



**BIO358.30 | Biology & Human Social & Sexual Behavior
Summer 2024 Extended Session 1
May 20th – July 12th**

This course satisfies:
SBU Curriculum Category ESI and STAS
Evaluate and Synthesize Researched Information
Understand Relationships between Science or Technology and the Arts, Humanities, or Social Sciences

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*This course is fast paced and comprehensive, with the content and workload expected of an Upper Division University Course. **Strong time management skills are required.** Your critical thinking skills will be sharpened throughout the course! Stony Brook University, SUNY, and Non-Matriculated Students are Welcome!*

This course is an 8-week asynchronous online course except for **three synchronous online video proctored exams** (please note CAREFULLY times and dates below).

NOTE: A webcam, microphone, speakers, reliable internet service, and a computer are **required** to take this course. Exams and assignments cannot be submitted on mobile devices.

Respondus Lockdown Browser and Monitoring Software is required for Exams.

*BIO 358 in the summer is administered entirely online asynchronously except for:
Three Synchronous online video proctored exams:*

*Exam 1 (Thursday, June 6th from 6:30 to 8:00 PM EDT)
Exam 2 (Monday, June 24th from 6:30 to 8:00 PM EDT)
Final Exam (Tuesday, July 11th from 6:30-8:30 PM EDT)*

Important Note: Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will necessitate changes to the syllabus. It is YOUR RESPONSIBILITY to check Brightspace for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

COURSE DESCRIPTION:

We will explore, together, a powerful, parsimonious, and generalizable theory of human evolutionary origins that apparently succeeds in uniting the natural and social sciences. This theoretical view has come to be called “social coercion theory.” Unlike all theories that have gone before, social coercion theory gives us a complete, testable picture of how and why humans evolved to be such a radically new kind of animal, exclusively through the process of natural selection. This theoretical command, in turn, provides unexpected new insights into many, diverse facets of human life. Among other things, we will learn why we have such expanded and sophisticated communication beyond the capabilities of other animals (including speech); why humans have been able to transform the planet as the dominant species we have become; and why we approach life with such a strong ethical sense. This approach also gives us a theory of human social behavior and its logic with unprecedented power. This understanding of our behavior gives us deep insight into the details of our history and, more importantly, our present condition including the scientific, economic, social, and political issues we currently face. You are poised to join the next generation of community problem solvers. Achieving a new understanding of natural selection’s effect on the human past and present confers novel power over the human future. In overview, this course provides a unique level of insight into what it means to be human and how we might each take more humane command of our common global destiny.

Recommended Course Pre/co-requisites:

U3 or U4 (Junior or Senior) standing, and one of the following: ANP 101, BIO 115, BIO 201, BIO 202, or BIO 203

COURSE OBJECTIVES:

There are two major objectives of this course:

1. Explore and understand a powerful evolutionary theory of the origin of human uniqueness, referred to as social coercion theory. Covered is a detailed, precise understanding of how natural selection works so that we can fully absorb the implications of this theory for our uniquely human biological and social properties, our history, current economics, politics, and all the diverse empirical evidence used in testing this theoretical view. The scientific implications are profound, not only for our unique properties as biological creatures, but also for the human present and future. Social coercion theory allows us to unite the social and natural sciences into a single, coherent whole.
2. Engage with your colleagues from all disciplines in the *process* of science – learn and understand how we define theories, collect evidence, and use that evidence to test these theories by subjecting them to **skeptical, informed, democratized public questioning (social doubt)**.

All scientific evidence is interpreted from a theoretical perspective. You will learn when and how prior theories are displaced by newer theories that are more parsimonious, have more predictive power, and are more generalizable. Theories having these properties are far more likely to be correct and, thus, useful.

You will be asked to fully understand the claims of the specific theory that we will explore, and the evidence presented. You will find that you are sometimes called on to reinterpret some insights and evidence you have learned previously from other perspectives and in other courses. This exploration and reinterpretation will enrich and expand your understanding of humans – our origins, properties, and history – while enhancing your understanding of how the social process of science works by adding your potential contributions to it. This course will give engaged students new insights of both personal and global relevance.

