

**Psychology 80493: Evolutionary Psychology (revised 4/4/2005)**  
**SUNY New Paltz**  
**Spring 2005**

Professor: Glenn Geher

- Office: HUM 9B
  - Office hours:  
T (3:30-4:50); H (3:30-4:50); F\* (12:30-2:00) **And by appointment.**
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- \* on the following Fridays, 2/25, 3/18, 4/15, and 5/6, my office hours will be from 11:30-1:00

**Required reading materials:**

**BOOKS:**

- Buss, D.M. (2003). The Evolution of Desire: Strategies of Human Mating. New York: Basic Books.
- Buss, D.M. (2004). Evolutionary Psychology: The New Science of the Mind. Boston: Pearson.
- Dawkins, R. (1989). The Selfish Gene. Oxford: Oxford University Press.

**Journal Articles:**

- Ketelaar, T., & Ellis, B.J. (2000). Are evolutionary explanations unfalsifiable?  
Evolutionary psychology and the Lakatosian philosophy of science. *Psychological Inquiry*, 11, 1-21.
- Schmitt, D.P., & Pilcher, J.J. (2004). Evaluating evidence of psychological adaptation: How do we know one when we see one? *Psychological Science*, 15, 643-649.

Required journal articles and book chapters (on ERES) are found in a later section of this syllabus.

**Course Background and Objectives:**

Welcome to Psychology 80493, Evolutionary Psychology. This course will focus on understanding behavior across a variety of species, largely focusing on humans. The perspective emphasized here will be evolutionary in nature. Unlike many other theories in psychology, *evolutionary theory* provides a neat, logically consistent, coherent, useful, and not-necessarily-intuitive way of understanding the behavior. Evolutionary theory is a powerful tool that has allowed for a sophisticated understanding of behavior across species of animals. Much of this course will also emphasize an understanding of human mating strategies in the context of evolutionary theory.

The primary goal of this course is to expose you to the basic rationale underlying evolutionary psychology. In moving toward this goal, you will be required to read a classic book on this topic: Dawkins' (1989) The Selfish Gene. Dawkins' book

concentrates on specific theoretical considerations regarding how, exactly, evolution might occur. Explanations of several classes of behavior are addressed. An additional book designed to increase your basic background knowledge in evolutionary psychological principles will be Buss' (2004) textbook on this subject. Core theoretical ideas underlying this area, in addition to research from several content areas in psychology, are included in this text.

An additional, specific emphasis will focus on understanding human mating patterns from an evolutionary perspective. You will read and respond to Buss' (2003) (controversial!) The Evolution of Desire. As you will see in this course, many of the core issues involved in evolutionary psychology in general focus around issues regarding mating behavior.

The material in this course is often considered controversial for a variety of reasons. Evolutionary explanations have been criticized from a variety of perspectives. Some critics have claimed that such explanations are tautological, and ultimately non-explanatory in nature. Others have suggested that evolutionary psychology serves to promote a male-biased world-view. Still others have argued that evolutionary psychology is tantamount to genetic determinism. While several evolutionary scholars have addressed such concerns, it is important for students to be exposed to such criticisms. As such, a core part of this course will address criticisms of evolutionary psychology.

A final goal is for you to express ideas about evolutionary explanations of behavior in your writing. Thus, this class will require that you engage in much writing. This expression-of-ideas goal is based largely on my philosophy that knowing things without being able to express them to other people is akin to not knowing anything at all. OK; off my soap box ... Welcome to class!

### **Course Requirements:**

**1. Examinations (2; 30 points each):** Each exam will include both essay and multiple choice questions. Possible essays for these examinations are included in this syllabus. Some subset of these essays will be included on the examinations themselves.

**2. Reaction Paper (10 points):** For each of these assignments, you will objectively summarize a specific idea from Dawkins' book or from Buss' book on mating (i.e., Buss, 2003). For example, you may choose to address Dawkins' notion that deception in animal behavior is best defined without discussing consciousness at all. Next, you will need to describe your reaction to the idea you that you will have summarized. If you provide an opinion, be sure to make clear that your ideas reflect your opinion. In your reactions, you first must **objectively describe the SPECIFIC idea of interest from Dawkins**. Next, you may choose to do any or all of the following:

- A. State whether you agree or disagree with the idea in addition to WHY you agree or disagree with it.
- B. Discuss thoughts of yours that were somehow sparked by the authors' ideas.
- C. Discuss examples of behavior that either explicate (i.e., demonstrate) or contradict the authors' ideas.

