

**Syllabus for Social Psychology and Evolution**  
**Advanced Undergraduate/Graduate seminar**  
**Psychology 450 (section 8), 650 (section 15)**

Spring Semester, 2002  
University of New Mexico

This syllabus includes the following information:

**Instructor details, contact information, and background**

**Required textbooks**

**3. Meeting time and place**

**Overview of course content**

**Course mechanics (including grading)**

**List of class topics and readings week by week**

*This syllabus is the sort of thing that most students file away and never read. Please do read it as soon as possible! It contains information that will be crucial to your success in this course. Read it before the next class session, keep it accessible, and refer to it regularly throughout the course!*

**1. Instructor details:**

Dr. Geoffrey Miller

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Psychology, Logan Hall 160

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Office hours: Wednesdays, 10:30 a.m. to noon, Logan Hall 160

**Instructor background:**

Evolutionary social psychology is my main focus, especially the study of human mental adaptations for judgment, decision-making, strategic behavior, and communication in social and sexual domains. This includes work on mutual mate choice and sexual selection theory, analysis of human mental traits as fitness indicators (reliable cues of underlying phenotypic traits and genetic quality), analysis of social attribution heuristics as adapted to the statistical structure of individual differences (including genetic and phenotypic covariances), and analysis of animate motion perception mechanisms as adapted to typical patterns of intentional movement. Also, consumer behavior: applications of evolutionary psychology in product design and aesthetics, marketing, advertising, and branding (book in progress on this topic); use of genetic

algorithms for interactive online product design. Clinical interests: Applications of fitness indicator theory to understand symptoms, demographics, and behavior genetics of schizophrenia and mood disorders. Other interests: origins of human preferences, aesthetics, and utility functions; human strategic behavior, game theory, and experimental economics; ovulatory effects on female mate preferences; the intellectual legacies of Darwin, Nietzsche, and Veblen.

I was born in Cincinnati Ohio in 1965, and got my B.A. in 1987 at Columbia University in New York, double majoring in psychology and biology. I got my Ph.D. at Stanford University in California in 1993, in experimental psychology, where I worked with Roger Shepard. After the Ph.D., I worked in England and Germany until last August, at the University of Sussex, University of Nottingham, University College London, London School of Economics, and Max Planck Institute for Psychological Research in Munich. I've published about 40 research papers, and I recently published a book called "The mating mind: How sexual choice shaped the evolution of human nature"; it's been published in British, American, German, Dutch, Italian, Portuguese, Japanese, and Finnish. I'm working on a second book about the evolutionary psychology of consumer behavior. My partner Rosalind is a science television documentary producer; we have a 5 year old daughter, Atalanta; and Rosalind also has two older children, so I know about step-parenting. We just moved to Albuquerque in August 2001, when I joined the psychology department here.

## **2. Required textbooks:**

Matt Ridley (1997). *The origins of virtue*. NY: Penguin. (c. \$14 paperback).

David Buss (1999), *Evolutionary psychology: The new science of the mind..* Boston: Allyn & Bacon. (c. \$60 hardback).

The course reader, which should be available from UNM Bookstore by about Jan. 22.

## **3. Meeting time and place:**

Fridays, 9:30 am to noon

UNM main campus, Psychology Department, Logan Hall, Room 156, January 18 through May 3, except for March 15 (spring recess)

## **4. Overview of course content:**

This interdisciplinary course considers human social behavior in its cross-cultural, cross-species, biological context, as an outcome of selection to engage in various kinds of strategic behavior with other individuals. We will try to connect theories of social evolution to evidence concerning the mechanisms of human social cognition and social interaction. Topics will include:

Evolution of social behavior in primates and humans

Parenting and grand-parenting

Kinship, sibling relations, family dynamics

Basic game theory, strategic behavior, commitment, bargaining, coordination, reciprocity, equilibria, signaling theory

Friendships, alliances, trade, social networks, social capital  
Social status, hierarchy, prestige, egalitarianism  
Person perception, social cognition, social attribution, Theory of Mind  
Aggression, Machiavellianism, and the evolution of psychopathy  
Group selection, group decision-making, and group coordination  
Inter-group conflict and ethnocentrism  
Language use in groups: gossip, story-telling, the social psychology of conversational relevance  
Primate social cognition and social dynamics  
Applications of evolutionary social psychology to understanding psychopathology: psychopathy, autism, depression, and schizophrenia.

