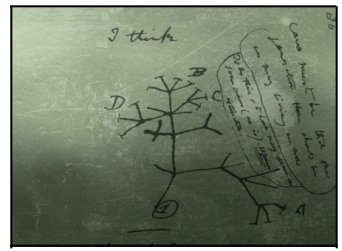


Evolutionary Psychology

PSY 350 (10292)

Fall 2017

Online



Professor

Jaime Cloud, Ph.D.

Office: Todd Hall 318

Phone: 503-838-9211

Email: cloudj@wou.edu

Website: www.jaimemcloud.com

Online Office Hours

by appointment only;
email Dr. Cloud to set
up a time to meet in
the Moodle chat room

Teaching Assistant

Cody Welty

Email: cwelty13@mail.wou.edu

Help Me, Cody! You may post up to 5 questions about lecture material to the “Help Me, Cody!” forum on Moodle for 1 extra credit point each. Cody will answer your question as quickly and accurately as possible. (Dr. Cloud will supervise and provide additional information if necessary.)

Course Description

This course is designed to introduce students to the study of psychology from an evolutionary perspective. We will apply to humans the same adaptationist lens that evolutionary biologists apply to other species. In doing so, the evolved function of various psychological mechanisms will be considered. The course will begin with an in-depth introduction to evolution by natural selection, followed by a survey of more specific psychological phenomena studied from an evolutionary perspective. Topics include food preferences, human mating, sexual conflict, parenting, kin selection, and cooperation.

Prerequisites: PSY 201 and 202 or equivalent, or consent of instructor.

Psychological Science Program Outcomes (PSO)

1. Explain and/or apply principles, skills, values, or ethics of psychology.
2. Apply appropriate research methods to critically analyze human behavior.
3. Identify and demonstrate knowledge of sociocultural and international diversity.

Course Goals

After completing PSY 350, the successful student will be able to:

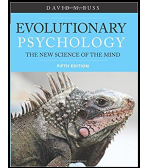
- demonstrate an understanding of evolution by natural selection, as well as foundational theories in the field of evolutionary psychology (PSO #1)
- apply evolutionary theory to examine the function of psychological mechanisms (PSO #1)
- critically evaluate the validity of evolutionary explanations for psychological systems (PSO #2, ULO: Inquiry & Analysis)
- formulate testable hypotheses about the nature of psychological adaptations (PSO #2, ULO: Inquiry & Analysis)

Course Structure

This course is taught entirely online. The structure is simple. Twice a week (on M/W) you will (1) **read** the assigned reading(s); (2) **complete** a two-question “Reading Check,” and (3) **watch** a video recorded lecture. On occasion, you must also (4) **post** a response to a “Food for Thought” question on Moodle and **reply** to another’s student’s post. To assess your understanding, you must also complete three “Video Guides” and take three online exams.

Required Readings

Buss, D. M. (2014). Evolutionary Psychology: The New Science of the Mind (5/e). Allyn & Bacon. (ISBN: 978-0205992126)



Additional readings will be posted on Moodle as well.

Sensitive course material: Some material in this course may be violent, sexually explicit, or disturbing. The purpose of this class is to familiarize you with current knowledge, research, and practice regarding such topics. As such, the course material may be distressing and/or conflict with your core beliefs. Please review the syllabus carefully and discuss any concerns you have with Dr. Cloud before committing to this course. In the event that course material causes you distress, please contact the Counseling Center (503-838-8396).

Course Policies

Email: You are expected to check your university email account on a daily basis for communication from Dr. Cloud concerning the class.

Email is the best way to contact Dr. Cloud and the TA. We aim to return all inquires within 24 hours; however, we will not respond to emails received after 6:00PM until the following day. In addition, we will not respond to emails about an assignment the day before it is due so do not wait until last minute to begin working on an assignment!

Classroom conduct: Students are expected to be respectful of one another and the professor on all Moodle discussion forums.

Class notes: It is important to me that you are able to focus your attention on lecture material. For that reason, electronic copies of the PowerPoint slides will be posted on Moodle. I recommend that you print a copy of the slides to take notes on before watching each lecture.

Video lectures: The lectures for this class will be video recorded and posted to Moodle. You may not - nor may you allow others to - reproduce or distribute my video lectures without my written consent (regardless of whether a fee is charged).

Student success concerns: If I determine that your performance in this class is placing you at academic risk, I may refer you to a member of the Student Success Team. A student success specialist will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has been made, you are ultimately responsible for tracking your own progress in this course. If you would like to meet with a student success specialist, please contact the Academic Advising and Learning Center at 503-838-8428.

Course Policies cont.

Accommodations: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Services, APSC 405, or at 503-838-8250, as early as possible in the term. Students needing medical or mental health care can access the Student Health and Counseling Center by calling 503-838-8313, emailing at health@wou.edu, or walking in to schedule an appointment.