If you have a reaction to the reading that does not fit A, B, or C, but you feel you can

write a coherent paper based on it, feel free to do so.

### **3. PRIMARY Paper assignment (30 points).**

For the paper, you have THREE possible options. You are to only choose one of these options.

#### **PAPER OPTION A:**

**Application of Evolutionary Principles to Actual Animals' Behavior.** Here, you will be asked to play the role of evolutionary psychologist. You will need to find three non-human animals (from three different species) and describe some specific behaviors that they each demonstrate. Be creative! The animals may be your pets, birds on campus, zoo animals, fish, etc. For each animal, you will need to apply three specific constructs from this class to demonstrate your understanding of evolutionary psychology.

This paper will need to include the following sections: (a) an introduction where you briefly describe the fundamental ideas of evolutionary psychology as applied to animal behavior, (b) a brief description of the three animal behaviors that were observed, and (c) the application of three DIFFERENT specific concepts from this course; one concept for each behavior. Be sure to address HOW these different concepts relate to the fundamental ideas of natural selection (and/or the selfish gene).

For instance: While hiking in the Cascade Mountains of Oregon one day, Murphy, my dog, chased several squirrels. She had a great time. One (and only one) squirrel let out a piercing screech that, perhaps, served as a distress signal warning other squirrels about the killer canine. This kind of behavior may serve a kin selection function. Research on the distress call of different species of squirrels has uncovered the fact that, often, squirrels who let out distress calls, primarily do so when genetically related squirrels are present. While this call may decrease the immediate fitness of the squirrel letting out the distress call (by calling attention to itself), it may ultimately increase the fitness of its kin, thereby increasing its overall fitness. Such an explanation may account for why that one particular squirrel let out a distress call on that day; it may have been the only squirrel Murphy chased that happened to have its family nearby.

In this example, I described one specific animal's behavior (the squirrel's distress call) and related it to one specific construct from this class (kin selection theory). Also notice that I have related this construct to the idea of genetic fitness, a core concept in evolutionary psychology.

#### **PAPER OPTION B:**

Find a scholarly journal article that criticizes core ideas of evolutionary psychology. A list of potential articles to use is included in a subsequent section of this syllabus. In your paper, summarize the issues raised in the article – including the primary points raised by the authors that pertain to evolutionary psychology. Also, include a section in your paper that addresses specific points that evolutionists might raise in response to the criticisms delineated in the article you summarize.

**PAPER OPTION C:**

Find a scholarly journal article that summarizes ideas that are steeped in evolutionary psychology. Such an article may be, for instance, a summary of empirical work (i.e., research) that based on ideas derived from evolutionary theory. A list of potential articles to use is included in a subsequent section of this syllabus. In your paper, summarize the basic ideas from evolutionary psychology that are addressed in addition to conclusions drawn by the author(s).

**ROUGH DRAFT:** Note that you may bring drafts of your papers to my office hours for me to review your work before your work is due.

**Grading:** Grades for all assignments will be converted to percentages. The following equation will be used to determine your final grade:

• Final grade =

$$(Exam1 * .30) + (Exam2 * .30) + (Reaction\ paper1 * .10) + (Paper * .30)$$

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

<!--[if !supportEmptyParas]--> <!--[endif]-->

- 94 - 100 = A
- 90 - 93 = A-
- 87 - 89 = B+
- 84 - 86 = B
- 80 - 83 = B-
- 77 - 79 = C+
- 74 - 76 = C
- 70 - 73 = C-
- 67 - 69 = D+
- 64 - 66 = D
- 60 - 63 = D-
- Below 60 = F

**Course Calendar**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1-24	Welcome to Class	This syllabus.
1-31	Underpinnings of the Development of Evolutionary Psych.	(Buss (2004); ch. 1); (Buss (2003); ch. 1); (Dawkins, chs. 1-2); Ketelaar & Ellis (2000); Schmitt & Pilcher (2004)
2-7	Core principles of Evolution	(Buss (2004); ch. 2);  Buss (2003); ch. 2);

