

HUMAN ETHOLOGY NEWSLETTER

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Univ. of Tennessee
Knoxville, Tn. 37916

HUMAN ETHOLOGY ABSTRACTS

Human Ethology Abstracts III is now available. The reference is Man-Environment Systems, 1979, 9, (2 & 3), 55 - 164. Reprints can be ordered from ASMER, P.O. Box 57, Orangeburg, N.Y. 10962 at a cost of \$3.00. There are over 500 citations, thanks to the diligent efforts of Bob Adams (Eastern Kentucky University) who was responsible for the editing.

Human Ethology Abstracts IV is now in process. Larry Stettner (Dept. of Psychology, Wayne State University, Detroit, Michigan 48202, U.S.A.) is editing the fourth collection of Human Ethology Abstracts. Citations should follow the American Psychological Association format and should be approximately 150 words. Major topics include general ethology, sociobiology, social organization and sex roles, methodology, agonistic behavior, social spacing, territory, and crowding, courtship, sex, and reproduction, communication, infant behavior, child-child interactions, and applied human ethology. The deadline for receipt of abstracts is July 30. You do not have to be a member of ISHE to submit an abstract. Abstracts may be based on unpublished manuscripts, currently under review for publication, papers presented at conferences, published papers, technical reports, and books.

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PROGRAM OF STUDY

The University College at Buckingham has announced the establishment of a School of Biology and Society which offers a unique two year course of study culminating in a "licence" roughly equivalent to a Bachelor's degree. The program requires study of philosophy and methodology of science, biology of living organisms, quantitative techniques, and the effects of modern biology on society. Inquiries should be sent to the Dean of Admissions, University College at Buckingham, Hunter Street, Buckingham, England, MK 18 1EG.

AFRICAN
ANIMAL
BEHAVIOR
1980

Application are now being accepted for the third annual summer field course, African Animal Behavior, to take place in Kenya, East Africa. The tentative departure date is 15 July. The duration of the course is 35 days. Nine quarter-hours credit will be given for the course through the summer division of the Georgia Institute of Technology. A maximum of fifteen students will be accepted into the program. Study visits to Mt. Kenya, Masai Mara, Diani Beach, Nairobi, Amboseli, Tsavo, Shimba Hills, Meru, Nakuru and Lake Naivasha regions are scheduled for this year. For further information contact Dr. Terry Maple, School of Psychology, Georgia Institute of Technology, Atlanta, Georgia 30332 or call 404-894-2683.

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SCIENCE FOR THE PEOPLE

Science for the people sponsored several workshops and symposia at the recent meetings of the American Association for the Advancement of Science held in San Francisco, January 1980. One of the workshops was of particular interest to members of ISHE; titles of the presentations are listed below.

Workshop: Political Implications of Genetic Determinism

- Bob Lange -- Theory of Sociobiology
- Jon Beckwith -- Sociobiology & Fascism Today
- Bud Anderson -- I.Q. & Immigration Policy in the U.S.
- Eleanor Levine -- Reviewing the Commons

Anyone interested in more information or publications of the organization may write to Science for the People, P.O. Box 4161, Berkeley, Ca. 94709

* CONFERENCES *

INTERNATIONAL SOCIETY FOR HUMAN ETHOLOGY
ANIMAL BEHAVIOR SOCIETY

June 9 - 13

The annual ABS meeting will be held at Colorado State University, Fort Collins. The deadline for transmittal of program abstracts is March 7. Send abstracts to Joan Lockard, RI-20, University of Washington, Seattel, Wa. 98195. There will be poster sessions. Remember that the Allee competition is open to student participants. There will be two invited paper sessions, one on Female Social Strategies and one on the Structure and Evolution of Carnivore Social Systems. R.A. Hinde will speak early in the program and V. Geist will be the banquet speaker.

This is also the traditional meeting where ISHE members have one or two special business meetings and/ or workshops which are conducted informally. Topics of discussion and items of business include meeting cites and dates for national and future international meetings, organization of the society, suggestions for future conference speakers, etc.

This is a relatively cheap conference, since participants usually stay in dormitory rooms and eat at the campus cafeteria. The spring issue of the newsletter will announce more details of the schedule.

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Forthcoming conferences sponsored by the Institute for Nonverbal Communication Research Inc. are listed below. Registration information can be obtained from INCR at 25 w. St., New York, N.Y. 10024, U.S.A.

MOVEMENT CORRELATES OF RETARDATION

Nonverbal interactions and movement characteristics of retarded individuals explored using videotapes. JOAN SHERMAN, M.A., extensive dance therapy work with retarded adults. Saturday April 6, 1980 10-5. Members: \$40.00; Nonmembers: \$55.00.

DEVELOPMENTAL STUDIES OF MOVEMENT

The latest mother-infant interaction research, patterns of posture, prehension, and locomotion, and psychosexual stages of movement rhythms and development in the first three years. IRMGARD BARTENIEFF, D.T.R. Founder, Laban Institute of Movement Studies. BEATRICE BEEBE, Ph.D., noted researcher of mother-infant interaction. K. MARK SOSSIN, researcher at Center for Parents and Children with Dr. J. Kestenber. April 26, May 3, 10, 1980. Members: \$120; Nonmembers: \$160.



FORUM



Course Information on Human Ethology
Forum Collated By
Joan S. Lockard

This is a forum topic of particular interest to me, since I have been teaching an upper division/graduate course on human ethology since 1973. I inherited the 3-credit course from John Alcock (when he was at the University of Washington), who had conducted the class as a seminar for two years under the title "Ethology and Human Behavior." Initially, John and, later, I had focused class discussion on semipopular books by Robert Ardrey and Desmond Morris. Then, as I became more

serious about the subject matter in 1975, the course was developed into an intensive 5-credit offering on "The Evolution of Human Social Behavior." Texts such as Bernard Campbell's "Human Evolution" and Robert Hinde's "Biological Bases of Human Social Behaviour" were utilized, as well as primary research and theoretical articles. The course as outlined below in its current form has been both successful from the student's acceptance point of view and an academic challenge and motivator to me. Its particular contribution lies in its emphasis on adult behavior.

