

# Stony Brook University

## **BIO358 | Biology & Human Social & Sexual Behavior Summer 2020 Extended Session 1 May 26<sup>th</sup> – July 17<sup>th</sup>**

This course satisfies the DEC Category H  
Implications of Science

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 two synchronous online video proctored exams.**

**NOTE: A webcam, microphone, speakers, reliable internet service, and a computer are required to take this course.**

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

***Exam 1 (Tuesday, June 16<sup>th</sup> from 6:30 to 8:15 PM EDT) &***

***Exam 2 (Tuesday, July 14<sup>th</sup> from 6:30 to 9:00 PM EDT)***

**Important Note:** Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Blackboard 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 within the process of natural selection. This theoretical command, in turn, provides unexpected new insights into many, diverse facets of human life. For example, we will learn why we have such expanded and sophisticated communication beyond the capabilities of other animals; why humans have been able to

transform the planet as the dominant species we are; 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 of unprecedented power. This understanding of our behavior gives us deep insight into our history and, more importantly, our present condition. You are poised to join the next generation of community problem solvers. Achieving a new understanding of the present represents 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: BIO 101, BIO 115, BIO 201, BIO 202, or BIO 203 or equivalent

### **OVERALL 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 are the implications of this theory for our 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 students of all disciplines in the *process* of scientific critical thought – learn to reinterpret existing empirical evidence depending on a theoretical framework. Learn to subject all interpretations to **skeptical, informed public questioning (social doubt)**.

**Learn when and how prior theories are displaced by those that are more parsimonious, have more predictive power, and are more generalizable.**

In pursuit of this second objective, via online discussions, **you will be asked to think critically and debate varying interpretations of the empirical evidence based on theory and in relation to the science being brought to your attention.**

You will be asked to fully understand the claims of the specific theory 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 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. How natural selection works to build bodies, minds, and behaviors of individual organisms, including humans
2. How to approach scientific problems through the tools of the natural sciences, including how complexity emerges from hierarchically nested combinatoriality and the application of effective reductionist explanation
3. How to apply falsification (and falsifiability) as one of the foundational tools of scientific theory building/testing
4. How to put differing theoretical views in competition with each other using the requirements of fecundity, parsimony, and generalizability

5. Understand the ubiquitous conflict of interest problem pervading the Malthusian world of biological individuals.
6. Understand how humans “unintentionally” evolved capacities leading to our unprecedented management of the conflict of interest problem resulting, in turn, in our uniquely large-scale non-kin social cooperation – thereby arriving at the social coercion theory of human uniqueness
7. Understand how to study the emergence of humans as a unique species of animal 1.8 million years ago, including how to analyze the fossil record and evidence from paleontology and archeology
8. Understand our different evolved life history design and sexual behavior when compared to non-human animals
9. Be able to distinguish between proximate and ultimate causation in evolved behaviors as we look at social behavior emerging from our biology
10. Understand the relationship between empirical correlation and the arrival at causal theory
11. Evaluating alternative models for the evolution human uniqueness including language-first, bipedalism-first, and large brain-first hypotheses
12. Understand 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 social systems
13. Understand the ultimate causal basis of the dramatic, but sporadic increases in human adaptive sophistication and the potential for future taming of this process on behalf of humane, pan-global human welfare.
14. Understand how a biological evolutionary understanding can unite the social and natural sciences in ways that can provide insight into improving human welfare.

Students will research and read scholarly articles and discuss and debate differing point of views as they hone the skills of group work, scientific thought, and professional written presentation of their work through discussion board requirements.

#### **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 2 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 one equiz grade; therefore, no late submissions or make-ups are 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 equiz and exam questions will be based on the written text

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](http://www.amazon.com). You need not have a Kindle reader, but can download the free Kindle reader for PC, Mac, iPad or iPhone from Amazon at [http://www.amazon.com/gp/feature.html/ref=kcp\\_pc\\_mkt\\_lnd?docId=1000426311](http://www.amazon.com/gp/feature.html/ref=kcp_pc_mkt_lnd?docId=1000426311)

Book website at [www.deathfromadistance.com](http://www.deathfromadistance.com)

**2. Optional: 4-month DIGITAL EDUPAK subscription** produced by Rothman Media, Inc. and distributed through Streaming Tutors, Inc.

- a. May be purchased online from the publisher directly at <http://www.streamingtutors.com>
- b. Broadband or DSL Internet access is required to use the digital EDUPAK.

The textbook contains supplementary (but not required) digitized lectures given and prepared by Professors Bingham and Souza, animations, a full glossary, study questions, and various other interactive assets.

### 3. THE ADDITIONAL OPTIONAL READINGS BELOW ARE PROVIDED AS PDFS THROUGH THE BLACKBOARD 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 Blackboard site

### Technical Requirements:

-The Blackboard course site can be accessed at <https://blackboard.stonybrook.edu>

-If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information.

