



## CRIM 3011 FDE: Evolution and Violence Fall 2020

Instructor: Dr. Daniel Brian Krupp

Office: OA 3021

Meetings: by appointment only

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

Course location: online

Course times: N/A

Course website: available on myCourseLink (if you need assistance with access to the course website, contact [mycourselink@lakeheadu.ca](mailto:mycourselink@lakeheadu.ca))

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

### **COURSE DESCRIPTION**

Violence is widespread in the natural world, and is an important topic of biological research—particularly to those studying the evolution of social behaviour. However, criminologists rarely make use of the insights learned from this research to understand human violence. This course will help bridge the divide between biology and criminology by teaching you about social evolution theory, using this theory to generate hypotheses about violent behaviour, and presenting empirical evidence to test these hypotheses in humans and other species. The content will be broad: it will include research from a range of fields, such as biology, criminology, psychology, anthropology, sociology, and economics; and it will cover a range of topics, such as family violence, same-sex conflict, and violence against women.

### **LEARNING OUTCOMES**

As a student in this course, you will learn to:

1. Understand patterns of violence in humans and other species;
2. Apply evolutionary theories to explain complex criminological issues, such as homicide and criminal responsibility;
3. Articulate evolutionary perspectives on violence through literature reviews that summarize, analyze, and evaluate key findings from assigned readings as well as readings that you have found in the scholarly literature; and
4. Engage in peer-review activities to summarize, synthesize, and critique evolution-minded research on violence.

## REQUIRED READINGS

Students are responsible for reading the following book, in keeping with the schedule at the end of this document:

Daly, M., & Wilson, M. (1988). *Homicide*. Aldine de Gruyter.

Students are also responsible for the following readings posted on myCourseLink, again in keeping with the schedule at the end of this document:

Coyne, J. A. (2009). *Why evolution is true*. Oxford University Press. [Excerpt, pages 121–147.]

Salmon, C., & Symons, D. (2001). *Warrior lovers: Erotic fiction, evolution and female sexuality*. Weidenfeld & Nicolson. [Excerpt, pages 7–30.]

Wilson, M., & Daly, M. (1997). Life expectancy, economic inequality, homicide, and reproductive timing in Chicago neighbourhoods. *British Medical Journal*, *314*, 1271–1274.

Daly, M., & Wilson, M. (2010). Cultural inertia, economic incentives, and the persistence of “Southern violence.” In M. Schaller, A. Norenzayan, S. Heine, T. Yamagishi, & T. Kameda (Eds.), *Evolution, culture, and the human mind* (pp. 229–241). Taylor & Francis.

## LECTURES

Brief lectures for each topic will be released and posted on the course website. Note that you are expected to know this content and should use it to guide the development of your literature reviews (see below).

## EVALUATION

First, you will be required to complete the online Academic Integrity Matters (**AIM**) course. (Certificates of completion of the AWARE course are acceptable as substitutes.) Students will then be evaluated on the basis of: (1) **four equally weighted literature reviews, worth 25% each**. Here is a summary of each evaluation component:

### 1. AIM course

You will first be required to successfully complete **all** of the modules and quizzes of the AIM course and upload your certificate of completion. **This is mandatory**. The purpose of the AIM course is to ensure that you know how to write and conduct your work with integrity. Until you have successfully completed the AIM course, I will not grade any other assignments, and late penalties will apply even if you submit them on time. You must upload the certificate of completion to the appropriate folder under the “Assignments” tab in myCourseLink by 11:59pm on **September 18**.

You can find the AIM course on myCourseLink. After logging in, go to the home screen (where all of your courses are listed) and click on the “Self-Registration: Academic Support and Training” link on the right-hand side. From there, you will see the AIM course listed in a table, with an option to enroll by clicking on the name. Click this link, register, and complete each of the modules and each quiz (there are eight quizzes in total). To earn the certificate of completion, **you must score 100% on each quiz.** Note that this course will typically take one hour to complete, so schedule your time accordingly. To upload your certificate of completion, go to the “Certificates” section of the AIM course and click on the icon (badge) for the certificate. A pop-up window will appear with a link to “Generate Certificate” at the bottom. Click this link and upload the document, which will be downloaded to your computer, to the AIM folder in the Assignments tab on the CRIM 2015 course website.

**Note:** Students who have previously earned all seven of the certificates for the AWARE course **do not** need to also complete the AIM course. If you have already earned all AWARE course certificates, you can simply upload these seven certificates instead.

