

**Chaminade University of Honolulu**  
**PSY 464 Evolutionary Psychology**  
**Fall 2017**  
**Aug. 28, 2017 - Dec. 14, 2017**

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**Office Hours: Monday, Wednesday, and Friday 12:30 pm to 1:30 pm. If you need to speak with me any other time, please feel free to contact me and a meeting can be arranged.**

Meeting Time: M, W, F 2:30 pm to 3:20 pm

Location: Henry 104

### **Catalog Course Description**

*This course focuses on the application of Darwinian and cognitive psychology principles of evolution to the domain of psychology. It will examine how psychological processes have evolved to assist the individual to adapt to the environment.*

### **Program Linking Statement**

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology, and 2) Cross-Cultural Psychology.

### **Course Description**

The scope of this course is the examination of the integration of evolutionary theory into the field of psychology. The focus of the course is on the evolved psychological mechanisms/designs that assist humans in solving adaptive problems relative to various environmental contexts. The course will examine the specific human adaptive problems of: 1) survival and growth, 2) mating, 3) parenting, and 4) genetic relations and their respective psychological solutions. In addition, the course will examine an approach to counseling that integrates Evolutionary theory, Eastern, and Western thought. It must be pointed out that evolutionary psychology is not so much a specific domain of study as it is a *new way* of thinking about all aspects of psychology.

## **Student Learning Outcomes**

Student will demonstrate an understanding of:

1. Evolutionary theory including: adaptation, natural selection, and inclusive fitness.
2. The integration of the field of psychology within the context of evolutionary psychology.
3. The scientific method and research relative to evolutionary psychology.
4. Culture from the perspective of evolutionary psychology.
5. Adaptation problems of survival/growth and psychological solutions.
6. Adaptation problems of mating and psychological solutions.
7. Adaptation problems of parenting and psychological solutions.
8. Adaptation problems of genetic relations and psychological solutions.
9. The relationship between evolutionary theory, eastern, and western thought.
10. How the Five Marianist Educational Values are integrated into the course.

## **Required Text**

Buss, David M. (2015). Evolutionary psychology: The new science of the mind (5th ed.). Boston: Allyn & Bacon.

## **Assessment**

Assignments:	Points:
Final Examination	200 points
Mid-Term Examination	100 points
Integrative Paper	200 points
Total Possible Points	500 points

## **Grading Scale**

A = 500 - 450  
B = 449 - 400  
C = 399 - 350  
D = 349 - 300  
F = 299 and below

The instructor will determine the final grade for all students based on the above Grading Scale.  
The instructor will enforce the following class policies:

- No make-up work will be allowed for a missed class.
- No late assignments will be accepted. All assignments are due by the start of class on its applicable due date according to this syllabus.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. No Incomplete grades will be issued.
- No examinations will be administered after its scheduled date (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.

### **Attendance**

Student is expected to attend regularly all courses for which they are registered. Student should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Students with Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

### **Title IX Statement**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Description of the Assessments:**

#### **Examinations**

You will be given 1 mid-term examination and 1 final examination. The mid-term examination will cover chapters 1 – 6 and it will be worth 100 points. The final examination will be a comprehensive examination covering the entire text worth 200 points. All of the questions on the final examination is either multiple-choice or true/false.

The Final Examination will include questions pertaining to the Marianist Educational Values.

### **Integrative Paper (200 points):**

According to Buss, the author of your text on evolutionary psychology for this course, psychology as a field is not unified. The sub-disciplines of psychology (social, abnormal, personality, cognitive, developmental, clinical, organizational, etc.) are not integrated. He advocates using evolutionary psychology as the thread to integrate these sub-disciplines of psychology into a unified whole.

Evolutionary psychology is essentially about adapting to change. It is about generating adaptive solutions for adaptive problems. It looks at behavior as being functional. What function/purpose does a particular behavior have relative to providing an adaptive solution to an adaptive problem in the environment?

Using evolutionary psychology as the thread, the function/purpose of this paper is to explain and integrate the following five sub-disciplines of psychology:

- Psychology of Personality
- Social Psychology
- Cognitive Psychology
- Clinical/Abnormal Psychology
- Cross-Cultural Psychology

In other words, look at and explain each of these sub-disciplines from the perspective of evolutionary psychology. How can personality, etc., be explained from the perspective of evolutionary psychology?

