

CHAMINADE UNIVERSITY OF HONOLULU

PSY 464 Evolutionary Psychology

Fall 2023 (AY FA23)

Class Time: 1:00 – 2:20 pm

Location: CTCC 254

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Office Telephone: 808-739-4604

Office: BS 111A

Office Hours: MWF 12:30 pm – 1:30 pm and by appointment

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.

Psychology Program Learning Outcomes (PLO)

1. **Students will identify key concepts, principles, and overarching themes in psychology.**
2. **Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.**
3. **Students will exhibit effective writing and oral communication skills within the context of the field of psychology.**
4. **Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.**

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcomes 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1); and 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), and 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3).

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.

Articulation of Characteristics and Values

PSY 464 Evolutionary Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of Psychology and, in particular, Evolutionary Psychology. Evolutionary Psychology seeks to identify and understand how human traits (e.g., cognition and behaviors) have adapted to environmental challenges since our earliest ancestors. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in our capstone project, where we will look at how our ability to adapt to environmental challenges influence our perception of success in our lives.

Course Learning Outcomes (CLO)

Upon completion of this course, students will be able to:

1. explain evolutionary theory relative to the field of psychology (PLO 1).
2. explain the integration of the field of psychology within the context of evolutionary psychology (PLO 1)

3. use the scientific method relative to evolutionary psychology (PLO 2, PLO 3).
4. identify human adaptative problems and their respective psychological solutions (PLO 1).

Required Text

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

Assessment

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|---|-----------------------------|
| Assignments: | Points: |
| Final Exam (CLO 1) | 200 points |
| Mid-Term Exam (CLO 1) | 100 points |
| Adaptation for Change Paper (CLO 4) | 50 points |
| Evolutionary Psychology Integration Paper (CLO 2) | 50 points |
| Capstone Project Paper (CLO 3, 4) | 50 points |
| Discussion Responses (CLO 1, 2, 4) | 120 points (10 points each) |
| Discussion Participation (CLO 1, 2, 4) | 120 points (10 points each) |

Total Possible Points **690 points**

Grading Scale

- A = 621 (90%) – 690 (100%)
- B = 552 (80%) – 620 (89%)
- C = 483 (70%) – 551 (79%)
- D = 414 (60%) – 482 (69%)
- F = 413 (59%) 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:

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus.

NO LATE WORK WILL BE ACCEPTED REGARDLESS OF REASON. NO INCOMPLETE GRADE WILL BE ISSUED AT THE END OF THIS COURSE REGARDLESS OF REASON. ALL ASSIGNMENTS ARE DUE AT 11:59 PM HAWAII STANDARD TIME ON THE DATE SHOWN IN CANVAS.

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.

Chaminade University Undergraduate Catalog 2018/2019, pg. 55

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 9 hours per week engaged in this course. This includes 40 hours of classroom instruction, 16 hours studying for your mid-term and final exams, 1 hour and 15 minutes to complete your mid-

term exam, 2 hours to complete your final exam, 38 hours to complete your 3 written assignments, 12 hours to conduct your literature reviews for the 3 written assignments, 14 hours researching and writing your discussion responses, 7.5 hours responding to your peers, and approximately 4.25+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

Description of the Assessments:

Exams (100 points – mid-term; 200 points – final):

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

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

Please note that Canvas will shut down the Mid-Term and Final Exam at 11:59 pm on the due date as specified in Canvas, regardless of how far you are into the exam. Subsequently, please plan ahead and give yourself ample time so this does not become an issue for you.

Discussion Responses (60 points [12 discussion questions * 5 points each]):

Discussion Question Response - Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion question in no less than 200 words in length. Post your discussion response directly to Canvas. Do not post as an attachment. This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.

In addition, you will ask at least one (1) question based on the respective chapter(s), videos, and/or readings, for your peers to respond to after responding to the respective discussion question.

Participation Requirement - Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. For full participation credit you are required to contribute a total of two substantive responses each week.

Following are guidelines for weekly discussion response grades:

- *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is **well written**. Grade of 10 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. *At least one (1) question was written for your peers to respond to.*
- *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 8 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. *At least one (1) question was written for your peers to respond to.*
- *Average* = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 5. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. *No question was submitted for your peers to respond to.*
- *Minimal* = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 3 here indicate that the comments may provide some social presence to a collegial atmosphere. *No question was submitted for your peers to respond to.*
- *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided. *No question was submitted for your peers to respond to.*

Adaptation for Change Essay (50 points):

Up until this point, you have read about and explored the various ways humans have adapted to their environment in order to survive from one generation to the next. These adaptations for survival have made humans the most innovative and dominate species on

Earth. We are the only species that can manipulate their environment to increase their odds for survival. Adaptation for change is not an innate ability and not everyone can easily do this. This paper will investigate why that is.

