

NAME	<b>HUMAN ETHOLOGY</b>	COD:
------	-----------------------	------

MASTER DEGREE	YEAR OF STUDY <b>1</b>	SEMESTER <b>1</b>	STATUS OF THE DISCIPLINE (F-fundamental / S-specialisation / C-complementary) <b>S</b>	TYPE OF THE DISCIPLINE (OB-obligatory / opt-optional / fac-facultative) <b>OB</b>
---------------	---------------------------	----------------------	---	--

TOTAL HOURS/WEEK				TOTAL HOURS /SEMESTER	TOTAL HOUS INDIVIDUAL ACTIVITY*	NUMBER OF CREDITS	TYPE OF EVALUATION (P-on going, C-coloquy, E-exam, M-mixt)	LANGUAGE
C	S	L	Pr.					
3		1		56	80		M	Romanian

TEACHER	TEACHING AND SCIENTIFIC DEGREE, SURNAME, NAME	DEPARTMENT
	<b>ASSOC.PROF. CARMEN STRUNGARU</b>	<b>DAFAB</b>

BACKGROUND	Biology, Master in Functional Explorations, PhD in Comparative Ethology
------------	---

OBJECTIVES	<ul style="list-style-type: none"> <li>Defining the concepts of ethology and human ethology</li> <li>Analysis of nature/culture dualism and evaluation of biologically based cultural acquisitions.</li> <li>The significance of „universals” in human behavior.</li> <li>Prepare the master students for PhD by developing abilities for scientific analysis and oral presentation.</li> </ul>
SUBJECTS	<p>1. <i>Homo sapiens</i>' behavior: object and subject of philosophic and scientific investigation. <b>5 hours</b> Origins and evolution of Human Ethology – the role of scientific progress in animal ethology, genetics, paleoanthropology, primatology. On ethological methods – the four questions of N. Tinbergen as levels of analysis. The evolution of hominids – from fossils and artifacts to behavioral scenarios. On “universals” and their meanings.</p> <p>2. Sexuality and reproduction – Defining concepts connected to human sexuality seen through evolutionary perspective and cultural constraints – <b>6 hours</b> Types of reproduction, their characteristics and adaptive values. Advantages and disadvantages of sexual reproduction. Bateman principle, anisogamy and its consequences. Sexual dimorphism. Sexual selection mechanisms (intra-sexual and spermatic competition, intersexual selection – female choice) adapted to humans. Sexual attractiveness – mechanisms, functions and consequences. Socio-sexual systems and strategies (monogamy, polygamy). Kin selection and altruism development.</p> <p>3. Parental investment – <b>6 hours</b> Evolution of parental behavior in different animal species. Biologic determinisms and cultural strategies of parental behavior in humans. Child's psycho-socio-cognitive development. The management of reproduction and parental investment in matrilineal versus patrilineal societies. Grant parenting.</p> <p>4. Solitary versus social living – benefits and costs. – <b>5 hours</b> Types of social groups in animal kingdom. Ontogenetic and historic evolution of socialization in humans. Social relationships. Hierarchical types. Gender differences in social status. Rights and duties of the leader. From tribes to megalopolis. Between personal identity and anonymity – effects on human psyche. Norm obedience and outsider status.</p> <p>5. The Neolithic revolution; its premises and consequences on human behavior – <b>5 hours</b> Private property – scientific concepts on the evolution of private possessions. Competition, cooperation, exchange, reciprocity, protection, theft, conquering, etc. Territoriality – individual and group possession. Personal, communal and symbolic division of the territory. Personal space management.</p> <p>6. Aggression – scientific theories, motivations, adaptive values and ways of natural and cultural controlling – <b>5 hours</b> General and specific characteristics of aggression in humans. Intra-group and inter-groups aggression. Xenophobia. Pseudo-speciation. Aggression in modern humans - role of environment, education and manipulation.</p> <p>7. Communication – trans-specific and trans-cultural approach. – <b>6 hours</b> Semiotic and zoo-semiotics. Biology and culture in communication – haptic, olfactive, visual and acoustic channels. Pheromones, social grooming and modern cultural taboos. Visual signals and informational values. Speech and language acquisition theories. Origin of speech and music. Cognitive and emotional content of vocal/verbal communication.</p> <p>8. <i>Homo aestheticus</i> – origins and evolution of art – <b>4 hours</b></p>
SEMINARS AND EXPERIMENTS	<p>1. Sexuality, family and parental behavior – <b>5 hours</b> Courting behavior – synchronization. Partner's choice – biological and cultural criteria. Facial and body attractiveness – experiment. The importance of pheromones. Menstrual synchronization – data collection and analysis. Sexual preferences and cultural norms. Altruism in humans – child adoption, child abuse, infanticide.</p> <p>2. Social behavior, territoriality and aggression – <b>5 hours</b> Grouping criteria in modern times – necessity to be part of a group. Territory and territorial management at individual and group level. Environmental changes made by humans and the consequences. Private property destination after the decease of the owner. Funeral rituals in different cultures and believes on death. Peaceful versus aggressive populations – myth or reality. Consequences of weapons' development on the natural mechanisms of aggression controlling. Milgram's experiment. Domestic aggression. Ways of expressing aggression mood</p>