		(Dawkins, ch. 3)	
2-14	The role of environmental pressures on shaping behavior	(Buss (2004); ch. 3); (Dawkins, ch. 4)	( Buss (2003); ch. 3);
2-21	NO CLASS; President's Day		
2-28	<b>Cancelled due to illness</b>		
3-7	Men's general sexual strategies	(Buss (2004); ch. 3); (Dawkins, chs. 5 & 6)	( Buss (2003); chs. 4 & 5);
3-14	Short-term sexual behavior	(Buss (2004); ch. 6); (Dawkins, ch. 7)	( Buss (2003); ch. 6);
<b>3-21</b>	<b>EXAM 1 (including all readings assigned heretofore)</b>		
3-28	NO CLASS; Spring Break		
4-4	Parenting and behavior	(Buss (2004); ch. 7); (Dawkins, chs. 7)	
4-11	Kinship and social behavior	(Buss (2004); ch. 8); (Buss (2003); ch. 7); Dawkins (chs. 8-9)	
4-18	Cooperation	(Buss (2004); ch. 9);	( Buss (2003); chs. 8-9);



J. Barkow, L., Cosmides, & J. Tooby (Eds.), *The adapted mind: Evolutionary psychology and the generation of culture* (pp. 163-228). New York: Oxford University Press.

Daly, M., & Wilson, M. (1988). Evolutionary social psychology and family homicide. *Science*, 242, 519-524.

Daly, M., & Wilson, M.I. (1995). Some differential attitudes of lethal assaults on small children by stepfathers versus genetic fathers. *Ethology and Sociobiology*, 15, 207-217.

Gangestad, S.W., & Buss, D.M. (1993). Pathogen prevalence and human mate preferences. *Ethology and Sociobiology*, 14, 89-96

Thornhill, R., & Gangestad, S.W. (1994). Fluctuating asymmetry and human sexual behavior. *Psychological Review*, 5, 297-302.

Trivers, R. (1972). The evolution of reciprocal altruism. *Quarterly Review of Biology*, 46, 35-57.

**Essays for exams.** On each exam, you will be given essays that correspond to the particular readings you will have completed in the prior section of the course. Below are lists of essays that the essays on the actual exams will be drawn from. You are encouraged to prepare essays ahead of time and go over drafts with me ahead of time to help you improve your ability to understand the ideas from this class.

Dawkins (1989):

A. Dawkins (Chaps. 1-2). Dawkins' first chapter is titled "Why are People?". In this chapter he describes several examples of "selfish behavior" from the animal kingdom. Briefly describe one of these examples. Next, explain how this example is related to that question (of "Why are People?"). Further, explain how Dawkins is using this example in an attempt to answer that question. Finally, describe Dawkins' notion of "survival machines" as it relates to the issue of why people exist.

B. Dawkins (Chaps. 3). Dawkins argues very specifically that natural selection happens at the level of the gene; not at the level of the group (species) or individual. Describe the nature of his argument. Be sure to provide his definition of a gene. Finally, describe what he means when he writes, "the *immediate* manifestation of natural selection is nearly always at the individual level" (p. 45) as well as what this point implies for the study of behavior from an evolutionary perspective.

C. Dawkins (Chaps. 4). Dawkins addresses the issue of how genes control behavior in this chapter. He uses several metaphors including one borrowed from a science fiction book called A for Andromeda (Hoyle & Elliot, 1962). Briefly describe this metaphor. Be sure to CLEARLY specify which components of the story correspond to genes, behavior, etc. Also, address the time-lag issue in this story as it relates to Dawkins' metaphor.

D. Dawkins (Chap. 5).

Briefly describe Smith's notion of "hawks" and "doves." Next, describe the fundamental ideas of the Evolutionarily Stable Strategy (ESS) concept as they relate to "hawks" and "doves." Finally, address how, according to Dawkins, the ESS concept enables us to "see clearly how a collection of independent selfish entities can come to resemble a single organized whole (p. 84)" (i.e., how this concept supports his thesis).

E. Dawkins (Chap. 6).

Briefly outline Hamilton's notion of kin selection. Be sure to briefly describe the concept of "relatedness" in the context of kin selection. Finally, address how kin selection theory, according to Dawkins, strongly supports the notion of "gene selfishness."

F. Dawkins (Chap. 7). Describe how, according to Dawkins, Wynne-Edwards interprets characteristics of organisms as evidence that members of several species practice "birth control" for the "good of the group." Specifically address this idea as it relates to limited clutch sizes in birds. Next, describe Dawkins' critique of Wynne-Edwards' theory. In particular, discuss Lack's theory of clutch size as it relates to Dawkins' argument. Next, describe Wynne-Edwards' notion of "epideictic displays." Specifically address how Wynne-Edwards accounts for such displays. Finally, describe how Dawkins accounts for such displays in terms of the selfish gene theory.