## **5. Course mechanics (including grading)**

We will meet once a week for two and a half hours. I expect punctuality – allow plenty of time for parking! There will be a 10-15 minute break about half way through each meeting. If you have to miss a class for any reason, please let me know by email as soon as you know you'll be absent.

### **Grading**

#### **40% class attendance, participation, and presentation.**

I expect regular attendance, knowledge of assigned readings, active participation and intellectual engagement, and well-prepared presentations

**60% one research paper:** due Friday, May 3, on the last day of class, at the beginning of class. Aim for 4,000 to 6,000 words. Print out double-spaced, single-sided in 12 point Arial or Times Roman font. Follow standard APA (American Psychological Association) research paper format.

**No Exams.**

### **Readings**

The course readings are the core of the class. If you don't read them, you won't learn much; if you do read them attentively, you'll learn a lot. I expect all of each week's required readings to be completed well before class, so you have time to digest them, think about them, compare and contrast them, and prepare intelligent comments and questions about them. Last-minute reading on Thursday night will not result in good comprehension or good in-class discussion.

Often, I will assign individual students to prepare a summary presentation of a reading. This entails talking for about 5 minutes in class about the main points of the reading, plus your evaluations, criticisms, and comments about it, and your suggestions for key points we could discuss in class. Your success in preparing these summaries will be an important part of your class participation grade. Don't prepare overhead transparencies or Powerpoint summaries, but if you're presenting a reading, **please distribute a one-page**

**summary sheet in class to accompany your comments;** leave enough space on the sheet for people to write their own comments about the class discussion. Please bring enough of these summary pages for everybody. If you want me to make the copies, get the sheet to me by noon on the day before class, and I will bring them to class for you.

If your reading is a “target article” (e.g. from *Behavioral and Brain Sciences* or *Current Anthropology*), then there will be lots of commentaries on the target article available from the original bound journal (in the Centennial Science library). I would recommend that you go to the library and read these commentaries and the author’s responses in preparing your summary. They will help you identify key points of agreement and disagreement.

Some of the readings are harder than others; some weeks require more reading than other weeks. Plan ahead. For undergraduates, this may be one of the hardest psychology courses you’ll have taken at UNM, in terms of the work required by the course readings. Please do not take this course if you cannot commit three hours a week to the readings.

On the positive side, I have tried to select the best, most recent, most interesting journal papers and book chapters that I could find. Almost all of the readings were published in the last five years, about half are from the last three years. They are from some of the best journals in evolutionary psychology, biology, and anthropology; 9 are from *Evolution and Human Behavior*, 6 are from *Human Nature*, 5 are from *Psychological Bulletin*, 3 are from *Behavioral and Brain Sciences*, 3 are from *Current Anthropology*, and so forth.

### **Class attendance, participation, and presentations**

I expect intellectual and social engagement from students in class. Get enough sleep, have a decent breakfast, bring some coffee. I’ll give you regular feedback about how I think you’re doing with regard to this portion of your course grade. In late February and late March, I’ll email students individually with a rough estimate of how their class participation grade is developing, and what they can do to improve it if they want. This should relieve your anxiety about whether you’ll get a high or low mark for this part of the class.

### **Term paper**

The term paper determines 60% of your course grade. You can choose any topic related to the course content and course readings. The final paper should be about 4,000 to 6,000 words, plus references. Graduate students may wish to write something a little longer. I care more about clarity, insight, research, and the flow of argument than about length per se.

Submit the rough draft and the final draft in standard APA (American Psychological

Association) research paper format. This means computer-printed, double-spaced, single-sided, in 12 point Arial or Times Roman font, with a proper title page, abstract, references, and page numbering. Consult the APA Publication Manual (4<sup>th</sup> Edition) for more details. If you haven't written anything in APA format before, please be especially careful to follow the manual's guidelines.