For this first go-around on what is expected to be a continuing forum on the subject, I wish to thank Bill Charlesworth and Bill McGrew for their thoughtful contributions arising out of courses they have taught. Unintentionally, the three of us have covered separate but complementary aspects of this topic. Whereas I have presented a specific course outline and Bill McGrew has detailed, by example, workable student research projects for similar courses, Bill Charlesworth addresses the philosophy and the essential student orientation to carry it all off.

Psychology 417: Evolution of Human Social Behavior (5 cr)
University of Washington
Winter Quarter, 1980
Joan S. Lockard

Course Content:

Behavioral sciences are at a point of sophistication such that it is no longer sufficient to merely demonstrate human social phenomena. To know that people often behave socially in predictable ways is only a beginning. It is time to ask, with the conviction that answers are forthcoming, the questions of (a) why many social behaviors are predictable, and (b) what are the mechanisms for the behaviors. Although humans are adaptable animals, this does not mean that all possible alternative behaviors can occur or are equally likely to occur. People are predisposed either evolutionarily or culturally to exhibit certain consistent social interactions. Traditionally, behavioral scientists have emphasized proximal causation of social behaviors (i.e., immediate, recent or situational explanations); perhaps now there is much to be gained in the understanding of these behaviors by considering distal causation (i.e., evolutionary, cultural or historical explanations). Because of the high level of applicability of research results in many fields -- human relations, child rearing, adolescent and adult adjustment -- it is more important than ever to observe closely how people interact in numerous social situations. However, the situations which are chosen to be observed, and the methods to be utilized, should be systematically selected so that tenable hypotheses can be tested. This course, in essence, is an attempt to (a) go beyond the mere categorizing of human social behaviors; (b) from sound theoretical foundations, ask why and for what reasons the behaviors occur; and (c) propose research techniques which allow probable answers.

Requirements: 1 Midterm, Research Report and Final (each 1/3 of grade)

- Texts: A. Leakey, R.E. and R. Lewin Origins, 1977
- B. Minshall, H.L., The Broken Stones, 1976 (supplemental)
- C. Dawkins, R., The Selfish Gene, 1976
- D. Chagnon, N.A. and W. Irons, Evolutionary Biology and Human Social Behavior: Anthropological Perspective, 1979

Supplemental articles and films listed below.

<u>Course Outline:</u>		<u>Text</u> <u>Chapters</u> <u>(Required)</u>	<u>Text</u> <u>Pages</u> <u>(Supplemental)</u>
<u>Week</u> 2 Hrs./Day	<u>Topic</u>		
1 Jan. 2, 4	Course Orientation Scientific Philosophy Human Ethology	A 1-4	B 1-55
2 Jan. 9, 11	Our Biological Heritage Our Cultural Heritage Early Hominids	A 5-7	B 56-118
3 Jan. 16, 18	Social Communication Origins of Human Signals Human Social Communication Gestures and Postures Facial Expressions	A 8-10	B 119-158 <u>Articles</u> <u>(Supplemental)</u> Scientific American - Human Ancestors
4 Jan. 23, 25	Social-Psychological Studies Social Distance Social Facilitation Mating Behavior Helping Behavior	D 1-3	Argyle & Dean - Eye Contact & Social Distance Chapman - Social Facilitation Walster et al. Playing Hard to Get Latané and Darley - Bystander Apathy
5 Jan. 30 Feb. 1	MIDTERM Ethological Questions		Alcock - Evolution of Societies - An Evolutionary Approach to Human Behavior
6 Feb. 6, 8	Research Methods Ethological Studies Demographic Studies	D 4-9	Brannigan & Humphries - Non-verbal Behavior Kendon and Ferber - Human Greeting Deutsch - Face Formation Bornstein - Pace of Life Lockard et al - Panhandling, Smil. & Laughter, Human Stance, Infant Carry Mackey - Adult Male-Child Bond
7 Feb. 13, 15	Natural Selection Sexual Selection Kin Selection Deceit and Selection	C 1-4 D 10-13	Trivers - Parent Invest. & Sexual Selection Trivers - Parent-Offspring Conflict
8 Feb. 20, 22	Inclusive Fitness Self Deception Reciprocal Altruism Parental Manipulation	C 5-7 D 14-16	Alexander - Evol. of Social Behavior Hamilton - Inclusive Fitness
9 Feb 27, 29	Theories of Human Social Behavior Evolutionary Strategies Preadaptations	C 8-11 D 20-22	Mayr - Behavior Programs Alexander - Search for General Theory

10 March 5 Research Reports Due
 Mar. 5, 7 Catch up and review
 11 March 10 FINAL

Psychology 417: Evolution of Human Social Behavior (5 cr)
Supplementary Reading List
 (Articles available in Undergraduate Library for Xeroxing)

- Michael Argyle and Janet Dean, Eye-Contact, Distance and Affiliation, 1965
 Antony J. Chapman, Social Facilitations of Laughter in Children, 1973
 Elaine Walster, et al., "Playing Hard to Get": Understanding an Elusive Phenomenon, 1973
 Bibb Latane and John M. Darley, Bystander "Apathy", 1969
 John Alcock, The Evolution of Societies, 1979
 John Alcock, An Evolutionary Approach to Human Behavior, 1979
 Christopher R. Brannigan and David A. Humphries, Human Non-Verbal Behaviour, a Means of Communication, 1972
 Adam Kendon and Andrew Ferber, A Description of Human Greeting, 1973
 Robert D. Deutsch, Spatial Structurings in Everyday Face-to-Face Behavior: a Neurocybernetic Model, 1977
 Marc H. Bornstein and Helen G. Bornstein, The Pace of Life, 1976
 Joan S. Lockard, et al., Panhandling: Sharing of Resources, 1976
 Joan S. Lockard, et al., Smiling and Laughter: Different Pyletic Origins?, 1977
 Joan S. Lockard, et al., Human Postural Signals: Stance, Weight-Shifts and Social Distance as Intention Movements to Depart, 1978
 Joan S. Lockard, et al., Infant Carry: U.S. and African Data, 1979
 Robert L. Trivers, Parental Investment and Sexual Selection, 1971
 Robert L. Trivers, Parent-Offspring Conflict, 1972
 Richard D. Alexander, The Evolution of Social Behavior, 1974
 William D. Hamilton, The Genetical Evolution of Social Behaviour, I and II, 1964
 Ernst Mayr, Behavior Programs and Evolutionary Strategies, 1974
 Richard D. Alexander, The Search for a General Theory of Behavior, 1975
 Wade C. Mackey, The Adult Male-Child Bond: An Example of Convergent Evolution, 1976
 Scientific American Offprints, Human Ancestors, 1979

Psychology 417: Evolution of Human Social Behavior (5 cr)
Film Outline
 (all films are in color)

- Jan. 2 Plate Tectonic Process (1972, 25 min.)
 Jan. 4 Monkeys, Apes and Men (1971, 52 min.)
 Jan. 9 Lower than Angels (1974, 52 min.)

