



CRIM 4090 WAO: The Evolution of Violence Winter 2020

Instructor: Dr. Daniel Brian Krupp

Office: OA 3021

Meetings: by appointment only

Email: dbkrupp@lakeheadu.ca (do not message me through myCourseLink)

Course location: OA 2008

Course times: Tuesdays and Thursdays from 10:00am to 11:30am

Course website: available on myCourseLink

Note: The instructor reserves the right to modify elements of the course and will notify students accordingly (in class and on the course website).

COURSE DESCRIPTION

This is a special topics course in the biological evolution of violent behaviour. In this course, we will study the ways in which evolutionary processes—natural selection, in particular—have shaped physical, psychological, and behavioural traits to cause harm to others. The purpose is to consider how the principles that are used to explain violence in other lifeforms can also shed light on human violence. Accordingly, the course materials will cover violence, and conflict more broadly, across a range of species.

LEARNING OUTCOMES

This course has several objectives. First, you will learn how contemporary theories of social evolution explain violence in the living world. Second, you will develop the skills to critically evaluate these theories, including interpreting and interrogating their details with your peers. Third, you will learn to apply these theories to novel problems, generating your own hypotheses and developing tests of their predictions. Fourth, through group work, you will develop an understanding of collaboration in scientific research. Finally, you will acquire the skills of science communication, in oral, visual, and written forms.

REQUIRED READINGS

Students are responsible for reading the following items, in keeping with the schedule below:

1. Daly, M., & Wilson, M. (1988). *Homicide*. Hawthorne, NY: Aldine de Gruyter. [Copies are available through the University bookstore.]

- Other required readings are listed in the schedule at the end of this document. They are available electronically.

EVALUATION

Component	Grade Value	Due Dates
1. AWARE course	REQUIRED	January 14 at 10:00am
2. Readings presentations	20%	Ongoing
3. Summaries, questions, and comments	20%	Ongoing
4. Book review of <i>Homicide</i>	20%	February 11 at 10:00am
5. Research proposal presentation	20%	March 24–April 2
6. Written research proposal	20%	April 6 at 11:59pm

More information regarding the format and grading of these components is forthcoming. For the time being, here is a brief summary of each component:

- In the fall semester, you will first be required to complete the Academic Writing And Research E-learning (AWARE) course. **This is mandatory.** Its purpose is to ensure that you know how to conduct your scholarly work with integrity. Until you have successfully completed the AWARE course, I will not grade any other assignments, and late penalties will apply even if you submit them on time. You must upload your certificates of completion as PDFs to the appropriate folder on myCourseLink by **10:00am on January 14, 2020.**
- Present, as part of a group, two readings given in the schedule below. Each presentation will be worth 10% of the student's final grade, for a total of 20%. The first presentation will be oral only (e.g., no PowerPoint slides), and the second presentation will be both oral and visual (e.g., using PowerPoint or other

presentation software). In both cases, the students presenting a reading are responsible for reviewing the reading with the rest of the class, summarizing key points, and leading discussion around the reading. Note that it is up to the students to ensure that any software used is compatible with the delivery technology (e.g., computer, projector) available in the classroom.

3. Contribute summaries, critical questions, and comments on the readings and presentations of other students, for a total of 20%. For every reading (aside from those in component 2, above), students will submit two discussion questions or comments online and raise at least one in class. For the research presentations (see component 5, below), students will raise discussion points in class. In all cases, students are expected to actively participate in each class to receive full marks.
4. Write a review of the book *Homicide* by Martin Daly and Margo Wilson (see “Required Readings,” above), due by **10:00am on February 11, 2020**. This review will be worth 20% of your final grade.
5. Present, as part of a group, a research proposal in class, wherein the students will provide a brief review of the literature on a topic, relevant to the course material, of their choosing and then propose a study to further explore this topic. This presentation will be both oral and visual (e.g., using PowerPoint or other presentation software) and is worth 20% of the final grade. Note, again, that it is up to the students to ensure that any software used is compatible with the delivery technology (e.g., computer, projector) available in the classroom.
6. Write up, as part of a group, a research proposal, due by 11:59pm on **April 6, 2020**. This proposal is worth 20% of the final grade.