For undergraduates, my goal is for you to produce a paper that you would be proud to include in an application to graduate school, medical school, business school, or a good job.

For graduate students, my goal is for you to produce a paper that you could turn around and submit to a decent journal as a review or commentary piece to improve your C.V., and that you would be proud to submit in an application for a post-doc, tenure-track job, or clinical internship.

To make sure that you are thinking, researching, and writing it on a good schedule throughout the semester, I require the following:

**1. February 15: A one-paragraph topic statement.** Tell me what you think you'll probably write about. If you change your mind, no problem, just tell me in an email later. But I want you to have some topic in mind by this date. Pick a topic that you feel passionate about – you'll have to live with it for several months! This topic statement will determine 10% of the course grade. Late submissions will be penalized.

**2. March 8: A one-page paper outline,** listing your main points, arguments, ideas, criticisms, etc. Let me see the likely flow of argument in your paper. **Also, submit an annotated bibliography,** listing sources you have read so far. It could be one page, or more if you've read more. If you change your mind about your paper topic or your outline, just let me know by email. After you submit this outline and bibliography, come to my office hours at least once for my feedback. This is very important; I will try to make sure your paper looks viable and will try to give you some useful suggestions and references. This outline and bibliography will determine 10% of the course grade. Late submissions will be penalized.

**3. April 5: A rough draft.** This should be a full-length, APA format draft of your term paper – the sort of thing you would submit as your final draft in most other courses. After I get this rough draft, I will write comments and suggestions on it and return it to you as soon as I can. This should allow you to submit a really good final draft, and I hope it will help you improve your writing generally. This rough draft will determine 10% of the course grade. Late submissions will be penalized.

**Note that if you don't turn in the topic statement, paper outline, or rough draft, you will get 0 credit for 30% of the course – i.e. you won't be able to get above a D in the course.**

**4. May 3: Final draft.** This should be a highly polished document in correct format

with no spelling or grammatical errors. It should represent the culmination of three months of research, thinking, and writing about a topic that passionately interests you. The final draft will determine 30% of your course grade. Late submissions will be penalized. I will try to grade final drafts by the last days of exams (May 10).

Structure of the term paper: The ideal paper would the following elements:

Title page: a decent, descriptive, memorable title, and all other information required for APA format

Abstract page: a concise, punchy abstract that interests the reader in your paper

Introduction: Start with a bang. Pose the problem that interests you, and how you'll approach it. Say where you stand, and why the reader should care. Be specific and clear; mix the theoretical level of discourse with real-life examples and issues; know when to be funny and when to be serious.

Body of the paper: depending on what you're writing about, this could include a literature review, a series of arguments, an overview of relevant ideas and research from a related area or field, or anything that advances your points. If you include literature reviews, don't do generic overviews – review the literature with a purpose, critically, as it pertains to your topic.

Research proposal: ideally, towards the end of your paper, you could sketch out a new empirical way to resolve one or more of the issues you've raised in your paper. This could be a brief outline of an experiment, an observational method, a meta-analysis or re-analysis of existing data, a computer simulation, or any other method you think would be appropriate. If your proposal is good and you're still around UNM next semester, we could go ahead and do the work and publish it!

Bibliography: Only include things you've read. If you haven't read them and have only seen them cited by others, then use the format (name, date; as cited in: name, date). If your bibliography includes good, relevant papers and books that I haven't heard of before, I will be impressed.

### **How to ace this course**

It should be easy to get a terrific grade in this class, if you do all the work on time. I have tried to structure the class so you have lots of small deadlines for the term paper so there's no last-minute stress or rush, and so you get lots of feedback from me. I will also give you regular feedback about your class participation grade, and how I feel you're contributing. You should have a very good idea of how you'll do in the class long before it's over, and plenty of opportunity to improve your grade if you're not satisfied.

Here are the key things to do:

Get a three-ring binder and keep everything related to the course in it: the readings, my handouts, the reading summaries distributed by other students, your own notes on the readings, your term paper work, etc.

