**Evolutionary Psychology (Psych 307-01)**

**SUNY New Paltz**

**Spring 2014**

**Professor:** Rachael Carmen

**Office:** JFT 404

**Office Hours:**

H: 2:00PM-3:00PM

\*And by appointment\*

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**Email:** Carmenr@hawkmail.newpaltz.edu

**Required Texts:**

Geher, G. (2014). Evolutionary Psychology 101. New York, NY: Springer Publishing Services.

Gray, P. B., & Garcia, J. R. (2013). Evolution & Human Sexual Behavior. Cambridge, MA: Harvard

University Press.

\* You will also be required to read journal articles and book chapters, which will be included at the end of this syllabus, and posted on blackboard (all readings with a \* will be put on blackboard).

**Course Background and Objectives:**

Welcome to Evolutionary Psychology! This class will focus on evolutionary theory, and psychology, but will additionally include learning material from Anthropology, Biology, and History. Part of the allure of Evolutionary Psychology is the idea that human behavior is a complex outcome of a number of things—including evolutionary pressures like *Natural Selection*. Classically, psychology was only studied using *proximate*, or, immediate, causation. This meant that all behavioral phenomena were directly attributed to something within an individuals’ immediate (present) context. EP provides us with a way to study—and understand—present day behaviors both *proximately* and *ultimately* (think, present *and* past).

On one hand, the **primary goal** of this course is to expose you to the basic premises of Evolutionary Psychology—on another, I would like for you to form your *own ideas* as to what Evolutionary Psychology means to you. Yes, there is a specific (EP) school of thought that subscribes to a certain set of guidelines, but in all honesty, this is *your* education, and you should be able to conceptualize new theories and form your own opinions on various topics addressed by EP. For instance, if you don’t agree with Parental Investment Theory, but love the idea of Life History Strategy, it doesn’t mean you don’t like EP! Nothing good can come of blindly believing all the information that is given to you…challenge yourself to think outside the box and come up with new ways to solve age-old questions.

By the end of this course, you will have a good understanding of evolutionary theory, psychology, biology, anthropology, and everything in between. Please come to class with an open mind, ready to discuss our readings for that day. This class quite honestly demands dedication. I will be straightforward with you when I say that there are more than a few subjects that some might be a little squeamish about—please review our proposed schedule and make sure that you will feel comfortable reading, discussing, and writing about the topics we will be covering. It is my hope that our quizzes, tests, and paper should not be sources of anxiety for you. You will have study guides and the opportunity to turn in a rough draft. If you attend class and do the readings, you are guaranteed to do well.

**Course Requirements:**

**1) Examinations:** You will have two exams—each worth 20 points—that will consist of multiple choice questions and essays. Study guides will be posted ahead of time and we will review in class.

**2) Quizzes:** You will have 3 quizzes—each worth 5 points—in which you will be asked to define key terms we have discussed in class.

**3) Research paper (“RP”):** (25 points; 6 pages minimum—8 pages max). This paper will be your time to shine. The point of this paper is for you to integrate and synthesize the information we have been reading and studying, while additionally coming up with a novel question you have had from our discussions. I’m looking for an introduction, literature review, and proposed question/outcome. The paper will be broken down as follows:

Research Topic proposal: 5 points+ Final Draft 20 points (you will be provided a grading sheet when your paper is returned to you at the final.

\*You will not be required to turn a rough draft in, but I highly recommend you do since you will be able to receive feedback before submitting your final draft.

**4) Discussion Questions/ Responses (“DQ/R”):** (7; 2 points each). You may only do 1 question/ response a week. Your question/ response should be about a paragraph in length and demonstrate your understanding of the reading. These responses should be brought into class and used to ignite discussion with your classmates.

**5) Guest Speaker Reaction (“GSR”):** (1; 6 points). During the semester we will have a few guest speakers visit our class. You will need to pick one and write a 1-page discussion/reaction to their talk (and will need to be handed in exactly one week after the talk).