•**Veterans statement:** Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

•**Service animals:** Students who require the use of a service animal in non-public areas (e.g., classrooms) must request an accommodation through the WOU Office of Disability Services (ODS). Please refer to the ODS website or call ODS (503-838-8250) for more information.

Mandatory reporting: As an employee at Western Oregon University, I am required by federal law to report any incident of sexual misconduct or sexual harassment. You have the right to maintain your privacy and not tell me any personal information that could result in mandatory reporting. If you disclose to me (verbally or in writing) about something that has occurred to you or another student, I must inform the appropriate university staff. Reporting is intended to safeguard students and provide students support. If you would like additional information, please visit www.wou.edu/student/assault_care.php.

Reading Checks (24 pts.)

It is critical in this course that you are properly prepared for lectures and forum discussions. Part of that preparation includes the completion of reading assignments. To ensure that you keep up with the reading assignments, there will be 15 Reading Checks. Each Reading Check will consist of two dichotomous-choice questions, worth 1 point each. (Thus, there are 2 points per Reading Check.) There will be no make-up Reading Checks. However, I understand that things come up (e.g., you get sick, your kids get sick, computer problems, etc.) so only your best-scoring 12 of the 15 Reading Checks will count toward your grade.

Example: A mate's physical attractiveness is **more/less** important to men than women.

Forum Participation (21 pts.)

Doing well in this course requires a high level of engagement. You are expected to participate in 7 discussion forums over the course of the term. For each, **you will have 1 week** to post a response to a real-life application question. Your response will be assigned a grade of 0, 1, or 2 points depending upon the degree of reflective thought evidenced in your response (see below). After you post, you must also reply to another student's post of your choosing. Your reply will be assigned a grade of a 0 or 1. **Please make every effort to use academic language and correct punctuation.**

0 pts. – Did not post
(or no reflective thought)

1 pt. – Satisfactory
(some reflective thought)

2 pts. – Outstanding
(much reflective thought)

Video Guide Assignments (75 pts.)

For each of the three blocks of material, you will be responsible for creating one “Video Guide” that explores a major theme or idea from that block of material (25 pts. each). Possible topics are listed on Moodle; however, you may choose a different topic with instructor approval. Video Guides should be approximately 5 minutes in length and include both audio and visual components. You may choose to complete each Video Guide by yourself or with a partner. Help in constructing your Video Guide can be found in the Digital Media Center in the library.

Late policy: Video Guides are due via Moodle by 11:55PM on the respective Block Exam day. A 10% deduction will be applied for assignments that are not uploaded to Moodle by the designated time. An additional 10% deduction will be applied for each 24-hour period thereafter that the assignment is late. Once the assignment is 1-week late, a grade of 0 will be given.

Exams (150 pts.)

There will be three **non-cumulative** Block Exams worth 50 points each. Each Block Exam will be available on Moodle for one day (8:00AM – 11:59PM) and consist of 30 multiple-choice questions (1 point each) and 4 short-answer essay questions (5 points each). You will have 110 minutes from the start of the exam to submit your answers. **You are not permitted to reference your textbook or the assigned readings while completing the exams!**

Review Sessions: I will host a chat review on Moodle from 8:00-9:00pm on the evening prior to each Block Exam.

Study Guides: I do not provide study guides as doing so would rob you of an additional opportunity to rehearse lecture material. I encourage you to make your own study guide and/or flashcards. In lieu of study guides, I host an online chat review (see above).

Make-up Policy: Make-up exams will not be administered. I recommend that you plan to complete the Block Exam well before 11:59PM on the due date in order to leave yourself enough time to take the exam at a later time if an unforeseen event occurs.

Extra Credit Assignments

In addition to the extra credit that may be earned by taking advantage of the “Help Me, Cody!” forum, **you may earn up to 10 points of extra credit** by completing some combination of the following:

- You may participate in one or more research studies in the Behavioral Sciences Division to earn extra credit. The amount of extra credit you earn from each study depends upon the amount of time involved in participation. You will earn one credit on SONA for every 15-minutes you spend participating in studies. Each credit you earn on SONA is worth 1 point of extra credit in this class, for a maximum of 5 points. See Moodle for additional details.
- There will be two optional assignments worth a maximum of 5 extra credit points each. Detailed instructions regarding each assignment will be posted to Moodle the day it is assigned. **Each extra credit assignment is due one week after it is assigned.**

Grading

There are 270 points possible in this class (not including extra credit). Your grade is determined by the sum of scores you receive on your 12 best Reading Checks (2 points each), the 7 Discussion Forums (3 points each), the three Video Guides (25 points each), and the 3 Block Exams (50 points each). To determine your grade, divide the total number of points you earned in this class (including any extra credit) and divide by the total number of points possible (270).

