

ANTHROPOLOGY 404

Evolution of Human Nature

SPRING 2018

COURSE INFORMATION

Lectures: TBD
Location: TBD

Instructor: Dr. Casey Roulette
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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:

Laland, K. N., & Brown, G. R. (2002/2011). *Sense and nonsense: Evolutionary perspectives on human behaviour*. Oxford University Press.

Wrangham, R. W., & Peterson, D. (1996). *Demonic males: Apes and the origins of human violence*. Houghton Mifflin Harcourt.

Other readings:

Posted on Blackboard to download. All students can access the course on Blackboard using their SDSU id 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 Explorations – Natural Sciences & Quantitative Reasoning 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. Be able to characterize and define key evolutionary concepts including the three contemporary evolutionary approaches to human behavior -- human behavioral ecology, evolutionary psychology, and evolutionary cultural anthropology. This learning goal emphasizes *knowledge* retention and therefore requires you to remember information.
2. Be able to compare, contrast, and differentiate between the three different contemporary approaches to human behavior, giving examples. This learning goal emphasizes *comprehension* and therefore requires you to understand and organize the information learned in the course.
3. Be able to apply key evolutionary concepts to examine the evolution of a range of human behaviors, and be able to classify each scientific case study into one or more of the three contemporary approaches. This learning goal emphasizes *application* and therefore requires you to use course information to produce and interpret different hypotheses of human behavior.
4. Be able to 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. This learning goal emphasizes *analysis* and therefore requires you to consider evidence for, and to reach conclusions about, each hypothesis.
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. This learning goal emphasizes *synthesis* and therefore requires you to break down and reconstruct course material.

Comment [Office1]: Goal 1 of Social and Behavioral sciences

Comment [Office2]: Goals 1 and 2 of Social and Behavioral Sciences

Comment [Office3]: Goal 3 of Social and Behavioral Sciences

Comment [Office4]: Goal 3 of Social and Behavioral Sciences

COURSE ASSESSMENT AND GRADING

Grades will be based on three non-cumulative exams, quizzes and/or in-class exercises, and one research paper and oral presentation.

Undergraduate Grading Scheme

3 exams	51% of final grade (or 17% each)
In-class Quizzes/class exercises	24% of final grade
<u>2 Assignments/Projects</u>	<u>25% of final grade</u>
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

WEEK	DATE	TOPIC	READINGS
Week	Class day	Introduction; Key Tenets and Fallacies	Berkeley page on evolution (from "Random Mutations and Evolutionary

1	1	of evolutionary theory.	Change” to “DNA, the Language of Evolution”
	Class day 2	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, genes, environment, behavior.	L&B CHs 1 & 2
Week 2	Class day 3	Why do social scientists fear biological approaches to human behavior?	L&B CH 3 Gould (1978). Sociobiology: The art of storytelling.
	Class day 4	Understanding human nature: the importance of a time and cross-species perspective; methods I -- behavioral observations	W&P CHs 1-3 Film, <i>The New Ape</i> Distribute behavioral observation exercise
Week 3	Class day 5	Kin Selection/inclusive fitness theory; The puzzle of altruism,	W&P CH 9 Film, <i>Kingdom of Women: A reflection of a matriarchal society on Lugu Lake.</i>
	Class day 6	Sexual Selection and Parental Investment Theory; Bonobos and human sexual nature; Evolution of human sex: concealed ovulation, testes, penis, breast	W&P CHs 10-12 DUE: Behavioral observation exercise
Week 4	Class day 7	<i>Human Behavioral Ecology (HBE)</i> ; Intro to evolutionary ecology; theoretical basis;	L&B CH 4
	Class day 8	Life History Theory and Parenting; the evolution of childhood; Demographic transition;	Quinlan, RJ (2007). Human parental effort and environmental risk. <i>Proc. R. Soc. B.</i> , 274:121-125.
Week 5	Class day 9	Parent-Offspring Conflict	Haig, D. (2010). Transfers and transitions: Parent-offspring conflict, genomic imprinting, and the evolution of human life history. <i>Proceedings of the National Academy of Sciences</i> , 107(suppl_1), 1731–1735
	Class day 10	Cooperative Breeding & Parental Investment Across Cultures; The grandmother hypothesis	Hewlett et al. (2000). Parental investment strategies among Aka foragers, Ngandu farmers, and Euro-American Urban-Industrialists. In Cronk, Chagnon & Irons (ed's),

