



CRIM 3011 FDE: Evolution and Violence Fall 2021

Instructor: Dr. Daniel Brian Krupp

Office: OA 3021

Meetings: through Zoom, by appointment

Email: 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)

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

COURSE DESCRIPTION

Violence is widespread in the nature, and is an important topic of biological research—particularly to those studying the evolution of social behaviour. However, criminologists rarely make use of this body of research to understand human violence. CRIM 3011 will help bridge the divide between biology and criminology by teaching you about social evolution theory, using this theory to generate hypotheses about violence, and presenting empirical evidence to test these hypotheses in humans and in 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 coercion and homicide;
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 **after** the deadline for each week’s readings summary is due (see below). **You are required to view all available lectures before writing each subsequent readings summary.** Until you view the assigned lectures, you will not be able to submit the next summary. Thus, you should schedule sufficient time to watch the lectures well in advance of the summary submission deadlines. 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. Although completion of the AIM course is not counted towards your course grade, **it is mandatory.** (Certificates of completion of the AWARE course are acceptable as substitutes.) You will then be evaluated on the basis of: (1) **12 weekly summaries of the readings, worth 5% each**, for a total of 60% of your course grade; and (2) **two literature reviews, worth 20% each**, for a total of 40% of your course grade. 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. **Again, 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 11**.

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 3011 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. Weekly summary of readings

Each week of class except for the last (December 6), you are expected to write a summary of the assigned readings from that week. These will be due **every Sunday** by 11:59pm in the appropriate folder under the “Assignments” tab. Your summary should only be a paragraph long—and a *reasonable* paragraph in length, at that!—and it should cover the content of all of the readings assigned that week. That is, you should **only submit one paragraph** each week, even if you were assigned two readings. (When there are two readings, they will be on a common topic, so you can integrate them into a single summary.)

Each summary should strive to **concisely answer the following three questions:**

- What were the central ideas (theories, hypotheses, or arguments) of the readings?
- What key pieces of empirical evidence, if any, did the readings provide to support or disconfirm these ideas?
- What hypotheses or findings in the readings most surprised or impressed you, and why?

To remind you, you will only be allowed to submit your summaries after you have viewed all of the available lectures (see the “Lectures” section, above). And, as always, your **summaries must be written in your own words**. They should be written thoughtfully—which is to say, they should be clear, logically organized, sufficiently comprehensive, accurate, and grammatically correct.

3. Literature reviews

You will be asked to write two literature reviews that, **in your own words**, synthesize the readings assigned over previous weeks, in addition to several scholarly, peer-reviewed articles that you found yourself on the same topic. I must stress, once again, that **you must not copy anything from any sources**, such as the lectures, readings, Internet sources, 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, helpful, 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 topics and deadlines for the reviews are:**

- Review 1: Evolutionary perspectives on violence in the context of kinship
 - Draft submission deadline: October 25
 - Peer feedback deadline: October 28
 - Final submission deadline: November 1
- Review 2: Evolutionary perspectives on violence in the context of sex and gender
 - Draft deadline: November 29
 - Peer feedback deadline: December 2
 - Final submission deadline: December 6

More detailed information regarding the literature reviews will be posted on the course website. Finally, 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.

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/studentconduct>

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 5**.

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

Week	Reading	Assignments
September 7–12	Coyne (2009), pages 121–147	AIM (Sept 11) & Summary (Sept 12)
September 13–19	Salmon & Symons (2001), pages 7–30 Daly & Wilson (1988), Chapter 1	Summary (Sept 19)
September 20–26	Daly & Wilson (1988), Chapter 2	Summary (Sept 26)
September 27– October 3	Daly & Wilson (1988), Chapters 3 & 4	Summary (Oct 3)
October 4–10	Daly & Wilson (1988), Chapter 5	Summary (Oct 10)
October 11–17	Fall Break: no lecture or reading	--
October 18–24	Daly & Wilson (1988), Chapter 6	Summary (Oct 24)
October 25–31	Daly & Wilson (1988), Chapter 7	Summary (Oct 31)
November 1–7	Daly & Wilson (1988), Chapter 8	Review 1 (Nov 1) & Summary (Nov 7)
November 8–14	Daly & Wilson (1988), Chapter 9	Summary (Nov 14)
November 15–21	Daly & Wilson (1988), Chapter 10	Summary (Nov 21)
November 22–28	Daly & Wilson (1988), Chapters 11 & 12	Summary (Nov 28)
November 29– December 5	Wilson & Daly (1997) Daly & Wilson (2010)	Summary (Dec 5)
December 6		Review 2 (Dec 6)