G. Dawkins (Chap. 8).

Describe the general idea of "parent/offspring conflict" with regard to optimizing behavior for the purposes of reproductive success. In your answer, address the issue of "weaning conflict" (pp. 128-129) as it pertains to different fitness interests between parent and offspring. Be sure to address specifically how weaning conflict can be explained by a selfish gene perspective.

H. Dawkins (Chap. 9).

Background: This chapter addresses the general thesis of Buss' book specifically in "selfish gene terms." Dawkins argues that optimal mate selection strategies will differ for males and females; primarily because of differences in male and female gametes. Further, he suggests that members of each sex may employ different kinds of strategies depending on ecological conditions and on the kinds of strategies that other males and females in the population are employing at the time.

Briefly describe Dawkins' conceptualization of the two hypothetical female strategies **coy** and **fast**. Next, describe the two hypothetical male strategies of **philanderer** and **faithful**. Next, relate **each** of these four hypothetical strategies to specific concepts and/or research findings from Buss' book. In your essay, explicitly address how Dawkins and Buss employ the same theoretical principles in trying to explain the behavior of animals. Be sure to briefly describe the core ideas of these theoretical principles.

I. Dawkins (Chap. 10). This chapter deals largely with the notion of "reciprocal altruism" which can exist within species or between members of unrelated species. Briefly describe the general notion of reciprocal altruism. Next, give two specific examples (from Dawkins' chapter) of such altruism; the first dealing with "within species" altruism and the second dealing with "between species" altruism. Finally, describe how the selfish gene concept deals with the existence of reciprocal altruism in the first place.

J. Dawkins (Chap. 11). Describe the notion of cultural transmission. Be sure to point out how this kind of transmission is conceptualized as analogous to genetic transmission. Next, describe Dawkins' notion of a "meme" as it relates to cultural transmission. In your answer, explain what Dawkins means when he says that a meme's survival value is a function largely of its "psychological appeal." Finally, address the difference between memes and genes in terms of their ability to help people achieve some sort of immortality.

K. Dawkins (Chap. 12). In this chapter, Dawkins indicates that many critics of his ideas suggest that the selfish gene theory implies that “niceness dies a Darwinian death.” Dawkins goes on to show how “niceness,” defined as helping others under conditions that make the helping behavior optimal in terms of genetic fitness for the helper, actually allows organisms to increase their reproductive success. Describe the nature of his reasoning. Further, describe the general ideas of the “Prisoner’s Dilemma” game as it relates to the ideas Dawkins is discussing. Next, describe Wilkinson’s work with vampire bats. In your answer, address how the behavior of these bats demonstrates the utility of the “Prisoner’s Dilemma” in understanding helping behavior.

L. Dawkins (Chapter 13). Describe the basic idea of the “extended phenotype.” Be sure to address how the concept of phenotype should be defined from this perspective. Next, give an example of this notion of the extended phenotype from the animal world. Finally, address what this concept implies about the conceptualization of the dichotomy between bodies and environments.

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Buss (2003)

A. Buss (Chap. 1). One of Buss’ main points is that of “sexual selection.” Describe the two different kinds of sexual selection to which he refers. Next, relate this concept to Darwin’s theory of natural selection. How, according to Buss’ reasoning, have “sexual strategies” evolved to take sexual selection into account? EXPLAIN.

B. Buss (Chap. 2). In this chapter, Buss argues that “evolution favored women who were highly selective about their mates.” Describe what this point means in the context of biological investment. Next, describe three specific qualities that Buss argues are qualities that women seek out in potential mates. For each quality you address here, briefly describe one empirical finding (from the animal or human world) that Buss uses to support his thesis.

C. Buss (Chap. 3). Buss describes men’s preferences for certain characteristics in potential mates as having evolved via natural selection. Describe THREE specific characteristics that, according to Buss, men value in potential mates. For each characteristic you address, briefly describe (a) one research finding he mentions to support this claim (the claim that, on average, men tend to value this particular characteristic) as well as (b) how each of these preferences may relate to genetic fitness.

D. Buss (Chap. 4).

Describe two morphological (i.e., physiology or physical makeup) characteristics that, according to Buss, provide “clues to sexual strategies.” Specifically address how each of these characteristics seems to be associated with a relatively high prevalence of casual sex in our ancestors.

