

**PSY 420 – Independent Reading: Evolutionary Psychology
Lebanon Valley College, Spring 2003**

Dr. Barry X. Friedman

Professor Information

Office: Garber 248

Office Hours: MWTh, 3:50 – 4:50, Wednesday, 2:00 – 4:00, and by appointment to meet your needs.

In addition, please feel free to come by during non-designated office hours. If my door is open, I'm available to help you. Appointments can be made (and are preferable) for meeting times that may be more convenient for you. Simply send me an email requesting one and we'll set it up. I strongly encourage you to set up an appointment to discuss the class, what psychology graduate school is like, what one can do with a psychology degree, trade CD's, or to generally shoot the breeze...

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Brief Autobiography

I was born and raised on Long Island, New York. After receiving my B.A. in psychology from Binghamton University, I made my academic manifest destiny west to study evolutionary psychology at The University of Texas, Austin. My research interests lie mainly in the area of interpersonal relationships, with a primary focus on the evolved psychological mechanisms that underlie commitment in romantic relationships. I am also interested in the evolution and development of menopause, and the psychological changes that accompany it. As for my non-academic life, I enjoy playing golf (poorly), disc golf (somewhat better), racquetball (pretty good), softball (good), and basketball (very good). I'm also a huge movie buff (e.g., Fincher, Linklater, Kubrik, Kevin Smith, PT Anderson, Tarrantino) and music fanatic (e.g., U2, Radiohead, Counting Crows, Dave Mathews Band, Led Zeppelin, Ani DiFranco).

Psychology Department Philosophy

The Psychology Department at LVC seeks to foster the development of a thoughtful, flexible, and scientific approach toward human behavior, guided by critical analyses of empirical research. Upon graduating, psychology majors will be prepared to pursue applied entry-level positions in the work force or for graduate studies in a range of areas such as psychology, neuroscience, social work, medicine, business, education, and law. The program allows students to arrive at a thorough understanding of the myriad processes underlying behavior, with a broader goal of applying this knowledge to one's own life and society on the whole (adapted from p. 126 of the 2002-2003 Undergraduate Catalog.)

Course Description

This an advanced seminar in which you will read, research, present, and write about psychological phenomena from an evolutionary psychological perspective. The focal

point of the course is an integrative and in-depth literature review on a topic in evolutionary psychology that you will present in both oral and written forms.

Required Text

Barrett, L., Dunbar, R., & Lycett, J. (2002). *Human evolutionary psychology*. NJ: Princeton.

Additional readings may be assigned and will be placed on reserve at the library desk or in the Psychology Department Lounge (Gar 212)

Teaching Philosophy

I take great pride in a teacher's responsibility to foster student learning. I strive to engage my students' interests inside and outside of the classroom by requiring high standards and using effective and entertaining teaching methods to help students meet them. I believe that my role as a teacher is to foster critical, creative thinking, and intellectual risk-taking. I believe that your role as a student is to work hard and HAVE FUN with this class. I encourage you to ask questions, interject humorous anecdotes, and seek clarification as needed. I most enjoy teaching psychology and want you to most enjoy learning it. ACTIVELY PARTICIPATE, PLEASE!!!

Assignments

Paper Proposal Presentation [10% of course grade]

Each student will propose their research inquiry before the entire class in a relaxed manner, with or without visual aids. You should discuss (1) the research question you will investigate, (2) why the question is interesting from an evolutionary psychological perspective, and (3) why the question interests you. Presentations should be 10 minutes long.

Final Paper Presentation [15% of course grade]

Each student will present their proposal before the entire class in a relaxed manner, with visual aids. You should discuss (1) the research question you investigated, (2) why the question is interesting from an evolutionary psychological perspective, (3) why the question interests you, (4) what insights you learned about the question, (5) a critical evaluation of select theories & findings that relate to the research question, and (6) what directions need to be explored to fully understand the research question. Presentations should be 15 minutes long.