For this paper, you're going to answer the following question: What traits and skills (abilities) does a person need to possess to successfully adapt to an everchanging, random, and chaotic world that they live in?

For this paper you will address the following prompts in paragraph (essay) form using APA style.

- Accurately define and thoroughly explain successful adapting.
- Describe the relationship between emotional regulation and one's ability to adapt to change.
- Provide a minimum of 3 traits and/or skills (abilities) that promote and support one's ability to adapt to change.
- Based on your research, summarize your findings and then discuss what changes will you make in your life to improve your ability to adapt to your changing world around you?

This 4-page (minimum) paper is double spaced, one-inch margins on all sides, no spaces between paragraphs, and a size 12 font.

The essay must have a title page (name, course, and title of paper), in-text citations, a reference page and headers (your headers will be Definition, Emotional Regulation, Traits and Skills, and Reflection.). These headers align with the 4 prompts for this paper. The cover page and reference page do not count towards your minimum page number requirement.

You must use a minimum of 5 credible resources (peer-reviewed journal articles, textbooks, and credible websites). In-text citations and your reference page must follow APA style 7th edition.

Evolutionary Psychology Integrative Paper (50 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:

Social Psychology
Developmental Psychology
Psychology of Personality
Cross-Cultural (Cultural) Psychology
Clinical (Abnormal) 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 at minimum utilize and cite your textbook as your resource. Other credible sources can be used in addition to your textbook. In-text citations and your reference page must follow APA style 7th edition.

Capstone Project Paper (50 points):

During this class, you read about the foundational theories of Evolutionary Psychology, survival adaptations, and the complexities and survival importance of reproductive strategies.

You will pick **one** of the following topics to focus on:

1. **disease-avoidance hypothesis**
2. **hunting & gathering hypothesis**
3. **children's antipredator adaptations**
4. **mating preferences (male, female, & adaptive benefits for short term relationships)**
5. **Inclusive Fitness Theory (Altruism)**
6. **Strategic Interference Theory**
7. **Theories on Aggression**

For this paper you will answer the following prompts in essay format using APA style.

1. Thoroughly explain your topic as defined by Buss (the author of your text)
2. Gather evidence that supports **and** discredits (shows evidence as to why it is not true or creates questions) your topic (e.g., journal articles, credible Internet sources, mainstream media, interviews, and personal observations).
3. Based on the extensive data that you collected, explain if you believe your topic is accurate as explained by Buss your text or not. You will need to make a **data-driven** argument as to why you feel the way that you do.

This 5 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, and title of paper), in-text citations, headers (Introduction, Evidence For, Evidence Against, Conclusion), and a reference page. The cover page and reference page do not count towards your minimum page number requirement.

You must use a minimum of 5 credible resources. In-text citations and your reference page must follow APA style 7th edition.

Assignment Characteristics:

Pedagogical Method - Project-based learning: Students will be placed in the context of a researcher attempting to determine the accuracy of a hypothesis related to student adaptability and their success in higher education.

X Factor Element – Finding Happiness: Students will develop a deeper understanding on what it takes to be successful student in higher education. This will have personal implications as their findings will inform them on qualities, traits, and dispositions that have been empirically found to have a positive relationship with student (and life) success. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (informing them of desired and effective qualities).

Student Ideas – Long-Term Project: This capstone project is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this capstone project paper.