## 2. Literature reviews

You will be asked to write four succinct literature reviews that, **in your own words**, synthesize the readings assigned over previous weeks, as well as several scholarly, peer-reviewed articles that you found yourself on the same topic. I must stress that **you should not copy anything from any sources**, such as the lectures, readings, or other students. Copying your answers will lead to a charge of academic dishonesty which, *at a minimum*, will result in a grade of 0% on the relevant assignment and a note in your file if upheld (see the Academic Integrity section below).

For each review, you will first **submit a draft** through peerScholar so that you can receive feedback from two of your colleagues in the class. To do this, simply navigate to the course website in myCourseLink, click the “Content” tab at the top, find the “Peer Review” module on the left, and click the link to the appropriate assignment (e.g. if working on the first literature review, click the link for “Peer Review for Literature Review 1”).

Second, using the same links, **you will read and provide feedback on drafts** submitted by two of your colleagues. **20% of your grade** for each literature review will be determined by the quality of the feedback you give to your fellow classmates. This feedback should be thoughtful, constructive, and polite.

**Note that there are no late submissions of either drafts or peer feedback:** failure to submit *either* your initial draft or peer feedback by the respective deadlines will result in a grade of 0% on the peer review component for that assignment.

Third, after you have received your peer feedback, you will have the opportunity to revise your review and then submit a final draft to the appropriate folder in the “Assignments” tab on myCourseLink. The remaining **80% of your grade** for each literature review will come from my evaluation of the final draft.

**Draft submissions, peer feedback, and final submissions are always due by 11:59pm** on the day of their respective deadlines, but you can submit them sooner if you prefer. Failure to submit the final draft of your review by the deadline will result in a late penalty of 10% per day late, including weekend days, and a grade of 0% if it has not been submitted within 7 days after the due date. **The deadlines for the reviews are:**

- Review 1:
  - Draft submission deadline: September 21
  - Peer feedback deadline: September 24
  - Final submission deadline: September 27
- Review 2:
  - Draft deadline: October 19
  - Peer feedback deadline: October 22
  - Final submission deadline: October 25
- Review 3:
  - Draft deadline: November 16
  - Peer feedback deadline: November 19
  - Final submission deadline: November 22
- Review 4:
  - Draft deadline: December 7
  - Peer feedback deadline: December 10
  - Final submission deadline: December 13

Note that I reserve 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%.

## **USE OF RECORDINGS**

In this course, in the context of remote instruction and participation, video and audio recordings of class activities will be made to ensure students’ and instructors’ easy and comprehensive access to those activities. The recordings are confidential and are intended **only** for the use of the course students and instructors. They may otherwise **not** be used or disclosed. During recording, to protect others’ privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student’s consent. The recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*. Questions about

the collection of the images and sounds in the recordings may be directed to Dr. Jennifer Jarman, Chair of the Department of Interdisciplinary Studies, Orillia campus, [jjarman@lakeheadu.ca](mailto:jjarman@lakeheadu.ca).

## **STUDENT COURTESY**

With regard to online discussion, students are expected to be respectful, open-minded, and to use good judgement. 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 below, it may be subject to some adjustment.

## **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 tests and assignments 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 **November 6**.

## **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. Email 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

<b>Week</b>	<b>Reading</b>	<b>Task</b>
September 8–13	Coyne (2009), pages 121–147	
September 14–20	Salmon & Symons (2001), pages 7–30 Daly & Wilson (1988), Chapter 1	AIM course
September 21–27	Daly & Wilson (1988), Chapter 2	Review 1
September 28– October 4	Daly & Wilson (1988), Chapters 3 & 4	
October 5–11	Daly & Wilson (1988), Chapter 5	
October 12–18	Fall Break: no lecture or reading	
October 19–25	Daly & Wilson (1988), Chapter 6	Review 2
October 26– November 1	Daly & Wilson (1988), Chapter 7	
November 2–8	Daly & Wilson (1988), Chapter 8	
November 9–15	Daly & Wilson (1988), Chapter 9	
November 16–22	Daly & Wilson (1988), Chapter 10	Review 3
November 23–29	Daly & Wilson (1988), Chapters 11 & 12	
November 30– December 4	Wilson & Daly (1997) Daly & Wilson (2010)	
December 7–13		Review 4