	<p>– verbal and para-verbal. Social anomy, sexual aggression. Politics, media and aggression.</p> <p>3. Communication – <b>4 hours</b></p> <p>Vocal / verbal communication – Language acquisition and baby speech characteristics. The arbitrary in words 'construction. Non-aleatory words, reduplicated syllables, onomatopoeia, interjections, etc. Emotional values of non-verbal characteristics of speech – prosody. Music as precursor of vocal/verbal communication.</p> <p>Role of mimic, posture and gestures in communication.</p> <p>Haptic communication, its meaning and value in transmitting information and emotion.</p>
TEACHING METHODS	<p>Oral presentation plus audio-video exemplification. Discussion on the topics presented.</p> <p>Seminars and experiments: papers' presentations, free discussions and experiments.</p>

REFERENCES	<ol style="list-style-type: none"> <li>1. <u>Darwin, Charles</u> (1871). <i>The Descent of Man, and Selection in Relation to Sex</i> (1st ed.). London: John Murray. ISBN 0801420857.</li> <li>2. <u>Barkow J.H., Cosmides, L., &amp; Tooby J.</u> (1992). (eds.) <i>The Adapted Mind: Evolutionary Psychology and the generation of culture</i>. Oxford, Oxford University Press</li> <li>3. <u>Geoffrey Miller</u>, 2000, <i>The Mating Mind: How Sexual Choice Shaped the Evolution of Human Nature</i>, London, Anchor Books.</li> <li>4. <u>Buss, David M.</u> (1994). <i>The evolution of desire: Strategies of human mating</i>. New York: BasicBooks.</li> <li>5. <u>Ridley, M.</u> (1993). <i>The Red Queen: Sex and the Evolution of Human Nature</i>. NY: MacMillan.</li> <li>6. <u>Trivers, R.L.</u> (1972). Parental investment and sexual selection. In B. Campbell (Ed.), <i>Sexual selection and the descent of man 1871-1971</i>. Chicago: Aldine.</li> <li>7. <u>Ember, C. R. and M. Ember</u> (2003). <i>Encyclopedia of sex and gender : men and women in the world's cultures</i>. New York, Kluwer Academic/Plenum Publishers.</li> <li>8. <u>Weisfeld, G. E. and C. C. Weisfeld</u> (2002). "Marriage: an evolutionary perspective." <i>Neuro Endocrinol Lett</i> 23 Suppl 4: 47-54.</li> <li>9. <u>Walker, R. S., M. Gurven, et al.</u> (2008). "The trade-off between number and size of offspring in humans and other primates." <i>Proc Biol Sci</i> 275(1636): 827-33.</li> <li>10. <u>Vaglio, S.</u> (2009). "Chemical communication and mother-infant recognition." <i>Commun Integr Biol</i> 2(3): 279-81.</li> <li>11. <u>Mace, R.</u> (2008). "Reproducing in cities." <i>Science</i> 319(5864): 764-6.</li> <li>12. <u>Cronk, L.</u> (2007). "Boy or girl: gender preferences from a Darwinian point of view." <i>Reprod Biomed Online</i> 15 Suppl 2: 23-32.</li> <li>13. <u>Bowles, S.</u> (2009). "Did warfare among ancestral hunter-gatherers affect the evolution of human social behaviors?" <i>Science</i> 324(5932): 1293-8.</li> <li>14. <u>Boesch, C., C. Bole, et al.</u> "Altruism in forest chimpanzees: the case of adoption." <i>PLoS One</i> 5(1): e8901.</li> <li>15. <u>Boesch, C., C. Crockford, et al.