

Fall 2011: Honors 2013.2 / Evolution and Biology of Morality / MW 3:10-4:30
 John Protevi / protevi@lsu.edu / <http://www.protevi.com/john/Morality/index.html>
 24 August 2011

M Aug 22	Course Introduction	
W Aug 24	J Haidt: "Emotional Dog"	
M Aug 29	Born for Love	
W Aug 31	Born for Love	
M Sept 5	No Class	Labor Day
W Sept 7	Born for Love	Dr Jensen
M Sept 12	Born for Love	
W Sept 14	Brain and Culture	
M Sept 19	Brain and Culture	
W Sept 21	Brain and Culture	
M Sept 26	Why We Cooperate	Dr Babcock
W Sept 28	Why We Cooperate	Dr Babcock
M Oct 3	Why We Cooperate	
W Oct 5	Keeping Together in Time	Midterms
M Oct 10	Keeping Together in Time	Midterm grades due T 11
W Oct 12	Neoliberal Genetics	
M Oct 17	Neoliberal Genetics	
W Oct 19	No class	Work on term paper
M Oct 24	Primates and Philosophers	
W Oct 26	Primates and Philosophers	
M Oct 31	Primates and Philosophers	
W Nov 2	Mothers and Others	
M Nov 7	Mothers and Others	Dr Regis
W Nov 9	Mothers and Others	Visit by Dr Boyd
M Nov 14	Mothers and Others	
W Nov 16	Student presentations	
M Nov 21	Student presentations	
W Nov 23	No Class	Thanksgiving
M Nov 28	Student presentations	
W Nov 30	Student presentations	Last day of classes
F Dec 9		Term papers due

Maia Szalavitz and Bruce Perry, *Born for Love*. ISBN: 9780061656781. Morrow, 2010.
 Bruce Wexler, *Brain and Culture*. ISBN: 9780262731935. MIT, 2006.
 William McNeill, *Keeping Together in Time*. 9780674502307. Harvard, 1995.
 Susan McKinnon, *Neo-Liberal Genetics*. ISBN: 0976147521. Prickly Paradigm Press, 2005.
 Michael Tomasello, *Why We Cooperate*. ISBN: 9780262013598. MIT, 2009.
 Frans De Waal, *Primates and Philosophers*. ISBN: 9780691141299. Princeton, 2006.
 Sarah Hrdy, *Mothers and Others*. ISBN: 9780674032996. Harvard, 2009.

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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.

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 (an annotated bibliography; a thesis statement and outline; and a rough draft): 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.