



Stony Brook University

**BIO 558: *Biological Basis of Human Evolution & Behavior***  
**CEB 553: *Biology and Human Social & Sexual Behavior***

**Summer, 2024**  
**May 20<sup>th</sup>-July 28<sup>th</sup>, 2024**  
**10 Week Online Course**

**Stony Brook University 10-week online courses continue classes and all assignment/submissions through University holidays**

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**Online or Telephone Office Hours by Appointment**

***This course is fast-paced and comprehensive with the content and workload expected of a University graduate course including mastery of the subject matter. This course may be taken as either CEB553 or BIO558.***

**COURSE OBJECTIVES**

The course has three major objectives:

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.**

3. Learn to communicate to others your knowledge and understanding of science. In this portion of the course, you will also get a clearer picture of science as a social process – *how mutually respectful disagreement, doubt and debate are the very heart of the enterprise.*
  - a. First, you will be asked to fully understand how evolution by natural selection works in detail.
  - b. Second, you will be asked to understand the claims of the specific theory of human evolution we will explore and the evidence presented.
  - c. Third, you will evaluate, discuss, and sometimes challenge those claims on the course discussion boards. Students will *also* be asked to challenge everything they think they already know (were taught or learned previously) coming into this course.

During this process, 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. At the very least, this course should give every student new insights of both personal and global relevance.

## **COURSE CONTENT DESCRIPTION**

The course surveys all of human evolution, behavior, and history. While vastly increasing our understanding of these issues, this survey will reveal and explore points of unity between the social sciences, natural sciences, and humanities. We have continued to develop and enrich the course over the last thirteen years by drawing extensively on academic resources in areas as diverse as chemistry, cell biology, developmental biology, psychology, hominid paleontology, archaeology, linguistics, history, literary criticism, economics, religious studies, and political science.

The overt format of the course is to explore biological theories of human origins and human uniqueness – to ask whether there are viable, biologically-based hypotheses within the constraints of natural selection that can credibly explain how humans evolved and developed to be so different than all other animals. We will ask whether we can “explain why humans walk on the moon, compose symphonies, invent literature and the calculus, while our closest living relatives, chimps, can barely count to 10.”

This format allows us to do several fundamental things.

1. We will argue that some biological theories of human uniqueness are, in fact, credible. Indeed, such theories give us deep new insight into our behavior and our history. In this context, we explore the evolution of human attributes as diverse as language, cognitive virtuosity, uniquely human patterns of sexual and child-rearing behavior and the uniquely human ethical sense. Moreover, we explore the two million years of human history as empirical evidence against which we can test biological theories of human evolution and social behavior.

2. These explorations will give you a robust, rich new understanding of the inter-relationships of the social sciences, humanities, and natural sciences. This aggressive exposure to authentic interdisciplinary investigation will serve you well in the context of a rapidly evolving global academic enterprise. Moreover, you will be given much deeper insight into the ethical and existential questions that confront us all as members of an increasingly pan-global human society.
3. Third, as we explore theories of human uniqueness and how we can test them against the empirical evidence of human evolution, behavior, and history, we are repeatedly exposed to the fundamental process of science – how it works, what its strategies and tactics are.

## **REQUIRED COURSE ASSETS**

Course content is a written text and video-based lectures

1. Bingham.P.M. & Souza, J. (2009). ***Death from a Distance and the Birth of a Humane Universe: Human Evolution, Behavior, History and Your Future*** - \$25.99. Available as hardcopy or in a Kindle version (\$9.99) at 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 <https://www.amazon.com/b?node=16571048011>

2. The Course Video lectures are on Brightspace under Lecture Videos on the Brightspace menu. However, we strongly advise you to read the textbook readings for the week IN ADDITION to watching the video lectures and preferably prior to watching these video lectures.