</u> (2008). "Intergroup conflicts among chimpanzees in Tai National Park: lethal violence and the female perspective." <i>Am J Primatol</i> 70(6): 519-32.</li> <li>16. <u>Kool, V. K.</u> (2008). <i>Psychology of non-violence and aggression</i>. Houndmills, Basingstoke, Hampshire ; New York, Palgrave Macmillan.</li> <li>17. <u>Aureli, F. and C. M. Schaffner</u> (2007). "Aggression and conflict management at fusion in spider monkeys." <i>Biol Lett</i> 3(2): 147-9.</li> <li>18. <u>Eibl-Eibesfeldt, I.</u> (2007). <i>Human ethology</i>. New Brunswick, N.J., Aldine Transaction.</li> <li>19. <u>Perez, S. I., V. Bernal, et al.</u> (2007). "Evolutionary relationships among prehistoric human populations: an evaluation of relatedness patterns based on facial morphometric data using molecular data." <i>Hum Biol</i> 79(1): 25-50.</li> <li>20. <u>Boyer, P. and P. Lienard</u> (2006). "Why ritualized behavior? Precaution Systems and action parsing in developmental, pathological and cultural rituals." <i>Behav Brain Sci</i> 29(6): 595-613; discussion 613-50.</li> <li>21. <u>Kelly, R. C.</u> (2005). "The evolution of lethal intergroup violence." <i>Proc Natl Acad Sci U S A</i> 102(43): 15294-8.</li> </ol>
------------	--

EVALUATION	conditions	The answers to the final evaluation (60%) Activity during the lectures and seminars (40%)
	criteria	<ol style="list-style-type: none"> <li>1. Precise knowledge on the principles and methods presented, including the use of international terminology.</li> <li>2. Capacity to summarise the taught information and to elaborate concise answers</li> <li>3. Article presentation with personal critical evaluation</li> </ol>
	forms	Written evaluation – final exam
	formula of the final grade	Case study - 20% Paper presentation - 20% Written exam: 60%.

<b>Specific competences *</b>	
<b>1. Competences about learning and understanding</b>	<ul style="list-style-type: none"> <li>- knowing and correctly using specific terms for this subject</li> <li>- understanding fundamental processes in ethology</li> <li>- identification of terms, relationships, processes based on the knowledge acquired</li> <li>- acquire basic and specific knowledge</li> </ul>
<b>2. Competences about explanation and interpretation</b>	<ul style="list-style-type: none"> <li>- explaining and interpreting processes and theoretical ideas specific to the subject</li> <li>- generalizing, particularization, integration of the information</li> <li>- making connections between results</li> </ul>

	- ability to analyze and synthesize information
<b>3. Instrumental competences</b>	- connections between different types of representations, between representations and object - describing states, systems, processes, phenomena - ability to put into practice the theoretical knowledge - research abilities
<b>4. Competences about attitude</b>	- developing positive attitudes and responsibility towards science - getting involved in its own personal development - implication in scientific activities related to the subject - ability to collaborate

Associate Professor Carmen Strungaru

---