COURSE LEARNING OBJECTIVES:

This course meets the learning objectives for DEC H Requirements and SBU Curriculum Categories ESI and STAS

Students should expect to emerge from this course understanding the following:

1. Know and describe in detail how natural selection works to build bodies, minds, and behaviors of individual organisms, including humans
2. Explain and indicate how to approach scientific problems through the tools of the natural sciences, including complexity from hierarchically nested combinatoriality and the application of effective, competent reductionist explanation
3. Indicate how to apply falsification (and falsifiability) as one of the foundational tools (requirements) of scientific theory building/testing, a fundamentally inductive process
4. Practice and illustrate how to put differing theoretical views in competition with each other, using the requirements of fecundity, parsimony, and generalizability
5. Describe and be able to explain the ubiquitous conflict of interest problem pervading the Malthusian world of all biological individuals
6. Describe kin selection theory and explain how cooperation or competition between conspecific organisms emerges from such selection, ultimately producing the universal conflict of interest problem
7. Evaluate and be able to describe how humans “unintentionally” evolved capacities leading to our unprecedented management of the conflict-of-interest problem resulting, in turn, in our large-scale, non-kin social cooperation – thereby arriving at the social coercion theory of human uniqueness. Compare and contrast this novel pattern of social behavior with that of non-human animals.
8. Examine how to study the emergence of humans as a unique species of animal around 1.8 million years ago, including how to analyze the fossil record
9. Compare and contrast our different evolved life history design and sexual behavior when compared to non-human animals
10. Differentiate between proximate and ultimate causation in evolved behaviors
11. Examine the relationship between empirical correlation and the arrival at causal theory
12. Evaluate, compare, and contrast older, alternative casual theories for the evolution of human uniqueness, including language-first, bipedalism-first, and large brain-first hypotheses
13. Appraise how a powerful theory of history emerges from social coercion theory, including practically important predictions about the importance of democratized social systems and the pathology of hierarchical human social systems
14. Explain the ultimate causal basis of the dramatic, but sporadic historical increases in human adaptive sophistication and the potential for future taming of this process on behalf of humane, pan-global human welfare

Students will have the option, where they wish, to research and read scholarly articles posted in addition to the course textbook(s).

In the process of meeting the course learning objectives, you will also be working toward meeting the SBU Curriculum learning outcomes for STAS and ESI below.

STONY BROOK CURRICULUM STAS OBJECTIVES and OUTCOMES:

“Understand relationships between Science or Technology and the Arts, Humanities or Social Sciences (STAS)”

1. Apply concepts and tools drawn from any field of study in order to understand the links between science or technology and the arts, humanities or social sciences.
2. Synthesize quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities, or social sciences.

STONY BROOK CURRICULUM ESI OBJECTIVES and OUTCOMES:
“Evaluate and Synthesize Researched Information (ESI)”

1. Locate and organize information from a variety of appropriate sources.
2. Analyze the accuracy of information and the credibility of sources.
3. Determine the relevance of information.
4. Use information ethically and responsibly.

COURSE REQUIREMENTS:

Attendance and Make Up Policy:

- This is an asynchronous online course with specific coursework due dates as detailed in the course schedule. There are also 3 synchronous video monitored online exams. (See Page 1 above)
- Policy for late work: This course grading has built-in flexibility; therefore, no make-ups for any part of the grading are required or permitted.
- This course grading drops your lowest exam grade from either Exam 1 or 2 (the final cannot be dropped); **therefore, make-ups or alternative exam dates are not permitted.**

Textbook Requirements:

1. Written Text: Bingham, P.M. & Souza, J. (2009). **Death from a Distance and the Birth of a Humane Universe:** Human Evolution, Behavior, History and Your Future. All exam questions will be based on both the written text and the lectures videos on Brightspace.

