



School of Applied Psychology  
Psychology

## PSY 464 Evolutionary Psychology

Online Asynchronous | Credits: 3 | Section: 01 | Term: Fall DUG 2026

### Instructor Information

|                             |                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>           | <i>Darren Iwamoto, EdD, LMHC</i><br><br><i>Associate Dean, College of Education and Human Development, and Professor of Psychology at Chaminade University of Honolulu. On the Chaminade faculty for over 17 years, Dr. Iwamoto directs the MSCP, EdD in Educational Psychology, and the School of Applied Psychology.</i> |
| <b>Email</b>                | <i>diwamoto@chaminade.edu</i>                                                                                                                                                                                                                                                                                              |
| <b>Phone</b>                | <i>(808) 739-4604</i>                                                                                                                                                                                                                                                                                                      |
| <b>Office Location</b>      | <i>Behavioral Sciences 105A</i>                                                                                                                                                                                                                                                                                            |
| <b>Virtual Office</b>       | <i><a href="https://chaminade.zoom.us/j/96611840543">https://chaminade.zoom.us/j/96611840543</a></i>                                                                                                                                                                                                                       |
| <b>Virtual Office Hours</b> | <i>MW 11:30 am – 12:30 pm</i>                                                                                                                                                                                                                                                                                              |

### Communication

Canvas Inbox is the primary channel for course communication. Please allow 24–48 hours for a response, Monday–Friday.

### School & Department

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| <b>School</b>     | School of Education and Behavioral Sciences                 |
| <b>Location</b>   | <i>Behavioral Sciences 105</i>                              |
| <b>Phone</b>      | (808) 735-4751                                              |
| <b>Questions?</b> | Contact your instructor or the School of Applied Psychology |

### Course Description & Materials

#### Catalog Description

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

*Co-requisites/Pre-Requisites: PSY 101, EN 102, COM 101, or consent of instructor.*

## Course Snapshot

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Modality</b>           | Online Asynchronous                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Time Commitment</b>    | This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend an average of 9 hours per week engaged in this course. This includes 40 hours of classroom instruction, 16 hours studying for the mid-term and final exams, 1 hour and 15 minutes to complete the mid-term exam, 2 hours to complete the final exam, 38 hours to complete the 3 written assignments, 12 hours to conduct literature reviews for the 3 written assignments, 14 hours researching and writing discussion responses, 7.5 hours responding to peers, and approximately 25.75+ hours of additional course engagement (e.g., assigned readings and videos). |
| <b>Required Materials</b> | <i>Buss, D. M. (2025). Evolutionary psychology: The new science of the mind (7th ed.). Allyn &amp; Bacon.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Recommended Items</b>  | <i>None</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Canvas</b>             | This course is delivered through Canvas ( <a href="https://chaminade.instructure.com">chaminade.instructure.com</a> ). The Canvas classroom contains the gradebook, course assignments, exams, discussions, and resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the Psychology program, the student will be able to:

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 adaptive 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.

*PSY 464: Evolutionary Psychology speaks directly to Educate in Family Spirit and Educate for Adaptation and Change. By examining how humans have evolved cooperative bonds, kinship ties, and survival strategies, students come to appreciate the shared, relational nature of human adaptation and the ongoing need to adjust to a changing world.*

## Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo 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 (‘Ōlelo No’eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no’eau (‘Ōlelo 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 (‘Ōlelo 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     |
| Gen Ed Outcomes(if applicable) | N/A   | N/A   | N/A   | N/A   |

## Course Activities & Assessments

### Discussions

Discussion Question Response: Based on the video, readings, and your thoughts on the subject, respond to the discussion question in no less than 200 words. Post your response directly to Canvas (not as an attachment) and list sources at the bottom using APA formatting. In addition, ask at least one question based on the chapter(s), videos, and/or readings for your peers to respond to.

Participation Requirement: Participation (responses to peers) contributes positively to the overall learning of the class and is reviewed for both quantity and quality. Responses such as “I agree” without elaboration do not constitute participation. For full credit, contribute a total of two substantive responses each week.