More information regarding the format and grading of these components is forthcoming.

DEADLINES AND LATE PENALTIES

In all cases of submitted assignments (components 1, 3, 4, and 6), submissions must be made online via the course website on myCourseLink. Please note that the contribution of summaries, questions, and comments on the readings (component 3) must be submitted prior to the beginning of class. Any such items submitted after class has begun will receive a grade of zero. Likewise, oral presentations (components 2 and 5) cannot be delayed, and students who do not contribute to their group’s presentation will receive a grade of zero. Finally, the book review (component 4) must be uploaded and submitted by the beginning of class on the due date and the written research proposal (component 6) must be uploaded and submitted by 11:59pm on the due date. Papers submitted after this time will incur a 5% penalty per day late, including weekend days, for up to one week. After one week has passed, late papers will incur a grade of zero.

If you are unable to submit your work on time for reasons beyond your control, or if you are facing difficulties that put your success in this course at risk, please inform the

instructor immediately. Given sufficient notice and appropriate documentation, I may be able to make certain accommodations, entirely at my discretion.

Finally, while we will try to keep to the schedule of readings and presentations below, it may be subject to some adjustment. In particular, if the weather forces the campus to close and class to be cancelled, we may increase the number of presentations given in subsequent classes to compensate.

Please note that the instructor reserves the right to adjust final grades up or down, on an individual basis, in light of special circumstances and/or the student's total performance in the course.

GRADING SCALE

The official Lakehead University grading scale is as follows: A+ = 90-100%, A = 80-89%, B = 70-79%, C = 60-69%, D = 50-59%, E Failed = 40-49%, F Failed = 1-39%, F Academic Dishonesty = 0%.

COURSE ORGANIZATION AND GUIDELINES

This is a seminar course, and therefore requires that you keep on top of the readings, attend every class, and participate in class discussion. Here are a few key guidelines to help you with this course:

Independent study. As you are in your final year of your undergraduate degree, you should be able to work as an independent scholar. That is, you are expected to come to class on time and ready to participate, to do your readings and assignments on schedule, and to use your time both in and out of class effectively. If you find yourself falling behind, you will need to take the necessary steps to rectify this. I cannot do this for you.

Attendance and participation. **You are expected to attend and participate in every class.** Much of what you will learn in this course comes from class discussion, and your participation in this is essential.

Group work. Groups will be determined by random assignment, and all members are expected to contribute equally to the work. If I determine that a student is not contributing fairly and effectively to their group, I may revise that student's grade.

Presentations. The presentation schedules will be determined by random assignment. If your group would like to change your presentation date with another group, please do not ask me to coordinate a change in the schedule. Instead, you may approach the other group and ask politely about the possibility of changing dates. If all parties agree to the change, **all parties must email me separately** to confirm the change, providing me with the specific details of the schedule change. If any party does not agree to the change, then the schedule will remain as is.

STUDENT COURTESY

With regard to discussion, both in class and online, students are expected to be respectful, open-minded, and to use good judgement. While we will cover best discussion practices in class, it ought to be clear from the outset that critical comments and questions should strive to be collegial and constructive, at a minimum.

SCHEDULE DELAYS

While we will try to keep to the schedule of meetings and presentations below, it may be subject to some adjustment. In particular, if the weather forces the campus to close and class to be cancelled, we may move the dates of certain activities and/or increase the number of presentations given in subsequent classes to compensate. Consequently, **I expect you to be available for every class**, including those on which you were not previously assigned an activity.

ACADEMIC INTEGRITY

Students are expected to know the University Regulations and, in particular, to heed the Student Code of Conduct on Academic Integrity:

<https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239>

Plagiarism and cheating on exercises and tests are serious offenses. Nevertheless, every year I discover acts of academic dishonesty—some committed on purpose and others by accident. The consequences, however, are the same: I *will* report any case of suspected academic dishonesty, as I am obligated to do, and **a grade of zero at a minimum** will be assigned to the work. If, after reading the Student Code of Conduct linked above, you are still unsure whether you may be plagiarizing or committing an act of academic dishonesty, contact me to ask.

COURSE DROP DEADLINE

Please be aware that the deadline to drop this course is **March 6, 2020**.

