Universitat de Lleida

DEGREE CURRICULUM

HUMAN BEHAVIOUR AND EVOLUTION

Coordination: DESFILIS BARCELO, ESTER

Academic year 2022-23

HUMAN BEHAVIOUR AND EVOLUTION 2022-23

Subject's general information

Subject name	HUMAN BEHAVIOUR AND EVOLUTION
Code	102902
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION
Typology	

Degree	Course	Character	Modality
Bachelor's Degree in Psychology	1	COMMON/CORE	Attendance-based
Master's Degree in Neuropsychology		COMPLEMENTARY TRAINING	Blended learning

Course number of credits (ECTS)	6
Type of activity, credits, and groups	

Activity type	PRAULA	TEORIA
Number of credits	1.8	4.2
Number of groups	2	1

Coordination	DESFILIS BARCELO, ESTER
Department	EXPERIMENTAL MEDICINE
Important information on data processing	Consult this link for more information.

HUMAN BEHAVIOUR AND EVOLUTION 2022-23

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DESFILIS BARCELO, ESTER	ester.desfilis@udl.cat	4,2	
GONZALEZ ALONSO, ALBA	alba.gonzalez@udl.cat	1	
MORCILLO PIMENTEL, ANA	ana.morcillo@udl.cat	2,6	

Learning objectives

Learning outcomes:

1. To know the integrative perspective of behavioural biology (ethology) in the interpretation of human behaviour
2. Integrate explanations of proximate and ultimate causes of behaviour and underlying psychological processes.
3. To know the fundamental principles of the theory of evolution and to be able to place the human being in an evolutionary perspective.
4. To know the basis and applicability of the different techniques and methodologies used for the study of behaviour.
5. Identify the main approaches to the evolutionary study of behaviour and the models derived from them.
6. To comparatively analyse human behaviour with respect to that of other taxonomic groups.
7. To analyse key aspects of human behaviour using the theory of evolution as a tool.

Competences

Basic skills:
CB1 Possess and understand knowledge in an area of study which is at the foundation of general secondary education, and is usually at a level which, while supported by advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.
CB3 Ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues
CB4 Ability to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.
CB5 Be able to develop those learning skills necessary to undertake further study with a high degree of autonomy.
General Competences:
CG1 Developing the ability to adapt to new situations and solve problems effectively.
CG4 Recognising the different theoretical perspectives on the topics you work on, commenting on conclusions and making decisions.
CG5 Demonstrate critical ability to make relevant decisions.
CG6 Reflecting on one's own limitations in a self-critical manner, considering the possibility of requesting interdisciplinary collaborations.
CG7 Acting with creativity, research culture and professional communication.
CG8 Identify and evaluate own competencies, skills and knowledge according to the standards of the profession.
CG9 Recognising diversity and difference as a structural element of the human being, while recognising,

understanding and respecting the cultural complexity of today's society.
CG10 Respecting the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values.
Specific Competencies:
CE9 Use the different documentary sources in psychology, show a domain of the necessary strategies to access information and value the need of documentary updating.
CE10 Manage, analyze and interpret data within the framework of the disciplinary knowledge of the different fields of psychology.
CE11 Make critical decisions on the choice, application and interpretation of the results derived from the different psychological research methods.
CE12 To disseminate the knowledge derived from theoretical reviews and from the results of psychological research.
Transversal competences:
CT1 Acquire adequate oral and written comprehension and expression of Catalan and Spanish.
CT2 To acquire a significant command of a foreign language, especially English.
CT3 To acquire training in the use of new technologies and information and communication technologies.
CT5 To acquire essential notions of scientific thought.

Subject contents

Block 1. Principles of evolution.

Topic 1. Introduction to behavioural biology.

Topic 2. Evolutionism. Evidence of evolution.

Topic 3. Evolutionary mechanisms.

Topic 4. Adaptation, speciation and evolution of behaviour

Topic 5. Human evolution.

Block 2. Biology of human behaviour.

Topic 6. Introduction.

Topic 7. Survival.

Topic 8. Reproduction, sexual and parental behaviour.

Topic 9. Social organization and evolution of prosociality.

Topic 10. Communication.

