



Chaminade University

School of Education and Behavioral Sciences
Psychology

PSY 464 Evolutionary Psychology

Online (Asynchronous)

Credits: 3 Section: 01 Term: Fall 2025

Instructor Information

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Virtual Office Hours: MW 11:30 am – 12:30 pm

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences 105

Phone: (808) 735-4751

Course Description & Materials

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 (PSY 101, EN 102, COM 101).

Time Allocation

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 25.75+ hours of additional class engagement (e.g., assigned readings and videos).

Required Materials

Buss, David M. (2025). Evolutionary psychology: The new science of the mind (7th ed.). Boston: Allyn & Bacon.

Recommended Items

None

Canvas (<https://chaminade.instructure.com>)

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

Learning Outcomes

Program Learning Outcomes (PLOs)

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.

Course Learning Outcomes (CLOs)

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).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

[Include a paragraph that explains how this course specifically addresses one or more of the Marianist values listed above.]

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	5	5	5	5
PLOs	1	1	2, 3	1
Native Hawaiian Values	5	5	5	5

Course Activities

Discussions

Discussion Question Response - Based on the video, 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 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. No question was submitted 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.

Exams

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.

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.

Essays

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.

Capstone

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.

Attendance

Students are expected to actively participate in course room discussions. Students should notify their instructor when illness or circumstances prevents them from actively participating in class for periods longer than one week.

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.

Late Work

No late work will be accepted unless you have received prior approval from the course instructor before the day the assignment is due.

Extra Credit

No extra credit will be assigned in this course.

Grades of Incomplete

No incomplete grade will be issued at the end of this course regardless of reason.

Final Grades

Final grades are submitted to [Self-Service](#):

Assessment

Assignments:

Final Exam (CLO 1)

Mid-Term Exam (CLO 1)

Adaptation for Change Paper (CLO 4)

Capstone Project Paper (CLO 3, 4)

Discussion Responses & Participation (CLO 1, 2)

Points:

200 points

100 points

50 points

50 points

240 points

Total Possible Points

640 points

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

Total possible points = 640 points

A = 576 – 640

B = 512 – 575

C = 448 – 511

D = 384 – 447

F = 383 and below

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and

institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Schedule

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

Week 9:	Chapter 7 Problems of Parenting Key Concepts Chapter 7: paternity uncertainty hypothesis, genetic relatedness to offspring, & parent-offspring conflict	Chapter 7	Discussion Question 7
Week 10:	Chapter 8 Problems of Kinship Key Concepts Chapter 8: altruism, Hamilton's rule & inclusive fitness theory	Chapter 8	Discussion Question 8 Participation for DQ 7
Week 11:	Chapter 9 Cooperative Alliances Key Concepts Chapter 9: reciprocal altruism, tit for tat, & social contract theory	Chapter 9	Discussion Question 9 Participation for DQ 8
Week 12:	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 10 Participation for DQ 9
Week 13:	Chapter 11 Conflict Between the Sexes Key Concepts Chapter 11: strategic interference theory, jealousy, & tactics for mate retention	Chapter 11	Discussion Question 11 Participation for DQ 10
Week 14:	Chapter 12 Status, Prestige, and Social Dominance Chapter 13 Toward a Unified Evolutionary Psychology Key Concepts Chapter 12: dominance hierarchies, prestige, status, determinants of dominance, & strategies of submissiveness	Chapter 12 Chapter 13	Discussion Question 12 Participation for DQ 11
Week 15:	Complete the capstone project		Participation for DQ 12 Capstone Project
Final's Week	Complete the final exam		Final Exam (Chapters 1 through 13)