Read the readings on time, when you're awake, lucid, and attentive. Read them well

before the class when they'll be discussed. Take notes on them. Digest them. Then go back to them after a couple of days, skim them again, review your notes, and think a little more. Before class, write down two or three points that you'd like to raise when we discuss the reading.

Participate actively in class discussions. Be engaged. Have fun. Connect the readings to your own life-experience.

Keep to the term paper schedule. If you take it seriously and submit all four elements of the term paper on schedule, and if you pay attention to my feedback, you should be able to produce an excellent final paper, even if you're an inexperienced writer.

Come to my office hours. Get my feedback. Show me you care!

## **6. List of class topics and readings week by week**

### **Week 1: January 18: Introduction to the course**

No assigned readings before this class

### **Week 2: January 25: Overview of social psychology and social evolution**

Required readings for all students, to be completed before this class meeting, from the course reader:

Steven J. C. Gaulin & Donald H. McBurney (2001). Chapter 15, "Social behavior" (pp. 314-341). From *Psychology: An evolutionary approach*. Prentice-Hall.

Ernest Hilgard (1987). Chapter 16, "Social psychology" (pp. 572-614). From *Psychology in America: A historical survey*. NY: Harcourt Brace Jovanovich. (Skip profiles of eminent social psychologists on pp. 580-581, 582-584, 588-589, 597-598).

Douglas T. Kenrick & Jeffrey A. Simpson (1997). "Why social psychology and evolutionary psychology need one another" (pp. 1-20). From J. A. Simpson & D. T. Kenrick (Eds.), *Evolutionary social psychology*. Erlbaum.

Additional required reading for graduate students, but not for undergrads:

From David Buss (1999), *Evolutionary psychology*. Boston: Allyn & Bacon:

Chapter 2, "The new science of evolutionary psychology" (pp. 33-65).

### **Week 3: February 1: Parenting and discriminative parental solicitude**

Required readings:

From David Buss (1999), *Evolutionary psychology*. Boston: Allyn & Bacon:

Chapter 7, "Problems of parenting" (pp. 189-221).

From the course reader:

- Martin Daly, Cheryl McConnell & Tammy Glugosh (1996). Parents' knowledge of students' beliefs and attitudes: An indirect assay of parental solicitude? *Ethology and Sociobiology*, 17, 201-210.
- Martin L. Lalumiere, Vernon Quinsey, & Wendy McCraig (1996). Why children from the same family are so different from one another: A Darwinian note. *Human Nature*, 7(3), 281-290.
- Kyle Summers (1999). Evolutionary psychology, birth order and family dynamics. *Trends in Ecology and Evolution*, 14(3), 86-87.

Required for grad students but not for undergrads:

- David C. Geary (2000). Evolution and proximate expression of human paternal investment. *Psychological Bulletin*, 126(1), 55-77.

#### **Week 4: February 8: Kinship and inclusive fitness**

Required readings:

- From David Buss (1999), *Evolutionary psychology*. Boston: Allyn & Bacon: Chapter 8, "Problems of kinship" (pp. 222-249).

From the course reader:

- Martin Daly, Catherine Salmon, & Margo Wilson (1997). Kinship: The conceptual hole in psychological studies of social cognition and close relationships (pp. 265-298). From J. A. Simpson & D. T. Kenrick (Eds.), *Evolutionary social psychology*. Erlbaum.
- Debra Lieberman & Donald Symons (1998). Sibling incest avoidance: From Westermarck to Wolf. *Quarterly Review of Biology*, 73(4), 463-466.
- William Jankowiak & Monique Diderich (2000). Sibling solidarity in a polygamous community in the USA: Unpacking inclusive fitness. *Evolution and Human Behavior*, 21, 125-139.

Required for grad students but not for undergrads:

- J. Phillippe Rushton (1989). Genetic similarity, human altruism, and group selection. *Behavioral and Brain Sciences*, 12, 503-518. [Note: The original article is followed by many commentaries, which may be of interest, but which are not included in the course reader.]