This seven page (minimum) paper is double spaced, one inch margins on all sides, no spaces between paragraphs, and a size 12 font.

The paper must have a cover page (name, course, title of paper, date, instructor) a separate introduction page (minimum one page that describes and explains the thread of evolutionary psychology), a separate page for each sub-discipline (minimum one page for each sub-discipline that demonstrates how the sub-discipline can be explained from the perspective of evolutionary psychology), a separate page for a conclusion (minimum one page that integrates everything together), and a separate reference page/pages.

You must use a minimum of five credible resources. In-text citations and your reference page must follow APA style 6<sup>th</sup> edition.

## **Peer Review Exercise**

Prior to the due date for the Integrative paper, you will peer review two (2) of your peer's papers. You will provide constructive feedback on the strength of your peers' papers as well as recommendations for improvement.

The author is not required to follow the recommendations, but should take them all into consideration.

*During the peer review process, you must bring to class a hard-copy of your research paper. Electronic versions will not be allowed to be peer-reviewed because it will be passed on to different students during class.*

## **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations

among events, develop theories, and this helps professionals to make predictions of future events.

### Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

### Research Method In Social Relations

Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

### Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

### **Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

**Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father



Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

### **Tentative Course Schedule**

<b>Date</b>	<b>Class Activity</b>	<b>Readings Due:</b>	<b>Assignments Due:</b>
Week 1: Monday 8/28	Welcome Review Syllabus		
Week 1: Wednesday 8/30	Overview of Evolutionary Psychology  Chapter 1 The Scientific Movements Leading to Evolutionary Psychology  <b>Key Concepts: natural selection &amp; sexual selection</b>	Chapter 1	In class – Evolutionary Psychology Quiz (non-graded)
Week 1: Friday 9/1	<b>Fall Spiritual Convocation - No Class</b>		
Week 2: Monday 9/4	<b>Labor Day - No Class</b>		
Week 2: Wednesday 9/6	Chapter 1 Lab – What is natural selection? Why is it such a prominent theory in Evolutionary Psychology?		In class – 1 article from a credible source and 1 video as evidence for your response.
Week 2: Friday	Introduction to Chapter 2 The New Science of Evolutionary Psychology	Chapter 2	In class – Review the requirements for the Research paper.

9/8	<b>Key Concepts: adaptation, by-products, &amp; noise</b>		
Week 3: Monday 9/11	Chapter 2 Lab – What is the evolutionary purpose of our flight or fight response? How was it activated before (our ancestors) versus how it is activated now? What is different? What is the same?		In class – 1 article from a credible source and 1 video as evidence for your response.
Week 3: Wednesday 9/13	Introduction to Chapter 3 Combating the Hostile Forces of Nature: Human Survival Problems  <b>Key Concepts: disease-avoidance hypothesis, hunting hypothesis, gathering hypothesis, savanna hypothesis, common human fears, &amp; children’s antipredator adaptations</b>	Chapter 3	
Week 3: Friday 9/15	Chapter 3 Lab – According to evolutionary psychology, what purpose does our behaviors serve? Saying it in a different way, how does our behaviors serve us?		In class – 1 article from a credible source and 1 video as evidence for your response.
Week 4: Monday 9/18	Chapter 4 Women’s Long-Term Mating Strategies  <b>Key Concepts: parental investment, sexual selection, &amp; female mating preferences</b>	Chapter 4	
Week 4: Wednesday 9/20	Chapter 4 Lab – Answer one of these questions:  1) Women incur the costs of a 9-month pregnancy to produce a child, and men do not. Women also		In class – 1 article from a credible source and 1 video as evidence for your response.

	<p>tend to be choosier about who they have sex with than are men. Explain how these findings support the theory of parental investment and sexual selection.</p> <p>2) Women's mate preferences include a desire for men who are taller than average and more athletic than average. Explain how these findings support the hypothesis that women choose long-term mates, in part, based on the protection they can provide.</p> <p>3) Women find men who are already paired with attractive women to be more attractive than the same men standing alone. Explain what hypothesis this finding supports, and why women would exhibit this mate preference.</p> <p>4) Summarize the evidence for the effects of women's personal resources on their mate preferences.</p>		
<p>Week 4: Friday 9/22</p>	<p>Chapter 5 Men's Long-Term Mating Strategies</p> <p><b>Key Concepts: parental investment, sexual selection, paternity uncertainty, &amp; male mating preferences</b></p>	Chapter 5	
<p>Week 5: Monday 9/25</p>	<p>Chapter 5 Lab - Answer one of these questions:</p> <p>1) Although men can reproduce simply by having sex, they often adopt a mating strategy of long-term commitment to one woman. Explain why, from an evolutionary perspective, men might choose a long-term mating strategy over a short-term mating strategy.</p> <p>2) Fertilization occurs internally within women, not within</p>		<p>In class – 1 article from a credible source and 1 video as evidence for your response.</p>

