

This exam will be very similar to the second mid-term. First, there will be about 35 multiple-choice questions worth 50% of the exam. These questions will be created from the short answer questions listed below. Second, you will choose to answer 4 out of 5 short answer questions that will be similar to the ones listed below. About 1/3 of the exam will cover topics from the first 2/3 of the course.

**Questions from first 2/3 of the course.**

- 1.) Be able to explain the process of natural selection. Then explain why this is relevant to human behavior in general, and human social conflict in particular.
- 2.) What is gene-culture co-evolution? Why is this idea important in the study of human cooperation?
- 3.) What is a social dilemma? Why are people tempted to “free-ride” on the work or services provided by others?
- 4.) Why is cooperation unlikely to emerge in groups that are formed randomly?
- 5.) Explain how reciprocity can lead to cooperation. Why is reciprocity a problem in large groups?
- 6.) What is group selection, and how does it help explain institutional mechanisms such as punishment?
- 7.) Describe a few types of ways (e.g., “work-arounds”) in which institutions are structured to promote cooperation.
- 8.) Describe social identity theory and the minimal group paradigm.
- 9.) Describe the realistic group conflict theory using the Robbers Cave experiment as an example.
- 10.) Be prepared to give me a brief description of Marxist theory.
- 11.) What is anomie/strain theory? Describe relative deprivation theory. Does wealth make us happier?
- 12.) Describe market and plan rationality. What are the main advantages and disadvantages of each? Which type of system do you prefer?
- 13.) Know what is meant by conflict dynamics, escalation, de-escalation, and stalemate.
- 14.) Describe and contrast these models of conflict: aggressor-defender, conflict spiral and structural change
- 15.) What is deterrence? What are the five important deterrence requirements?
- 16.) Describe an “institution of social control”. What is the main purpose of such institutions?
- 17.) Be prepared to give examples and definitions for all of the LEVELS of social control. (e.g., first-party, second-party, third-party).
- 18.) Concerning a dispute, be prepared to describe the following strategies or options that people might take: break, yield, negotiate, delegate, coerce.
- 19.) Describe the difference between negotiating over principles or interests as contrasted to positions or people?
- 20.) Read the book Gandhi’s way, and be prepared to answer general questions that will be written from my lecture slides. Don’t panic about the details, but do have clear in your mind the main ideas from these chapters.

**Questions from the last 1/3 of course (since the last mid-term)**

- 1.) What is the difference between instrumental and expressive homicides?  
What are some typical patterns associated with expressive homicides?  
Which types of homicides are the most common?
- 2.) Contrast psychological, sociological, and evolutionary theories for male-male violence.
- 3.) Discuss what is meant by “self-help honor institutions” and “third-party peacemaking institutions”.
- 4.) What is a “structural” hypothesis for violence? How could this hypothesis explain that there are higher homicide rates in the American South?
- 5.) Read the book about the Culture of Honor. Be prepared to address the following issues.  
A.) What is “honor”? B.) What are the origins of honor institutions (e.g., why did

- honor become more important in the South as compared to the north?)? C.) Why does a culture of honor persist in the South? D.) Describe 4 types of research methods that provide evidence that honor continues to influence White southern males.
- 6.) Contrast the different homicide patterns between Chinese and African Americans that I described from a Seattle historical dataset. How do these patterns relate to institutions, and the general topic of cooperation and conflict?
  - 7.) What are “group-based hierarchies”? Contrast these to individual-based hierarchies.
  - 8.) Contrast age system, gender system and arbitrary-set systems.
  - 9.) Review the 3 major assumptions of SDT. Review the components of SDT [the theoretical diagram in Lecture 14]
  - 10.) Describe the 3 proximal mechanisms that drive social dominance.
  - 11.) Review the four varieties of Behavioral Asymmetry.
  - 12.) What are legitimizing myths? What are the 2 types?
  - 13.) What is meant by consensual ideology? How is ideology important to maintain social dominance.
  - 14.) Review lecture 15 and be prepared to provide examples of institutional discrimination within labor/business institutions, education institutions, and the criminal justice system.
  - 15.) Is social dominance likely explained by genetic variation? Why or Why not.
  - 16.) What is meant by disparity and discrimination when considering discrimination in the criminal justice system?
  - 17.) Describe [using examples] the 3 different forms of behavioral asymmetry.
  - 18.) First, describe some of the events that have led to changes in legitimizing myths in the U.S. concerning race (e.g., civil rights movement). Second, what do these changes lead us to expect with regards to ingroup favoritism?
  - 19.) What are group debilitating behaviors? How do these influence the social dominance hierarchy?
  - 20.) Is there any evidence that religion generates love and altruism?
  - 21.) How do different types of religious orientations (intrinsic, extrinsic, quest) correlate with prejudice?
  - 22.) Review Samuel Huntington’s predictions about global conflict.
  - 23.) What is meant by civilization? What are the 9 major civilizations Huntington lists?
  - 24.) Concerning “fault-lines” or conflict relationships, which civilizations does Huntington think that Western Civilization is in conflict with? Which for Islamic Civilization?
  - 25.) Do people from different civilizations have different values? What evidence exists.
  - 26.) What are some important reasons that Huntington stresses to support his thesis that civilization conflicts are becoming more common and strong?
  - 27.) What are some of the myths of Islamophobia? Do you think that Huntington is guilty of overgeneralization?
  - 28.) Is there any clear evidence that the Islamic civilization has the most internal and external conflicts?
  - 29.) What is terrorism? What are some important strategies of terrorists?
  - 30.) According to Juergensmeyer, what is special about religious terrorism?
  - 31.) According to the slides and the video, be prepared to describe Osama Bin Laden. Who is he? What are his goals?
  - 32.) What do you think are the best institutional mechanisms and/or negotiation mechanisms to resolve or manage the conflict with Mr. Bin Laden and Al Qaeda.
  - 33.) What are some important forms of conflict in Tanzania, East Africa? Who are the Sungusungu? What type of institution is the Sungusungu?
  - 34.) Use the Sungusungu as an example to describe concepts used in this class.
  - 35.) Reading #11, “Violence in God’s Name”. Read this article, and be prepared to discuss McTernan’s criticisms of Huntington. Be able to describe the “creed”, “greed”, and “grievance” perspectives.
  - 36.) Reading #12. Use this reading to understand Huntington’s thesis. Do you agree or disagree with his ideas? Why or Why not?
  - 37.) Reading #13. Is there any evidence that religious doctrines can promote peace and inter-group cooperation?
  - 38.) Reading #14. What is Juergensmeyer’s perspective concerning religion and terror? Be prepared to generalize and describe a few important parts of his argument.