Purchase options:

- a. Hard copy text – can be purchased directly from Amazon.com for \$25.99
- b. Kindle Format - \$9.99 from www.amazon.com. You need not have a Kindle reader, but can download the free Kindle app for PC, Mac, iPad or iPhone from Amazon at <https://www.amazon.com/b?node=16571048011>

Book website at www.deathfromadistance.com

2. Lecture videos are located on Brightspace under the Lecture Video tab.

3. THE ADDITIONAL OPTIONAL READINGS BELOW ARE PROVIDED AS PDFS THROUGH THE Brightspace SYSTEM AND ARE RECOMMENDED READING

Note: These are copyrighted materials and should not be copied or disbursed outside of this class.

1. Overview of theories of human evolution, properties, and history:

Bingham, P. M. (2000). "Human evolution and human history: A complete theory." *Evolutionary Anthropology* 9(6): 248-257.

2. Human kin-selected behavior

Chapters from *Homicide* (1988) Daly and Wilson

3. Human sexuality

Chapters from *Sperm Wars* (1996) Robin Baker

4. Non-human animal culture

Terkel, J. (1996) Cultural transmission of feeding behavior in the black rat. Pg. 17- 47 In. Heyes, C. M. and B. G. Galef, eds. *Social learning in animals: the roots of culture*.

5. Ultimate causation in evolved human political psychology: implications for public policy.
Bingham, PM, Souza J (2012). *Journal of Social, Evolutionary, and Cultural Psychology*, 6(3), 360-383.

6. In addition, an extensive reading list will be provided to allow students to explore individual interests beyond the immediate scope of the course.

Available at DemarcoBio358Readinglist.xls (27.5 Kb) on the Brightspace site

Technical Requirements:

BRIGHTSPACE

Caution! You will be at a disadvantage if you attempt to complete your coursework on a smart phone or tablet. You should utilize a desktop or laptop computer. Exams MUST be taken on a desktop or laptop computer with a working webcam and microphone.

YOU MUST HAVE ACCESS TO BRIGHTSPACE FOR THIS COURSE. Course announcements, weekly assignments, lecture handouts, research readings, practice quizzes, and practice exams will be available through the Brightspace site.

Recommended Brightspace Activities:

1. Access the Weekly assignment folder for the week each Monday and download the lecture Powerpoints, Topic Handouts, and Key Concept Questions for the week's lectures.
2. After watching the assigned lectures for the week, take the PRACTICE Quizzes on Brightspace for those lectures. You may take them as often as you like. After taking them, you will be able to access the correct answers AND Feedback explanations through gradebook as to why the incorrect answer choices are falsified and why the correct answer cannot be falsified. Quizzes are for your learning and do not carry grade credit. The questions will have the objective of assisting you to understand crucial course content for exams.
3. Make your weekly discussion post by the due date in the assignment.
4. Prior to exams, take the practice exams under exam study prep, attend optional UGTA review sessions via Zoom, and read and study the frequently asked content questions documents posted weekly.

To log onto Brightspace :

1. Open your Internet browser and navigate to <http://www.stonybrook.edu>.
2. Click on LOGINS, then Brightspace

Enter your NET ID and password. You can login to [SOLAR](#) to find out your Net ID. If you have never logged onto Brightspace, your default **password** is your SOLAR ID number.

If you have problems logging onto Brightspace or with Zoom, when you are on the Brightspace login page, click on HELP FOR STUDENTS. The university Instructional Computing can assist you.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 10 or higher (we recommend a 3-year Warranty)
- Macintosh with OS 10.14 or higher (we recommend a 3-year Warranty)
- Intel Core i5 or higher
- 250 GB Hard Drive
- 8 GB RAM
- Latest version of Chrome, Firefox or Edge; Mac users may use Chrome, Firefox or Safari. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Brightspace .)
- High speed internet connection
- Printer
- Word processing software (Microsoft Word, Pages, etc.)
- Speakers (either internal or external) or headphones

If you need technical assistance at any time during the course or to report a problem with Brightspace you can:

- Phone: (631) 632-9800 (client support, WIFI, software and hardware)
- Submit a help request ticket
- If you are near campus, you can Visit the Walk-Up Tech Support Station in the Educational Communications Center building.

