

Dr. Cronk  
Anthropology 201: Evolution and Human Behavior (01:070:201:01)  
Spring 2020  
Mondays and Thursdays, 10:55am – 12:15pm  
Classroom: Food Science Auditorium, Cook Campus  
Index number: 12217

**This course fulfills the Core Curriculum goal in the Natural Sciences.**

**Course web site:** Available through sakai.rutgers.edu.

**Office:** Biological Sciences Building 204A, Douglass Campus; email: leecronk@rutgers.edu; phone: 848-932-9285.

**Office hours:** Wednesdays noon to 2pm and by appointment.

**Teaching assistant:** Kyra Johnson; email: kyra.johnson@rutgers.edu; **office:** Biological Sciences Building 316, Douglass Campus; **office hours:** Thursdays 1pm – 3pm and by appointment.

**Catalog course description:** An introduction to the evolutionary biological study of human behavior. Topics covered include basic evolutionary theory, cultural learning, mating, parenting, and cooperation.

**Required book:**

Buss, David. 2019. *Evolutionary Psychology: The New Science of the Mind*. Sixth edition. Psychology Press.

An earlier edition of this book is on reserve at the Chang Library on Cook Campus. However, because the author made substantial changes in the sixth edition, it is strongly recommended that you get a copy of the sixth edition of the book.

**Specific course learning goals:**

The attentive, serious student will, by the end of the course, gain an understanding of

1. Evolutionary theory
2. The levels of selection debate
3. Phylogeny and adaptation
4. The naturalistic fallacy
5. Levels of explanation
6. Cultural learning as an adaptation
7. Theories of intrasexual and intersexual selection
8. Parenting in evolutionary perspective
9. Inclusive fitness theory

10. Theories of direct reciprocity, indirect reciprocity, mutualism, and risk-pooling
11. Coordination problems
12. Examples of the applications of these theories to human behavior in both field and laboratory settings

**Exams:** There will be two midterms and a final. The first midterm will be held on Monday, February 24, the second midterm will be held on Thursday, April 2, and the final exam will be held in our regular classroom on Monday, May 11 at 9am. Each test will be worth 25% of your final grade. The first midterm will cover roughly the first third of the course, the second midterm will cover the middle third of the course, and the final will cover the last third of the course. Neither the second midterm nor the final will be fully cumulative, but you will probably do better on them if you retain material covered earlier in the course. Each exam will consist of 50 multiple choice questions. The class period immediately preceding each exam will be used as a review session, and a review sheet will be available online through the course's web page. My curve policy is that if the mean grade for a test is below 80% and if no one receives a perfect score on the exam, then I will add the difference between 100% and the highest score in the class to everyone's score. I also reserve the right to give both announced and pop quizzes on specific topics throughout the course.

**Make-up exams:** You are required to take the exams at the regularly scheduled times. Make-up exams will be given only to those students who are able to provide well-documented written excuses that have been approved in writing by an appropriate dean. Legitimate excuses are limited to your own serious illness, family emergencies, and religious observances. Make-up exams will consist entirely of essay and short answer questions. Arrangements for make-ups should be made as soon as possible after you have missed an exam and certainly as soon as your excuse for having missed the exam no longer applies.

**Essay:** Visit one or more of these web sites:

<http://faceresearch.org/exp/>  
<https://www.socialpsychology.org/expts.htm>  
<http://psych.hanover.edu/research/exponnet.html>

Click on at least one of the links provided and participate in at least one of the studies listed. **Be sure to select a study that is easy to relate to the material covered in this course.** Then write a five-page essay (excluding cover page and any other supplementary material) describing the study or studies in which you have participated and relating them to the material covered in lectures, in the book, and in at least one article published in a peer-reviewed scholarly journal. The easiest way to find a scholarly article that relates to the study in which you participated would be to figure out who is running the study and then to find another article by them that relates in some way to it. The researchers' own web sites, Google Scholar, and the RU library web site may be helpful in this regard. Essays should be typed and double-spaced with one inch margins and no larger than 12-point font. Points will be taken off for errors in grammar, spelling, punctuation, and word usage. All pages should be numbered, and your name should appear as a running head on all pages. Be sure to clearly indicate the studies in which you participated, including their URLs (i.e., their web addresses). Be sure to include a list of references cited.