-You are responsible for having a reliable computer and Internet connection throughout the term. Moreover, you are **required** to have a webcam, microphone, speakers, and reliable internet service to take this course.

**Caution! You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments.**

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 Explorer; 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 Blackboard.)
- High speed internet connection
- Printer
- Word processing software (Microsoft Word, Pages, etc.)
- Speakers (either internal or external) or headphones
- *Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).*
- Adobe Flash player with the latest update is crucial for playing multiple videos throughout the course
- Computer with a working webcam and microphone

For current Stonybrook students: You will use your NetID account to log in to the course from the [Blackboard login page](http://blackboard.stonybrook.edu) (<http://blackboard.stonybrook.edu>).

For visiting students you will receive your NETID account after registering at <http://www.stonybrook.edu/summer-session/visiting-students/> then you will sign onto blackboard at <http://blackboard.stonybrook.edu> (maybe move this up to the top where I wrote “what about outsiders??”)

### **Technical Assistance:**

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

- Phone: (631) 632-9800 (client support, WIFI, software and hardware)
- Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- If you are near campus, you can Visit the [Walk-Up Tech Support Station](#) in the Educational Communications Center building.

### **COURSE GRADING:**

The course will be graded on a curve. The total possible points for the course are 1000. Out of the first TWO items below (Exam 1 or the total of your best six equiz scores), we will drop your lowest TOTAL score. *The final exam and the DISCUSSION BOARD totals may NOT be dropped.*

BECAUSE OF THESE OPTIONS TO DROP AN ITEM, THERE WILL BE NO MAKEUPS FOR THE FIRST EXAM AND NO MAKEUPS for ANY EQUIZ. There are 7 equizzes, and we drop the lowest score counting 6 scores so if you miss one, that is the one that will be dropped. WE STRONGLY ADVISE YOU TO PARTICIPATE IN ALL SECTIONS OF GRADING SO YOU MAINTAIN YOUR OPTION TO HAVE YOUR LOWEST SCORE DROPPED. This grading provides built in flexibility, so no additional flexibility is offered.

***The details of the four elements listed above are as follows***

Out of Items 1 and 2, the lowest grade will be dropped

**1. Exam 1** – Tues., June 16th<sup>n</sup> 6:30 – 8:15PM EDT (Week 4) – Video taped, online through blackboard.

**Topics 1-10:** multiple choice – 30 questions (potential 300 points, approx. 30% of your grade).

**2. Equizzes-** Grades for your best 6 open book equizzes given through the *Blackboard* site under each week’s assignment. Each quiz consists of 10 questions (Possible 300 points - approx. 30% of your grade). Each Equiz may be submitted only once. (We drop the lowest equiz score of the 7 assigned, counting the best 6 scores)

**Each equiz contains 10 questions and each question is worth 5 points for a possible total of 50 points per quiz.**

These quizzes are designed to help you test your understanding of the unfolding course material each week. Moreover, these quiz questions and the feedback provided will be valuable study aids for the examinations.

**Each week, on Wednesday (starting in Week 1, May 26<sup>th</sup>), the equiz will be available through the following Sunday at midnight on the course Blackboard site under EQUIZZES.**

**(See schedule on ASSIGNMENTS within Blackboard.)** Each quiz will be based on that week's assignments. ***Detailed feedback on the equiz will be available the following week after everyone has completed the quiz.***

**The two items below may NOT be dropped.**

3. **Exam 2** – Tues, July 14<sup>th</sup> 6:30 – 9:00PM (Week 8) Video taped online exam.  
Topics 11-24: multiple choice - 40 questions (400 points - 40% of grade).

4. **Discussion Posts:** THERE ARE 6 DISCUSSION POSTS DUE on Blackboard.  
Each post is worth 50 points EACH – POSSIBLE 300 POINTS (30% of grade). There are NO dropped posts and no late posts are accepted so be sure to time manage well during the week.

**Posts are due WEDNESDAY each week at midnight EST (end of the day.) and cover the material from the PRIOR week.**

**See the discussion board grading rubric and the discussion directions 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 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.

#### **OFFICE HOURS AND CONTACT INFORMATION:**

**E-mails: [joanne.souza@stonybrook.edu](mailto:joanne.souza@stonybrook.edu)  
[paul.bingham@stonybrook.edu](mailto:paul.bingham@stonybrook.edu)**

1. Virtual office hours will be available for this course where students may wish to converse directly with the instructors by appointment through video conference and or/phone conversations. Headsets and a microphone will be needed. A webcam is nice, but not required. Email to set up an appointment and for instructions.
2. There will be an *Administrative Questions* Forum under the Discussion Group button on the Blackboard 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. There will be a *Content Questions* Forum where you may ask any content related questions. Either faculty or your teaching assistants will respond within 24-48 hours.
4. You may also email to make an appointment for a telephone conference or to schedule a Zoom virtual meeting with the instructors, if applicable.
5. 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.