COURSE GRADING:

There will be one administrative/exam monitoring quiz (available on Brightspace on May 22nd and due Wed. May 29th at 11:59 PM. This quiz is worth up to 4 points added to your final exam score). There are also two midterms, one final (delivered synchronously according to the schedule below) and 7 discussion posts that are due.

The details of the five elements listed above are as follows

1. Administrative/exam monitoring quiz – due Wed. May 29th at 11:59 PM. This quiz will require Respondus Monitoring and Lockdown Browser. This quiz is worth up to 4 points added to your final exam score. It will be excellent preparation to familiarize yourself with Respondus.

Out of Items 2 and 3 below, the lowest grade will be dropped

2. Exam 1 – Thursday., June 6th 6:30 – 8:00 PM EDT– Videotaped through Respondus, taken online through Brightspace.

Topics 1-7: multiple choice – 25 questions – potential 35% of your grade).

3. Exam 2 – Monday, June 24th - 6:30 – 8:00 PM EDT (Videotaped through Respondus, taken online through Brightspace.

Topics 8-16: multiple choice – 25 questions -potential 35% of your grade).

The two items below may NOT be dropped.

4. Final Exam– Tues, July 9th 6:30 – 8:30 PM (Week 8) Videotaped through Respondus, given online exam through Brightspace.

Topics 17-24: multiple choice - 30 questions (45% of grade).

4. Discussion Posts: THERE ARE 7 DISCUSSION POSTS DUE on Brightspace. We drop your two lowest discussion scores (including 0's for missed posts). Each post is worth 20 points EACH (20% of grade).

Posts are due SUNDAY each week at midnight EDT (end of the day) and cover the material assigned for the week. The only exception is the introductory post (Discussion 1 due the first Wednesday of classes).

See the discussion board grading rubric and the discussion directions on Brightspace under SYLLABUS for all grading criteria for all discussion posts.

This section of the course is where most students enjoy the critical thinking work and the relevance to the larger scientific enterprise and the world around you. However, be sure all posts are your own work. They will be checked through Safe Assign for potential plagiarism. Please be sure to reference all outside sources appropriately and correctly according to any accepted academic style. Please see the **Academic Honesty** portion of this syllabus.

Student discussion and engagement in the course material is a valuable tool both for you and for us as instructors.

OBJECTIVES of the group discussions are as follows:

- To give you an opportunity to clarify your thoughts and ask questions as well as answer the questions of other students (teaching others is a powerful approach to mastery)
- To give you an opportunity to utilize critical thought and to learn to interpret empirical evidence based on theory.
- To give you an opportunity to debate each other regarding varying interpretations.
- To give you a forum to utilize the scientific method – and of achieving mastery and personal ownership of a body of knowledge. You will have the opportunity herein to sharpen your scientific and intellectual-critical skills.

ALL DISCUSSION POSTS will be entered into plagiarism check software and all suspicious posts will be turned over to Academic Judiciary and may result in an F for the course.

We hope you will enjoy the discussions and post more than the required amount to engage in the learning process. Previous students have told us they learned a tremendous amount by engaging the course material in this format.

RULES OF THE GAME FOR DISCUSSIONS

Please be aware that the information provided by other students in your group is not necessarily correct information. The purpose of discussion groups is to give you the chance to clarify your understanding and sharpen your intellectual skills. Authoritative factual information for EXAM purposes comes from the textbook, optional video textbook, and faculty responses to discussions, which will be provided the week after your discussion with your colleagues is over. This is important to remember when studying for exams.

The following behaviors during Group Discussion are unacceptable and will result in your being excluded from Discussion Group and forfeiting that portion of your grade that week.