**Papers will be due via the class's Sakai site by midnight on Monday, May 4** and will be worth 25% of your grade for the course.

**On Monday, April 6, the entire class period will be devoted to answering your questions about this assignment. Questions about the assignment will not be entertained at any other time. It is therefore imperative that you attend class on Monday, April 6.**

**Late paper policy:** 10% will be taken off your grade for every day it is late.

**Classroom etiquette:** While students are in class, they are expected to give their full attention to the professor. Reading, talking, sleeping, eating, web surfing, leaving before the professor has dismissed the class, and packing up to leave before the professor has dismissed the class are all inappropriate classroom behaviors and will not be tolerated. In case talking during class does become a problem during the semester, I reserve the right to assign seats. If for some reason you know before coming to class that you will need to leave early, let me know before class begins, try to sit near a door, and leave quietly and unobtrusively. If you come to class late, be sure to enter quietly and take care not to disturb the class in progress. Please also silence your cell phones during class.

**Class discussion and questions:** Although this class is taught primarily through lectures, questions are encouraged, and we may have some interesting discussions as the semester goes by. The subject matter of this class is developing rapidly and no doubt will be revised greatly over the coming years and decades. Therefore, my hope is that we can approach this material not so much as a lot of facts to be memorized (although you will indeed have to memorize some facts) but rather as an ongoing research project whose knowledge claims, like all scientific knowledge claims, are tentative and subject to revision.

When you ask questions, or participate in such discussions, please be sure to be respectful of everyone concerned: other members of the class, the professor and teaching assistant, the people who conducted the research being discussed, the people who were the subjects of the research discussed, and so on. This is particularly important in this class because many of the topics we will be covering are quite sensitive, and it can be surprisingly easy to offend when discussing them, even if that is not one's intention. I reserve the right to ignore questions or comments made in a disrespectful or uncivil manner.

**Inclusion:** This is an inclusive classroom that is welcoming of all people and perspectives, including those of diverse races, religions, ethnicities, ages, gender identities and sexual orientations. If you go by a name or gender that is different from the one on official Rutgers documents, please let us know so that we can use the proper name and pronouns.

**Evaluation:** Grades will be assigned according to the usual system of ten percentage points per passing grade (A=90-100%, B+=88-89%, B=80-87%, C+=78-79%, C=70-77%, D=60-69%, F=0-59%).

**Attendance:** Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

**Academic integrity:** Cheating lowers the value of a Rutgers degree and the learning experience for all students. No form of cheating, including plagiarism, will be tolerated. One commits plagiarism when one represents the text or ideas of others as one's own creation. Please visit the website of the Rutgers Office of Academic Integrity (<http://academicintegrity.rutgers.edu>) for a fuller explanation of plagiarism and of the penalties for it. Convicted plagiarists may receive a disciplinary F in the course and possibly face expulsion from the University.

### **Course outline and reading assignments:**

Note: Although we will try to keep to this schedule, the dates on which particular topics will be covered in class are subject to change without notice. The dates of the exams will not be changed.

In the schedule below, I have listed the readings on first day that we'll be dealing with a given topic in class. Try to have them read by those dates, but keep in mind that I won't actually be going through the book itself in class except during the review sessions before the exams. Note that the chapters are not assigned in the same order that they appear in the book and that the readings are not evenly distributed throughout the semester. Plan your reading schedule accordingly.

Th 1/23 - Introduction

M 1/27 - Introduction to evolutionary theory – Chapters 1 and 2

Th 1/30 - Introduction to evolutionary theory

M 2/3 – Video: “Evolution: Evolutionary Arms Race”\*

Th 2/6 – Video: “Evolution: Why Sex?”\*

\*Both of these videos can be seen on YouTube. Questions about the first one will be included on the first midterm. Questions about the second one will be included on the second midterm.