## **Part 5: 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 Student Accessibility Support Center, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. <https://www.stonybrook.edu/commcms/studentaffairs/sasc/facstaff/syllabus.php>

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities>

### **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](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

**Important Note for Discussions:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary. All discussion posts, including debate material will be submitted to Safe Assign and all suspected cases of any type of plagiarism will be reported to Academic Judiciary with the penalty for a guilty verdict being an F in the course.

### **IMPORTANT NOTE FOR Exams:**

Exams may only be taken on the days and times given. All exams will be video recorded. You must have a reliable internet connection, a webcam and microphone for all exams. Students must show their Stony Brook ID or official picture ID before they begin the exam. The exams are closed book. No cell phones, other electronics including watches are permitted.

Students will be required to download any 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. 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.***



### **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 University 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 Blackboard, 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.

### **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 Post Etiquette:**

- Offensive language or rudeness will not be tolerated. Discuss ideas, not the person.
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
- If you are responding to a message, include the relevant part of the original message in your reply, or make sure to refer to the original's contents so as to avoid confusion;
- Be specific and clear, especially when asking questions.
- Use standard punctuation and capitalization. Using all UPPERCASE characters gives the appearance of shouting and makes the message less legible;
- Remember that not all readers have English as their native language, so make allowances for possible misunderstandings and unintended discourtesies.

**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.

**You MUST communicate with us so that we can help.** To make the experience go smoothly, remember that you are responsible for initiating more contact, and being direct, persistent, and vocal when you don't understand something.

**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, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist each of 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](mailto: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](mailto: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](mailto: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/>
- **Disability Support Services:** Students in need of special accommodations should contact DSS. Phone: (631) 632-6748; email: [dss@stonybrook.edu](mailto:dss@stonybrook.edu); <http://www.stonybrook.edu/commcms/studentaffairs/dss/>
- **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/>
  - **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](mailto: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 Online Course Schedule

(Be sure to see your Weekly Assignments referred to below. They are available through the Blackboard site under the ASSIGNMENTS Button on the left menu)  
(Each TOPIC consists of readings from the hardcopy or kindle textbook *Death from a Distance and the Birth of a Humane Universe*.)

**WEEK 1: Tues., May 26<sup>th</sup> – Sun., May, 31<sup>st</sup>**

**See Assignment 1 on Blackboard**

**Equiz 1 (Topics 1-3) available Wed. May 27<sup>th</sup>, Due Sunday, May 31<sup>st</sup>.  
Discussion Post 1 (Introduction Post : Due Wed. May 27<sup>th</sup>**

### 1. **Orientation and Academic Integrity Videos on Blackboard – REQUIRED**

2. **[TOPIC 1A & B]:** Introduction to Human Uniqueness and Social Coercion Theory  
*Death from a Distance and the Birth of a Humane Universe (DfaD): Introduction (pg. ix-xvii; Kindle Location No. 232-415), Chapter 1 (pg. 1-17; Kindle Location No. 415-725)*
3. **[TOPIC 2A & B]:** We know what life is – a particular case of chemistry.  
*DfaD: Chapter 2 (pg. 18-34; Kindle Location No. 725-1041)*
4. **[TOPIC 3A & B]:** Evolving genes and the animals they build  
*DfaD: Chapter 2 (pg. 18-34; Kindle Location No. 725-1041)*

**WEEK 2: Mon., June 1<sup>st</sup> – Sun., June 7<sup>th</sup>**

**See Assignment 2 on Blackboard**

**Equiz 2 (Topics 4-7) available Wed. June 3<sup>rd</sup>, Due Sunday June 7<sup>th</sup>  
Discussion Post 2 (Topics1-3): Due Wed. June 3<sup>rd</sup>**

1. **[TOPIC 4A & B]:** How and how fast does natural selection work in sexual animals  
*DfaD: Chapter 2 (pg. 18-34), Second Interlude (pg. 240-243)  
Kindle Location No. 725-1041, 4551-4594*
2. **[TOPIC 5A & B]:** How natural selection produces animal cooperation  
*DfaD: Chapter 3 (pg. 35-60 and 65-66)  
Kindle Location No. 1041-1516 and 1594-1621*
3. **[TOPIC 6A & B]:** Kin-selected behaviors in humans.  
*DfaD: Chapter 4 (pg. 67-90; Kindle Location No. 1621-2075)*
4. **[TOPIC 7A & B]:** Kinship-independent social cooperation – the fundamental, unique human adaptation.  
*DfaD: Chapter 5 (pg. 91-119; Kindle Location No. 2075-2621)*