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100 – 93%	92 – 90%	89 – 87%	86 – 83%	82 – 80%	79 – 77%	76 – 73%	72 – 70%	69 – 67%	66 – 63%	62 – 60%	< 60%
270 – 250.5	250 – 242.5	242 – 234.5	234 – 223.5	223 – 215.5	215 – 184.5	184 – 196.5	196 – 188.5	188 – 180.5	180 – 169.5	169 – 161.5	≤ 161

These cut-offs **already include rounding**. No further rounding will occur. Do not ask for special treatment.

Grade-grubbing: A responsibility of teachers and scientists alike is to be humble. As such, I remain open to the possibility of being wrong. If you feel that you have been assigned an unfair grade, I encourage you to meet with me and explain your rationale. That said, I am not receptive to students who ask me to give them a higher grade out of the kindness of my heart (e.g., “but I need a B to graduate!”). I respect students who take ownership of the grade they earned.

Incompletes: I do not give incompletes to help students avoid receiving an F. To be eligible for an incomplete, you must be passing the class but lack one essential requirement. In addition, I must find your reason for requesting an incomplete acceptable. Please see me for more details.

Academic Integrity

I expect that all students will act with honor and integrity regarding academic work. Incidents of academic misconduct will be addressed swiftly and may result in a score of 0 for an assignment and possibly a failing grade for the course. All incidents of academic misconduct will be referred to the Office of Student Conduct. Make good choices!

According to the Code of Student Responsibility (Section 574-31-030), academic misconduct includes, but is not limited to:

Cheating: Intentional use or attempted use of artifice, deception, fraud, and/or misrepresentations of one’s academic work; **Fabrication:** Unauthorized falsification and/or invention of any information or citation in any academic exercise; **Facilitating dishonesty:** Helping or attempting to help another person commit an act of academic dishonesty. This includes students who substitute for other persons in examinations or represent as their own papers, reports, or any other academic work of others; **Plagiarism:** Representing without giving credit the words, data, or ideas of another person as one’s own work in any academic exercise. This includes submitting, in whole or part, prewritten term papers of another or the research of another, including but not limited to, products of commercial vendors who sell or distribute such materials. Any use or attempted **use of electronic devices** in gaining an illegal advantage in academic work in which use of these devices is prohibited.

Course Schedule – Fall 2017

(subject to change)

Date	Reading assignment	Video lecture	Assignment
Block 1			
Mon., Sept. 25	N/A	Course Orientation	Review course docs
Wed., Sept. 27	Gaulin & McBurney, 2004; Ch. 1	The Standard Social Science Model	FFT Forum #1
Mon., Oct. 2	Gaulin & McBurney, 2004; Ch. 2	Evolution	FFT Forum #2; Extra credit #1 assigned
Wed., Oct. 4	Textbook Ch. 2, p. 38 – 64	Principles of Evolutionary Psychology	
Mon., Oct. 9	WEEIAH: Ch. 2, p. 23 – 42; Ch. 4, p. 57 – 62; Ch. 5, p. 92 – 95	Principles of Evolutionary Psychology cont.	Extra credit #1 due
Wed., Oct. 11	Confer et al., 2010	Misunderstandings of Evolution	FFT Forum #3
Mon., Oct. 16	BLOCK EXAM 1		Video Guide #1 due
Block 2			
Wed., Oct. 18	Textbook Ch. 3, p. 68 – 93	Survival	FFT Forum #4
Mon., Oct. 23	Textbook Ch. 5, p. 133 – 152 & Ch. 6, p. 163 - 176	Human Mating	
Wed., Oct. 25	Textbook Ch. 4, p. 102 – 122 & Ch. 6, p. 176 – 189	Human Mating cont.	
Mon., Oct. 30	Textbook Ch. 11, p. 315 – 335	Sexual Conflict	FFT Forum #5
Wed., Nov. 1	Textbook Ch. 7, p. 194 – 213 & Ch. 8, p. 240 – 244	Parenting	
Mon., Nov. 6	Textbook Ch. 8, p. 225 - 239	Kinship	
Wed., Nov. 8	BLOCK EXAM 2		Video Guide #2 due
Block 3			
Mon., Nov. 13	Textbook Ch. 9, p. 256 - 267	Cooperation	
Wed., Nov. 15	Textbook Ch. 9, p. 270 - 278	Friendship	
Mon., Nov. 20	Textbook Ch. 10, p. 285 - 312	Aggression: No video lecture	FFT Forum #6 Extra credit #2 assigned
Wed., Nov. 22	Happy Thanksgiving!		
Mon., Nov. 27	Nesse & Williams, 1998; Saad, 2006	EP Applications: No video lecture	FFT Forum #7 Extra credit #2 due
Wed., Nov. 29	N/A	No Lecture: Work on Video Guide	
Final Exam			
Mon., Dec. 4	BLOCK EXAM 3		Video Guide #3 due

FYI: The Moodle page is structured so that you may work ahead of schedule within each Block of material (i.e., you can complete Reading Checks, watch video lectures, and participate in Discussion Forums before the date listed here. You may **NOT** take exams ahead of schedule.