**The following additional optional readings below are provided as PDFs through the course management system.**

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

### **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.

### **Human kin-selected behavior**

Chapters from *Homicide* (1988) Daly and Wilson

### **Human sexuality**

Chapters from *Sperm Wars* (1996) Robin Baker

### **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*.

### **How the mind works**

Biederman, I. (1987) "Recognition-by-Components - a Theory of Human Image Understanding." *Psychological Review* 94, 115-147.

### **Theories of history – North American agriculture**

Blitz, J. (1988) "Adoption of the bow in prehistoric North America." *North American Archaeologist* 9, 123-145.

### **Theories of history – modern economic revolution**

Chapters from *Birth of Plenty* (2004) Bernstein.

Chapter 5 from *Mystery of Capital* (2003) DeSoto.

**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.

### **Disciplinary Unification of the Natural Sciences, the Humanities, and the Social Sciences: Adapted Minds and Strategic Approaches to Consilience in the Academy**

Souza, J. Bingham, PM. *EvoS Journal: The Journal of the Evolutionary Studies Consortium* 2014, Volume 6(1), pp. 12-23.

### **Human uniqueness-self-interest and social cooperation**

Okada, Daijiro. Bingham, Paul. *Journal of Theoretical Biology* 253 (2008) 261– 270

### **Social Complexity and the Bow in the Prehistoric North American Record**

Bingham, Paul M. Souza, Joanne. Blitz, John. *Evolutionary Anthropology* 22:81–88 (2013)

### **Elastic energy storage in the shoulder and the evolution of high-speed throwing in Homo**

Roach, Neil. *Nature* 498, 483–486 (27 June 2013) doi:10.1038/nature12267

### **Experimental evidence for the influence of group size on cultural complexity**

Maxime Derex, Marie-Pauline Beugin, Bernard Godelle & Michel Raymond. *Nature* (2013) doi:10.1038/nature12774

## **COURSE GRADING**

There are **4 parts** to the grading.

- Your grade will be determined by the following four requirements on a scale of a total of 850 points and then letter grades are assigned based on graduate grading. See: HYPERLINK  
"https://www.stonybrook.edu/sb/graduatebulletin/current/regulations/grading\_policy/grading\_system.php" \h [Graduate Grading System](https://www.stonybrook.edu/sb/graduatebulletin/current/regulations/grading_policy/grading_system.php)

### **1. Exam 1: 100 points (~11.8% of final grade)**

- Available 8am Wednesday of Week 5 – Due 11:59pm Sunday.
- Topics 1-10 (open book taken online) 25 multiple choice questions.

## 2. **Exam 2: 100 points (~11.8% of final grade)**

- Available 8am Wednesday of Week 5 – Due 11:59pm Sunday.
- Topics 11-24 (open book taken online) 25 multiple choice questions.

## 3. **Discussion Posts: 380 points (~44.7% of final grade)**

*Minimum* of two substantial and documented posts per week (see rubric under Discussion board). Only Week 9 requires a minimum of one post for a total of 19 posts for the semester. All posts must include proper academic peer reviewed references.

- The first post each week will be due 11:59 pm of Day 4 (Thursday) and should be either (1) a question you have requiring clarification of content presented, (2) a comment confirming or challenging either the content presented or knowledge previously learned from other sources, or (3) a detailed and documented response to another student's post. *See grading rubric under Discussion Board Grading Rubric and Examples of Graded Discussion Posts on Brightspace.*
- All additional posts due 11:59 pm of Day 7 (Sunday) of each week and should be INTERACTION posts consisting of additional comments or responses on threads that are already established. In other words, you should discuss the material already put on the table by all of you earlier in the week.

Your posts each week should address at least two of the lectures assigned for that week. ALL POSTS MUST RELATE TO THE TOPICS PRESENTED BY THE LECTURES THAT WEEK. Posts are worth a total of **20 points each** for a potential total of 380 points - corresponding to approximately 44.7% of your total grade.