			<p><i>Adaptation and Human Behavior: An Anthropological Perspective.</i> Pgs 155-178.</p> <p><u>In class film: <i>Caterpillar Moon</i></u></p>
Week 6	Class day 11	EXAM 1	
	Class day 12	<p><i>Evolutionary Psychology</i></p> <p>The environment of evolutionary adaptedness, the standard social science model; methods II – cross-cultural data</p>	<p>L&B CH 5</p> <p>Film, <i>Nature of Human Nature:</i></p> <p>Distribute human sexuality assignment</p>
Week 7	Class day 13	Mating Psychologies; Human sexual diversity: universal and cross-cultural patterns; evolutionary approaches to homosexuality.	Buss, D. M. (2006). Strategies of human mating. <i>Psihologijske Teme</i> , 15(2), 239–260.
	Class day 14	Risk-taking and personality; future discounting; extraversion	<p>Wilson, M., & Daly, M. (2004). Do pretty women inspire men to discount the future? <i>Proceedings of the Royal Society B: Biological Sciences</i>, 271(Suppl_4), S177–S179.</p> <p>Nettle, D. (2005). An evolutionary approach to the extraversion continuum. <i>Evolution and Human Behavior</i>, 26(4), 363–373.</p>
Week 8	Class day 15	Game theory, psychopathy as ESS; methods III -- simulations	<p><u>In class exercise on evolutionary stable strategies.</u></p> <p>Pitchford, I. (2001). The origins of violence: Is psychopathy an adaptation. <i>The Human Nature Review</i>, 1, 28-36. Accessible here: http://www.friedgreentomatoes.org/articles/Origins_of_Violence.php</p> <p><u>DUE: Human sexuality assignment</u></p>
	Class day 16	Cooperation, Hawk-Dove game; Tit-for-tat; reciprocal altruism	<p><u>In class exercise: The Prisoner's Dilemma</u></p> <p><u>In class exercise: Iterated Prisoner's Dilemma</u></p>
Week 9	Class day 17	Male Violence; risk-taking; homicide	Wilson, M., & Daly, M. (1985). Competitiveness, risk taking, and violence: The young male syndrome. <i>Ethology and sociobiology</i> , 6(1), 59-73

	Class day 18	Conflict and Warfare	W&P CHs 4-5
Week 10	Class day 19	Evolution of Patriarchy	W&P CHs 6-8
	Class day 20	Introduction to evolutionary approaches to culture: the basics	L&B CH 6
Week 11	NO CLASSES -- SPRING BREAK		
Week 12	Class day 21	Teaching and Cultural Transmission	Guest Speaker: Dr. Adam Boyette Boyette, A. H., & Hewlett, B. S. (2017). Autonomy, Equality, and Teaching among Aka Foragers and Ngandu Farmers of the Congo Basin. <i>Human Nature</i> , 28(3), 289–322. Distribute Group Assignments
	Class day 22	Evolutionary cultural anthropology: defining a field of study	L&B CH 7 Guest Speaker: Dr. Barry Hewlett
Week 13	Class day 23	SECOND EXAM	
	Class day 24	Time to work on group assignment (group can determine place to meet)	Time to work on group assignment (group can determine place to meet)
Week 14	Class day 25	An integrated evolutionary approach to human behavior: problems and limitations of evolutionary approaches	L&B CH 8 Fuentes, A. (2009). "Chapter 7: Twenty-first century evolutionary theory/biology and thinking about the evolution of human behavior". In <i>Evolution of Human Behavior</i> . Oxford University Press.
	Class day 26	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	Buss 2007 CH 3 "Human Survival Machines" pg 72-76 (dietary adaptations) Shurkin, J. (2014). News Feature: Animals that self-medicate: <i>Proceedings of the National Academy of Sciences</i> , 111(49), 17339–17341. https://doi.org/10.1073/pnas.1419966111

			Forbey, J. S., Harvey, A. L., Huffman, M. A., Provenza, F. D., Sullivan, R., & Tasdemir, D. (2009). Exploitation of secondary metabolites by animals: A response to homeostatic challenges. <i>Integrative and Comparative Biology</i> , 49(3), 314–328. https://doi.org/10.1093/icb/icp046
Week 15	Class day 27	An integrated evolutionary approach to human behavior: self-medication; antimicrobial function of spices, cultural cuisines, food-borne pathogens; recreational drugs; helminthiasis; methods 4 – biomarkers <u>Tour Human Biology Laboratory</u>	Sherman, P. W., & Billing, J. (1999). Darwinian Gastronomy: Why We Use Spices. <i>BioScience</i> , 49(6), 453. https://doi.org/10.2307/1313553 Roulette, C. J., Kazanji, M., Breurec, S., & Hagen, E. H. (2016). High prevalence of cannabis use among Aka foragers of the Congo Basin and its possible relationship to helminthiasis. <i>American Journal of Human Biology</i> , 28(1), 5-15
	Class day 28	An integrated evolutionary approach to human behavior: self-medication; medical ethnobotanical knowledge; child health; anthropometrics; immunity	Roulette, C. J., Kazanji, M., Breurec, S., & Hagen, E. H. (2016). High prevalence of cannabis use among Aka foragers of the Congo Basin and its possible relationship to helminthiasis. <i>American Journal of Human Biology</i> , 28(1), 5-15
Week 16	Class day 29	<u>Group Presentations</u>	
	Class day 30	<u>Group Presentations</u>	<u>DUE: Summary of Group Project</u>
Week 17	Class day 31	FINAL EXAM	

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.

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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.