Jan. 11	Man-Hunters (1972, 52 min.)
Jan. 16	Bushmen of the Kalahari (1974, 50 min.)
Jan. 18	Aborigines of the Sea Coast (1973, 20 min.)
Jan. 23	Northwest Coast Indians: A Search for the Past (1972, 26 min.)
Jan. 25	Mystery of the Anasazi (1975, 50 min.)
Feb. 1	Invitation to Social Psychology (1975, 25 min.)
Feb. 6	Communication: The Nonverbal Agenda (1974, 31 min.)
Feb. 8	What's in a Face (1974, 53 min.)
Feb. 15	Yanomano Indians: A Multidisciplinary Study (1970, 43 min.)
Feb. 20	Last Tribes of Mindango (1972, 52 min.)
Feb. 22	Search for Life (1975, 31 min.)
Feb. 27	Universe: Man's Changing Perceptions (1976, 28 min.)

Teaching Ethology of Human Behavior
William R. Charlesworth
Institute of Child Development
University of Minnesota

After six years of teaching ethology of child behavior, I have learned the following: (1) it is important to find out before the course begins what each student knows about evolution and animal behavior and how much experience she/he has studying or working with people in everyday life settings; (2) the average student usually has a fairly strong background in general psychology and tends to view the science of behavior in terms of controlled laboratory experiments or standard psychometric tests, interviews, and questionnaires--field observations are frequently viewed as irrelevant for most research or capable of producing "only descriptive" data for pilot studies (that field observations could be used as means to validate laboratory findings or test scores does not occur to most of them unless they have already been involved in applied research); (3) many students tend to see the scientific approach to behavior as one which divides behavior into substantive chunks--social, perceptual, learning, cognitive, personality, etc., isolating each from the other, as well as from nonbehavioral factors such as physical health, personal beliefs, hormone levels, life plans, family concerns, conditions at home, in the neighborhood, school, etc.; (4) very few students, if any, ask what behavior is good for--occasionally the question of immediate function of a behavior is asked, seldom the long-range personal, social, or biological significance of a behavior, and almost never the question of what possible significance immaturity, sensitive periods during ontogeny, etc., conceivably could have for an individual or species; (5) a good number of students are not satisfied or comfortable with a restricted view of behavior--for some it is intellectually unsatisfying to divide up persons into processes or abilities, even though they recognize the great advantages of a controlled analytic approach, and for others the restricted view has limited practical value, especially if they are eager to make a professional contribution to the health and welfare of others.

Because of space limitations, I can only elaborate on Point (1) above which, in a way, is the most crucial point because it has pedagogical implications for all the others. As I see it, ethology has a novel combination of two offerings to make to those studying human behavior. It offers the synthetic theory of evolution, a theory possessing great substantive breadth as well as a great capacity for unifying many different content areas and disciplines. Accompanying this

theory is a more or less distinct set of methodological emphases and strategies which cannot be elaborated on here. Knowledge of this theory and how it is instrumental in studying animal behavior is an absolute prerequisite for applying ethology to the study of human behavior.

Ethology's second offering has to do with the scientific value of directly observing everyday human behavior, something a vast majority of behavioral scientists have ceased doing decades ago. There are legitimate methodological reasons why many have abandoned studying everyday human behavior. There are also some psychological reasons which have pedagogical significance. For example, those studying animals have quite a different starting point than those studying humans. Most animals are relatively more unfamiliar (and therefore pleasingly novel) than humans, and, as we know from personal observation and laboratory evidence, the novel is more fun to explore than the familiar. Secondly, humans usually have relatively fewer preconceptions about animals (excluding, perhaps, household pets and some farm animals) than they do about humans. This is well-recognized by psychology instructors, many who feel they have to expunge the student's preconceptions about humans before they can get the student to approach behavior scientifically. Students are frequently informed early in their psychology studies that the faster they give up their preconceptions, stereotypes, and idiosyncratic notions about human behavior, particularly its determinants, the quicker they will acquire a scientific understanding of the behavior. While putting students through such a cleansing process has its obvious advantages, it also has disadvantages. The net effect of diminishing, if not deprecating, the student's own observations and commonsense theories of human behavior can lead to a total separation of behavior discussed in the classroom from that experienced in much greater abundance in everyday life. To me, this is not good science (the ultimate aim of which is to explain the world as is, not as it is made to be by scientific manipulation), nor is it pedagogically sound. A science course on behavior should direct everyday observation to theoretically relevant behavior as well as improve observational and thinking habits, not abolish everyday observation and reflecting.

Instructors teaching a human ethology course should be open to students' observations and thoughts on behavior. Students who work with people (teachers, nurses, parents, Peace Corps volunteers) bring an especially rich background of human lore to the course. Much of this lore cannot, of course, be considered in the same way as data, but it can hardly be dismissed. Newton observed falling apples, Darwin his infant son, Freud his friends' slips of tongue are hardly dismissible moments in science. The role of hypotheses generated by everyday observation in the history of science is well-known. Untrained observations can be rendered more significant by large numbers; many observations from many persons on the same subject have a way of correcting themselves, a phenomenon which Darwin must have quickly noted as he went about listening to animal breeders, missionaries, physicians, birdwatchers, and world travelers. Students without professional experience often have to be encouraged to talk about their observations and be convinced that everyday behavior is worthy of scientific consideration. A short questionnaire handed out during the first day of class can identify these two groups of students.