**OBJECTIVES** of the group discussions are as follows:

- To give you an opportunity to let us know what exactly it is you did not understand during lecture.
- To give **you** an opportunity **to answer each other's questions**, as many of you have diverse academic and professional backgrounds. You will also find that answering questions of others is an excellent way to expand and clarify your own understanding.
- To give you a forum to test and to attempt to break the theory of human uniqueness we will be exploring in lecture. This testing is the essence of the scientific method – and you will have the opportunity herein to sharpen your scientific and intellectual-critical thinking skills – a basic objective of this course. **ALL POSTS MUST BE IN YOUR OWN WORDS.**

Be sure to:

**A. Use the grading rubric on Brightspace to ensure all parts of your post are included.**

**B. You must include references and cite your sources in proper form using *primary source*, peer reviewed, academic literature, books, or articles. Secondary sources cannot be used in place of primary source literature.**

The reference for this course and the lectures is:

Bingham, P., Souza, J. (2009-2004). *The Biology of Being Human*, Topic XX.

**C. Make sure you title your thread with the Topic Number of the Lecture you wish to discuss. Your posts should address at least two separate lecture topics for the week.**

The instructors will provide feedback to a Selection of the threads **after the due date** is passed and you have had ample time to openly discuss the material amongst yourselves with little intervention from us. Be sure to check back the following week for important feedback and information you may need for exams. You will receive grading of your posts each week and personal feedback as required.

### **RULES OF THE GAME FOR DISCUSSIONS**

*Please be aware that the information provided by other students in your group is not necessarily correct information, particularly for exam purposes. 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 lecture, the textbook (including study questions) responses by the course Instructors. 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 the forfeiting of 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 please do not post personal attacks.
- 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 excluding the offender from Discussion Group and his/her forfeiting all credit for this 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 exact wording is 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.

#### **4. Final Project: 270 points (~31.7% of final grade)**

Final Project Proposal: Due by Day 7 of Week 6: The proposal is worth 20 points of the final 270 points for the entire project. Items that **MUST** be included in a proper format for a paper outline with subheadings:

Your name, title of the project, proposed media to be used (paper, voiced over PowerPoint, video, etc.), intended audience, brief paragraph as to summary of your objective and the content proposed, and at least 5 intended references in either APA or MLA format.

**Actual Final Project: Due by Day 7 of Week 9 to Forum opened for this purpose.**

**Objective:** To communicate to a general audience through any medium (for example, video, audio, voiced-over PowerPoint's, or written text with images) a single substantive point you learned from this course. **You must expand on the topic into further inquiry and depth or you may use the topic as a base to ask a new question, research it, and propose an answer.** The subject area could be from basic biology, neurobiology, chemistry, history, social sciences or the humanities - any area of interest to you covered in this course. **You must link this project to the course content.**

For those of you who are or wish to be teachers this could be designed as a portion of a lesson that you might direct at high school, undergraduate or graduate students depending on your current position or career objectives.

For those of you with other aspirations, this could be a presentation of an area you have learned about and wish to communicate. If written, it should be between 3000-4000 words in addition to images.

Video or audio presentations must be an intellectually complete lesson expected to be given to the student body or audience of your choice and be 8-10 minutes in duration.

**Examples of prior projects will be available for your convenience and to assist you in the expectations.**

**OFFICE HOURS AND CONTACT INFORMATION**

Email: [shawn.stuart@stonybrook.edu](mailto:shawn.stuart@stonybrook.edu) | Phone Number: (631) 767 7821

1. A virtual office hours link through Zoom is available on Brightspace for this course. Email to set up an appointment and for instructions.
2. There will be an *Administrative Questions* Forum on the discussion site where students may ask administrative questions at any time. The instructors will answer these questions within 48 hours of posting.
3. You may also email to make a telephone appointment or call the phone number above.
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.
- 5.

