

Search for Self

Spring 2006 - D502(2425)/S431(25696)

Instructor G. Sam Sloss, Ph.D. *E-mail* gsloss@ius.edu *Phone* 941-2278 *Fax:* 941-2591
Office Crestview 125 *Office Hours* 1:30 to 2:30 P.M.; 4:15 - 5:45 P.M. (M&W) *and by appointment*
Classroom LF 240 *Class Time* 6:00 P.M. to 8:30 P.M. Mondays

Textbooks Jane Goodall - *Through a Window: My Thirty Years with the Chimpanzees at Gombe*
 Frans B. M. de Waal - *Tree of Origin: What Primate Behavior Can Tell Us About Human Social Evolution*
 Matt Ridley - *Nature via Nurture* (hard) or *The Agile Gene: How Nature Turns on Nurture* (paper)
 Erving Goffman - *The Presentation of Self in Everyday Life*
 Glenn McGee - *Beyond Genetics: Putting the Power of DNA to Work* (hard) or *Work in Your Life* (paper)
 Selected articles will be placed on ONCOURSE (OC)

ONCOURSE We use it in this class. Check it regularly!

Date	Topic	Social Problems Readings/Assignments
January 9	Principles of Evolution	
16	<i>Martin Luther King Day</i>	<i>No Classes</i>
23	Our Primate Heritage	Jane Goodall's <i>Through a Window</i>
31	Primate Heritage continued	deWaal - Intro & Chapters 1-3; OC -
February 8	Gene and Memes	Ridley - Prologue; Chapters 1-3; <i>Paper topics and outlines due</i>
13	The role of food	de Waal - Chapters 4 & 5; Ridley - Chapter 4; OC - <i>Junk Food Monkeys</i>
20	Mental skills	Ridley - Chapters 5-7; de Waal - Chapters 6-7; <i>Progress report due</i>
27	Evolution of culture	de Waal - Chapters 8 & 9; Ridley Chapter 8; OC - <i>Evolution of Science</i>
March 6	Evolution of Morals	Ridley - Chapters 9 & 10; OC - <i>Good Natured Conclusion</i>
13	Creating a Self	Goffman's <i>Presentation of Self</i> : Introduction and Chapters I-III
20	Creating a Self continued	Goffman's <i>Presentation of Self</i> : Chapters IV-VII; <i>First draft due</i>
27	<i>Spring Break</i>	<i>No Classes</i>
April 3	Intelligent Design	McGee - Introduction; Chapters 1-4
10	Intelligent Design	McGee - Chapters 5-8; Conclusions
17	The Politics of Evolution	Ridley - Epilogue; OC - Commentary; others to be assigned
24	Student Presentations	<i>Final Papers due</i>
May 1	Student Presentations	

Readings from textbooks are indicated by the authors' last name. OC readings are available through the ONCOURSE site under SCHEDULE. All files are in PDF format.

Design, Goals & Objectives of Course

This course introduces students to the basic theories and evidence related to human evolution. Upon completion of the course, students should have a better understanding of:

1. The general principles of evolutionary theory.
2. Which aspects of our primate heritage contribute to our human behavior patterns.
3. How humans use their evolved social skills to form and maintain relationships.
4. How genes and environment interact to create our sense of self.
5. The implications of modern genetic knowledge and technology for the future of our species.
6. The religious and political issues in the evolution debate.

Grades are based on class participation (30%), a research paper (50%), and a class presentation (20%). The formula for final grades is: A - 90-100%; B - 80-89%; C - 70-79%; D - 60-69%; F - 59% or lower.

The class format will be primarily a seminar. Students will be expected come to class prepared - that means having read and *thought about* the readings prior to class.

Class participation - By 5:00 P.M. on class days, you are to have emailed me a one or two pages with the following: 1) The three to five most important ideas in the readings for the evening. If you have trouble limiting the important ideas to five, you may have sub-themes under the five general themes. 2) A minimum of three questions you have about the readings. The questions may be things you did not understand, areas on which you would like further elaboration, etc. You should bring a copy for class discussion.

Participation does not mean talking a lot. Nor does it mean speaking only when you are absolutely sure you know the "answer." There might not be "an" answer. Participation means paying attention to the ongoing discussion and making relevant comments or asking questions directed at the on-going discussion.

The Research paper is to include the following elements:

1. The topic is to be on personal genetic trait (or that of a family member)
2. The paper is to focus on how this genetic trait interacts with the social environment.
 - a. How the trait influences social interaction
 - b. The role social interaction plays in the expression of this trait
3. Your research for this paper should be primarily from reputable academic sources
 - a. Personal experiences should be used as supporting or disconfirming examples of what your basic research found. Personal experiences should not be the primary focus of your paper.
 - b. The paper should reference *empirical research* to support the general ideas and contentions in your paper.
 - c. You should work most of your assigned readings into your paper.
4. Keep in mind that this is primarily a sociology class. It is not a biology or genetics class. Keep the focus on the social aspects of the genetic trait.

For example, you might select something as basic as height (tall or short) or hair color. Your paper would address the genetic survival value of that trait and the literature associated with the social aspects of the characteristic. Do blonds have more fun? Do tall people earn more money? Is there a prejudice toward this trait? You might also select a disease with a genetic source.

The **Progress report** is to include 1) a revised outline; 2) an introduction; 3) two to three pages of text (*from any part of the paper*); 4) a reference page.

Oral/PowerPoint Presentations are based on your papers. You will be allocated 20 to 25 minutes for your presentation. For maximum impact, you should use *PowerPoint*, or a similar software package, for this presentation. Make good use of graphs, charts, and photos.

Due Dates

Paper topics are due January 31st. This needs to be a couple of paragraphs describing the topic and what you know (or think you know) about the topic. First drafts of your paper are due March 20th. The final copy of the paper is due April 24th. *Do not miss deadlines!*