E. Buss (Chap. 5).

In this chapter, Buss describes different processes by which men and women (a) enhance their own appearance and (b) derogate the appearance of rivals when trying to attract a mate. Further, he states that men, more than women, employ very different kinds of mate-attraction tactics depending on if they are looking for a short-term versus a long-term partner. Describe some specific strategies mentioned in the chapter that men seem to use when trying to attract short-term mates as well as some specific strategies used by men in attempts to attract long-term mates. In your answer, be sure to describe both (a) tactics designed to enhance one’s own appearance and (b) tactics designed to derogate

rivals. Finally, address how these different tactics relate to “genetic fitness.”

F. Buss (Chap. 6). Buss describes several mechanisms that, presumably, have evolved in order to keep sexual partners together. Thus, presumably, staying together must be *adaptive*. In terms of Dawkins’ selfish gene thesis, explain what it means that “staying together must be *adaptive*.” Next, describe how Buss conceptualizes jealousy (be sure to address jealousy in the context of adaptiveness, the selfish gene theory, genetic fitness, or natural selection). Next, describe general sex differences in jealousy that Buss discusses. Finally, briefly describe some empirical results he cites that, presumably, provide evidence for these sex differences in jealousy.

G. Buss (Chap. 7). Buss portrays conflict in relationships as an unfortunate artifact resulting from different sexual strategies between males and females. Describe two characteristics that females tend to display in relationships that often lead to conflict. In your answer, address how these behaviors on the part of females may be conceptualized as rooted in the evolutionary history of the human species. Next, describe two characteristics that males tend to display in relationships that often lead to conflict. Address how these behaviors on the part of males may be conceptualized as rooted in the evolutionary history of the human species. Finally, briefly describe what all these findings that you describe, taken together, imply about the ability for people to develop harmonious long term intimate relationships with members of the opposite sex.

H. Buss (Chap. 8). In this chapter, Buss cites Betzig’s research on antecedents of breakups in 160 societies. He mentions that in this research, the two top causes of divorce across cultures are infertility and infidelity. Briefly summarize research on the importance of infertility in the breakups of humans. Also, briefly summarize research on the importance of infidelity with regard to breakups. Finally, address how all these findings may be understood from an evolutionary perspective.

I. Buss (Chap. 9). According to Buss, the costs of aging across the sexes are nonsymmetrical. Specifically, he argues that a female’s reproductive success is more affected by the aging process than is a male’s reproductive success. Discuss the general reasoning underlying this asymmetry. Next, describe how, presumably because of this asymmetry, sex differences in behavior become exacerbated across the time of a long term relationship. Specifically, address the issues of (a) changes in frequencies of extramarital affairs, (b) lowered commitment to one’s partner, and (c) changes in sexual desire.

J. Buss (Chap 10). Not too surprisingly, feminists tend to be among the most vocal critics of Buss’ take on human mating. In this chapter, Buss tries to reconcile a feminist perspective with his evolutionist perspective. Describe the issues of (a) control of resources and (b) sexual subordination of women. Next, address how Buss explains the origins of these phenomena in terms of natural selection. In your answer, address what Buss meant when he wrote that “Feminists’ and evolutionists’ conclusions converge in their implications that men’s efforts to control female sexuality lie at the core of their efforts to women.” Finally, address how Buss suggests that an evolutionary perspective may help in creating harmony and equality between the sexes.

### **Course policies:**

1. **Cheating**. DO NOT CHEAT. Any student caught cheating on an exam will automatically fail that exam and, perhaps, the course. In addition, his or her name will be reported to the administration.

2. **Plagiarism**. Plagiarism occurs when material is taken from a source without proper citation. If you quote something directly (i.e., if you use another authors EXACT WORDS), you **must** use quotation marks. If you borrow an idea and reword it, you **must** report your source. Any student caught plagiarizing will automatically fail the assignment and, perhaps, the course. In addition, his or her name will be reported to the administration. DO NOT PLAGIARIZE.

3. **Missing exams**. A Make-up exam may be given **if** there are extenuating circumstances AND it (the make-up exam) is officially **scheduled before** the scheduled examination. If such circumstances are shown to exist, you may be able to take a make-up exam. Special arrangements will be made as to the time and place of any make-up exams. If a student requests a make-up exam after the scheduled examination, and especially extenuating circumstances (e.g., a serious illness) are demonstrated to exist, scheduling of a make-up exam might be considered.