**Grading:** Your grade will be calculated the following way:

Your Scores: \_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_\_= \_\_\_\_\_\_\_\_\_\_\_\_\_

Out of: 5 5 5 6 14 25 20 20 100

 Quiz 1 Quiz 2 Quiz 3 GSR DQ/R RP Exam 1 Exam 2 Final Grade

Your final grade will be on a scale from 0 to 100. Final grades will be converted to letter grades using the following criteria:

94-100= A 74-76= C

90-93= -A 70-73= C-

87-89= B+ 67-69= D+

84-86= B 64-66= D

80-83= B- 60-63= D-

77-79= C+ Below 60= F

-Proposed Schedule-

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| --- | --- | --- |
| Date | Topic | Readings |
| January 23rd Thursday | Introductions, handing out syllabus/ about me sheet.  |  |
| January 27th Monday | What *is* Evolutionary Psychology? Background**Due:** About me sheet. | Syllabus |
| January 30th Thursday | Core Principles of Evolutionary Psychology | Evolutionary Psychology 101: Ch. 1. \*Ketelaar, T., & Ellis, B.J. (2000). |
| February 3rd Monday | Evolutionary Psychology**Due:** First day to hand in discussion q/r’s.  | Evolutionary Psychology 101: Ch. 9. \*Alessi, G. (1992).\*Schmitt, D. P., & Pilcher, J. J. (2004).  |
| February 6th Thursday | Where to begin… | Evolution & Human Sexual Behavior: Ch. 1. \*Sagan, C. (1989).  |
| February 10th Monday | Cross Cultural Variation in Human Sexuality**Quiz 1** | Evolution & Human Sexual Behavior: Ch. 2.\*Buss, D. M. (2001).  |
| February 13th Thursday | Epigenetics, Adaptations, Exaptations, and Spandrels  | \* Buss, D. M., Haselton, M. G., Shackelford, T. K., Bleske, A. L., & Wakefield, J. C. (1998). \*Champagne, F. A., Mashoodh, R. (2009).  |
| February 17th Monday  | Evolution and Child Development | Evolutionary Psychology 101: Ch. 2.Evolution & Human Sexual Behavior: Ch. 4. \*Volk, A. A., Atkinson, J. A., (2013).  |
| February 20th Thursday | Sexual Development | Evolution & Human Sexual Behavior: Ch. 5.Evolution & Human Sexual Behavior: Ch. 6. |
| February 24th Monday | Courtship, Inter/Intra-sexual Competition, and Mating Intelligence. **Guest Speaker: Dr. Glenn Geher** | Evolutionary Psychology 101: Ch 3.\*Geher, G., Camargo, M. A., O’Rourke, S. D. (2007).  |
| February 27th Thursday | Pair-Bonding and Romantic Love | Evolutionary Psychology 101: Ch. 5.\*Gonzaga, G. C., Haselton, M. G., Smurda, J., Davies, M., & Poore, J.C. (2008).  |
| March 3rd Monday | Pair-Bonding and Romantic Love: Pheromones**Due:** Optional GSQ/R.**Quiz 2** | Evolution & Human Sexual Behavior: Ch. 3.\*Trouton, G. T. Guitar, A. E., Carmen, R. A., Geher, G., Grandis, T. L. (2012). \*Peterson, A. N., Carmen, R. A., Geher, G. (2013). |
| March 6th Thursday | Human Reproductive Anatomy and Physiology | Evolution & Human Sexual Behavior: Ch. 7. \*Gallup, G.G., Burch, R.L., Zappieri, M.L., Parvez, R.A., Stockwell, M.L., & Davis, J.A.  (2003).  |
| March 10th Monday | The Evolution of Sex: The Ovulatory Cycle and Fertility**Mid-point of semester.** | Evolutionary Psychology 101: Ch 4.Evolution & Human Sexual Behavior: Ch. 9.\*Pillsworth, E. G., Haselton, M. G., & Buss, D. M. (2004). |
| March 13th Thursday | Human Sexual Response and Orgasm**Due:** Paper Topic | Evolution & Human Sexual Behavior: Ch. 8.\*Carmen, R. A. (2013).  |
| March 17th Monday | Spring Break! ☺  | Make sure you study for your exam! |
| March 20th Thursday | Spring Break! ☺ | Make sure you study for your exam! |
| March 24th Monday | **Exam 1** | Make sure you study for your exam! |
| March 27th Thursday | Altruism/ Religion | Evolutionary Psychology 101: Ch. 6.TBA |
| March 31st Monday | Death from a Distance | \*Bingham, P. M., & Souza, J. (2009). \*TBA |
| April 3rd Thursday | War | Evolutionary Psychology 101: Ch. 7.\*Dawson, D. (1999).  |
| April 7th Monday | Applied Evolutionary Psychology**Quiz 3** | Evolutionary Psychology 101: Ch. 8.\*TBA |
| April 10th Thursday | No class—but students are *strongly* encouraged to attend the 8th annual meeting of NEEPS.  | Attend NorthEastern Evolutionary Psychology Society Conference! |
| April 14th Monday | Passover: No class.  |  |
| April 17th Thursday | Feminist Evolutionary Psychology **Guest Speaker: Amanda Guitar** | \*TBA |
| April 21st Monday | Aging, Evolution, and Sexuality**Due:** Last day to hand in a rough draft of your final paper.  | Evolution & Human Sexual Behavior: Ch. 10.Evolution & Human Sexual Behavior: Ch. 11. |
| April 24th (H) | From Dunbar’s number to International **Due:** Optional GSQ/R.**Guest Speaker: Jeremy Gorelick** | \*TBA |
| April 2th (M) | The future of Evolutionary Psychology | Evolutionary Psychology 101: Ch. 7. \*Carmen, R. A., Geher, G., Glass, D. J.,Guitar, A. E., Grandis, T. L.,...Tauber, B. R. (2013).  |
| May 1st (H) | Modern Day/ Sexual Revolutions**Due:** Optional GSQ/R—last one of the semester! | Evolution & Human Sexual Behavior: Ch. 11.\*Carmen, R. A., Guitar, A. E., Dillon, H. M. (2012).  |
| May 5th (M) | Review Day/ Wrap up | Make sure you study for your exam! |
| May 12th (M) | **Final Exam** | Make sure you study for your exam! |