As for finding out what the student knows about evolutionary theory and animal behavior, I hand out a specially constructed "Ethology Concept Mastery Test" after the questionnaire.¹ Students who flunk this test qualify for the course. If they write better answers than mine, they are qualified to teach the course (but are urged to go elsewhere because of my intense personal investment in my own fitness). Most students fall between these two extremes. I usually give them extra readings and tell them I expect better term papers from them and inform them which lectures not to attend. Some of them are based during portions of the course but that is life.

The key concept in the course is adaptation, a familiar one to biologists, but not to many psychologists. Students having had professional experience with humans usually recognize immediately the reason for emphasizing adaptation; those with no experience frequently have to grope to comprehend its significance. As I work through the course, all of human behavior is viewed in terms of adaptation (and maladaptation)--from individual survival achieved through smiling, rough-and-tumble play, cooperation, cheating, being nice to people, getting a good education and reproductive success through flirting, courting, baby-caring, dominating, working in the factory. Parallel, if not simultaneous, with all this emphasis is the ever-present specter of environmental pressures, demands, challenges in all their multitudinous forms--a nasty parent, a broken bicycle, a ball rolling into the street, an envious sib, an insensitive teacher, the playground bully, a sneaky friend...and so it goes...life's vicissitudes. In short, with every behavior I mention a pressure, a risk, a consequence, positive, negative, or neutral. And all this is unified under that great vague and general concept of adaptation.

Because of space limitations, Points (2) through (5) have to be summed up under a conviction about ethology that I have managed to achieve over the years. Contrary to popular conviction, ethology, as "biologically deterministic" as it is with all its concern for phylogenetic, genetic and ecological determinants is not a reductionistic position to take towards human behavior. It is expansionistic if it is anything. Ethology occupies itself (by definition) with all animal behavior--that of the caged or free, of the normal or deviate, of the young or old, of the limbic-driven machine-like lizard or the clever inventor of washing sweet potatoes, of the phylogenetically locked in head-scratching type or the cultural transmission type who opens milk bottles. How more expansionistic can a science of behavior be? If such a science managed to grow so Catholic and interesting on a foundation of chickens, sticklebacks, bees, and geese, just imagine what it will be like when it takes on humans. A good ethology course will take students of behavior into the field and back to the laboratory after something interesting and novel is discovered (Point 2); encourage students to see behavior more wholistically in relationship to other behaviors and other species, as well as in terms of internal processes, ecology, and genetic factors (Point 3); impress on the student the value of scrutinizing behaviors and their consequences with the aim of ferreting out their immediate function and ultimate adaptive value (Point 4); and to demonstrate to the student that intellectually and personally satisfying bridges can be built between the formal, scientific study of behavior and its everyday occurrence and control.

Ethology of human behavior is an exciting course to teach because like a good student, it is young in mind and open to all kinds of new adventures.

Footnote

1. Copies of the Ethology Concept Mastery Test, the course syllabus and readings can be obtained by sending a self-addressed, stamped envelope (that can hold ca. 20 pages) to:

William Charlesworth, Professor
Institute of Child Development
University of Minnesota
51 East River Road
Minneapolis, Minnesota 55455

PSYCHOLOGY 46DS: Developmental
William C. McGrew
Department of Psychology
University of Stirling

Every year in my developmental psychology course, the students do a practical (laboratory exercise) on observation of preschool children, more specifically on sex differences in behaviour in free play. I have been doing it since 1974, and it seems to work, i.e., the students like and learn from it. The following materials are some of the handouts involved. The key to making it work seems to be to build weaknesses/failures into the operation as well as strengths/successes. There is nothing that the students like better in their write-ups than to slate the lecturer (me)!

46DS Practical: Observations of Young Children's Free Play Behaviour

Instructions:

- 1) We have 16 subjects (6 males, 10 females) as detailed in the handout.

We shall try to do at least 100 minutes of good observation per child, in 10 x 10 minute samples. This will require an overall total of 1600 minutes of observation. Each observer will focus on one individual at a time and record her/his emitted social behaviours.

Each observer will do 4 of the 10 minute samples, each focusing on a different child.

Subjects to be assigned to observers on alphabetical (random?) basis.

Observers will take subjects in order from master list according to alphabetical order of observers' surnames. Initial cell in pencil before beginning observation.

Observers shall work in rotation down the master list until each has done four samples.

- 2) Observation instructions:

Start tape recorder at beginning of 1-hour observation period (i.e., at 9:25 or 10:45). It will produce tone every minute. This is preceded by a warning. When one side of the cassette is finished (after 45 minutes), turn it over.

Start the 10 minute sample on a tone. Please observe in silence.

When and if the subject child exhibits one or more of the ten behaviour patterns during the next 60 seconds, place a tick mark(s) in the appropriate box in the minute 1 row. Place only one mark per box; it does not matter how many times a behaviour occurs in a given minute.

E.g., if the subject laughs, runs and wrestles during the first minute, there should be three ticks in the appropriate boxes on the first row of the data sheet.

When the tone sounds again, move on to the next minute.

Once you start a sample, do not stop until you have completed 10 minutes of observation.

Do not start a new sample after 10:15 or 11:35; it is better to have three good samples than four dubious ones.

- 3) A child which is absent on a given day is skipped in the master list rotation and picked up later. No observer should observe the same child more

- 4) If a child leaves the room during a sample (e.g., for testing) or otherwise becomes unobservable (e.g., climbs into one of the wooden boxes), this is called bad observation. If this happens for more than 30 seconds of a minute's observation time, discard that minute by drawing a line through that row. You should be able to see the child's face, at least in profile; otherwise, it is a bad observation.

Add a minute at the end for every minute discarded.

E.g., if minute 4 is a bad observation, discard it, moving on to minute 5 at the next tone, but then add minute 11 to make up for it.

But, if more than ten bad observations occur in a sample, discard the whole sample, i.e., do not move past minute 20. Move on to the next child on the master list.