- Using abusive, disrespectful or foul language.
- Using sexually suggestive language (either explicit or implicit) that could be perceived as offensive or harassing.
- Threatening others.
- Insulting others or denigrating the opinions of others. Of course, you may respectfully, even strongly, disagree or challenge the opinions of others; but we attack positions, NEVER individuals in scientific debate.
- If any inappropriate behavior of the sort listed above should occur, the offender will be issued one and only one warning. A second offense will be grounds for excluding the offender from Discussion Group and forfeiting all his/her credit for this course requirement.
- Plagiarism of any sort – either copied work from other sources or from other student's posts – will not be tolerated. There is zero tolerance for plagiarism of any sort. All quoted material must reference the source. Discussion posts should be in your own words. If any quotes are used, they must be in quotes and referenced appropriately. Also see our Academic Honesty statement at the end of this syllabus.
- Any academic dishonesty will be reported to the Academic Judiciary and can result in an F in the course.

IMPORTANT NOTE FOR Exams:

Exams must be taken only on the days and times given (see Page 1). All exams will be video recorded and reviewed via Respondus lockdown and monitoring software. You must utilize a desktop or laptop computer.

You must have a reliable internet connection, a webcam, and microphone for all exams. This is your responsibility. We recommend plugging your computer into an internet port rather than using Wifi.

Students must show their Stony Brook ID or official picture ID (driver's license, passport, etc.) before they begin the exam. The exams are closed book. No cell phones or other electronics (including electronic watches or any type of earphones/earbuds) are permitted.

Students will be required to download monitoring software to their computer prior to the exam. They will be asked to show their picture ID, to show their surroundings, and to make the statement that they have no other electronics in view or in hearing distance. They must remain alone for the entire exam.

Violations of academic integrity will include, but are not limited to:

- 1) Covering any portion of your ID or failing to show it clearly in the video
- 2) Utilizing any electronics other than the computer you are taking the exam on and for the purpose of taking that exam. This includes cell phones, earbuds, and electronic watches. Utilizing any notes, books, etc. or internet sources. Again, exams are closed book.
- 3) Leaving the room or the seat and out of camera range at any time during the exam.
- 4) Having others in the room with you.
- 5) Failure to show your immediate surroundings in the video and if/when asked during the exam.

Any and all suspicious activity will be turned over to Academic Judiciary and any plagiarism or breaches of academic integrity may result in an F for the course.

COURSE LETTER GRADES:

The course will be graded on a curve.

Threshold course numerical grade to letter grade conversions are given below. **These are threshold scores only.** Numerical grades needed to earn a certain letter grade may be lowered (but not raised!) if warranted, based on how this particular class performs on the exams.

Thresholds:

90% and above = A range (includes A- and A)

79-89.9% = B range (includes B-, B and B+)

65-78.9% = C range (includes C and C+; NO C- grades are awarded in this class)

55-64.9 = D

Below 55% = F

OFFICE HOURS AND CONTACT INFORMATION:

E-mails: paul.bingham@stonybrook.edu
shawn.stuart@stonybrook.edu

1. Virtual Zoom office hours will be available (under Faculty Information) for this course where students may wish to converse directly with the instructors through video conference. Headsets and a microphone will be needed. Office hours will also be available with your Undergraduate Teaching Assistants.
2. There will be an *Administrative Questions* Forum in each discussion board group on the Brightspace site where students may ask administrative questions of the instructors. If you have a question, chances are many of your colleagues may have the same question. The instructors will answer these questions within 48 hours of posting.
3. You may also email to make an appointment for a telephone conference or to schedule a Zoom virtual meeting with the instructors or UGTA's, if applicable, for private matters.
4. For confidential matters, please feel free to contact us via email at the above email address or to set up an appointment via video conference or telephone.

Course and University Policies

Understand When You May Drop This Course:

It is the student's responsibility to understand when they need to consider dropping from a course.

Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an Incomplete. All incomplete course assignments must be completed within the timeframe mandated by the University, usually before the beginning of the following semester. Inform your instructor of any accommodations needed.

Student Accessibility Support Center Statement:

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Suite 107, Stony Brook Union; (631) 632-6748, or via e-mail at: sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

To access mental health services, call Counseling and Psychological Services at 631-632-6720; Counselors are available to speak with 24/7.