**Selected Readings**

Alessi, G. (1992). Models of Proximate and Ultimate Causation in Psychology. *American Psychologist,*

*47*(11), 1359-1370.

Bingham, P. M., & Souza, J. (2009). The Human Mastery of Earth begins—the behaviorally modern human

revolution and the first information colony. In *Death from a Distance and the birth of a humane universe* (329-359). Lexington, KY: BookSurge Publishing.

Buss, D. M. (2001). Human nature and culture: An evolutionary psychological perspective. *Journal of*

*Personality, 69*(6), 955-978.

Buss, D. M., Haselton, M. G., Shackelford, T. K., Bleske, A. L., & Wakefield, J. C. (1998). Adaptations,

exaptations, and Spandrels. *American Psychologist, 53*(5).

Carmen, R. A. (2013). Untangling the complexities of female sexuality: A mixed approach (Master’s

Thesis).

Carmen, R. A., Geher, G., Glass, D. J., Guitar, A. E., Grandis, T. L.,...Tauber, B. R. (2013). Evolution integrated

across all islands of the human behavioral archipelago: All psychology as Evolutionary psychology.

*EvoS Journal: The Journal* *of the Evolutionary Studies Consortium, 5*(1), 108-126.

Carmen, R. A., Guitar, A. E., Dillon, H. M. (2012). Ultimate Answers to Proximate Questions: The evolutionary

motivations behind tattoos and body piercings in popular culture. *Review of General Psychology*

*[Special Issue on Human Nature and Popular Culture], 16*(3), 134-143.

Champagne, F. A., Mashoodh, R. (2009). Genes in Context: Gene—Environment interplay and the origins

of individual differences in behavior. *Current Directions in Psychological Science,* 18(3), 127-130.

Dawson, D. (1999). Evolutionary theory and group selection: the question of warefare. *History & Theory,*

*38*(4), 79-100.

Gallup, G.G., Burch, R.L., Zappieri, M.L., Parvez, R.A., Stockwell, M.L., & Davis, J.A.  (2003). The human penis

as a semen displacement device*. Evolution and Human Behavior, 24,* 277-289.

Geher, G., Camargo, M. A., O’Rourke, S. D. (2007). Mating Intelligence: An integrative model and future

research directions. In G. Geher & G. Miller (Eds.), *Mating Intelligence: Sex, relationships, and the mind’s reproductive system* (395-424). New York, NY: Taylor & Frances Group.

Gonzaga, G. C., Haselton, M. G., Smurda, J., Davies, M., & Poore, J.C. (2008). Love, desire, and the

suppression of thoughts of romantic alternatives. *Evolution and Human Behavior, 29*(2), 119-126.

Ketelaar, T., & Ellis, B.J. (2000). Are evolutionary explanations unfalsifiable? Evolutionary psychology and

the Lakatosian philosophy of science. *Psychological Inquiry, 11*, 1-21.

Peterson, A. N., Carmen, R. A., Geher, G. (2013). Ovulatory shifts in Mating Intelligence. *Journal of Social,*

*Evolutionary, and Cultural Psychology, 7*(1), 66-75.

Pillsworth, E. G., Haselton, M. G., & Buss, D. M. (2004). Ovulatory shifts in female sexual desire, *41*(1), 55-

65.