Weekly discussion grading guidelines:

- **Excellent (10):** Accurate, original, relevant, well supported, teaches something new, and well written; a question was submitted for peers to respond to.
- **Above Average (8):** Lacks at least one of the above qualities but is above average in quality; no question was submitted.
- **Average (5):** Lacks 2–3 of the required qualities; often based on personal opinion or experience; no question submitted.
- **Minimal (3):** Little or no new information, incomplete, or poorly written; no question submitted.
- **Unacceptable (1):** Adds no value or meaningless value, poorly written, or does not address the question; no question submitted.

### Exams

A mid-term and a final exam will be given. The mid-term exam covers Chapters 1–6 and is worth 100 points. The final exam is a comprehensive exam covering the entire text, worth 200 points. All final exam questions are

multiple-choice or true/false. Canvas will close the mid-term and final exam at 11:59 pm on the due date regardless of progress, so plan ahead and allow ample time.

## Essays

**Adaptation for Change Essay (50 points):** This paper answers the question — what traits and skills does a person need to successfully adapt to an ever-changing, random, and chaotic world? In essay form using APA style, address: an accurate definition of successful adapting; the relationship between emotional regulation and adapting to change; a minimum of 3 traits/skills that support adapting to change; and a reflection on changes you will make to improve your own adaptability.

This 4-page minimum paper is double spaced, one-inch margins, size 12 font, with a title page, in-text citations, a reference page, and headers (Definition, Emotional Regulation, Traits and Skills, Reflection). The title and reference pages do not count toward the page minimum. A minimum of 5 credible resources is required, following APA 7th edition.

## Capstone Project

**Capstone Project Paper (50 points):** Choose one of the following topics to focus on:

- Disease-avoidance hypothesis
- Hunting & gathering hypothesis
- Children's antipredator adaptations
- Mating preferences (male, female, & adaptive benefits for short-term relationships)
- Inclusive Fitness Theory (Altruism)
- Strategic Interference Theory
- Theories on Aggression

In essay format using APA style: thoroughly explain the topic as defined by Buss; gather evidence that both supports and discredits the topic; and, based on the data collected, make a data-driven argument for whether you believe the topic is accurate.

This 5-page minimum paper is double spaced, one-inch margins, size 12 font, with a cover page, in-text citations, headers (Introduction, Evidence For, Evidence Against, Conclusion), and a reference page. The cover and reference pages do not count toward the page minimum. A minimum of 5 credible resources is required, following APA 7th edition. This capstone is introduced early in the semester and builds on concepts and themes covered throughout the course.

## Participation & Regular and Substantive Interaction (RSI)

### Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

#### Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

### Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
  - Email inquiries: response within 24–48 hours (see Communication policy above)
  - Weekly graded work (discussions, assignments): within 5 school days of the due date
  - Major assessments/projects: within 7 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

## Course Policies

|                         |                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendance</b>       | <i>Students are expected to actively participate in course room discussions. Federal regulations require continued attendance for continuing payment of financial aid; if attendance is not continuous, financial aid may be terminated. Anyone who stops attending a course without official withdrawal may receive a failing grade.</i> |
| <b>Late Work</b>        | <i>No late work will be accepted unless prior approval has been received from the course instructor before the day the assignment is due.</i>                                                                                                                                                                                             |
| <b>Extra Credit</b>     | <i>No extra credit is available in this course.</i>                                                                                                                                                                                                                                                                                       |
| <b>Incomplete Grade</b> | <i>No incomplete grade will be issued at the end of this course, regardless of reason.</i>                                                                                                                                                                                                                                                |
| <b>Syllabus Changes</b> | The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.                                                                                                                                                                                                                         |

## Final Grades

Final grades are submitted to Self-Service ([selfservice.chaminade.edu](https://selfservice.chaminade.edu)):

