

SYLLABUS VERSION 1: 14 AUGUST 2017

Fall 2017 / Honors 2030.2: Evolution and Biology of Morality / MW 4:30-5:50pm / 218 French House
John Protevi / protevi@lsu.edu / Office: 408 Hodges / Hours: MW 3:00-4:15 / Phone: 578-6627
<http://www.protevi.com/john/Morality/index.html>

COURSE SCHEDULE

GETTING STARTED

M 21 Aug: Introduction: <http://www.protevi.com/john/Morality/2017Intro.pdf>

W 23 Aug: Gould 1988

M 28 Aug: Fuentes 2009

W 30 Aug: MacKinnon and Fuentes 2011

M 4 Sept: NO CLASS: LABOR DAY

W 6 Sept: GUEST LECTURE: KARL WIDERQUIST (Georgetown, Political Science)

EVOLUTIONARY PSYCHOLOGY

M 11 Sept: Barker, Chapters 1-2 // Reaction paper #1 on "Getting Started" segment

W 13 Sept: Barker, Chapters 3-4

M 18 Sept: Barker, Chapters 5-6

W 20 Sept: Barker, Chapters 7-9

CHIMPANZEE GROUP VIOLENCE

M 25 Sept: Wrangham 1999; Roscoe 2007 // Reaction paper #2 on Barker

W 27 Sept: *Scientific American* blogpost

HUMAN SELF-DOMESTICATION (HSD) THESIS

M 2 Oct: Hare 2017

W 4 Oct: Boehm 2012; Gonzalez-Cabrera, forthcoming

ORIGINS OF HUMAN WARFARE

M 9 Oct: Kelly 2005

W 11 Oct: Sterelny 2014

M 16 Oct: Protevi 2017

W 18 Oct: NO CLASS MEETING; Wrangham video

BIRTH OF THE STATE

M 23 Oct: Norenzayan et al, 2016 // Reaction paper #3 on Chimp Group Violence, HSD, War segments

W 25 Oct: GUEST LECTURE: David Chicoine (LSU, Anthropology)

M 30 Oct: GUEST LECTURE: Eric Schliesser (Amsterdam, Political Theory)

W 1 Nov: Gaus 2015

EVOLVED MORAL SENTIMENTS

M 6 Nov: Fehr et al, 2002; Notes on Ostrom 2005 // Thesis and Biblio due

W 8 Nov: Van der Weele 2001

THE BIG PICTURE

M 13 Nov: Tomasello, Preface and Chapter 1

W 15 Nov: Tomasello, Chapter 2

M 20 Nov: Tomasello, Chapter 3 // Term paper drafts due, by email, 4:30 pm

W 22 Nov: NO CLASS: THANKSGIVING

M 27 Nov: Tomasello, Chapter 4

W 29 Nov: Tomasello, Chapter 5 and Conclusion

OFFICE HOURS DURING FINALS WEEK FOR INDIVIDUAL CONSULTATION ON DRAFTS

Sat 9 Dec: Term paper final drafts due, by email, 6pm.

READING LIST

Articles available in PDF on Moodle; Barker and Tomasello books ordered at LSU Bookstore.

GETTING STARTED

- Gould, Stephen J. 1988. Kropotkin was no crackpot. *Natural History* 97.7.
- Fuentes, Agustín. 2009. A New Synthesis. *Anthropology Today* 25.3: 12-17.
- MacKinnon, Katherine and Fuentes, Agustín. 2011. Primates, Niche Construction, and Social Complexity: The Roles of Social Cooperation and Altruism. In R.W. Sussman, C.R. Cloninger (eds.), *Origins of Altruism and Cooperation*. Springer: 121-143.

EVOLUTIONARY PSYCHOLOGY

- Barker, Gillian. 2015. *Beyond Biofatalism: Human Nature for an Evolving World*. Columbia University Press. 978-0231171885
- Karmiloff-Smith, Annette. 2012. From Constructivism to Neuroconstructivism: The Activity-Dependent Structuring of the Human Brain. In E. Martí & C. Rodríguez (eds), *After Piaget*. New Jersey: Transaction Publishers. (OPTIONAL READING – for those interested in neuroscience.)

CHIMPANZEE RAIDING

- Wrangham, Richard. 1999. Evolution of Coalitionary Killing. *Yearbook of Physical Anthropology* 42:1–30
- Roscoe, Paul. 2007. Intelligence, Coalitional Killing, and the Antecedents of War. *American Anthropologist* 109.3: 485–495, DOI: 10.1525/AA.2007.109.3.485.
- Debate in *Scientific American* on adaptation vs human impact as explanations of chimpanzee raiding: <https://blogs.scientificamerican.com/cross-check/anthropologist-finds-flaw-in-claim-that-chimp-raids-are-8220-adaptive-8221/>

HUMAN SELF-DOMESTICATION

- Hare, Brian. 2017. Survival of the Friendliest: Homo sapiens Evolved via Selection for Prosociality. *Annual Review of Psychology* 68:24.1–24.32
- Boehm, Christopher. 2012. Ancestral Hierarchy and Conflict. *Science*. 336 (6083): 844-847.
- Gonzalez-Cabrera, Ivan. Forthcoming. On social tolerance and the evolution of human normative guidance. *The British Journal for the Philosophy of Science*.

