ANTHROPOLOGY 404  
Evolution of Human Nature  
SPRING 2018

COURSE INFORMATION

Lectures: TBD  
Location: TBD  

Instructor: Dr. Casey Roulette  
Office: AL 484  
Email: croulette@sdsu.edu  
Phone: (619) 594-2271  
Office hours: TBD or by appointment (AL 484)

COURSE OVERVIEW

Welcome to Anthropology 404, Evolution of Human Nature. In this course you will use evolutionary theories to examine topics often covered in cultural anthropology, psychology, and sociology courses, including human sexuality, male-female relations, reciprocity and cooperation, parent-child relations, kinship and the family, risk-taking and aggression, and human health and survival. Evolutionary theories often do not focus only on humans, so you will utilize cross-species as well as cross-cultural data to evaluate the validity of the theories. In this course you will learn to use a holistic and integrated approach to understanding human behavior, focusing on three evolutionary approaches—evolutionary psychology, human behavioral ecology, and evolutionary cultural anthropology.

COURSE MATERIALS/REQUIRED TEXTS

Required Texts:


Other readings:
Posted on Blackboard to download. All students can access the course on Blackboard using their SDSUid and password at https://blackboard.sdsu.edu/webapps/login.
COURSE STRUCTURE AND CONDUCT
This course consists of readings, lectures, discussion, in-class exercises, quizzes, videos, exams, a written research assignment, and a group project. Lectures will augment the reading material. You are required to complete each week’s reading prior to attending that week’s class. This will help facilitate class discussion and group activities.

G.E. EXPLORATIONS – NATURAL SCIENCES & QUANTITATIVE REASONING REQUIREMENT
This course fulfills the General Education Area IV Explorations Social and Behavioral Sciences (Area B) requirement.

PREREQUISITES
This course requires Anthropology 101 or equivalent, or an introductory biology course (i.e. biology 101).

LEARNING OBJECTIVES
This course has five main pedagogical objectives, each one designed to address a different level of cognitive learning. By the time this course is finished you, the student, should:

1. Characterize and define key evolutionary concepts important for analyzing human behavior.
2. Compare, contrast, and differentiate between the three different contemporary approaches to human behavior -- human behavioral ecology, evolutionary psychology, and evolutionary cultural anthropology -- providing examples.
3. Apply key evolutionary concepts to examine and interpret a range of human behaviors and be able to classify each scientific case study into one or more of the three contemporary approaches.
4. Distinguish, critique, and debate the different hypotheses for human behavior, including outlining key concepts, breaking down each argument, identifying strengths and weaknesses, and drawing conclusions based on your analyses.
5. Design and generate an integrated evolutionary approach to human behavior that combines all three contemporary approaches, explaining how each component relates to the others, and summarizing the model using examples of human behavior.

COURSE ASSESSMENT AND GRADING
Grades will be based on three non-cumulative exams, quizzes and/or in-class exercises, and two class-projects.

Undergraduate Grading Scheme
3 exams 51% of final grade (or 17% each)
In-class Quizzes/class exercises 24% of final grade
2 Assignments/Projects 25% of final grade
Total 100%
Final grades will be assessed using the following scale:

- **B+**: 89-87%  
- **C+**: 79-77%  
- **D+**: 69-67%  
- **A**: 100-93%  
- **B**: 86-83%  
- **C**: 76-73%  
- **D**: 66-60%  
- **A-**: 92-90%  
- **B-**: 82-80%  
- **C-**: 72-70%  
- **F**: <60%

**Attendance**: Attendance will not be taken in this course. If you want to do well in the course you will attend. If you do not attend it will likely be to the detriment of your final grade.

**Exams**: The exams consist of multiple-choice questions, true or false, fill in the blank, and short answer/essay questions. The exams are based on lecture, discussions, in-class exercises, videos, and assigned readings. The exams are non-cumulative (with the exception of extra credit questions, should I so choose to include them). The final exam will be held during the final exam period.

**Quizzes and in-class exercises**: There are approximately 6 in-class activities or quizzes. Quizzes will be given randomly on selected days. These cannot be made-up, unless arrangements have been made with the instructor prior to class. Although attendance does not count towards your final grade it is important to show up to class in order to participate in the quizzes and class exercises. Questions on the quiz will be drawn from the days required readings or from previous lectures/discussion/readings. Your quiz/exercise with the lowest score will be dropped from the final grade.