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

| Date | Class Activity | Readings Due: | Assignments Due: |
|---------|---|----------------|---|
| Week 1: | Welcome Review Syllabus Overview of Evolutionary Psychology Chapter 1 The Scientific Movements Leading to Evolutionary Psychology Key Concepts Chapter 1: natural selection & sexual selection | Chapter 1 | Discussion Question 1 Response |
| Week 2: | Introduction to Chapter 2 The New Science of Evolutionary Psychology Key Concepts Chapter 2: adaptation, by-products, & noise | Chapter 2 | Discussion Question 1 Participation Discussion Question 2 Response |
| Week 3: | Chapter 3 Combating the Hostile Forces of Nature: Human Survival Problems Key Concepts Chapter 3: disease-avoidance hypothesis, hunting hypothesis, gathering hypothesis, savanna hypothesis, common human fears, & children’s antipredator adaptations | Chapter 3 | Discussion Question 2 Participation Discussion Question 3 Response |
| Week 4: | Chapter 4 Women’s Long-Term Mating Strategies Key Concepts Chapter 4: parental investment, sexual selection, & female mating preferences | Chapter 4 | Discussion Question 3 Participation Discussion Question 4 Response |
| Week 5: | Chapter 5 Men’s Long-Term Mating Strategies Key Concepts Chapter 5: parental investment, sexual selection, paternity uncertainty, & male mating preferences | Chapter 5 | Discussion Question 4 Participation Discussion Question 5 Response |
| Week 6: | Chapter 6 Short-Term Sexual Strategies Key Concepts Chapter 6: adaptive benefits for short-term mating & risks for short-term mating | Chapter 6 | Discussion Question 5 Participation Discussion Question 6 Response Adaptation for Change Paper |
| Week 7: | Mid-Term Exam (Chapters 1 – 6) | | Discussion Question 6 Participation Mid-Term Exam |
| Week 8: | Chapter 7 Problems of Parenting | Chapter 7 & 13 | Discussion Question 7 Response |

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|--------------|--|------------|--|
| | Chapter 13 Toward a Unified Evolutionary Psychology Key Concepts Chapter 7: paternity uncertainty hypothesis, genetic relatedness to offspring, & parent-offspring conflict | | |
| Week 9: | Chapter 8 Problems of Kinship Key Concepts Chapter 8: altruism, Hamilton's rule & inclusive fitness theory | Chapter 8 | Discussion Question 7 Participation Discussion Question 8 Response |
| Week 10: | Chapter 9 Cooperative Alliances Key Concepts Chapter 9: reciprocal altruism, tit for tat, & social contract theory | Chapter 9 | Discussion Question 8 Participation Discussion Question 9 Response |
| Week 11: | Chapter 10 Aggression and Warfare Key Concepts Chapter 10: adaptive patterns of aggression, men's aggression against men, women's aggression against women, men's aggression against women, & women's aggression against men | Chapter 10 | Discussion Question 9 Participation Discussion Question 10 Response Evolutionary Psychology Integration Paper |
| Week 12: | Chapter 11 Conflict Between the Sexes Key Concepts Chapter 11: strategic interference theory, jealousy, & tactics for mate retention | Chapter 11 | Discussion Question 10 Participation Discussion Question 11 Response |
| Week 13: | Chapter 12 Status, Prestige, and Social Dominance Key Concepts Chapter 12: dominance hierarchies, prestige, status, determinants of dominance, & strategies of submissiveness | Chapter 12 | Discussion Question 11 Participation Discussion Question 12 Response |
| Week 14: | Finalize Capstone Project <i>November 23-24, 2023 – Thanksgiving (No Class)</i> | | Discussion Question 12 Participation |
| Week 15: | Review for Final Exam (Chapters 1 through 13) | | Capstone Project |
| Final's Week | Final Exam (Chapters 1 through 13) | | Final Exam <i><u>(No assignments and exams will be accepted after 11:59 pm on Friday, December 8, 2023 regardless of reason)</u></i> |

Adaptation for Change Paper

| Criteria | Excellent (10 points) | Good (7 points) | Needs Improvement (4 points) | Poor (1 points) |
|--|---|---|---|---|
| Understanding of Topic | Demonstrates thorough understanding of the concept of successful adapting. Provides insightful interpretations. | Demonstrates good understanding of the concept. Interpretations are mostly accurate. | Demonstrates limited understanding of the concept. Some inaccuracies present. | Does not demonstrate understanding of the concept. Major inaccuracies. |
| Emotional Regulation | Clearly and insightfully describes the relationship between emotional regulation and adaptability. Uses scholarly sources to support arguments. | Describes the relationship between emotional regulation and adaptability with minor gaps in clarity. Few references used. | Describes the relationship with several errors or gaps in understanding. Lack of references. | Does not describe the relationship or describes it inaccurately. No references. |
| Traits and Skills | Identifies and thoroughly explains a minimum of 3 traits/skills supporting adaptability, offering clear examples. | Identifies and explains 3 traits/skills but explanations lack detail or examples. | Identifies fewer than 3 traits/skills, or explanations lack clarity and precision. | Fails to identify or explain traits/skills. |
| Reflection | Reflects on research findings and convincingly discusses personal changes to improve adaptability. | Reflects on findings and suggests changes but lacks depth of thought. | Provides a superficial reflection and weak suggestions for personal changes. | Fails to provide meaningful reflection or suggestions for personal changes. |
| APA Style, Citations, and Writing Quality | APA 7th edition style is followed completely. Writing is clear, organized, and error-free. Minimum 5 credible sources used effectively. | Minor APA style errors. Writing is mostly clear and organized. At least 5 credible sources used. | Multiple APA style errors. Writing lacks clarity or organization. Fewer than 5 credible sources used. | Does not follow APA style. Writing is unclear or disorganized. Inadequate use of sources. |

