

<<进化心理学家如是说>>

图书基本信息

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内容概要

《进化心理学家如是说》作为上世纪最后20年兴起的一场思想与学术运动，已经对西方心理学以及整个行为与人文科学研究产生了重大影响。

《进化心理学家如是说》中我们从美国、欧洲、日本等国邀请了近40位进化心理学界的知名学者与中国的读者对话，总结他（她）们各自研究的心路历程，简介各自最重要的学术成果。

展望今后的研究方向和向临的挑战。

我们希望通过《进化心理学家如是说》中学者们的集体智慧，帮助中国年轻的心理学生力军探索心理与行为的功能与机制，带动心理科学的发展。

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章节摘录

版权页：插图：People are increasingly confronted with situations in their lives that require them to notice, understand, and use numbers—not only in simple ways but also in mathematically sophisticated ways (consider mortgage rates, sales discounts, medical test results, political debates about tax rates, and stock market performances). This essay opened with a story about the unfortunate accidental overdose of the Quaid's babies. An evolutionary perspective on how people understand numbers can help us understand—and hopefully avoid in the future—such incidents. Our minds are designed to work better with numbers that refer to quantities of objects, events, and 10.

cations. This leads us to expect that larger numbers entail physically larger (or temporally longer) events. But vials of medicine can be the same size regardless of dosage, violating this intuition. This suggests that, aside from color or labeling changes, vials of different dosages should actually be proportionally sized with larger doses being in larger vials. Successful living in the model TI world requires not only literacy in the sense of being able to read, but a competency in working with numbers—numerical literacy. At the same time, we need to recognize that understanding this wide range of numbers is not always intuitive and there are ways to make it easier (or harder) for people to understand numerical information. Difficulties in understanding numbers is not always just a matter of lack of training or lack of effort; there are very real and documentable dispositions within the human mind regarding how one thinks about quantitative information. An evolutionary perspective helps elucidate the conditions under which numerical understanding can be improved by providing appropriate inputs.

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