- 5) When you have finished your four of the 10 minute samples:
- Tick your initials in the appropriate boxes in the master list.
 - Take the completed data sheets away with you.
 - Tally up the number of ticks in each vertical column and write the sums in the Totals row.
 - Fill in the summary. Check that you have filled in all aspects of the data sheet.
- 6) Return the finished data sheets. I will collect and collate the data, then give the pooled results back to you for analysis.

Report Format:

The report should be in the form of a scientific paper, suitable for publication. This is to give you practice in using the standard format, to facilitate dissemination of knowledge. For examples, refer to any recent issue of a psychology journal in the library. If you wish to consult original data sheets e.g., for summaries, they will be available in my office. Reports should be on A4 size paper, securely stapled. Include handouts when appropriate. If typed, use double spacing. If written, writing must be legible. Leave 1½ inch margin on the left side of each page for marker's comments. Be succinct.

- Title
- Author
- Introduction

Purpose of the experiment - brief description (not more than 200 words)
- Methods

Subjects)	
Facilities and apparatus)	
Observation procedure)	<u>Not more than two pages</u>
Behaviour categories)	
- Results

Alterations necessary, e.g., dropped subjects
Table - pooled results sheet
Table (as derived from Mann-Whitney U tests)

Behaviour	Males		Females		U	p
Category	\bar{X}	range	\bar{X}	range		
Hit	13.5	1-27	1.75	0-6	5	.006

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(6) Discussion

- Inter-relate/generalize findings, e.g., males/females more aggressive, sociable, active?)
 Other factors confounding? Do Mann-Whitney tests) Not more than
 on age, nursery experience siblings.) three pages
 Compare with other findings in published literature)
 Shortcomings of experimental design, ways to improve)

(7) References

Use standard form as given in psychology journals. List only those references cited in the text.

Readings:

- 1) The key readings are contained in a photocopy package:
 46DS/01 OBSERVATIONAL STUDY OF CHILDREN
- 2) The following books (library) contain relevant chapters and articles:
 Blurton Jones, N.G. ETHOLOGICAL STUDIES OF CHILD BEHAVIOUR
 Foss, B.M. NEW PERSPECTIVES IN CHILD DEVELOPMENT
 Hutt, C. & Hutt, S. DIRECT OBSERVATION & MEASUREMENT OF BEHAVIOR
 McGrew, W.C. AN ETHOLOGICAL STUDY OF CHILDREN'S BEHAVIOR
 Michael, R.P. & Crook, J.H. COMPARATIVE ECOLOGY AND BEHAVIOUR OF PRIMATES
 Morris, D. PRIMATE ETHOLOGY
 Siegel, S. NON-PARAMETRIC STATISTICS FOR THE BEHAVIORAL SCIENCES
- 3) A handout on the Mann-Whitney U Test and how to do the calculations by hand is available (see instructor).



SPRING FORUM

THE TROUBLE WITH HUMAN ETHOLOGY

Over the past two years, the forum topics have concerned a variety of controversial issues as well as serving an information function. Now is the time to do some thinking about characterizing our field as a whole, paying particular attention to those aspects which should be elaborated, incorporated, or perhaps eliminated. This forum is inspired partly by the article by Eibl-Eibesfeldt on human ethology which appeared in Behavioral and Brain Sciences, 1979, 2, 1-57. This is not a call for papers outlining human ethology as it now exists, but as it should be developed in the future. If human ethology is to advance as a productive and significant field of research, what sorts of problems, methods, and theories need to be addressed or developed?

Forum contributors should send their papers, photocopy ready, single spaced with one inch margins. The papers should not exceed 1000 words and references should be kept to a minimum. Send manuscripts to Cheryl Travis, Department of Psychology, University of Tennessee, Knoxville, TN 37919

* BOOKS

BOOK REVIEWS

Note: Change of address for Book Review Editor: Marjorie Elias, 404 Wm. James Hall, Department of Anthropology, Harvard University, Cambridge, MA 02138

ETHOLOGICAL DICTIONARY: ENGLISH, GERMAN, FRENCH by Armin Heymer. New York: Garland Publishing Co. 1977.

This is a tri-lingual dictionary of ethological terms. It offers a wealth of information ranging from 'AAM, innate releasing mechanism' to 'Zungezeigen, sticking out the tongue'. Entries are alphabetized in German with the English and French equivalents following. An English index in the back of the book provides efficient access to the English terms. The definitions consist of brief descriptions of the behavior and the setting and species in which it occurs. 'Sticking out the tongue' is defined--under a photograph of a boy caught in the act--as 'widespread gesture of contempt and rejection among humans. It appears to be an environmentally stable behaviour since it is found in many cultures.'. Many definitions include a reference to the publication in which the term first appeared, a useful addition.

The dictionary is rich in terms from classical ethology in the German tradition. It can be expected to increase in value as a standard reference because concise definitions of classic terms are collected there. Its principal shortcoming is a lack of terms from more recent developments in the field such as sociobiology and behavioral ecology.

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THE APES'S REFLEXION by Adrian Desmond. London: Blond and Briggs Ltd. 288pp., 1979.

Ethology is by its nature comparative, and so those ethologists studying human behaviour should attend to the other hominids. This is easier said than done, as primatology burgeons. Alone, the new discipline of pongo-linguistics has produced almost 200 papers in only a decade. If you are wondering how to keep abreast, one answer is to read Desmond's book. He has written an uncommonly comprehensive, readable and thoughtful one. It synthesises the important findings of the 1970's on the cognitive capacities of the Great Apes, always juxtaposing them to our species' self-proclaimed uniqueness.

reviews

In 11 chapters, Desmond covers language, culture, cerebral hardware (especially brain lateralization), cortical functioning, tool-use, self-awareness, hunting, food-sharing, altruism, and morality, as these occur in apes. The lion's share (Chapters 2-4) goes to pongo-linguistics, and it is so up-to-date that it refers to papers still to come--the author has done his home-work with pre-prints. He presents the most cogent evaluation that I have seen yet on the 3 schools which have emerged: the Gardners' signs, Premack's plastic plaques, and Rumbaugh's lit-up keyboard. Chapter 8, on the phylogeny and ontogeny of self, is especially provoking. In it he gives due credit to the most elegant experiment ever done in comparative psychology: Gallup's studies of mirror-image recognition in chimpanzees. Finally, though topical, the book is firmly grounded in the history of evolutionism: Chapter 7 is an ever-so-slightly trying digression into the rise of Darwinism.