Evolutionary Psychology Integrative Paper

| Criteria | Excellent (10 points) | Good (7 points) | Needs Improvement (4 points) | Poor (1 points) |
|--|---|--|---|--|
| Understanding of Evolutionary Psychology | Demonstrates thorough understanding of the concept of evolutionary psychology. Provides insightful interpretations. | Demonstrates good understanding of the concept. Interpretations are mostly accurate. | Demonstrates limited understanding of the concept. Some inaccuracies present. | Does not demonstrate understanding of the concept. Major inaccuracies. |
| Integration of Sub-disciplines | Each sub-discipline (Social, Developmental, Personality, Cross-Cultural, Clinical Psychology) is clearly and effectively integrated with evolutionary psychology. | Most sub-disciplines are effectively integrated, with minor gaps or inconsistencies. | Sub-disciplines are poorly integrated or not all are included. | Does not integrate sub-disciplines effectively or fails to integrate any sub-disciplines. |
| Critical Analysis | Insightfully evaluates the application of evolutionary psychology to the sub-disciplines. Demonstrates critical thinking skills. | Evaluates the application of evolutionary psychology to the sub-disciplines but lacks depth of analysis. | Limited evaluation and analysis of the application of evolutionary psychology to the sub-disciplines. | Fails to critically evaluate or analyze the application of evolutionary psychology to the sub-disciplines. |
| Conclusion | Draws meaningful conclusions that effectively integrate the different sub-disciplines of psychology through the lens of evolutionary psychology. | Draws conclusions that mostly integrate the sub-disciplines, but lacks depth. | Conclusion is superficial or fails to effectively integrate the sub-disciplines. | No meaningful conclusion or fails to provide a conclusion. |
| APA Style, Citations, and Writing Quality | APA 7th edition style is followed completely. Writing is clear, organized, and error-free. Uses the textbook and other credible sources effectively. | Minor APA style errors. Writing is mostly clear and organized. Uses the textbook and other sources. | Multiple APA style errors. Writing lacks clarity or organization. Poor use of textbook and other sources. | Does not follow APA style. Writing is unclear or disorganized. Inadequate use of sources. |

Capstone Project Paper

| Criteria | Excellent (10 points) | Good (7 points) | Needs Improvement (4 points) | Poor (1 points) |
|--|--|--|---|--|
| Understanding of Topic | Demonstrates thorough understanding of the chosen topic as defined by Buss. Provides insightful interpretations. | Demonstrates good understanding of the chosen topic. Interpretations are mostly accurate. | Demonstrates limited understanding of the chosen topic. Some inaccuracies present. | Does not demonstrate understanding of the chosen topic. Major inaccuracies. |
| Evidence For and Against | Provides clear and comprehensive evidence that both supports and discredits the chosen topic. Uses a wide variety of credible sources. | Provides evidence that supports and discredits the topic, but some aspects may lack depth. Uses at least 5 credible sources. | Provides evidence that is limited or lacks clarity. Uses fewer than 5 credible sources. | Does not provide clear or accurate evidence. Inadequate use of sources. |
| Data-driven Argument | Constructs a compelling argument about the accuracy of the topic, based on extensive data. Demonstrates analytical skills. | Constructs a solid argument about the topic's accuracy, but some points lack supporting data. | Provides an argument that lacks depth or sufficient data. Limited analytical skills demonstrated. | Does not provide a clear argument, or the argument lacks supporting data. No analytical skills demonstrated. |
| APA Style, Citations, and Writing Quality | APA 7th edition style is followed completely. Writing is clear, organized, and error-free. Uses a minimum of 5 credible sources effectively. | Minor APA style errors. Writing is mostly clear and organized. Uses at least 5 credible sources. | Multiple APA style errors. Writing lacks clarity or organization. Fewer than 5 credible sources used. | Does not follow APA style. Writing is unclear or disorganized. Inadequate use of sources. |
| Conclusion | Provides a comprehensive, clear, and insightful conclusion based on the evidence and argument presented. | Provides a conclusion that is mostly clear and based on the evidence and argument, but may lack depth. | Provides a conclusion that is vague or not fully supported by the evidence and argument. | Does not provide a clear conclusion or fails to provide a conclusion. |