**University Policies:**

**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, Stony Brook Union Suite 107, (631) 632-6748, or at [sasc@Stonybrook.edu](mailto:sasc@Stonybrook.edu). They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.



Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website:

<https://ehs.stonybrook.edu//programs/fire-safety/emergency-evacuation/evacuation-guide-disabilities> and search Fire Safety and Evacuation and Disabilities.

### **Academic Integrity Statement:**

Intellectual honesty is the cornerstone of all academic and scholarly work. Therefore, the University views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to the **SPD Committee on Academic Standing**, which keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student (and not properly referenced) is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any questions about the proper acknowledgement of sources, be sure to ask your instructor who can advise you about various electronic tools available to assist you in self-screening your work.

For detailed information, refer to SPD's "*Policies and Procedures Governing Academic Dishonesty*" available at HYPERLINK

"<http://www.stonybrook.edu/spd/assets/pdf/dishonesty.pdf>" \h  
[www.stonybrook.edu/spd/assets/pdf/dishonesty.pdf](http://www.stonybrook.edu/spd/assets/pdf/dishonesty.pdf).

### **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 Policies:**

#### **Understand When You May Drop This Course:**

It is the student's responsibility to understand when they need to consider withdrawing from a course. Refer to the Stony Brook Academic Schedule for dates and deadlines for registration:

[https://www.stonybrook.edu/commcms/registrar/calendars/academic\\_calendars](https://www.stonybrook.edu/commcms/registrar/calendars/academic_calendars).

[Graduate Course Changes Policy](#)

#### **Course Materials and Copyright Statement:**

Course material accessed from Brightspace, SB Connect, SB Capture or a 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 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 refer to the original post 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 me so that I 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.

### **My Role as the Instructor:**

As the instructor, I will serve as a "guide" in our online classroom. While I will not respond to every post, I will read what is posted, and reply at the end of the week to various threads of discussion. Expect instructor posts in the following situations:

- To assist each of you when it comes to making connections between discussion, lectures, and textbook material.

- 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.

### Student Resources

Bursar: For help with billing and payment. Phone: 631-632-9316; email: [bursar@stonybrook.edu](mailto:bursar@stonybrook.edu); website: HYPERLINK "http://www.stonybrook.edu/bursar/" \h <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: HYPERLINK "http://www.stonybrook.edu/career-center/" \h <http://www.stonybrook.edu/career-center/>

Counseling and Psychological Services: CAPS staff are available by phone, day or night. HYPERLINK "http://studentaffairs.stonybrook.edu/caps/" \h <http://studentaffairs.stonybrook.edu/caps/>

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. HYPERLINK "http://www.stonybrook.edu/ombuds/" \h <http://www.stonybrook.edu/ombuds/>

Registrar: Having a registration issue? Let them know. Phone: 631-632-6175; email: [registrar\\_office@stonybrook.edu](mailto:registrar_office@stonybrook.edu); HYPERLINK "http://www.stonybrook.edu/registrar/" \h <http://www.stonybrook.edu/registrar/>

SBU Libraries: access to and help in using databases, eBooks, and other sources for your research.

- Research Guides and Tutorials: HYPERLINK "http://guides.library.stonybrook.edu/" \t "\_blank" \h <http://guides.library.stonybrook.edu/>
- Getting Help: HYPERLINK "https://library.stonybrook.edu/research/ask-a-librarian/" \t "\_blank" \h <https://library.stonybrook.edu/research/ask-a-librarian/>

Student Accessibility Support Center: Students in need of special accommodations should contact SASC. Phone: 631-632-6748; email: [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu); HYPERLINK "https://www.stonybrook.edu/sasc/" \h <https://www.stonybrook.edu/sasc/>

Support for Online Learning: HYPERLINK "https://www.stonybrook.edu/online/" \h <https://www.stonybrook.edu/online/>