M 2/10 – Introduction to evolutionary theory

Th 2/13 – Introduction to evolutionary theory

M 2/17 – Evolution and behavior

Th 2/20 – Review for first midterm

M 2/24 – First midterm

Th 2/27 – Mating – Chapters 4, 5, 6, and 11

M 3/2 - Mating

Th 3/5 - Mating

M 3/9 - Mating

Th 3/12 - Mating

M 3/23 – Mating

Th 3/26 - Mating

M 3/30 – Review for second midterm

Th 4/2 – Second midterm

M 4/6 – Question and answer period regarding the essay assignment

Th 4/9 – Parenting – Chapter 7

M 4/13 – Parenting

Th 4/16 – Sociality – Chapters 8 and 9

M 4/20 - Sociality

Th 4/23 – Sociality

M 4/27 – Sociality

Th 4/30 - Sociality

M 5/4– Review for final exam; papers due via Sakai by midnight

Monday, May 11, 9am\*, in our regular classroom: Final exam.

\*The final exam is officially scheduled for 8am to 11am, but we will not begin until 9am.

**Please note that the professor reserves the right to record all class sessions.**

### **Frequently Asked Questions about Anthropology 201, “Evolution and Human Behavior”**

**How can I get a good grade in this class?** Attend all classes, pay attention to what is being said, take good notes, read all of the assigned material, and write a good essay. If you do all of these things and still do poorly on the first exam, please come see me or the teaching assistant.

**How should I take notes for this class?** Because the class is large, I make extensive use of PowerPoint. However, you should not try to copy the slides word-for-word (and, often, slides will go by too quickly for that to be possible, anyway). The most important thing to do while taking notes is *listen*. Jot down notes only after your brain has had a chance to process the information, and feel free to ask questions if you do not understand something.

**Will the slides be posted on Sakai?** Yes, but not until right before each exam. This is an additional reason why you should not try to copy down each slide word-for-word.

**How should I read the book for this class?** When you read the book, I recommend taking notes on a separate sheet of paper. This forces your brain to process the information, which

increases the chance that you will retain it. For the most part, highlighter pens should be thrown away. They give you the illusion that you are reading actively but do very little to improve your retention. Try to focus on the major ideas and general themes in the books rather than all of the tiny details.

**Are there any prerequisites for this class?** There are no specific courses that are required before you take this class, but I have to assume that you have a working knowledge of basic biology. In practical terms, what this means is that I will feel free to use words like “genotype,” “phenotype,” “cytoplasm,” “meiosis,” “mitosis,” “chromosome,” and “genome” without having to explain them. The biology class you took in high school should have provided you with this level of expertise.

I also have to assume that you have a variety of types of general knowledge, including the following:

(a) **A working knowledge of world geography.** I expect to be able to use the names of countries (e.g., Botswana), continents (e.g., South America), bodies of water (e.g., the Caspian Sea), major mountain ranges (e.g., the Andes), and other major geographical features (e.g., the Yucatan peninsula) around the world without having to explain where they are. You can feel free to ask questions about geography during lectures, but those sorts of questions will not be entertained during exams.

(b) **A college-level vocabulary.** I do not go out of my way to use unusual words in class, but I also do not try to avoid using the sorts of words found in college-level assigned readings. If I use a word in class that you are not familiar with, feel free to ask about it during lectures, but, again, those sorts of questions will not be entertained during exams. And, of course, if you see a word in your readings that you do not know, be sure to look it up.

(c) **A knowledge of basic arithmetic and mathematics.** The arithmetic ability required in this class does not go much beyond having the ability to use fractions, but you also should be able to read and understand various types of charts, graphs, and tables, some of which may appear on the exams.

**Are there any questions I *shouldn't* ask?** Although questions are encouraged, it is tedious and unnecessary to answer questions that are already answered on the syllabus. Therefore, if your question concerns something about the class itself rather than the material we are covering, please take a look at the syllabus before asking it. Maybe the answer to your question is already there.

**Should I wait until after the final exam to begin to think about what my grade will be in this class?** No. The time to set your goals for this class and to begin to work toward them is now, not after the final exam. Requests for grade changes after course grades have been submitted will not be entertained.