HUMAN WARFARE

- Kelly, Raymond. 2005. The Evolution of Lethal Intergroup Violence. *Proceedings of the National Academy of Science* 102.43: 15294–15298, doi: 10.1073/pnas.0505955102
- Sterelny, Kim. 2014. Cooperation, Culture, and Conflict. *British Journal for the Philosophy of Science* 67.1: 1-28.
- Protevi, John. 2017. The Berserker Rage. In Myisha Cherry and Owen Flanagan, eds. *The Moral Psychology of Anger*.
- Wrangham, Richard. 2014. Did *Homo Sapiens* Self-Domesticate? <http://www.uctv.tv/shows/CARTA-Domestication-and-Human-Evolution-Richard-Wrangham-Did-Homo-Sapiens-Self-Domesticate-28902>

FROM TRIBE TO STATE

- Norenzayan, A., Shariff, A., Gervais, W., Willard, A., McNamara, R., Slingerland, E., & Henrich, J. (2016). The cultural evolution of prosocial religions. *Behavioral and Brain Sciences*, 39. doi:10.1017/S0140525X14001356
- Gaus, Gerald. 2015. The Egalitarian Species. *Social Philosophy and Policy* 31.2:1-27.

EVOLVED MORAL SENTIMENTS: FAIRNESS AND PUNISHMENT; SYMPATHY AND EMPATHY

- Fehr, Fischbacher & Gächter (2002). Strong reciprocity, human cooperation and the enforcement of social norms. *Human Nature* 13.1: 1-25
- Ostrom, Elinor. 2005. Policies that Crowd out Reciprocity and Collective Action. In Herbert Gintis, Samuel Bowles, Robert Boyd, and Ernst Fehr, *Moral Sentiments and Material Interests: The Foundations of Cooperation in Economic Life*. Cambridge MA: MIT Press, 2005: 253-275.
- Van der Weele, Cor. 2011. Empathy's purity, sympathy's complexities; De Waal, Darwin and Adam Smith. *Biology & Philosophy*, 26.4 583–593. <http://doi.org/10.1007/s10539-011-9248-4>

THE BIG PICTURE

- Tomasello, Michael. 2016. *A Natural History of Human Morality*. Harvard UP. 978-0674088641. Hardcover, \$34.98.

ASSIGNMENTS AND GRADE BREAKDOWN

5%: CLASS PARTICIPATION. We will often break into small groups for discussion and / or brief writing assignments. You're expected to have done the reading and to participate in these small groups and in general class discussion.

45% RESPONSE PAPERS: (750-1000 words = 3-4 pages, 12-point type; double-spaced, 1-inch margins). Must use .doc or .docx format (NO PDF); sent it by email to protevi@lsu.edu by 4:30 pm on due date. These papers are designed to help you process our readings. You may write your essay on one or more of the readings completed by the paper's due date. (Generally, you should limit yourself to no more than two readings if you choose to do more than one.) Use the following questions to guide you in writing your paper, but do not simply write answers to the questions. Your paper should take essay form with clear paragraphs. 1. What problem or problems is the author addressing? What does their theory aim to explain? 2. Does the writer suggest solutions to the problem? What are they? If not, do you have suggestions for its solution? 3. What is the writer's perspective and / or methodology? Do they clearly state this perspective and / or methodology? 4. How does the reading influence your understanding of the topic? Does the theorist present an effective argument? Any personal reactions?

50% TERM PAPER: (3000-4000 words, excluding references; 12-15 pages of main text; 12-point type; double-spaced, 1-inch margins; at least 8 references). Must use .doc or .docx format (NO PDF); sent it by email to protevi@lsu.edu by 4:30 pm on due date. This is your chance to become an expert on a topic. We will agree on a topic and thesis of your paper in independent discussion. (A topic is the area of inquiry; a thesis is a position you argue for.) You will need to email me a thesis statement and bibliography prior to a rough draft. You will need to email me a draft before the final paper is accepted.

GRADING SCALE

A+ 100 - 97; A = 96.9 – 93; A- = 92.9 – 90 // B+ 89.9 – 87; B = 86.9 – 83; B- 82.9 – 80 // C+ 79.9 – 77; C = 76.9 – 73; C- 72.9 – 70 // D+ 69.9 – 67; D = 66.9 – 63; D- 62.9 – 60 // F = 59.9 -

GENERAL EDUCATION CREDIT

Honors 2030 is approved for 3 hours of General Education credit in the English Composition **or** Humanities areas. As such, the course will address the criteria of both General Education areas.

English Composition: General Education courses in the English Composition Area are centered on writing pedagogy and developing basic skills in written communication. In these courses students will: demonstrate Ability in written analysis and synthesis; undertake writing as a recursive process that develops and transforms thought; learn how to conduct basic research and use it effectively in written works; learn how to use the resources of the LSU library; interpret, evaluate, integrate, and document information gathered from print and online sources; understand a research assignment as a series of tasks that include finding, analyzing, and synthesizing information from primary and secondary sources; integrate information from sources into writing, and document this information appropriately; respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences, using appropriate genre conventions; adopt appropriate voice, tone, and level of formality; and apply knowledge of structure and organization, paragraphing, and mechanics.

Humanities: General Education courses in the Humanities Area should give students an understanding of their own cultural traditions and those of other cultures, locally, nationally, and internationally; lead students to reflect on fundamental questions that human beings have faced, whatever their diverse backgrounds and cultures; and introduce students to the humanities disciplines, such as literature, history, philosophy, religious studies, and language.

RESOURCES, RIGHTS, AND RESPONSIBILITIES

LSU and Title IX: http://www.lsu.edu/hrm/policies_and_procedures/Title_IX_item71081.php

LSU Cares: <http://students.lsu.edu/saa/lsu-cares>

LSU Disability Services: <http://students.lsu.edu/disability>

LSU Statement on Academic Integrity: <http://students.lsu.edu/saa/faculty/academicintegrity>

LSU Student Advocacy: Understanding Plagiarism <http://students.lsu.edu/saa/students/plagiarism>

Hints for success: <http://www.protevi.com/john/honorshints.html>