For updated information on the Academic Success and Tutoring Center please check <https://www.stonybrook.edu/tutoring> for the most up-to-date information.

For IT Support: Students can visit the Keep Learning website at <https://sites.google.com/stonybrook.edu/keeplearning>

For information on the tools you need for alternative and online learning.

Need help? Report technical issues at <https://it.stonybrook.edu/services/itsm> or call 631-632-2358.

For information on Library services and resources please visit the *Continuity of Library Operations guide* <https://guides.library.stonybrook.edu/continuity>

Academic Integrity/Honesty Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Any and all suspicious activity will be turned over to Academic Judiciary and any plagiarism or breaches of academic integrity may result in an F for the course.

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Course Materials and Copyright Statement:

Course material accessed from Brightspace, or any Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity. This includes posting on internet sites such as Chegg, etc.

Online Communication Guidelines and Learning Resources:

Maintain Professional Conduct Both in the Classroom and Online: The classroom is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Student Code of Conduct, and students are subject to disciplinary action for violation of that code. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer. I reserve the right to remove any discussion messages that display inappropriate language or content.

Online Classes Require Better Communication: It is important to remember that we will not have the non-verbal cues that occur in a face-to-face classroom. I cannot see the confused, frustrated, or unhappy expressions on your face if you encounter problems

Our Role as the Instructors: As the instructors, we, and/or our TA's will serve as "guides" in terms of the Discussion Board. While we will not respond to every post, we will read (and grade) what is posted and reply when necessary. Expect instructor posts in the following situations:

- To assist you when it comes to making connections between discussion textbook materials.
- To fill in important things that may have been missed.
- To re-direct discussion when it gets "out of hand".
- To point out key points or to identify valuable posts.
- Discussion clarifications documents will be posted after due dates are over.

Student Resources:

- **Academic and Transfer Advising Services:** Have questions about choosing the right course? Contact an advisor today. Phone: (631) 632-7082 (option 2); email: advising@stonybrook.edu; website: <http://www.stonybrook.edu/commcms/advising/>
- **Bursar:** For help with billing and payment. Phone: (631) 632-9316; email: bursar@stonybrook.edu; website: <http://www.stonybrook.edu/bursar/>
- **Career Center** The Career Center's mission is to support the academic mission of Stony Brook University by educating students about the career decision-making process, helping them plan and attain their career goals, and assisting with their smooth transition to the workplace or further education. Phone: (631) 632-6810; email: sbucareercenter@stonybrook.edu; Website: <http://www.stonybrook.edu/career-center/>
- **Counseling and Psychological Services:** CAPS staff are available by phone, day or night. <http://studentaffairs.stonybrook.edu/caps/>
- **Student Accessibility Support Center:** Stony Brook Union Suite 107; Office: 631.632.6748; <https://www.stonybrook.edu/sasc/> <https://www.stonybrook.edu/sasc/>
Library: Access to online databases, electronic journals, eBooks, and more.
 - **Library Instruction Website** - <http://library.stonybrook.edu/workshops-this-week-citation-skills-worldcat-and-endnote-the-hsc/>
<http://library.stonybrook.edu/workshops-this-week-citation-skills-worldcat-and-endnote-the-hsc/>
 - **SBU Library Research Guides and Tutorials**
<http://library.stonybrook.edu/research/research-basics/>
- **Registrar:** Having a registration issue? Let them know. Phone: (631) 632-6175; email: registrar_office@stonybrook.edu; <http://www.stonybrook.edu/commcms/registrar/>
- **Writing Center:** Students are able to schedule face-to-face and online appointments. <https://www.stonybrook.edu/writingcenter/>
- **Support for Online Learning**
<http://www.stonybrook.edu/commcms/onlineed/student.html>
- **Ombuds Office** The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. We provide a safe place to voice your concerns and explore options for productive conflict management and resolution. The Ombuds Office is a source of confidential advice and information about University policies and procedures and helps individuals and groups address university-related conflicts and concerns. <http://www.stonybrook.edu/ombuds/>