Final Paper: [25% of course grade]

This should be an APA-style paper that discusses (1) the research question you investigated, (2) why the question is interesting from an evolutionary psychological perspective, (3) why the question interests you, (4) what insights you learned about the question, (5) a critical evaluation of select theories & findings that relate to the research question, and (6) what directions need to be explored to better answer the research question. *You must retrieve, read, and reference at least 15 scholarly sources, only three of which may be books (i.e., at least 12 must be journal articles or stand-alone book*

chapters). You will turn in the non-book references with your paper **[75% of course grade]**

Overall Course Grade Calculation

To calculate your overall course grade, add the number of points you earned by the total number of possible points you could have earned. Final course grades will be assigned as follows:

92.5 – 100%	= A
89.5 – 92.4%	= A-
86.5 – 89.4%	= B+
82.5 – 86.4%	= B
79.5 – 82.4%	= B-
76.5 – 79.4%	= C+
72.5 – 76.4%	= C
69.5 – 72.4%	= C-
66.5 – 69.4%	= D+
62.5 – 66.4%	= D
59.5 – 62.4%	= D-
< 59.4%	= F

Papers

All papers must be typed using a word-processor. Papers should be one-sided, double-spaced, and in APA format. Please staple your papers (do not use paper clips or plastic covers). **Hand-written, non-stapled, and single-spaced papers will not be accepted.**

Policy Regarding Late Submission of Work

All work must be turned in by or on the due date and is due at the beginning of the class session. Work turned in late during the class session will have 5 points deducted from the grade. Work turned in after the due date will have 10 points deducted for each 24-hour period past the due date. Work turned in late due to illness will require a doctor's note. Plagiarism or cheating is grounds for a failing grade and expulsion from this class.

Academic Dishonesty

The providing and receiving of any unauthorized assistance related to course requirements is absolutely prohibited. You are allowed, of course, to study with students outside of class, but any unauthorized assistance received or provided for any graded material will not be tolerated. In addition, plagiarizing another's work (i.e., using someone else's work without proper reference in a writing assignment) is prohibited. Any violation of this policy will result in a failing grade for that assignment, and possibly for the course as well. Please refer to the LVC Student Handbook and College Catalog for additional information and for consequences of academic dishonesty.

Special Accommodations

In accordance with the Americans with Disabilities Acts, The College provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of Disability Services at 867-6158 (Humanities, 206-D). If a student has a documented need for special testing arrangements, it is the responsibility of the student to arrange with me for special testing prior to each exam.

Relevant Web Links

<http://www.google.com/>

-The web's best search engine for any and everything

<http://www.ingenta.com/>

-Some free articles can be downloaded here

<http://www.hbes.com/>

-Website for the Human Behavior & Evolution Society

<http://www.hbes.com/HBES/articles.htm>

-Look here for articles

http://www.hbes.com/HBES/books_c.htm

-Look here for articles

<http://www.talkorigins.org/origins/faqs-evolution.html>

-Answers to Frequently Asked Questions about Evolution

<http://www.lvc.edu/library/index.html>

-Click on Web-Z to begin searching for articles.

Other Course Policies

- 1) I hold high expectations for my students.
- 2) No extra credit is available for this course. Please do not request it.
- 3) Performance, not solely effort, is what determines your final grade.
- 4) You are strongly encouraged to ask a classmate for notes if you miss a lecture. Notes cannot be borrowed from me.
- 5) Feel free to eat and drink (non-alcoholic beverages only!) in class as long as you don't disturb others with your munchin' and slurpin'.
- 6) The last day to change registration or withdraw from this course is Friday, April 4th.
- 7) Turn off all cell phones, pagers, and beepers before class begins.
- 8) **Do not talk with other students during class. Please share your thoughts with me and the entire class, not just a select few! Talking with classmates distracts you, your classmates, and me.**

Schedule

Week	Topic / Plan	Readi
1	Schedule convenient meeting time Discuss course expectations Go over syllabus	
2	Introduction to Evolutionary Psychology: Part I	Buss,
3	Introduction to Evolutionary Psychology: Part II	Chapt
4	<i>NO CLASS</i>	
5	Discuss Possible Paper Topics	
6	<i>NO CLASS</i>	
7	Paper Proposal Presentations	
8	<i>NO CLASS</i>	
9	<i>NO CLASS</i>	
10	APA-Style Reference List & Abstracts Due	
11	<i>NO CLASS</i>	
12	<i>NO CLASS</i>	
13	<i>NO CLASS</i>	
14	<i>NO CLASS</i>	
15	Paper & Actual References Due Presentations Given	
16	<i>NO CLASS</i>	
Finals	<i>NO CLASS</i>	