	men. How does this fact of human reproductive biology create two related adaptive problems for men? 3) Compare and contrast the two theories for the links between men's testosterone and their mating strategies.		
Week 5: Wednesday 9/27	Chapter 6 Short-Term Sexual Strategies  <b>Key Concepts; adaptive benefits for short-term mating &amp; risks for short-term mating</b>	Chapter 6	
Week 5: Friday 9/29	Chapter 6 Lab - Answer one of these questions:  1) Women in short-term mating often prefer men who have masculine features. Describe how these findings support the "good genes" hypothesis of women's short-term mating. 2) What are the adaptive problems men must solve when pursuing short-term mating? 3) What are the adaptive benefits to men and women of short-term mating from an evolutionary perspective?		In class – 1 article from a credible source and 1 video as evidence for your response.
Week 6: Monday 10/2	Review for Mid-Term		
Week 6: Wednesday 10/4	<b>Mid-Term Examination (Chapters 1 – 6)</b>		<b>Mid-Term Examination</b>
Week 6: Friday 10/6	<b>Mid-Term Examination (make-up day - only professor approved special arrangements and those with a doctor's note will be</b>		

	<b>allowed to take the exam on this day.)</b>		
Week 7: Monday 10/9	<b>Discoverers' Day - No Class</b>		
Week 7: Wednesday 10/11	Chapter 7 Problems of Parenting  <b>Key Concepts: paternity uncertainty hypothesis, genetic relatedness to offspring, &amp; parent-offspring conflict</b>	Chapter 7	
Week 7: Friday 10/13	Chapter 7 Lab - Answer one of these questions:  1) Do mothers generally provide more parental care than fathers? If so, why? 2) Men invest less in their children's college education if they are uncertain whether the child is their own or fathered by another man. Explain which hypothesis this finding supports with respect to why women, on average, invest in offspring more than men. 3) Children often want more resources from parents than parents want to give to their children. Explain how this finding relates to the theory of parent-offspring conflict.		In class – 1 article from a credible source and 1 video as evidence for your response.
Week 8: Monday 10/16	Lab - Find five credible sources for your Integrative paper - No Syllabi  Topics: Evolutionary Psychology Psychology of Personality Social Psychology Cognitive Psychology Clinical/Abnormal Psychology		

	Cross-Cultural Psychology		
Week 8: Wednesday 10/18	Lab - Create an outline utilizing your sources for Psychology of Personality		
Week 8: Friday 10/20	Lab - Create an outline utilizing your sources for Social Psychology		
Week 9: Monday 10/23	Chapter 8 Problems of Kinship  <b>Key Concepts: altruism, Hamilton's rule &amp; inclusive fitness theory</b>	Chapter 8	
Week 9: Wednesday 10/25	Chapter 8 - Video		
Week 9: Friday 10/27	Chapter 8 Lab - What is the Inclusive Fitness Theory? How does this theory influence altruistic behavior?  Lab - Create an outline utilizing your sources for Cognitive Psychology		In class – 1 article from a credible source and 1 video as evidence for your response.
Week 10: Monday 10/30	Chapter 9 Cooperative Alliances  <b>Key Concepts: reciprocal altruism, tit for tat, &amp; social contract theory</b>	Chapter 9	
Week 10: Wednesday 11/1	Chapter 9 Lab - Answer one of these questions:  1) What is reciprocal altruism? 2) The fact that people are sometimes altruistic toward others, that is they incur costs to themselves to deliver benefits to other people, is called “the problem of altruism.” Why is this a problem that requires explanation from an evolutionary perspective? 3) In experiments, people		In class – 1 article from a credible source and 1 video as evidence for your response.