Methodology

Master classes: in which the teacher will explain part of the theoretical content of the subject. In these classes students are expected to be attentive and actively participate by asking questions and answering the questions, paradoxes and problems posed by the teacher.

Reverse class: students will have to do a non-presential study activity to prepare the class, using material provided by the teacher through the virtual campus. The face-to-face class will be used for discussion, problem solving and group work tasks with the advice of the teacher.

Practices: They facilitate learning based on experience. Attendance is compulsory and active participation by the student is required. Although most of the internships are face-to-face, some may be virtual. On the days prior to the internship, the teacher will provide students with the material to be used during the internship, which must be

printed and read before the internship session. After the practice, the student will have to present a file with the results of the activity carried out through the virtual campus. Some practices will be two hours long.

Seminars: These are set up as debates around a relevant topic from a social, scientific and/or ethical point of view. The student will have to elaborate and defend adequately founded arguments and think critically.

Evaluation activities: The objective is to collect information that allows to improve the teaching and learning strategies, and to introduce the necessary corrections in the current process. To this end, several objective tests are carried out throughout the course, as well as self-evaluation tests and evaluation of the work of the colleagues.

Tutorials: These may be face-to-face or virtual, individual or group (by appointment with the teacher).

Forums: The forums of the virtual campus are intended to encourage active learning by students and collaborative interaction between them. Students must participate in the forums that they will find in the virtual campus of the subject: 1) News: students will search for and publish news related to the subject and comment on it. The objective is to be aware of the rapid advances in research in this field and the social impact of the topics discussed in class, and to be critical of the way the media present the information. 2) Examination questions: students will publish examination questions related to the subject matter of the course, answer questions posed by peers and/or correct questions or answers by peers. The aim is to learn how to extract the relevant information from each topic, encourage cooperative work and altruism in the class.

Virtual campus: the virtual campus will be the main means of communication between teachers and students outside the face-to-face classes. It will publish information of general interest (call for work placements, group tutorials and assessment tests, assessment results), material for face-to-face classes, practical activities and seminars, suggested readings, links to web pages... In addition, students must present the work they are doing in the Activities section of the virtual campus and contact the teacher through the mail application of the virtual campus.

Development plan

The development plan will be explained on the first day of school. Attendance at this class is mandatory.

Evaluation

The following tests or assessments will be performed:

Assessment of participation in class and in the virtual campus: 10%

Assessment of internships, seminars, papers and tutorials: 20%.

Tests of knowledge and skills: 70%.

We will do several evaluation tests throughout the course that will be announced in advance. Each test will have a weight in the final grade.

Test	**Contents**	**% Value**
Test 1	Block 1	35%
Test 2	Block 2	35%
Total		70%

In order to pass, at least 50% of the maximum score must be reached (see next paragraph), and it is essential to

independently pass all the evaluation tests carried out throughout the course, as well as passing the internships and seminars.

From the evaluation tests, the proportional value of all grades above 4 will be obtained, provided that there is no more than one grade below 5. In the event that any exam has a grade below 4, or there are two or more exams with a grade below 5, the student must take the revaluation (make-up) test at the end of the semester. In order to take a make-up test, the student must have taken the test prior to taking it. If the theory is not passed, the mark of the other activities will not be added and the final mark will be the mark of the theory part.

Those students who, for work reasons, cannot take the continuous assessment may request an "alternative assessment", by means of a formal request to the school secretary at the beginning of the course. Students who opt for the alternative assessment will take the two tests to evaluate the theoretical and practical contents (100% of the final mark, 50% each test).

Bibliography

Manuales de consulta

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Textbooks

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Buss, D. (2014). Evolutionary Psychology: The New Science of the Mind. Boston: Allyn and Bacon.

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Otras lecturas

Buss, D. 1996. La evolución del deseo. Estrategias del emparejamiento humano. Madrid: Alianza Editorial.

Dawkins, R. 1976, 1989. El Gen Egoísta: Las bases biológicas de nuestra conducta. Salvat Ciencia. ISBN: 8434501783. Español. Título Original (inglés): The Selfish Gene.

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Pinker, S. (2003). La tabla rasa. La negación moderna de la naturaleza humana. Barcelona: Editorial Paidós.

Ridley, Matt (2004). ¿Qué nos hace humanos? Madrid: Taurus.