**Assignments/Projects**: The two class assignments include 1) a study of sexual behavior in a cultural from the Human Relations Area Files (HRAF) and 2) a group project that explores evolutionary explanations of a topic selected by the group.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Class day 1</td>
<td>Introduction; Key Tenets and Fallacies of evolutionary theory.</td>
<td>L&amp;B CH 1</td>
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<td>Class day 2</td>
<td>What is an evolutionary approach to understanding human behavior? History of biological explanations of human behavior. Proximate versus ultimate explanations, natural selection vs sexual selection; basic concepts and interactions: culture,</td>
<td>L&amp;B CH 2</td>
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<tr>
<td>Week</td>
<td>Class day</td>
<td>Topic</td>
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<td>Why do social scientists fear biological approaches to human behavior?</td>
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<td>4</td>
<td>Understanding human nature: the importance of a time and cross-species perspective; methods I -- behavioral observations</td>
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<td>3</td>
<td>5</td>
<td>Kin Selection/inclusive fitness theory; The puzzle of altruism,</td>
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<td>6</td>
<td>Sexual Selection and Parental Investment Theory; Bonobos and human sexual nature; Evolution of human sex: concealed ovulation, testes, penis, breast</td>
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<td>4</td>
<td>7</td>
<td>Human Behavioral Ecology (HBE); Intro to evolutionary ecology; theoretical basis;</td>
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<td>8</td>
<td>Life History Theory and Parenting; the evolution of childhood; Demographic transition;</td>
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<td>5</td>
<td>9</td>
<td>Parent-Offspring Conflict</td>
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<td>10</td>
<td>Cooperative Breeding &amp; Parental Investment Across Cultures; The grandmother hypothesis</td>
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<td>6</td>
<td>11</td>
<td>EXAM 1</td>
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**Resources:**
- L&B CH 3
- W&P CHs 1-3
- Film, *The New Ape*
- W&P CH 9
- Film, *Kingdom of Women: A reflection of a matriarchal society on Lugu Lake.*
- W&P CHs 10-12
- **DUE: Behavioral observation exercise**
- L&B CH 4
- In class film: *Caterpillar Moon*
<table>
<thead>
<tr>
<th>Week</th>
<th>Class day</th>
<th>Topic</th>
<th>Reading/Notes</th>
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<tbody>
<tr>
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<td>16</td>
<td>Cooperation, Hawk-Dove game; Tit-for-tat; reciprocal altruism</td>
<td>In class exercise: <em>The Prisoner’s Dilemma</em> In class exercise: <em>Iterated Prisoner’s Dilemma</em></td>
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<td>18</td>
<td>Conflict and Warfare</td>
<td>W&amp;P CHs 4-5</td>
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<td>10</td>
<td>19</td>
<td>Evolution of Patriarchy</td>
<td>W&amp;P CHs 6-8</td>
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<td>20</td>
<td>Introduction to evolutionary approaches to culture: the basics</td>
<td>L&amp;B CH 6</td>
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<td>Week 11</td>
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<td><strong>NO CLASSES -- SPRING BREAK</strong></td>
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<td>Week 12</td>
<td>Class day 21</td>
<td>Teaching and Cultural Transmission</td>
<td>Guest Speaker: Dr. Adam Boyette</td>
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<td>Class day 22</td>
<td>Evolutionary cultural anthropology: defining a field of study</td>
<td>L&amp;B CH 7</td>
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<td>Guest Speaker: Dr. Barry Hewlett</td>
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<td>Week 13</td>
<td>Class day 23</td>
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<td><strong>SECOND EXAM</strong></td>
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<td>Class day 24</td>
<td>Time to work on group assignment (group can determine place to meet)</td>
<td>Time to work on group assignment (group can determine place to meet)</td>
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<td>Week 14</td>
<td>Class day 25</td>
<td>An integrated evolutionary approach to human behavior: problems and limitations of evolutionary approaches</td>
<td>L&amp;B CH 8</td>
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<td>Class day 26</td>
<td>An integrated evolutionary approach to human behavior: self-medication; relationship between plant exploitation, dietary requirements, plant toxins, and self-medication; comparative approach and zoopharmacognosy; homeostasis</td>
<td>Buss 2007 CH 3 “Human Survival Machines” pg 72-76 (dietary adaptations)</td>
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<tr>
<td>Week</td>
<td>Class day</td>
<td>Activity</td>
<td>Reading/Note</td>
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<tr>
<td>16</td>
<td>29</td>
<td>Group Presentations</td>
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<td></td>
<td>30</td>
<td>Group Presentations</td>
<td>DUE: Summary of Group Project</td>
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<tr>
<td>17</td>
<td>31</td>
<td>final exam</td>
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**Classroom Conduct**