Even the occasional jarring bump serves mainly to remind the reader how consistent is the book's quality. For example, Kroeber is hammered for 8 pages as the arch-culturalist of anthropology, despite his having produced in 1928 the first significant paper giving instructions as to how to determine culture in other species. Cooperative hunting in chimpanzees, although never more than anecdotal, is spun out excessively, in spite of Busse's recent analysis showing that chimpanzees hunting solitarily do better than those in groups.

The illustrations are adequate, but the notes and references, and the index, are excellent. The style of writing is erudite, if occasionally overly adjectival. In summary, if you only have time enough to read one book this year on our nearest relations, this should be it.

(If Desmond's name sounds familiar but you fail to find it in Science Citation Index, not to worry. He may not be a faculty member, but his previous book, The Hot-blooded Dinosaurs, was widely-praised.)

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* * *

The Whisperings Within: Evolution and the Origin of Human Nature by David Barash. Harper and Row, 1979.

It is amazing how in four years we have gone from E.O. Wilson's Sociobiology: The New Synthesis (a book so large that architects had to redesign book cases for it) to this kind of pop-sociobiology. Ethologists took a lot longer; but then they did not start out promising to explain human nature. It seems that after the success of naked apery, sociobiologists could not resist the temptation.

The cheap media appeal of this book starts with the dust jacket. Under a full moon in broad daylight, a blond, blue-eyed and muscular Adam stands beside a shapely brunette Eve in a lush undergrowth that discretely covers

do with --- o competition and aggression? o the creation of social hierarchies? o warfare? o racism? o adultery? o rape? o sexism and the double standard? Maybe a lot more than we've dared to believe...." The chapters have "hip" titles, like: Hottentot Gods and the Strange Case of the Plucked Ocelot; Where We Stand: Alcoholic Mice and Why Sugar Is Sweet; Sexism: Strategies of Reproduction, or When Is Beeswax Like a Ferrari?; etc.

Like the more scholarly sociobiology books that have come before it, this one claims to describe the biological basis of social behavior. Its basic argument is: 1. That behavior is adaptive and has evolved by natural selection; 2. that it therefore is encoded in the genes; 3. that social life is one aspect of the competition among genes to get at the resources for self-replication; and 4. that women and men have basically different reproductive strategies and investments because we package our genes in gametes of different sizes (i.e., eggs and sperms) whose numbers are vastly different.

It should already be obvious that to decipher the evolutionary strategies that lie behind our behavioral facades, sociobiologists have moved beyond the liberal economics of the free market that were appropriate in Darwin's time to concepts that are more suited to the realities of our "shrinking globe." Sociobiology deals in limiting resources, investment strategies and cost/benefit analysis.

Though this book purports to be about human nature, Barash quickly reassures us that he isn't trying to "explain" it -- "at least, not all of it" (15) -- but that he wants to look "at what remains the same about people underneath their customs and habits." (5) This begs the crucial question whether there is an "underneath" that is "the same" for all people, an ahistorical, acultural "biogrammar" (Barash's word) whose rules sociobiologists can deduce by divining the evolutionary (hence genetically programmed) roots of our social behavior. I, like many others, believe that human nature does not exist in the abstract and that we can never know what people (or other animals) could do until the conditions exist for them to do it. A hundred years ago it might have been thought part of human nature that one out of two children died before reaching the age of one; now we know that human society made it so (and still does in some parts of the globe). Our range of choices of what lies "underneath" a given behavior is too large for us to come up with unique explanations. It takes little ingenuity to explain the present by what has gone before even within an individual life time (hence the many forms of retrospective psychotherapies), not to speak of all of natural history. The basic assumption that we behave the way we do because natural selection "favors" those behaviors and hence has "selected" in us the genes that make us behave that way, gives sociobiologists carte blanche to make up stories that "prove" adaptiveness. Counterstories or those that don't serve the purpose aren't told. As long as examples can be drawn from

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new listings

HUMAN RESPONSE TO CROWDING. Edited by Andrew Baum and Yakov M. Epstein, Hillsdale, N.Y.: Lawrence Erlbaum Associates, distributed by Halsted Press, 1978. 418 pp. \$24.95. Collection of papers draws together complementary as well as opposing viewpoints and findings in the theory, research and actuality of human crowding.

OPTIMISM: THE BIOLOGY OF HOPE. By Lionel Tiger. New York: Simon and Schuster, 1979. 318 pp. \$10.95. Investigates evidence that humans prefer to adopt positive attitudes, posits biological bases for this characteristic, and explores the function of optimism in human social behavior.

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all human cultures and animal species, it is easy to "prove" adaptiveness, when in fact it is assumed at the start. Indeed with this method, for any existing behavior, adaptiveness can never be disproved.

An example: To show the adaptiveness of rape, female prostitution, pornography, etc, Barash first acts as though these were "behaviors" and not social institutions that often are connected with major financial interests. He further implies that these "behaviors" are identical in all human societies, and then tells us about drakes who "rape," male elephant seals who "keep harems," male ring-doves who "prefer virgins," etc. It turns out that even "male flowers ... rape female flowers, by growing a pollen tube which forces its way to the ovary within each female." (30) (I leave readers to do their own sociolinguistic analyses of the words male, female, force and ovary.)

In the sociobiologic myth, the gene is the unmoved mover: "In the beginning was the gene." (16) And "a chicken is a device invented by chicken genes to enhance the likelihood of more genes being projected into the future. People are similar devices -- temporary, skin-encapsulated egos ... by which their potentially immortal genes replicate themselves." (21) And "all living things devote themselves totally to the propagation of their genes, or, to put it the other way around, the raison d'etre of genes is purely self-propagation." (91) This is of course nonsense. Genes cannot "replicate themselves." They are inert DNA molecules and it takes the intricate cellular apparatus of live organisms to synthesize them, though they indeed are among the many necessary inputs. But Barash's version allows him to animate his mythic genes and thus endow them with competitiveness, selfishness and all the other traits that he claims to be animal (=human) nature.