## Assignments & Point Values

| Assignment                                      | Points            |
|-------------------------------------------------|-------------------|
| Final Exam (CLO 1)                              | 200 points        |
| Mid-Term Exam (CLO 1)                           | 100 points        |
| Adaptation for Change Paper (CLO 4)             | 50 points         |
| Capstone Project Paper (CLO 3, 4)               | 50 points         |
| Discussion Responses & Participation (CLO 1, 2) | 240 points        |
| <b>Total Possible Points</b>                    | <b>640 points</b> |

| Grade    | Range         |
|----------|---------------|
| <b>A</b> | 90% and above |
| <b>B</b> | 80–89%        |

| Grade | Range         |
|-------|---------------|
| C     | 70–79%        |
| D     | 60–69%        |
| F     | 59% and below |

## 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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

### AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

## Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: [chaminade.edu/titleix/nondiscrimination/](https://chaminade.edu/titleix/nondiscrimination/). File a report via the [Campus Incident Report Form](#).

## Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

## Student with Disabilities Statement

### Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

## Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

## Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

| Resource                                             | Description                                                                                                                                                                                                                                                                                                               | Contact / Website                                                                                                                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accessibility Services (Kōkua 'Ike)</b>           | Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.                                                                                                                                                                                                                 | <a href="mailto:ada@chaminade.edu">ada@chaminade.edu</a><br><a href="https://chaminade.edu/ada-accommodations">chaminade.edu/ada-accommodations</a><br><br><a href="#">Accessibility Services Sign up</a> |
| <b>Tutoring &amp; Academic Coaching (Kōkua 'Ike)</b> | Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies. | <a href="https://chaminade.edu/tutoring-academic-coaching-services">https://chaminade.edu/tutoring-academic-coaching-services</a>                                                                         |
| <b>Career Services</b>                               | Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.                                                                                       | <a href="https://chaminade.edu/career-services">chaminade.edu/career-services</a>                                                                                                                         |
| <b>Basic Needs Resources</b>                         | Support for food insecurity, housing instability, and other basic needs.                                                                                                                                                                                                                                                  | <a href="https://chaminade.edu/basic-needs/">chaminade.edu/basic-needs/</a>                                                                                                                               |
| <b>Title IX / Nondiscrimination</b>                  | Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.                                                                                                                                                                                                     | <a href="https://chaminade.edu/titleix/resources-and-support/">chaminade.edu/titleix/resources-and-support/</a>                                                                                           |
| <b>Hazing Prevention</b>                             | Confidential support, crisis intervention, and reporting for any type of abuse including hazing.                                                                                                                                                                                                                          | <a href="https://hazingpreventionnetwork.org/athlete-helpline/">hazingpreventionnetwork.org/athlete-helpline/</a>                                                                                         |
| <b>CUH Alert Emergency Notification</b>              | Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.                                                                                                                                                                                                    | <a href="https://chaminade.edu">chaminade.edu</a>                                                                                                                                                         |
| <b>Campus Safety/ SafeSwords</b>                     | A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call                                                                                                                                                                                     | <a href="#">SafeSwords Webpage</a>                                                                                                                                                                        |

| Resource | Description                                                                                                                                                                                                                                                           | Contact / Website |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|          | security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events |                   |

## Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

| Wk of  | Theme                                             | Info / Activities                                                                                                                                                                                         | Due Dates                                                       |
|--------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Week 1 | Welcome & Introduction to Evolutionary Psychology | Review syllabus; overview of evolutionary psychology; Chapter 1 – The Scientific Movements Leading to Evolutionary Psychology. Key Concepts: natural selection & sexual selection.                        | 8/23/26<br><br>Discussion Question 1                            |
| Week 2 | The New Science of Evolutionary Psychology        | Chapter 2 – The New Science of Evolutionary Psychology. Key Concepts: adaptation, by-products, & noise.                                                                                                   | 8/30/26<br><br>Discussion Question 2;<br>Participation for DQ 1 |
| Week 3 | Combating the Hostile Forces of Nature            | Chapter 3 – Human Survival Problems. Key Concepts: disease-avoidance hypothesis, hunting hypothesis, gathering hypothesis, savanna hypothesis, common human fears, & children's antipredator adaptations. | 9/6/26<br><br>Discussion Question 3;<br>Participation for DQ 2  |
| Week 4 | Women's Long-Term Mating Strategies               | Chapter 4. Key Concepts: parental investment, sexual selection, & female mating preferences.                                                                                                              | 9/13/26<br><br>Discussion Question 4;<br>Participation for DQ 3 |
| Week 5 | Men's Long-Term Mating Strategies                 | Chapter 5. Key Concepts: parental investment, sexual selection, paternity uncertainty, & male mating preferences.                                                                                         | 9/20/26<br><br>Discussion Question 5;<br>Participation for DQ 4 |
| Week 6 | Short-Term Sexual Strategies                      | Chapter 6. Key Concepts: adaptive benefits for short-term mating & risks for short-term mating.                                                                                                           | 9/27/26<br><br>Discussion Question 6;<br>Participation for DQ 5 |

| Wk of   | Theme                       | Info / Activities                                                                                                                                                                                                                                                                                  | Due Dates                                                          |
|---------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Week 7  | Adaptation for Change Essay | Complete the Adaptation for Change paper.                                                                                                                                                                                                                                                          | 10/4/26<br><br>Participation for DQ 6; Adaptation for Change Paper |
| Week 8  | Mid-Term Exam               | Mid-Term Exam (Chapters 1–6).                                                                                                                                                                                                                                                                      | 10/11/26<br><br>Mid-Term Exam                                      |
| Week 9  | Wellness Week               | Wellness Week – Group Discussion on the relationship between Evolutionary Psychology and Emotional Well-Being in 2026.<br><br>Thursday, October 15, 2026 @ 11:00 am<br><br>Zoom link:<br><a href="https://chaminade.zoom.us/j/92768617036?jst=3">https://chaminade.zoom.us/j/92768617036?jst=3</a> | 10/18/26<br><br>n/a                                                |
| Week 10 | Problems of Parenting       | Chapter 7. Key Concepts: paternity uncertainty hypothesis, genetic relatedness to offspring, & parent-offspring conflict.                                                                                                                                                                          | 10/25/26<br><br>Discussion Question 7                              |
| Week 11 | Problems of Kinship         | Chapter 8. Key Concepts: altruism, Hamilton's rule & inclusive fitness theory.                                                                                                                                                                                                                     | 11/1/26<br><br>Discussion Question 8; Participation for DQ 7       |
| Week 12 | Cooperative Alliances       | Chapter 9. Key Concepts: reciprocal altruism, tit for tat, & social contract theory.                                                                                                                                                                                                               | 11/8/26<br><br>Discussion Question 9; Participation for DQ 8       |
| Week 13 | Aggression and Warfare      | Chapter 10. Key Concepts: adaptive patterns of aggression — men's and women's aggression toward each other.                                                                                                                                                                                        | 11/15/26<br><br>Discussion Question 10; Participation for DQ 9     |
| Week 14 | Conflict Between the Sexes  | Chapter 11. Key Concepts: strategic interference theory, jealousy, & tactics for mate retention.                                                                                                                                                                                                   | 11/22/26<br><br>Discussion Question 11; Participation for DQ 10    |
| Week 15 | Capstone Project            | Complete the capstone project.                                                                                                                                                                                                                                                                     | 11/29/26                                                           |

| Wk of       | Theme                | Info / Activities        | Due Dates                                             |
|-------------|----------------------|--------------------------|-------------------------------------------------------|
|             |                      |                          | Participation for DQ 12;<br>Capstone Project          |
| Week 16     | Study for Final Exam | Study for Final Exam     | 12/6/26<br>n/a                                        |
| Finals Week | Final Exam           | Complete the final exam. | 12/10/26 (Thursday)<br><br>Final Exam (Chapters 1–13) |