Sagan, C. (1989). One voice in the cosmic fugue. In *Cosmos* (13-31). New York, NY: Random House

publishing group.

Schmitt, D. P., & Pilcher, J. J. (2004). Evaluating Evidence of Psychological Adaptation. *Psychological*

*Science, 15*(10), 643-649.

Trouton, G. T. Guitar, A. E., Carmen, R. A., Geher, G., Grandis, T. L. (2012). Olfactory ability to detect

ovulatory cues: A function of biological sex, sexual orientation, or both? *Journal of Social,*

*Evolutionary, and Cultural Psychology, 6*(4), 469-479.

Volk, A. A., Atkinson, J. A., (2013). Infant and child death in the human environment of evolutionary

adaptation. *Evolution And Human Behavior*, *34*(3), 182-192.

**Course Policies:**

1) **No cheating!** Of course, since you are all bright individuals, I don’t foresee this ever being a problem—but it must be addressed. Any student caught cheating will automatically fail that quiz/exam. If it happens again, an academic dishonesty complaint will be filed against the student in question and failure of the class will be a possibility.

1a) Plagiarism is considered cheating. **Do not plagiarize!** Say the mantra: “if you quote something directly, cite it correctly; even if you reword, a citation is deserved!”

\* I strongly encourage you to reword over quoting directly. \*

🡪 If you have any questions please go to: <http://www.newpaltz.edu/ugc/policies_integrity.html> for information on academic integrity.

2) **No phone usage!** Please either turn your phone off or put it on silent for the entirety of the class. Our class only lasts for an hour and fifteen minutes (twice a week)—you can survive being away from technology for that long. If you are a caregiver, please put your phone on vibrate and only use it during cases of emergency.

3) **Don’t miss exams!** A make-up exam will only be given if there are extenuating circumstances. Ideally, the make-up exam date needs to be scheduled prior to the examination. If a student requests a make-up exam after the scheduled exam, the student must provide proof as to *why* they were unable to attend (e.g., doctors note).

4) **Hand in your papers on time!** If you absolutely need to, you can hand in your paper late, but one point will be deducted per day it’s late, with a maximum allowance of 2 weeks (that’s -14 points). \*If there is something going on in your life that may prevent you from turning in your paper on time, please don’t hesitate to contact me so we can work together to find a solution.

5) **Rewrites.** No re-writes will be granted—mostly because you will not hand in your paper until the end of the semester. I highly encourage you to turn in your rough draft so you can get my feedback ahead of time. Also, there will be more than enough opportunities to get a couple of extra credit points here and there.

6) **Be original!** Please don’t base any paper in this class on a paper you’ve done in the past. The point of this class is to encourage you to generate knowledge from the vast amount of information that will be presented to you during our time together. Think outside of the box, create novel questions, think critically—generate *new ideas.*

7) **Be open-minded and respectful to your classmates.** We will be discussing a wide range of topics—including some that might be delicate subjects. Be mindful of your classmates and respect the fact that they may not agree with you—and consequentially, hostility will not be tolerated.

Dr. Glenn Geher explained this very well in his past course syllabi:

“It is more than OK to be wary and critical of the ideas presented in this class—and in any class you take. In fact, to some extent you *should* be critical of ideas in general. **However, if you are unwilling and/or unable to open your mind to the many idea that compromise the body of knowledge that is modern evolutionary psychology, this fact may interfere with both your ability to learn and my ability to teach.”**

8) **Attendance Policy:** Come to class. If you can’t make it, ask your classmates for notes. The discussions we have in class will likely reflect information that will be on exams, so you are strongly encouraged to attend all classes.

9) **SUNY New Paltz’s ADA Policy Statement:** *Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center, Student Union Building, Room 210, 257-3020. The DRC will provide forms verifying the need for accommodation. As soon as the instructor receives the form, you will be provided with the appropriate accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible.*

**Communication with me:**

Please keep in mind that the schedule is *tentative.* I’ll put all updates on Blackboard (changes in the reading, important resources). Important updates—like a class cancellation or a change in office hours—will be emailed to you at your hawkmail addresses (unless otherwise noted in your “about me sheet”), *and* posted on Blackboard. I have access to my email nearly 24/7 so you’re best off contacting me via that method rather than my voicemail. Additionally, if my office hours aren’t complementary to your schedule, contact me and we can arrange another time to meet.

As a teacher I feel that it is important to help you learn—and not necessarily focus on grades. If you ever have any questions or concerns, please don’t hesitate to email me and/or come in to my office hours.

Have a great semester.