#### **Week 5: February 15: Basic game theory, cooperation, commitment, reciprocity, and equilibria**

Required readings:

- From Matt Ridley (1996), *The origins of virtue*. NY: Penguin.  
Chapter 3, "The prisoner's dilemma" (pp. 53-66)  
Chapter 4, "Telling hawks from doves" (pp. 69-84)

From the course reader:

Brian Skyrms (1996). Chapter 2 “Commitment” (pp. 22-44) and Chapter 3 “Mutual aid” (pp. 45-62). From *Evolution of the social contract*. Cambridge U. Press.

Required for grad students but not for undergrads:

Larry Samuelson (1997). Chapter 1 “Introduction” (pp. 1-36). From *Evolutionary games and equilibrium selection*. Cambridge, MA: MIT Press.

## **Week 6: February 22: Reciprocity, coordination, and mixed-motive games**

Required readings:

From Matt Ridley (1996), *The origins of virtue*. NY: Penguin:

Chapter 2, “The division of labor” (pp. 37-50)

Chapter 10, “The gains from trade” (pp. 197-210)

[Note: this week’s readings are among the hardest in the course. Please allow plenty of time for them. It gets easier after this!]

From the course reader:

Toko Kiyonari, Shigehito Tanida, & Toshio Yamagishi (2000). Social exchange and reciprocity: Confusion or a heuristic? *Evolution and Human Behavior*, 21, 411-427.

Judith Mehta, Chris Starmer, & Robert Sugden, Robert (1994). Focal points in pure coordination games: An experimental investigation. *Theory and Decision*, 36, 163-185.

Samuel S. Komorita & Craig D. Parks (1995). Interpersonal interactions: Mixed-motive interaction. *Annual Review of Psychology*, 46, 183-207.

Required for grad students but not for undergrads:

Richard Sosis, Sharon Feldstein, & Kim Hill (1998). Bargaining theory and cooperative fishing participation on Ifaluk atoll. *Human Nature*, 9(2), 163-203.

## **Week 7: March 1: Friendships, alliances, and social capital**

Required readings:

From David Buss (1999), *Evolutionary psychology*. Boston: Allyn & Bacon:

Chapter 9, “Cooperative alliances” (pp. 253-277).

From the course reader:

Marina Cords (1997). Friendships, alliances, reciprocity, and repair (pp. 24-49). From A. Whiten & R. Byrne (Eds.). *Machivellian intelligence II: Extensions and evaluations*. Cambridge U. Press.

R. C. Kirkpatrick (2000). The evolution of homosexual behavior. *Current Anthropology*, 41(3), 385-398. [Note: The original article is followed by many

commentaries, which may be of interest, but which are not included in the course reader.]

Robert D. Putnam (2000). Chapter 1, "Thinking about social change in America" (pp. 15-28). From *Bowling alone: The collapse and revival of American community*. NY: Simon & Schuster.

Required for grad students but not for undergrads:

Anita E. Kelly (2000). Helping construct desirable identities: A self-presentational view of psychotherapy. *Psychological Bulletin*, 126(4), 475-494. [Note: The original article is followed by two commentaries, which may be of interest, but which are not included in the course reader.]

### **Week 8: March 8: Altruism, morality, and showing off**

Required readings:

From Matt Ridley (1996), *The origins of virtue*. NY: Penguin:

Chapter 5, "Duty and the feast" (pp. 87-102)

Chapter 6, "Public goods and private gifts" (pp. 105-124)

Chapter 7, "Theories of moral sentiments" (pp. 127-147)

From the course reader:

Dennis L. Krebs (2000). The evolution of moral dispositions in the human species (pp. 132-148). From D. LeCroy & P. Moller (Eds.), *Evolutionary perspectives on human reproductive behavior*. Proc. New York Academy of Sciences, 907.

Eric Alden Smith & Rebecca L. Bliege Bird (2000). Turtle hunting and tombstone opening: Public generosity as costly signaling. *Evolution and Human Behavior*, 21, 245-261.