For Barash, even when he admits that "individuals behave, not genes, ... the behavior reflects strategies that the genes have evolved for replicating themselves: find food ...; find mates ...; care for your children and compete with others, if that suits your interests." (29) His point is that "deep inside" all organisms are the same; it's just that different bodies envelop our genes. But the reductionism is not only naive; it is utterly trivial: "We are all sitting at a cosmic poker game in which the house has an infinite supply of chips. Neither we nor our genes can ever really win.... (T)here is nothing but the game, and since it has been going on for a long time, only the best players are left. It is an existential game, the only one in town, and all we can do is stay in as long as possible. We are all playing, so perhaps we may as well enjoy it. Certainly we should understand it." (26-7) How is that for a description of the human condition?

One might think that with genes at the center, sociobiologists would at least allot equal shares to women and men (=23 chromosomes each). But that is impossible since the job is to show how the inequalities in male supremacist societies actualize our evolutionary heritage. So it turns out that although there are roughly equal numbers of women and men in the world, sociobiologically speaking women are a scarce resource for whom men must compete. To work this transformation, let women = eggs and men = sperms, and you know which are in excess and how different they are in size! So now sociobiologists can interpret social life as a contest to determine which sperms get to inseminate the relatively scarce, nutritious eggs. And needless to say, this competition among sperms over evolutionary times has encoded in the genes the personality characteristics that make men political leaders, business executives and professors of sociobiology.

But the fact is that women and men procreate, not eggs and sperms. So (phallogocentric fantasies aside) we do not live in a world of superstuds: most men have children, as do most women, and they have about equal numbers of them. Men's wild competition to inseminate and women's coy selectivity are convenient biofictions to rationalize social asymmetries based on the historically unequal access of women and men to jobs, money, education and

power.

In the last chapter Barash tries to answer those of us who have tried to alert people to the conservative political implications of sociobiology, but he misses the point. We don't argue that though the sociobiologic analysis is correct, it should be suppressed because it is politically dangerous, but that though the analysis is wrong, it offers convenient rationalizations for the inequalities and injustices inherent in capitalist and male supremacist societies.

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BOOKS : NEW LISTINGS

THE ORIGINS OF KNOWLEDGE AND IMAGINATION. By Jacob Bronowski. New York: Yale University Press, 1979. 145 pp. \$3.45 paper, \$10.50 cloth. Series of scholarly lectures discusses the physiological and biological means upon which human intellect depends for receiving, processing and expressing information.

Social Interaction Analysis: Methodological Issues edited by Michael E. Lamb, Stephen J. Suomi, and Gordon R. Stephenson. Madison: The University of Wisconsin Press, 1979. 320 pp., \$17.50.
This collection of essays written by psychologists, zoologists, pediatricians, and anthropologists provides a range of analytic and methodological information that should prove invaluable for political scientists who utilize natural science perspectives to study human social behavior. Selections are addressed to questions of non-verbal patterns of behavior, establishing meaningful units of behavior, determining the type of data to be recorded and the instruments to be used, and issues relating to level of analysis problems. The volume has a strong ethological orientation.

Blurton Jones, N. & Reynolds, V. Human Behavior and Adaptation. London: Taylor & Francis. 1978. 12.00.

Burghardt, Gordon M. The Development of Behavior. New York: Garland STPM Press, 1978. \$32.50.

Gregory, Michael S. et al. Sociobiology and Human Nature: An Interdisciplinary Critique and Defense. San Francisco: Jossey-Bass. 1978.

Hutchinson, J.B. Biological Determinants of Sexual Behavior. New York: John Wiley. 1978.

Ruse, Michael. Sociobiology: Sense or Nonsense? Dordrecht (Netherlands): D. Reidel. 1979. \$9.95.

Sommer, Robert. A Practical Guide to Behavioral Research. Oxford University Press, 1980. 250pp., \$12.00, \$7.00. Research is defined in its broadest sense to encompass laboratory and field experimentation and other information-gathering procedures, and throughout the book utility is stressed. Examples are drawn from many different fields, yet all experiment designs are applicable to any field.

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JOURNALS

THE KINESIS REPORT

(Editors: Martha Davis, Ph.D. and Eden Graber)

The Kinesis Report is sponsored by The Institute for Nonverbal Communication Research, Inc. This news bulletin provides a concise overview of the emerging field of nonverbal communication, particularly body language, kinesics, proxemics, and paralinguistics. It presents updates of research in progress, interviews with principal investigators, profiles of research teams, and original articles of theoretical and practical importance. Publication and conference information, and book reviews are also provided. As the only report of its kind, the periodical serves as a unique forum for diverse researchers in this vital, but scattered, field of study. It will be a valuable resource for individuals in the helping professions, education, business and government interested in the practical value of nonverbal communication.

The understanding of face-to-face interaction, particularly the nuances of facial expression, posture, spacing patterns, gestures, and paralinguistics has many implications for mental health, education, business, and every other sphere in which face-to-face encounters are paramount. Quarterly Vol. 2, 1979-80. Order 500-9 Individuals \$21.00. Order 501-7 Institutions \$24.00. Special rate to members of INCR.

JOURNAL OF NONVERBAL BEHAVIOR

(Editor: Randolph M. Lee, Ph.D.)

This provocative journal presents original theoretical and empirical research on all major areas of nonverbal behavior. Specialists in this burgeoning field reveal the subtle, yet significant, impact of nonverbal communications on all aspects of human relationships. Specific areas include paralanguage, proxemics, facial expressions, eye contact, face-to-face interaction, nonverbal emotional expression, as well as other areas which increase the scientific understanding of nonverbal processes and behavior. While the focus of the periodical is primarily psychological, studies from related fields, including anthropology, sociology, and linguistics are provided. Quarterly Vol. 1, 1979-80. Order 975-6-Individuals- \$20.00. Order 976-4 Institutions \$42.00.

CALL FOR PAPERS!

