participation will ensure that you are engaged with the concepts- this will make studying easier. You are not expected to read the articles that other groups are presenting. However, we will be drawing exam questions in part from the presentations. If you were confused about the presentation be sure to ask the group presenting or read the original article.

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In order to accommodate all students, most classes will contain two presentations. In this case, presentations can not exceed a maximum of 40 minutes per group.

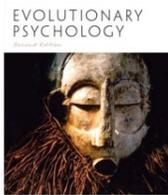
It is expected that each group has a prepared outline of their presentation one class in advance from the date of their presentation. Each group will be required to meet with the instructor to review content of their upcoming presentation. The instructor will also be available to answer questions related to any portion of the course.

Please use this time to your advantage!

Student Resources: To help you in better understanding the course material, to encourage discussion and remain in contact with your group members, this course has been registered on WebCT (<http://www.ltrc.mcmaster.ca/webct/index.shtml>). On this site, you can post questions about course content and it is encouraged that all students offer answers. The instructor will moderate the discussions, but the emphasis is on the students to seek help from each other.

The course outline, class calendar, lectures, student presentations and marks will be posted on WebCT. You will also be able to access additional resources such as audio/visual materials (although it is not guaranteed that all audio/visual material presented in class will be available). **Please make sure to use this site to your advantage!**

Required text:



Gaulin, S.J.C., & McBurney, D.H. (2004). *Evolutionary Psychology* (2nd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Evaluation:

Presentation: 30%:

5% outline

5% group member evaluation

20% instruction evaluation

Summaries: 20% (5 in total, worth 5% each, best 4 counted)

Essay: 20%. First draft – 10%. Second draft – 10%.

Final Exam: 30%. cumulative, in class

***Students are responsible for all class material (including information presented through audio/visual materials, student presentations and guest lectures) and assigned readings, with roughly equal weighting.

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

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.

Academic Dishonesty:

Policy Reminder on Academic Dishonesty: "Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means.

In an academic setting this may include any number of forms such as: copying or the use of unauthorized aids in tests, examinations and laboratory reports; plagiarism, i.e., the submission of work that is not one's own or for which previous credit has been obtained, unless the previously submitted work was presented as such to the instructor of the second course and has been acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; and/or forging or falsifying McMaster University documents" (Author: McMaster University, Academic Integrity Officer).

Reference: (<http://www.mcmaster.ca/policy/student.htm>).

PSYC 3F03 Course objectives:

1. Learn about evolutionary theory and how it applies to psychology and human behavior.
2. Hone and apply critical thinking skills to empirical and theoretical articles.
3. Develop presentation and public speaking skills.
4. Develop writing (and editing) skills.

Week 1	Topics	Presentation(s)	Textbook Readings
June 24 th	Introduction to the course, expectations, WebCT Group organization Movie: Darwin's Dangerous Idea	n/a	Chapter 1
June 26 th	Special Guest: how to do a presentation Basic Concepts of Evolution In-class proposal session	at end of session presentation proposal is due	Chapter 2 Chapter 3

Week 2

July 1 st	Canada Day No Class		
July 3 rd	Sensation and Perception Emotion *Summary 1 Due Today*	Group 1 Nesse (1990) Group 2 Parr (2003)	Chapter 4 Chapter 6

Week 3

July 8 th	Cognition *Summary 2 Due Today*	Group 3 Maner et al. (2003) Group 4 Sherry & Hampson (1997)	Chapter 7
July 10 th	Psychopathology, Development and Individual Differences	Group 5 Lalumiere, Harris, & Rice (2001) Group 6 Hawley (2003)	Chapter 9 Chapter 11

Week 4

July 15 th	Kinship & Inclusive Fitness *Summary 3 Due Today*	Group 7 Stewart-Williams (2007) Group 8 Wolf (2005)	Chapter 13 Chapter 14
July 17 th	Kinship & Inclusive Fitness	Group 9 Simmons et al. (2004) Group 10 Daly & Wilson (1994)	

Week 5

July 22 nd	Parent/Offspring Conflict *Summary 4 Due Today*	Group 11 Fite et al. (2005) Group 12 Gross (2005)	Trivers (1974)
July 24 th	In-class Essay – closed book		

Week 6

July 29 th	Sexual Selection and Mate Choice *Summary 5 Due Today*	Group 13 Kenrick et al. (1990) Group 14 Thornhill & Gangestad (1999)	Chapter 12
July 31 st	Cross Cultural Diversity in Social Responses	Group 15 Chagnon (2001) Group 16 Cohen et al. (1996)	Chapter 15

Week 7

August 5 th	Putting it all together: A Review		
August 7 th	Final Exam: 3 Hours		

Articles:

All articles are fair game for the exam. Questions will be drawn from the presentations, but you are expected to participate in the class discussions.

Articles can be found on webct under Articles.

Week 2:

1. Nesse, R. (1990) Evolutionary explanations of emotions. *Human Nature, 1*, 261-289.
2. Parr, L.A. (2003). The discrimination of faces and their emotional content by Chimpanzees (*Pan troglodytes*). *Annals of the New York Academy of Sciences, 1000*, 56-78.