Required for grad students but not for undergrads:

Randall F. Moore (1996). Caring for identified versus statistical lives: An evolutionary view of medical distributive justice. *Ethology and Sociobiology*, 17, 379-401.

Optional for anyone who's interested:

Geoffrey Miller (2001). Chapter 9 "Virtues of good breeding" (pp. 292-340) from *The mating mind: How sexual choice shaped the evolution of human nature*. NY: Anchor.

**[March 15: no class: spring recess]**

### **Week 9: March 22: Social status, hierarchy, egalitarianism, and depression**

Required readings:

From David Buss (1999), *Evolutionary psychology*. Boston: Allyn & Bacon:

Chapter 12, "Status, prestige, and social dominance" (pp. 345-369).

From the course reader:

- Christopher Boehm (1997). Egalitarian behavior and the evolution of political intelligence (pp. 341-364). From A. Whiten & R. Byrne (Eds.), *Machiavellian intelligence II: Extensions and evaluations*. Cambridge U. Press.
- Paul H. Rubin (2000). Hierarchy. *Human Nature*, 11(3), 259-279.
- John Price, Leon Sloman, Russell Gardner, Paul Gilbert, & Peter Rohde (1997). The social competition hypothesis of depression (pp. 241-253). From S. Baron-Cohen (Ed.), *The maladapted mind: Classic readings in evolutionary psychopathology*. Psychology Press.

Required for grad students but not for undergrads:

- Joseph Henrich & Francisco J. Gil-White (2001). The evolution of prestige: Freely conferred deference as a mechanism for enhancing the benefits of cultural transmission. *Evolution and Human Behavior*, 22, 165-196.

### **Week 10: March 29: Person perception**

Required readings from the course reader:

- Dennis L. Krebs & Kathy Denton (1997). Social illusions and self-deception: The evolution of biases in person perception (pp. 21-47). From J. A. Simpson & D. T. Kenrick (Eds.), *Evolutionary social psychology*. Erlbaum.
- David C. Funder (1995). On the accuracy of personality judgment: A realistic approach. *Psychological Review*, 102(4), 652-670.
- D'Arcy Reynolds Jr., & Robert Gifford (2001). The sounds and sights of intelligence: A lens model channel analysis. *Personality and Social Psychology Bulletin*, 27(2), 187-200.
- Geoffrey Miller (2000). Sexual selection for indicators of intelligence (pp. 260-275.). From Bock, G. R., Goode, J. A., & Webb, K. (Eds.), *The nature of intelligence*. Novartis Foundation Symposium 233. NY: Wiley. [The discussion on pp. 268-275 is optional.]

Required for grad students but not for undergrads:

- Judith H. Langlois, Lisa Kalakanis, Adam J. Rubinstein, Andrea Larson, Monica Hallam, & Monica Smooth (2000). Maxims or myths of beauty? A meta-analytical and theoretical review. *Psychological Bulletin*, 126(3), 390-423

### **Week 11: April 5: Social attribution, Theory of mind**

Required readings from the course reader:

- Paul W. Andrews (2001). The psychology of social chess and the evolution of attribution mechanisms: Explaining the fundamental attribution error. *Evolution and Human Behavior*, 22, 11-29.
- Andrew W. Whiten (2000). Social complexity and social intelligence. (pp. 185-196).

- From Bock, G. R., Goode, J. A., & Webb, K. (Eds.), *The nature of intelligence*. Novartis Foundation Symposium 233. NY: Wiley. [Ignore the discussion material on pp. 196-197.]
- Geoffrey F. Miller (1997). Protean primates: The evolution of adaptive unpredictability in competition and courtship. From A. Whiten & R. Byrne (Eds.), *Machiavellian intelligence II: Extensions and evaluations*. Cambridge U. Press.
- David L. Penn, Richard P. Bentall, Patrick W. Corrigan, K. Meg Racenstein, & Leonard Newman (1997). Social cognition in schizophrenia. *Psychological Bulletin*, 121(1), 114-132.