INTERNATIONAL JOURNAL OF PRIMATOLOGY

Articles of three kinds will be considered for publication: (a) articles of conventional length; (b) short articles of three pages at most which, because of their importance, would be guaranteed publication in the next issue; and (c) solicited review articles to give well-known research workers the opportunity to review their areas of research. Manuscripts should be sent to one of the Joint Managing Editors. Articles in field and laboratory behavior and ecology are to be directed to: Professor G.A. Doyle, Primate Behavior Research Group, University of the Witwatersrand, 1 Jan Smuts Avenue, Johannesburg, 2001, South Africa. All other manuscripts to: Dr. Matt Cartmill, Department of Anatomy, Duke University Medical Center, Durham, North Carolina 27710, U.S.A.

CURRENT CONTENTS

Current Contents is a relatively new section of the newsletter. All subscribers and other researchers in the field are invited to notify the editor (Cheryl Travis) of recent publications or papers presented at meetings which would be of interest to ethologists. You may or may not include key words for identifying the content of the paper at your discretion. The goal of Current Contents is to alleviate the publication lag between presentation and proceedings or between acceptance and publication in a journal. Because Human Ethology incorporates many disciplines, it is also helpful to centralize lists of pertinent articles and papers. An annual update has been conducted for the past three years by means of the Human Ethology Abstracts; see the notice in earlier pages of this newsletter.

Carol Barner-Barry (Lehigh University) "Longitudinal Observational Research and the Study of Basic Forms of Political Socialization." Presented at the Annual Meeting of the International Society of Political Psychology, Washington, D.C., May, 1979.

Carol Barner-Barry (Lehigh University) "The Utility of Attention Structure Theory and the Problem of Human Diversity." Presented at the Moscow International Political Science Association Congress of August 12-18, 1979.

Carol Barner-Barry (ed.) (Lehigh University) "Basis for Discussion for the Roundtable, 'Psychophysiology and Political Behavior'." Prepared for the 1979 Annual Meeting of the American Political Science Association, Washington, D.C., August 31 - September 3, 1979. (Contains the qualitative results of a survey of eight scholars doing research in the area.)

Professor S. A. Barnett (Department of Zoology, Australian National University, Canberra, Australia) "Cooperation, Conflict, Crowding and Stress: An Essay on Method." *Interdisciplinary Science Reviews*, Vol. 4, No. 2, 1979. In this review I discuss, in an ethological framework, some of the principles of method that lie behind concepts such as those of altruism, crowding, dominance, stress and territory; and I try to replace the illusion that ethology can solve the problems that face us with a statement of what ethology can actually do. I hope in this way to contribute to the use of exact and rational methods in the sciences of behaviour.

Peter Corning (Stanford University) "Biopolitics and Political Science." Revision of a paper delivered at the 1978 Annual Meeting, American Political Science Association, New York City. Keywords: History; Survey; Future; and Strategies.

Wade C. Mackey (Tarkio College) "Parameters of the Adult-Male--Child Bond." *Ethology and Sociobiology* 1: 59-76 (1979). Proxemic relationships between adults (men and women) and children (boys and girls) were investigated in ten cultural areas on five continents. All data were collected via naturalistic observation in places of public access with equal access by gender during daylight hours.

Tennov, Dorothy (Dept. of Psychology, University of Bridgeport) "Limerence: The Evolutionary Pull Toward a Mating Commitment." Paper presented at the Fourth World Congress of Sexology, 1979.

Allan W. Wicker (Claremont Graduate School) "Ecological Psychology: Some Recent and Prospective Developments." *American Psychologist*. September 1979. Vol. 34, No. 9, 755-765. Abstract: Building on the pioneering work of Barker and Wright, ecological psychologists have demonstrated the relevance of behavior-setting theory and research to issues in organizational, community social, and environmental psychology. They have used a broad range of research strategies and have shown increased interest in applied problems. Recent and prospective developments in ecological psychology include streamlined descriptive surveys of community and organization behavior settings; the study of inter-setting linkages and of the life cycles of settings; applications of manning theory and research on stress to work settings, particularly to settings that serve the public; extensions of manning theory by drawing on the literature on small-group performance and job enrichment; and the development of a technology for improving human environments.

K. S. Van Wormer. (R and E Research Associates, Inc.) "Sex Role Behavior in a Woman's Prison, An Ethological Analysis." 1978. Ethological research techniques were used to study sex role behavior, particularly the dominance of masculine and feminine behaviors, among a sample of 160 inmates of a women's prison in Alabama. The research was designed to test the utility of using ethological methods in studying sexrole behavior.

BOOKS : NEW LISTINGS

Stern, Paul C. Evaluating Social Science Research. Oxford University Press, 1979. 240 pp. \$4.95. This book introduces students to the first step in conducting social science research: evaluation of existing knowledge about possible research questions. Exercises and problems accompany each chapter. The goal is to enable students to critically review the empirical literature in an area of their interest as well as to help develop an attitude toward facts that give them the power of perspective over what they read or hear in their daily lives.

Wiegele, Thomas C. Biopolitics. Westview Press. 1980. \$8.00. Dr. Wiegele examines the theoretical underpinnings of a biopolitical perspective and asserts that a biopolitical approach will encourage the development of a more human political science. He also explores a variety of curricular and research problems associated with future developments in biopolitics.

Ekman, Paul. The Face of Man: Expressions of Universal Emotions in a New Guinea Village. Garland Press, 1979. 160 pp. \$19.95.

INTERNATIONAL SOCIETY FOR HUMAN ETHOLOGY

Membership and Newsletter

The ISHE was formed with the goal of promoting ethological perspectives in the study of humans. An ethological perspective encourages empirical research which addresses the questions of individual development, environmental, ecological and social processes which elicit and support certain behavior patterns, the function and significance of behavior, and comparative and evolutionary problems. The society maintains an executive board and a number of committees, publishes a quarterly newsletter, collates an annual selection of human ethology abstracts, and meets annually in conjunction with the Animal Behavior Society.

Membership to the Society and subscription to the newsletter is \$5.00, and payable on a calendar year basis each January; this is true regardless of when you joined the society during the previous year. Make checks payable to the International Society for Human Ethology. Checks must be drawn on U.S. or Canadian banks; otherwise send U.S. currency. The expense of processing other payment forms usually exceeds the cost of the subscription. Please make sure that the mailing address for your subscription is printed clearly below.

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