4. **Rewriting papers**. You can rewrite the primary paper (not the reaction paper) for this course after it is handed back. In doing so, your grade can only improve. Your highest grade on the paper will be used to calculate your final grade (the lower grade will be dismissed). No rewrites will be accepted after the final examination AT THE FINAL EXAMINATION. **Rewritten papers need to be accompanied by the original draft with my comments.** Rewrites that are not accompanied by the original draft may not be accepted. Rewrites handed in on the day of the final examination anywhere or anytime *except at the examination* (e.g., shoved under my door after class) will NOT be accepted.

5. **Course conflicts**. If you have a regular scheduling conflict with this course (e.g., you will have to leave every day before the end of class because of work, you have another course scheduled that overlaps with this course, or you will be going to Rome for 2 weeks during the term) you should **not** take this course.

6. **Your papers for this class may NOT be based on a paper you have written for another class.**

7. **Attendance policy**. You are encouraged to attend this class. Doing so can only help your grade. Attendance is not mandatory.

### 8. *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 205, 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.

### 9. *SUNY New Paltz's Academic Integrity Statement:*

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. For definitions of these offenses, as well as the process that a faculty member will follow if a student is found to be engaging in any form of academic dishonesty, see the section on Academic Integrity in the Advising Handbook, available at [www.newpaltz.edu/acadadv](http://www.newpaltz.edu/acadadv).

As a teacher I feel that my role is to help you learn, not to grade you, so please feel free to come see me or call me throughout the term if you have any concerns or questions. I mean it. Have a great semester.

### **Writing tips.**

No papers with an abundance of the following errors will receive a grade of an 'A.'

1. USUALLY *affect* is a verb and *effect* is a noun.

e.g., This variable *affects* several things.

e.g., That other variable produced a very large *effect*.

2. If the subject of your sentence is singular, the verb and subsequent pronouns referring to the subject must be also.

e.g., The participant then provided HIS OR HER (NOT "THEIR") background information.

e.g., The point of these studies WAS (NOT "WERE") blah, blah, blah ... (*point* is singular).

3. NEVER use the word "PROVE" in a psychology article. While psychologists do many things, proving is virtually never one of them.

INCORRECT: These results prove that Schmedley's hypothesis was correct.

BETTER: These results support Schmedley's hypothesis.

BETTER STILL: These results support the hypothesis that Schmedley should change his name ... just kidding.

4. BE SUCCINCT. Do not use a lot of words to make a point if you can make the same point with fewer words. If two papers make the same points, the one with fewer words is, by my definition, better.

BAD: Asch's research on conformity is very interesting because it includes interesting research and has important ideas that are very meaningful.

BETTER: Asch's research on conformity is interesting for several reasons.

5. AVOID 1st person and, *especially*, opinions (unless they are asked for).

BAD: I am writing a paper on conformity. In this paper, I will talk about how social psychologists have studied conformity and why I am so interested in this interesting topic.

BETTER: This paper will address conformity as it has been studied in social psychology.

6. DO NOT USE CONTRACTIONS:

BAD: Subjects were asked if they'd administer an electric shock.

BETTER: Subjects were asked if they would administer an electric shock.

7. *It's* means *it is* (but you should not be using contractions anyway).

*Its* is a possessive pronoun referring to a noun that possesses something.  
e.g., The frog grabbed the fly with its tongue. (here *its* means *the frog's*)  
8. Punctuation marks go INSIDE quotation marks (when at the end of the sentence).

BAD: Then the experimenter said, "Oh Boy".

BETTER: Then the experimenter said, "Oh Boy."

BETTER STILL: Then the experimenter said, "Golly!"

9. Always follow the word "this" with a specific noun. Otherwise, your writing will be unclear.

BAD: Changes will be made at all levels of management. The impact of this will be enormous.

BETTER: Changes will be made at all levels of management. The impact of this restructuring will be enormous.

10. i.e., means "in other words." e.g., means "for example."

e.g., These people are thought to be cerebral in nature (i.e., they tend to think a lot).

e.g., Their diet includes several kinds of flowers (e.g., roses).

11. Here are some helpful word substitutions for you:

<u>Change from</u>	<u>to</u>
looked at	examined
got	obtained
did	conducted

12. Only use the word "correlation" if you are referring to a specific relationship between two different variables. Do not just throw this word around because it sounds good.

GOOD: A positive correlation was observed between number of hamburgers eaten and the size of one's bellyache.

BAD: A correlation between these different ideas can be found. (This sentence simply does not mean anything).