Required for grad students but not for undergrads:

- Leda Cosmides & John Tooby (1997). Dissecting the computational architecture of social inference mechanisms. (pp. 132-161). From *Characterizing human psychological adaptations*. Ciba Foundation Symposium 208. NY: Wiley. [The discussion on pp. 156-161 is optional.]

## **Week 12: April 12: Aggression, Machiavellianism, and psychopathy**

Required readings:

- From David Buss (1999), *Evolutionary psychology*. Boston: Allyn & Bacon: Chapter 10, "Aggression and warfare" (pp. 278 - 311).

From the course reader:

- David Sloan Wilson, David Near, & Ralph R. Miller (1996). Machiavellianism: A synthesis of the evolutionary and psychological literatures. *Psychological Bulletin*, 119(2), 285-299.
- Robert D. Hare (1993). Chapters 3 "The profile: Feelings and relationships" (pp. 33-56) and 4 "The profile: Lifestyle" (pp. 57-70). From *Without conscience: The disturbing world of the psychopaths among us*. NY: Guilford Press.

Required for grad students but not for undergrads:

- Martin L. Lalumiere, Grant T. Harris, & Marnie E. Rice (2001). Psychopathy and developmental instability. *Evolution and Human Behavior*, 22, 75-92.

## **Week 13: April 19: Group selection, altruism, and group coordination**

Required readings:

- Brenda J. Bradley (1999). Levels of selection, altruism, and primate behavior. *Quarterly Review of Biology*, 74(2), 171-194.
- David Sloan Wilson (1997). Incorporating group selection into the adaptationist program: A case study involving human decision making (pp. 345-386). From J. A. Simpson & D. T. Kenrick (Eds.), *Evolutionary social psychology*. Elrbaum.
- Craig T. Palmer, B. Eric Fredrickson, & Christopher F. Tilley (1997). Categories and

gatherings: Group selection and the mythology of cultural anthropology.  
*Evolution and Human Behavior*, 18, 291-308.

Required for grad students but not for undergrads:

Christopher Boehm (1996). Emergency decision, cultural-selection mechanics, and group selection. *Current Anthropology*, 37(5), 763-778. [Note: The original article is followed by many commentaries, which may be of interest, but which are not included in the course reader.]

#### **Week 14: April 26: Inter-group conflict, ethnocentrism, and social dominance orientation**

Required readings:

From Matt Ridley (1996), *The origins of virtue*. NY: Penguin:

Chapter 8, "The tribal primates" (pp. 149-169)

Chapter 9, "The source of war" (pp. 173-193).

From the course reader:

Francisco Gil-White (2001). Are ethnic groups biological 'species' to the human brain? *Current Anthropology*, 42(4), 515-536. [Note: The original article is followed by many commentaries, which may be of interest, but which are not included in the course reader.]

Felicia Pratto & Margaret Shih (2000). Social dominance orientation and group context in implicit group prejudice. *Psychological Science*, 11(6), 515-518.

Required for grad students but not for undergrads:

Robert Kurzban, John Tooby, & Leda Cosmides (2001). Can race be erased? Coalitional computation and social categorization. *Proc. National Academy of Sciences USA*, 98(26), 15387-15392.

#### **Week 15: May 3 (last day of classes): Language in groups: Gossip, story-telling, and relevance**

Required readings from the course reader:

Robin I. M. Dunbar (1993). Coevolution of neocortical size, group size and language in humans. *Behavioral and Brain Sciences*, 16, 681-694. [Note: The original article is followed by many commentaries, which may be of interest, but which are not included in the course reader.]

Robin I. M. Dunbar, Anna Marriot, & N. D. C. Duncan (1997). Human conversational behavior. *Human Nature*, 8(3), 231-346.

Michelle S. Sugiyama (1996). On the origins of narrative: Storyteller bias as a fitness-enhancing strategy. *Human Nature*, 7(4), 403-425.

Jean-Louis Dessalles (1998). Altruism, status and the origin of relevance (pp. 130-147).  
From J. R. Hurford, M. Studdert-Kennedy, & C. Knight (Eds.), *Approaches to the  
evolution of language*. Cambridge U. Press.