First and foremost, each student will respect other students as well as the instructor at all times. You will not agree with everything that transpires in class but you will respect the right of others to have their own opinions, ideas, and the opportunity to discuss them. We rarely learn from passive listening and I seek to provide a classroom setting where your ideas and thoughts can be expressed and debated without undue censure or insecurity. Please be aware that you may not record, in any manner, our classroom interactions without prior approval. If you do, the CSU has determined that this constitutes academic misconduct and I will take appropriate action. Our classroom is a safe haven for every person that comes into it and I will not tolerate threats to that standard.

**Re-Grading Policy:** If you feel that your answer to any question was incorrectly graded, put your explanation of the error in writing, explaining clearly how your answer deserves more credit. Note that correctly understanding questions is part of test taking, so misunderstanding the intent of the question is not grounds for re-grading. Once you have written your explanation, attach it to your exam and return it to your TA or instructor. You may not submit your exam for
re-grading within 24 hours after it is handed back in class (e.g. you cannot immediately question the grading of a particular question). You must submit your exam for re-grade within two weeks of the date that the exam was returned in class. After the two-week period, no exams will be re-graded. Mistakes in adding up totals do happen, so be sure to report any oversight.

Late Assignment Policy: There will be a %10 reduction on your assignment/class exercise grade for each day it is late.

Electronic Equipment Policy:

Do not use your cellphone during class and do not use your computer for anything other than constructive class participation (i.e. do use it to take notes but do not use it to browse the internet, get on a social networking site, to make online purchases, etc.)

That being said: Do not be afraid to ask questions! The easiest might be via email, but asking questions in class is encouraged. You may not be the only person with a particular question therefore asking your question will also aid others in class. It may also lead to great class discussions. So please, be engaged and be curious. We will all get more out of the class and it will be more enjoyable.

Academic Honesty

As an institution of higher education, San Diego State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in San Diego State University the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication.

San Diego State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. In other words, do not cheat!!! Please refer to SDSU’s policy concerning academic dishonesty:

http://www.sa.sdsu.edu/srr/judicial/detailsMisconduct.html

http://www.sa.sdsu.edu/srr/judicial/CheatingDisruption.html

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
• Submitting a piece of work you did for one class to another class

COPYRIGHT POLICY

SDSU respects the intellectual property of others and we ask our faculty & students to do the same.

It is best to assume that any material (e.g., graphic, html coding, text, video, or sound) on the Web is copyrighted unless specific permission is given to copy it under a Creative Commons License. More information about the use of copy written material in education as part of the TEACH Act and Copyright Fair Use Guidelines. Whenever possible, you should attribute the original author of any work used under these provisions.

STUDENTS WITH DISABILITIES

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class if any accommodations are needed for the course. Late notifications may mean that requested accommodations might not be available. All accommodations must be approved through Student Disability Services at (619) 594-6473, located at Calpulli Center, Suite 3100 (third floor), or go to http://go.sdsu.edu/student_affairs/sds/

STUDENT SERVICES:

A complete list of all academic support services is available on the Academic Success section of the SDSU Student Affairs website.

For help with improving your writing ability, the staff at the SDSU Writing Center is available in person and online.

Counseling and Psychological Services offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting (619) 594-5220. You can also Live Chat with a counselor (http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx) between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

TECHNICAL SUPPORT FOR BLACKBOARD

Student support for Blackboard is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at 619-594-3189 or hub@mail.sdsu.edu

OTHER ACCOMMODATIONS:

Please let me or the TA know if you have any special needs; i.e. test anxiety, public speaking anxiety, extra time for exams, or if English is not your first language. Please see us as soon-as-possible so that arrangements can be made. Generally, if you are having trouble in any areas of
the course come see the TA or me. We are here to help you learn.

**ADDITIONAL TIPS:**

Come to class (even though attendance will not be taken); keep track of readings and exam dates; do the readings and come to class with questions; check your email; take class notes, and study your notes from time to time.

**CHANGES TO SYLLABUS**

Note that this syllabus is only a general plan for the course. The instructor may make changes at any time. These might include, but are not limited to, changes to the grading policy (but not to the detriment of students’ overall grades), required readings, homework, due dates, etc. If you were absent from class, please make sure to check if such changes were made when you return.