DISABILITY ACCOMMODATION

If you have a disability that requires accommodations, I strongly encourage you to make use of those accommodations. I am here to assist you, but I need your help in ensuring that you are properly accommodated. More generally, Lakehead University is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities. Student Accessibility Services (SAS) coordinates services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus website: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

LAKEHEAD UNIVERSITY RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, do not hesitate to ask for help. Come to me, or if it is about an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

The Student Success Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, cooperative opportunities, and leadership development. More information is available here <https://www.lakeheadu.ca/current-students/student-success-centre>.

The Lakehead University Library provides access to resources, study rooms, and research support both online (via chat) and in person. More details are available here: <https://library.lakeheadu.ca/>.

Public Computer Labs are available on campus, where you may write and print out your work. For more details, go to: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

Student Life and Services offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here: <https://www.lakeheadu.ca/current-students/student-services/or>.

The Office of Human Rights and Equity: You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>.

SCHEDULE

Note that “DW” indicates Daly and Wilson (1988).

Dates	Activity
January 7	Course overview and introduction
January 9	Discussion of Gregory, T. R. (2009). Understanding natural selection: Essential concepts and common misconceptions. <i>Evolution: Education and Outreach</i> , 2, 156.
January 14	AWARE course certificates due. Discussion of DW chapters 1 and 2
January 16	Discussion of DW chapters 3 and 4
January 21	Discussion of DW chapters 5 and 6
January 23	Discussion of DW chapters 7 and 8
January 28	Discussion of DW chapters 9 and 10.
January 30	Discussion of DW chapters 11 and 12
February 4	Discussion of McCullough, E. L., Tobalske, B. W., & Emlen, D. J. (2014). Structural adaptations to diverse fighting styles in sexually selected weapons. <i>Proceedings of the National Academy of Sciences</i> , 111, 14484–14488.
February 6	Discussion of Shorter, J. R., & Rueppell, O. (2012). A review on self-destructive defense behaviors in social insects. <i>Insectes Sociaux</i> , 59, 1-10.

February 11	Review of <i>Homicide due</i>. Discussion of Chagnon, N. A. (1988). Life histories, blood revenge, and warfare in a tribal population. <i>Science</i> , 239, 985–992.
February 13	Discussion of Wilson, M., & Daly, M. (1992). The man who mistook his wife for a chattel. In J. H. Barkow, L. Cosmides, & J. Tooby (Eds.), <i>The adapted mind</i> (pp. 289–322). New York: Oxford University Press.
February 18	Fall Break: no class, exercise, or quiz
February 20	Fall Break: no class, exercise, or quiz
February 25	Discussion of Lalumière, M. L., Harris, G. T., Quinsey, V. L., & Rice, M. E. (2005). “Forced copulation in the animal kingdom”, chapter 3 of <i>The Causes of Rape: Understanding Individual Differences in Male Propensity for Sexual Aggression</i> .
February 27	Discussion of Baniel, A., Cowlshaw, C., & Huchard, E. (2017). Male violence and sexual intimidation in a wild primate society. <i>Current Biology</i> , 27, 2163–2168.
March 3	Discussion of Krupp, D. B., Sewall, L. A., Lalumière, M. L., Sheriff, C., & Harris, G. T. (2012). Nepotistic patterns of violent psychopathy: evidence for adaptation? <i>Frontiers in Psychology</i> , 3, 305.
March 5	No class, exercise, or quiz
March 10	Discussion of Kümmerli, R. (2011). A test of evolutionary policing theory with data from human societies. <i>PLOS ONE</i> , 6, e24350.
March 12	Discussion of Wilson, M., & Daly, M. (1997). Life expectancy, economic inequality, homicide, and reproductive timing in Chicago neighbourhoods. <i>British Medical Journal</i> , 314, 1271–1274.
March 17	Discussion of Durrant, R. (2011). Collective violence: An evolutionary perspective. <i>Aggression and Violent Behavior</i> , 16, 428–436.

March 19	Discussion of Glowacki, L., & Wrangham, R. W. (2013). The role of rewards in motivating participation in simple warfare. <i>Human Nature</i> , 24, 444–460.
March 24	Research presentations
March 26	Research presentations
March 31	Research presentations
April 2	Research presentations