A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing skills
4. Co-requisites (Course discipline/number): None

This course provides an introduction to evolutionary psychology: the scientific study of human behavior and mental processes focusing only on processes that evolved to solve survival and reproductive challenges. Topics covered will include natural selection, sexual selection, food acquisition, long-term and short-term mating strategies, jealousy, family relationships, cooperation, group-living, culture, aggression, conflict, and dominance.

B. DATE LAST REVISED (Month, year): March, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
1. History of Evolutionary Theory and Psychology
2. The Science of Evolutionary Psychology
3. Ancestral challenges to human survival
4. Mating Strategies
5. Sex Differences in:
   a) Attraction
   b) Mating
   c) Parenting
6. Conflict between the sexes
7. Kinship and Inclusive Fitness
8. Cooperative Group Living
9. Aggression and Warfare
10. Status, Prestige, and Social Dominance
11. Stereotypes and Ingroup Bias
12. Cultural Universals and Cultural Differences

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Apply concepts of natural selection and sexual selection to explain human behaviors and mental processes.
2. Identify human universals and the methods used to examine them.
3. Analyze the Influence environmental pressures had on relevant human behaviors and mental processes.
4. Describe how environmental pressures led to both cultural universals and cultural differences.
5. Present a unified understanding of diverse human behaviors using an evolutionary perspective.
6. Evaluate the benefits and constraints of using an evolutionary perspective to understand modern human behavior.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.
E. LEARNING OUTCOMES (MNTC): Continued...
Goal10/People and the Environment: The student will be able to:
1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Short writing assignments
2. Portfolio Assessment
3. Quizzes/Tests

G. RCTC CORE OUTCOME(S) ADDRESSED:
- ☒ Communication
- ☒ Critical Thinking
- ☒ Global Awareness/Diversity

- ☐ Civic Responsibility
- ☐ Personal/Professional Accountability
- ☐ Aesthetic Response

H. SPECIAL INFORMATION (if any): None