BIO358.30 Online

2024 Course Schedule

(Be sure to see your **Weekly Assignments** referred to below on Brightspace under the Assignments Tab)

(Each TOPIC consists of readings from the hardcopy or kindle textbook *Death from a Distance and the Birth of a Humane Universe* and *Lecture Videos on Brightspace*)

WEEK 1: Monday., May 20th – Sun., May 26th

See Assignment 1 on Brightspace
Discussion Post 1 (Introduction Post) Due by Wed. May 22nd
Discussion Post 2 (Topics 1-3) Due by Sunday, May 26th

1. Orientation and Academic Integrity Videos

2. Topic 1 Video: Introduction to Human Uniqueness and Social Coercion Theory

READ: *Death from a Distance and the Birth of a Humane Universe (DfaD): Introduction (pg. ix-xvii; Kindle Location No. 32-415), Chapter 1 (pg. 1-17; Kindle Location No. 415-725)*

3. Topic 2 Video: We know what life is – a particular case of chemistry.

READ DfaD: *Chapter 2 (pg. 18-34; Kindle Location No. 725-1041)*

4. Topic 3 Video: Evolving genes and the animals they build

READ DfaD: *Chapter 2 (pg. 18-34; Kindle Location No. 725-1041)*

WEEK 2: Mon., May 27th – Sun., June 2nd

See Assignment 2 on Brightspace
Administrative quiz due: Wed. May 29th
Discussion Post 3 (Topics 4-7): Due by Sunday June 2nd

1. Topic 4 Video: How and how fast does natural selection work in sexual animals

READ DfaD: *Chapter 2 (pg. 18-34), Second Interlude (pg. 240-243) Kindle Location No. 725-1041, 4551-4594*

2. Topic 5 Video: How natural selection produces animal cooperation

READ DfaD: *Chapter 3 (pg. 35-60 and 65-66) Kindle Location No. 1041-1516 and 1594-1621*

3. Topic 6 Video: Kin-selected behaviors in humans.

READ DfaD: *Chapter 4 (pg. 67-90; Kindle Location No. 1621-2075)*

4. Topic 7 Video: Kinship-independent social cooperation – the fundamental, unique human adaptation.

READ DfaD: *Chapter 5 (pg. 91-119; Kindle Location No. 2075-2621)*

WEEK 3: Mon. June 3rd – Sun., June 9th

See Assignment 3 on Brightspace

**Exam 1: Thursday, June 6th at 6:30 PM EDT. Topics 1-7
Discussion Post 4 (Topics 8-10): Due by Sunday, June 9th**

- 1. Topic 8 Video:** How and when we became human – fossil record 1
READ *DfaD: Chapter 7 (pg. 147-201 and 203-204)*
Kindle Location No. 3069-3865 and 3880-3934
- 2. Topic 9 Video:** How and when we became human – fossil record 2
READ *DfaD: Chapter 7 (pg. 147-201 and 203-204)* *Kindle Location No. 3069-3865 and 3880-3934*
- 3. Topic 10 Video:** The human village and life history evolution
READ *DfaD: Chapter 6 (pg. 120-146; Kindle Location No. 2621-3069)*

WEEK 4: Mon., June 10th – Sun., June 16th

See Assignment 4 on Brightspace

Discussion Post 5 (Topics 11-13): Due by Sunday, June 16th

- 1. Topic 11 Video:** Sexuality in the human village 1
READ *DfaD: First Interlude (pg. 205-208; Kindle Loc. No. 3934-3988),*
Chapter 8 (pg. 209-239; Kindle Loc. No. 3988-4551)
- 2. Topic 12 Video:** Sexuality in the human village 2
READ *DfaD: Chapter 8 (pg. 209-239; Kindle Location No. 3988-4551)*
- 3. Topic 13 Video:** Human language – cooperation and information exchange – I.
READ *DfaD: Chapter 9 (pg. 244-276; Kindle Location No. 4594-5173)*

