

Fall 2010 / Honors 2013: Evolution and Biology of Morality / MW 3:10-4:30 / 434 Hodges
John Protevi / Department of French Studies / www.protevi.com/john / protevi@lsu.edu
Office: 408 Hodges Hall / 578-6664 /

COURSE DESCRIPTION

This is an introductory course in the current research into the biological underpinnings and evolutionary origins of morality. The course is interdisciplinary, combining psychology, biology, neuroscience, and philosophy. The course should be both an introduction to cutting-edge research and a chance to revisit perennial questions.

GOALS, OBJECTIVES, AND LEARNING OUTCOMES

Students will be able to (1) identify the key concepts and critical issues the books discussed (measured by essay examination); (2) conduct research into and develop a critical relation to the literature (measured by a 2000 word term paper); (3) communicate their findings to classmates (measured by a 10 minute multimedia presentation during last two week of classes). Collaborative research projects are encouraged but not required.

READING LIST

Jonathan Haidt, "The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment." *Psychological Review* 108 (2001): 814-34

Maia Szalavitz and Bruce Perry, *Born for Love: Why Empathy is Essential and Endangered* (NY: Morrow, 2010). ISBN: 9780061656781

Antonio Damasio, *Descartes' Error: Emotion, Reason, and the Human Brain* (New York: Avon, 1994). ISBN: 0380726475

Bruce Wexler, *Brain and Culture: Neurobiology, Ideology, and Social Change* (Cambridge MA: MIT Press, 2008). ISBN: 9780262731935

Paul Griffiths and Russell Gray, "Discussion: Three ways to misunderstand developmental systems theory." *Biology and Philosophy* (2005) 20:417–425.

Susan McKinnon, *Neo-Liberal Genetics: The Myths and Moral Tales of Evolutionary Psychology* (Chicago: Prickly Paradigm Press, 2005). ISBN: 0976147521

Richard Joyce, *The Evolution of Morality* (Cambridge MA: MIT Press, 2006). ISBN: 9780262600729

Susan Hrdy, "How Humans Became Such Other-Regarding Apes."

<http://onthehuman.org/2009/08/how-humans-became-such-other-regarding-apes/>

Frans De Waal, *Primates and Philosophers: How Morality Evolved* (Princeton: Princeton University Press, 2006). ISBN: 9780691141299

ACADEMIC HONESTY: students are referred to the LSU Plagiarism statement:
<http://www.lsu.edu/judicialaffairs/Plagiarism.htm>

ATTENDANCE POLICY: students will be expected to attend each class meeting.

GRADING POLICY: standard criteria for letter grades will be used:

- A = $\geq 90\%$ = excellent
- B = $\geq 80\%$ = good
- C = $\geq 70\%$ = competent
- D = $\geq 60\%$ = poor
- F = $\leq 59\%$ = unacceptable

GRADING COMPONENTS

1. Two essay examinations (weeks 8 and finals week): 15% each for a total of 30%
2. Term paper of 2000 words due in finals week, with preliminary steps required (paper is to be preceded by a thesis statement and outline due in week 9, an annotated bibliography in week 11, and a rough draft due in week 13): 40%
3. Final presentation: 15%. Content comes from term paper research. Students will be graded on quality of research, clarity of presentation, and integration of multimedia with content of presentation. They will also be graded on quality and clarity of answers to questions about their presentations.
4. Class participation: 10%. Students will make presentations and guide discussion on daily readings throughout course.
5. Questions during final presentations: 5%. Students will take notes during presentations and will be prepared to pose a question if called upon. Students will write up 2 copies of their questions for next class period after presentation; one copy to student and one to professor.

ENGLISH 2000: the course design and assignments fulfill the requirements for English 2000 in terms of research requirements, use of writing-to-learn strategies, technology use, and collaborative projects.

CLASS CALENDAR: Revised: 1 September 2010

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www.protevi.com/john/Morality

Wk	#	Day	Date	Month	Assignment	Notes	Discussion Leaders
1	1	M	23	Aug	Course introduction		xxx xxx
	2	W	25	Aug	Griffiths and Gray on DST	See course website	xxx
2	3	M	30	Aug	Haidt, Emotional Dog	See course website	xxx
	4	W	1	Sept	Greene and Haidt, Moral Judgment	See course website	xxx
3	5	M	6	Sept	NO CLASS	LABOR DAY	xxx
	6	W	8	Sept	<i>Born for Love</i> , p. 1-119		xxx
4	7	M	13	Sept	<i>Born for Love</i> , p. 120-231		1 Paul / Reade
	8	W	15	Sept	<i>Born for Love</i> , p. 232-342		2 Betty / Allen
5	9	M	20	Sept	Damasio, Chs 1-3		3 Megan / Nicole
	10	W	22	Sept	Damasio, Chs 4-5		4 Allen / Victoria
6	11	M	27	Sept	Damasio, Chs 6-8		5 Shiqui / Travis
	12	W	29	Sept	Damasio, Chs 9-11		6 Brooke / Arianna
7	13	M	4	Oct	Wexler, p. 1-36		7 Mel / Mallory
		W	6	Oct	Wexler, p. 37-137		8 Travis / Mel / Shiqui
8	14	M	11	Oct	Wexler, p. 141-253		9 Jared / Caleb
	15	W	13	Oct	NO CLASS	MID TERM (due F 15 Oct)	xxx
9	16	M	18	Oct	McKinnon, pp 1-72		10 Mallory / Paul / Betty
	17	W	20	Oct	McKinnon, pp 73-152	Term paper bibliography	11 Victoria / Destinee
10	18	M	25	Oct	Joyce, Ch 1-2		12 Caleb / LB
	19	W	27	Oct	Joyce, Ch 3-4		13 Nicole / LB
11	20	M	1	Nov	De Waal, ix-xix; 1-58		14 Arianna / Jared
	21	W	3	Nov	NO CLASS	Work on thesis	Xxx
12	22	M	8	Nov	De Waal, 59-119	Term paper thesis	15 Destinee / Jared
	23	W	10	Nov	De Waal, 120-181		16 Reade / Brooke
13	24	M	15	Nov	Presentations		xxx
	25	W	17	Nov	Presentations		xxx
14	26	M	22	Nov	Presentations	Term paper draft	xxx
		W	24	Nov	NO CLASS	THANKSGIVING	xxx
15	27	M	29	Nov	Presentations	Draft returned	xxx
	28	W	1	Dec	Presentations		xxx
		F	10	Dec	FINAL EXAM (TAKE HOME)	Due by 12:00 noon	
		F	10	Dec	FINAL PAPER	Due by 12:00 noon	