Week 3:

3. Maner, J.K., Kenrick, D.T., Becker, D.V., Delton, A.W., Hofer, B., Wilbur, C.J., & Neuberg, S.L. (2003). Sexually selective cognitions: Beauty captures the mind of the beholder. *Journal of Personality and Social Psychology, 85*, 1107-1120.
4. Sherry, D.F. & Hampson, E. (1997). Evolution and the hormonal control of sexually-dimorphic spatial abilities in humans. *Trends in Cognitive Sciences, 1*, 50-56.
5. Lalumière, M., Harris, G.T. & Rice M.E. (2001). Psychopathy and developmental instability. *Evolution & Human Behavior, 22*, 75-92.
6. Hawley, P. (2003). Strategies of control, aggression, and morality in preschoolers: An evolutionary perspective. *Journal of Experimental Child Psychology, 85*, 213-235.

Week 4:

7. Stewart-Williams, S. (2007). Altruism among kin vs. non-kin: effects of cost of help and reciprocal exchange. *Evolution & Human Behavior, 28*, 193-198.
8. Wolf, A.P. (1966). Childhood association, sexual attraction and the incest taboo: A Chinese case. *American Anthropologist, 68*, 883-898.

9. Simmons, L.W., Firman, R.C., Rhodes, G. & Peters, M. (2004). Human sperm competition: testis size, sperm production and rates of extrapair copulation. *Animal Behaviour*, 68, 297-302.
10. Daly, M. & Wilson, M.I. (1994). Some differential attributes of lethal assaults on small children by stepfathers versus genetic fathers. *Ethology and Sociobiology*, 15, 207-217.

Week 5:

11. Fite, J.E., Patera, K.J., French, J.A., Rukstalis, M., Hopkins, E.C., & Ross, C.N. (2005). Opportunistic mothers: female marmosets (*Callithrix kuhlii*) reduce their investment in offspring when they have to, and when they can. *Journal of Human Evolution*, 49, 122-142.
12. Gross, M.R. (2005). The evolution of parental care. *The Quarterly Review of Biology*, 80, 37-45.

Week 6:

13. Kenrick, D.T., Sadalla, E.K., Groth, G., & Trost, M.R. (1990). Evolution, traits, and the stages of human courtship: Qualifying the parental investment model. *Journal of Personality*, 58, 97-116.
14. Thornhill, R. & Gangestad, S.W. (1999). Facial attractiveness. *Trends in Cognitive Sciences*, 3, 452-460.
15. Chagnon, N.A. (1988). Life histories, blood revenge, and warfare in a tribal population. *Science, New Series*, 239, 985-992.
16. Cohen, D., Nisbett, R.E., Bowdle, B.F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: an "experimental ethnography". *Journal of personality and Social Psychology*, 70, 945-960.

Presentation:

Articles for presentation will be assigned on the first day of class. Depending on the size of the class, you will be in groups of 2 to 4. Your group will have 30 minutes to present the content of the article. Please allow at least 5-10 minutes for discussion. It is your responsibility to engage the group and come prepared with discussion questions. If you like, you may do a quick quiz or post-test to evaluate the student's learning. Remember: you are the teacher for

this component of the class! The other students are depending on you to present the information in such a way that makes sense. Presentations are fair game for the final exam.

The format of the presentation and the distribution of duties is to be determined by the group members. Please choose a presentation format that is of interest or would be helpful to you. Some ideas include; a formal talk, a panel discussion, a debate, a "poster", a video presentation, etc.

Summaries:

2-4 double spaced pages. Should be typed, name and student ID on the first page, no title page please.

To be handed in at the beginning of class on Tuesdays. Late assignments will be subject to a penalty of 10% per day. The clock starts once class begins.

Starting June 24th for the next five weeks we will be assigning a written question at the end of class on Thursday. These questions consist of two components. First, they will require you to explain, in your own words, one of the week's major concepts or key terms. Second, we will ask you to present a short argument synthesizing what you have learned during the week. These questions will prepare you for the final exam. The first assignment will be a slightly different format as we will be drawing questions from the in class movie.

The purpose of these assignments is to get you thinking about what we have learned and explaining the concepts in your own way and applying the concepts to your own experiences and perspective. Your best 4 of 5 summaries will be included in your final mark.

Tip: During the week we will be posing questions to you during the lecture/instruction presentation. If you jot down some of your answers or thought processes at the time it will facilitate being able to write the weekly summary.

Essay:

4-6 double-spaced pages.

As this course takes only six weeks we decided against a formal midterm. Instead, we opted for a short essay component. This is how the essay is going to work:

Essay Part 1: In class July 24th.

On July 24th there will not be any presentations or lecture. Instead, we will give you two hours to complete two in short essays. The topics will be broad, requiring you to synthesize the information that you've learned in the course to date. You will not be allowed to use materials for this portion of the essay – it is a closed book, individual assignment. This will be your first draft of the essay.

At the end of class you will turn in both questions. You will be graded and receive feedback on both questions.

Essay Part 2: Due August 5th.

Choose one of the questions from above. Incorporate instructor feedback to develop your essay. You will be required to cite all references used in your essay for this component. You may use resources discussed in class. Please also incorporate 2 or 3 original empirical studies to support your argument. Keep in mind that part of developing or supporting one's own argument comes from considering alternatives.

We expect to see 5-10 references for this phase of your essay, cited in APA format.

A crucial component of effective writing is effective editing. You are encouraged to ask for feedback from classmates or friends in preparing your final draft. Your grade will reflect the quality of your writing, the strength of your argument, and evidence of the paper development.

Final Exam:

The format of the exam will be multiple choice, true/false, and short answer. **The final exam *is* cumulative.**