	<p>seem to be very good at solving problems structured as social contracts – they tend to “look for cheaters,” that is, those who violate social contracts. Explain why a cheater-detection adaptation is necessary for the evolution of reciprocal altruism to evolve.</p> <p>4) People who punish “free-riders” in coalitions are often seen as more trustworthy than those who do not. Explain why adaptations to punish free-riders are needed for the evolution of coalitions.</p> <p>Lab - Create an outline utilizing your sources for Clinical/Abnormal Psychology</p>		
<p>Week 10: Friday 11/3</p>	<p>Chapter 10 Aggression and Warfare</p> <p><b>Key Concepts: adaptive patterns of aggression, men’s aggression against men, women’s aggression against women, men’s aggression against women, &amp; women’s aggression against men</b></p>	Chapter 10	
<p>Week 11: Monday 11/6</p>	<p>Chapter 10 Lab - Answer one of these questions:</p> <p>1) In every culture, men are more violently aggressive than women, yet women often use indirect or verbal aggression such as gossip against their rivals. Explain why women have evolved to be more reluctant to engage in a strategy of violent aggression.</p> <p>2) More muscular men and more attractive women tend to be prone to anger than less muscular men and less attractive women. Explain how these findings support the recalibration theory of anger.</p> <p>3) In all of human recorded</p>		<p>In class – 1 article from a credible source and 1 video as evidence for your response.</p>

	<p>history, there is not a single instance of women banding together with other women to attack and kill another group of women. Yet history is filled with men forming war-parties to attack other groups of men across cultures. Explain, from an evolutionary perspective, why men but not women would risk their lives to go to war.</p> <p>Lab - Create an outline utilizing your sources for Cross-Cultural Psychology</p>		
Week 11: Wednesday 11/8	Lab - Create an outline utilizing your sources for your Introduction.		
Week 11: Friday 11/10	<b>Veterans' Day - No Class</b>		
Week 12: Monday 11/13	<p>Chapter 11 Conflict Between the Sexes</p> <p>Chapter 11 Lab – What is the Strategic Interference Theory? How are emotions, especially negative ones, influenced by this theory?</p> <p><b>Key Concepts: strategic interference theory, jealousy, &amp; tactics for mate retention</b></p>	Chapter 11	In class – 1 article from a credible source and 1 video as evidence for your response.
Week 12: Wednesday 11/15	Lab - Create an outline utilizing your sources for your Conclusion.		
Week 12: Friday 11/17	Chapter 12 Status, Prestige, and Social Dominance	Chapter 12	



	<b>Key Concepts: dominance hierarchies, prestige, status, determinants of dominance, &amp; strategies of submissiveness</b>		
Week 13: Monday 11/20	<p>Chapter 12 Lab - Answer one of these questions:</p> <p>1) Dominance hierarchies are emergent properties of individual interactions, and therefore don't have an evolved function per se. Explain how dominance hierarchies can emerge from individual adaptations to respond to the outcomes of competitions and contests.</p> <p>2) Studies show that men are more likely than women to agree with statements such as "It is OK to get ahead in life by any means necessary." Why, from an evolutionary perspective, would men have evolved a stronger motive to get ahead in status hierarchies?</p> <p>3) After losing a contest or competition, people sometimes "submit" to the winner rather than continuing to challenge the winner. Why would humans have evolved submissive strategies?</p>		In class – 1 article from a credible source and 1 video as evidence for your response.
Week 13: Wednesday 11/22	Consultation for Integrative Paper		
Week 13: Friday 11/24	<b>Thanksgiving Recess - No Class</b>		
Week 14: Monday 11/27	<p>Chapter 13 Toward a Unified Evolutionary Psychology</p> <p><b>Integrative Paper Peer Review</b></p>	Chapter 13	During the peer review process, you must bring to class a hard-copy of your research paper. Electronic versions will not be allowed to be

	<b>Exercise</b>		peer-reviewed because it will be passed on to different students during class.
Week 14: Wednesday 11/29	Consultation for Integrative Paper		
Week 14: Friday 12/1	<b>Integrative Paper Due</b>		<b>Integrative Paper is Due in Canvas.</b>
Week 15: Monday 12/4	Review for Final Examination		
Week 15: Wednesday 12/6	Review for Final Examination		
Week 15: Friday 12/8	Review for Final Examination		
<b>Final's Week</b>	<b>Final Examination (Chapters 1 through 13)</b>  <u><i>The Final Examination will be held on Monday, December 11, 2017 from 1:15 pm to 3:15 pm in Henry 104.</i></u>		<b>Final Examination</b>