**WEEK 3: Mon. June 8<sup>th</sup> – Sun., June 14<sup>th</sup>**

**See Assignment 3 on Blackboard**

**Equiz 3 (Topics 8-10) available Wed. June 10<sup>th</sup>, Due Sun. June 14<sup>th</sup>  
Discussion Post 3 (Topics 4-7): Due Wed. June 10<sup>th</sup>**

5. **[TOPIC 8A & B]:** How and when we became human – fossil record 1  
*DfaD: Chapter 7 (pg. 147-201 and 203-204)  
Kindle Location No. 3069-3865 and 3880-3934*
1. **[TOPIC 9A & B]:** How and when we became human – fossil record 2  
*DfaD: Chapter 7 (pg. 147-201 and 203-204)*

Kindle Location No. 3069-3865 and 3880-3934

2. [**TOPIC 10A & B**]: The human village and life history evolution  
*DfaD: Chapter 6 (pg. 120-146; Kindle Location No. 2621-3069)*  
*Watch Topic 10 Supplement Video on StreamingTutors: More on Babyhood*

**WEEK 4: Mon., June 15<sup>th</sup> – Sun., June 21<sup>st</sup>**

**See Assignment 4 on Blackboard**

**Equiz 4 (Topics 11-13) available Wed. June 17<sup>th</sup>, Due Sun. June 21<sup>st</sup>  
**NO DISCUSSION POST DUE****

**EXAM 1: Tues., June 16<sup>th</sup> – 6:30-8:15 PM EDT Covers Topics 1-10**

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

**WEEK 5: Mon., June 22<sup>nd</sup> – Sun., June 28<sup>th</sup>**

**See Assignment 5 on Blackboard**

**Equiz 5 (Topics 14-16) available Wed. June 24<sup>th</sup>, Due Sunday June 28<sup>th</sup>  
**Discussion Post 4 (Topics11-13): Due Wednesday, June 24<sup>th</sup>****

1. [**TOPIC 14A & B**]: Human language – cooperation and information exchange- II  
*DfaD: Chapter 9 (pg. 244-276; Kindle Location No. 4594-5173)*
2. [**TOPICS 15A & B & 16A & B**]: Culturally Transmitted Information and the Uniquely Human Mind/Brain 1 and 2.  
*DfaD: Chapter 3 (pg. 61-65; Kindle Loc. No. 1515-1549), Chapter 10 (pg. 277-320; Kindle Loc. No.5173-5944)*

**WEEK 6: Mon., June 29<sup>th</sup> – Sun., July 5<sup>th</sup>**

**See Assignment 6 on Blackboard**

**Equiz 6 available Wed. July 1<sup>st</sup>, Due Sun. July 5<sup>th</sup>  
**Discussion Post 5 (Topics14-16): Due. Wed. July 1<sup>st</sup>****

1. [**TOPIC 17A & B**]: Introduction to the powerful new theory of history that emerges from social coercion theory  
*DfaD: Chapter 7 (pg. 201-202; 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 18A & B**]: The behaviorally modern human revolution as an historical process  
*DfaD: Chapter 11 (pg. 329-359; Kindle Location No. 6063-6578)*
3. [**TOPIC 19A & B**]: The bow and the Neolithic (“agricultural”) revolutions  
*DfaD: Chapter 12 (pg.360-379 and 385-392)  
Kindle Location No. 6578-6908 and 6990-7109*

4. [**TOPIC 20A & B**]: Body armor, shock weaponry and the rise of the archaic state  
*DfaD Chapter 13 (pg. 414-433; Kindle Loc. No. 7494-7819)*

**WEEK 7: Mon., July 6<sup>th</sup> – Sun. July 12<sup>th</sup>**

**See Assignment 7 on Blackboard**  
**Equiz 7 available Wed. July 8th, Due Sun. July 12th**  
**Discussion Post 6 (Topics 17-20): Due. Wed. July 8th**

1. [**TOPIC 21A & B**]: Democratization, hierarchy and social psychology  
*DfaD Chapter 10 (pgs. 303-306; 309-319)*  
*Kindle Location No. 5647-5695; 5752-5932)*
2. [**TOPIC 22A & B**]: Gunpowder and the emergence of the modern state  
*DfaD: Chapter 14 (pg. 473-502; Kindle Location No. 8539-9063)*
3. [**TOPIC 23**]: Aircraft, missiles and the pan-global human coalition  
*DfaD: Chapter 15 (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)*
3. [**TOPIC 24**]: Final considerations-The contemporary world and a humane future.  
*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)*

**WEEK 8: Mon., July 13<sup>h</sup> – Fri. July 17<sup>th</sup>**  
**See Assignment 8 on Blackboard**

**EXAM 2: Tuesday, July 14<sup>th</sup> 6:30 - 9:00 PM EDT**  
**Covers Topics 11-24**