# BIO558 / CEB553 Online Class Schedule

## WEEK 1

See **ASSIGNMENT 1** on Brightspace

[**Introductory Video**]: Available under **Syllabus/Course Info** on Brightspace  
[**Academic Integrity Video**]: Available under **Syllabus/Course Info** on Brightspace

[**TOPIC 1**]: WATCH the Topic 1 Video Lecture on Brightspace:

**An 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. 232-415),  
Chapter 1 (pg. 1-17; Kindle Location No. 415-725)*

[**TOPIC 2**]: WATCH the Topic 2 Video Lecture on Brightspace:

**We know what life is – a particular case of chemistry**  
*READ: DfaD: Chapter 2 pg. 18-34  
Kindle Location No. 725-1041*

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## WEEK 2

See **ASSIGNMENT 2** on Brightspace

[**TOPIC 3**]: WATCH the Topic 3 Video Lecture on Brightspace:

**Evolving genes and the animals they build**  
*READ: DfaD: Chapter 2 pg. 18-34  
Kindle Location No. 725-1041*

[**TOPIC 4**]: WATCH the Topic 4 Video Lecture on Brightspace:

**How and how fast natural selection works in sexual animals**  
*READ: DfaD: Chapter 2 pg. 18-34;  
Kindle Loc. No. 725-1041  
Second Interlude pg. 240-243  
Kindle Loc. No. 4551-4594*

[**TOPIC 5**]: WATCH the Topic 5 Video Lecture on Brightspace:

**How evolution produces animals that cooperate**  
*READ: DfaD: Chapter 3 pg. 35-60 and 65-66;  
Kindle Location No. 1041-1516 and 1594-1621*

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## WEEK 3

See **ASSIGNMENT 3** on Brightspace

[**TOPIC 6**]: WATCH the Topic 6 Video Lecture on Brightspace:

**Kin-selected behaviors in humans**  
*READ: DfaD: Chapter 4 pg. 67-90  
Kindle Location No. 1621-2075*

[**TOPIC 7**]: WATCH the Topic 7 Video Lecture on Brightspace:

**Kinship-independent social cooperation – the fundamental, unique human adaptation**

*READ: DfaD: Chapter 5 pg. 91-119*

*Kindle Location No. 2075-2621*

[**TOPIC 8**]: WATCH the Topic 8 Video Lecture on Brightspace:

**How and when we became human – the fossil record – Part 1**

*READ: DfaD: Chapter 7 pg. 147-201 and 203-204*

*Kindle Location No. 3069-3865 and 3880-3934*

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## **WEEK 4**

**See ASSIGNMENT 4 on Brightspace**

[**TOPIC 9**]: WATCH the Topic 9 Video Lecture on Brightspace:

**How and when we became human – the fossil record – Part 2**

*READ: DfaD: Chapter 7 pg. 147-201 and 203-204*

*Kindle Location No. 3069-3865 and 3880-3934*

[**TOPIC 10**]: WATCH the Topic 10 Video Lecture on Brightspace:

**The human village and life history redesign**

*READ: DfaD: Chapter 6 pg. 120-146;*

*Kindle Location No. 2621-3069*

[**TOPIC 11**]: WATCH the Topic 11 Video Lecture on Brightspace:

**Sexuality in the human village – Part 1**

*READ: DfaD: First Interlude pg. 205-208;*

*Kindle Loc. No. 3934-3988*

*Chapter 8 pg. 209-239*

*Kindle Loc. No.3988-4551*

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## **WEEK 5**

**See ASSIGNMENT 5 on Brightspace**

[**TOPIC 12**]: WATCH the Topic 12 Video Lecture on Brightspace:

**Sexuality in the human village – Part 2**

*READ DfaD: Chapter 8 pg. 209-239*

*Kindle Location No. 3988-4551*

[**TOPIC 13**]: WATCH the Topic 13 Video Lecture on Brightspace:

**Human language – cooperation and information exchange – Part 1**

*READ: DfaD: Chapter 9 pg. 244-276*

*Kindle Location No. 4594-5173*

**EXAM 1: Available Day 3 (Wed.) – Due by Day 7 (Sun.) of WEEK 5  
Covers Topics 1-10 (25 multiple choice questions)**

**WEEK 6**

See **ASSIGNMENT 6** on Brightspace

**Final Project Proposal due by Day 7 (Sunday).**

[**TOPIC 14**]: WATCH the Topic14 Video Lecture on Brightspace:

**Human language – cooperation and information exchange – Part 2**

*READ: DfaD: Chapter 9 pg. 244-276*

*Kindle Location No. 4594-5173*

[**TOPIC 15**]: WATCH the Topic 15 Video Lecture on Brightspace:

**The Human Mind/Brain: Cultural information in a purposeful, Moral World – Part 1**

*READ: DfaD: Chapter 3 pg. 61-65*

*Kindle Loc. No. 1515-1549*

*Chapter 10 (pg. 277-320*

*Kindle Loc. No.5173-5944*

[**TOPIC 16**]: WATCH the Topic 16 Video Lecture on Brightspace:

**The Human Mind/Brain: Cultural information in a purposeful, Moral World – Part 2**

*READ: DfaD: Chapter 3 pg. 61-65*

*Kindle Loc. No. 1515-1549*

*Chapter 10 pg. 277-320*

*Kindle Loc. No.5173-5944*

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**WEEK 7**

See **ASSIGNMENT 7** on Brightspace

[**TOPIC 17**]: WATCH the Topic 17 Video Lecture on Brightspace:

**Introduction to the powerful new theory of history that emerges from social coercion theory**

*READ: DfaD: Chapter7 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*

[**TOPIC 18**]: WATCH the Topic 18 Video Lecture on Brightspace:

**The behaviorally modern human revolution as an historical process**

*READ: DfaD: Chapter 11 pg. 329-359*

*Kindle Location No. 6063-6578*

[**TOPIC 19**]: WATCH the Topic 19 Video Lecture on Brightspace:

**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*

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**WEEK 8**

See **ASSIGNMENT 8** on Brightspace

[**TOPIC 20**]: WATCH the Topic 20 Video Lecture on Brightspace:

**Body armor, shock weaponry and the rise of the archaic state**

*READ: DfaD: Chapter 12 pg.380-399  
Kindle Loc. No.6908-7249  
Chapter 13 pg. 414-433  
Kindle Loc. No.7494-7819*

[**TOPIC 21**]: WATCH the Topic 21 Video Lecture on Brightspace:

**Democratization, hierarchy, and social psychology**

*READ: DfaD: Chapter 13 pg. 433-472;  
Kindle Location No.7819-8539  
DfaD: Chapter 10 pgs. 303-306; 309-319  
Kindle Location No. 5647-5695; 5752-5932*

[**TOPIC 22**]: WATCH the Topic 22 Video Lecture on Brightspace:

**Gunpowder and the emergence of the “modern state”**

*READ: DfaD: Chapter 14 pg. 473-502  
Kindle Location No. 8539-9063*

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**WEEK 9**

See **ASSIGNMENT 9** on Brightspace

**Final Project Update Post due on Day 4**

**Final Projects Due on Day 7**

**THIS WEEK IS ENTIRELY DEVOTED TO YOUR FINAL PROJECT**

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**WEEK 10**

See **ASSIGNMENT 10** on Brightspace

[**TOPIC 23**]: WATCH the Topic 23 Video Lecture on Brightspace:

**Aircraft, missiles, and the rise of the pan-global human coalition**

*READ: 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*

**[TOPIC 24]:** WATCH the Topic 24 Video Lecture on Brightspace:

**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*

**EXAM 2: Available Day 3 (Wed.) – Due Day 7 (Sun.) of WEEK 10  
Covers Topics 11-24 (25 Multiple Choice Questions).**