WEEK 5: Mon., June 17th – Sun., June 23rd

See Assignment 5 on Brightspace

Discussion Post 6 (Topics 14-16): Due by Sunday June 23rd

- 1. Topic 14 Video:** Human language – cooperation and information exchange 2
READ: *DfaD: Chapter 9 (pg. 244-276; Kindle Location No. 4594-5173)*
- 2. Topic 15 Video:** Culturally Transmitted Information and the Uniquely Human Mind/Brain 1
READ *DfaD: Chapter 3 (pg. 61-65; Kindle Loc. No. 1515-1589),*
Chapter 10 (pg. 277-320; Kindle Loc. No. 5173-5944)
- 3. Topic 16 Video:** Culturally Transmitted Information and the Uniquely Human Mind/Brain 2
READ *DfaD: Chapter 3 (pg. 61-65; Kindle Loc. No. 1515-1589),*
Chapter 10 (pg. 277-320; Kindle Loc. No. 5173-5944)

WEEK 6: Mon., June 24th – Sun., June 30th

See Assignment 6 on Brightspace

Exam 2: Monday, June 24th at 6:30 PM EDT. Topics 8-16
Discussion Post 7 (Topics 17-19) Due by Sun. June 30th

- 1. Topic 17 Video:** Introduction to the powerful new theory of history that emerges from social coercion theory
READ *DfaD: Chapter 7 (pg. 201-203; Kindle Loc. No. 3880-3911),
Third Interlude (pg. 321-328; Kindle Loc. No. 5944-6063),
Chapter 11 (pg. 329-331; Kindle Loc. No. 6063-6109)*
- 2. Topic 18 Video:** The behaviorally modern human revolution as an historical process
READ *DfaD: Chapter 11 (pg. 329-359; Kindle Location No. 6063-6578)*
- 3. Topic 19 Video:** The bow and the Neolithic (“agricultural”) revolutions
READ *DfaD: Chapter 12 (pg.360-379 and 385-392)
Kindle Location No. 6578-6908 and 6990-7109*

WEEK 7: Mon., July 1st – Sun. July 7th

See Assignment 7 on Brightspace
No Post Due

- 1. Topic 20 Video:** Body armor, shock weaponry and the rise of the archaic state
READ *DfaD Chapter 12 (pg.380-399; Kindle Loc. No.6908-7249)
Fourth Interlude (pg. 400-413) DfaD Chapter 13 (pg. 414-445)*
- 2. Topic 21 Video:** Democratization, hierarchy, and social psychology
READ *DfaD Chapter 10 (pgs. 303-306; 309-319)
Kindle Location No. 5647-5695; 5752-5932)
DfaD: Chapter 13 (pg. 433-472; Kindle Location No.7819-8539)*
- 3. Topic 22 Video:** Gunpowder and the emergence of the modern state
READ *DfaD: Chapter 14 (pg. 473-502; Kindle Location No. 8539-9063)*
- 4. Topic 23 Video:** Aircraft, missiles, and the pan-global human coalition
READ *DfaD: Chapter15 (pg. 503-536; Kindle Loc. No. 9063-9702),
Chapter 16 (pg. 539-562; Kindle Loc. No. 9737-10115),
Chapter 17 (pg. 563 -582; Kindle Loc. No. 10115-10445)*

WEEK 8: Mon., July 8th – Fri. July 12th

See Assignment 8 on Brightspace

Exam 3 (Final Exam): Tuesday, July 9th at 6:30 PM EDT. Topics 17-24

- 1. Topic 24 Video:** Final considerations – the contemporary world and a humane future
READ *DfaD: Fifth Interlude (pg. 537-539; Kindle Loc. No. 9702-9737),
Chapter 17 (pg. 582-616; Kindle Loc. No. 10115-11034),
Postscript (pg. 617 -623; Kindle Loc. No. 11034-11149)*

Final Exam Tuesday, July 9th
6:30-8:30 PM EDT. Topics 17-24