



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

---

*Principal Faculty Member(s) Proposing Course*

---

Name	User ID	College	Department
PATRICK SELLERS	pds5183	University College (UC)	Not Available
MARGRET HATCH	mih10	University College (UC)	Not Available

Academic Home: University College (UC)

Type of Proposal:  Add  Change  Drop

**Course Designation**

(BIOL 169N) What it means to be human

**Course Information**

**Cross-Listed Courses:**

PSYCH 169N

**Prerequisites:**

**Corequisites:**

**Concurrents:**

**Recommended Preparations:**

Abbreviated Title: Being Human  
Discipline: General Education  
Course Listing: Inter-Domain

**Special categories for Undergraduate (001-499) courses**

---

**Foundations**

- Writing/Speaking (GWS)
- Quantification (GQ)

**Knowledge Domains**

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

**Additional Designations**

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

**First-Year Engagement Program**

- First-Year Seminar

## Miscellaneous

Common Course

## GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

## Bulletin Listing

---

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	UC Science (UC_UCSCI)
Effective Semester:	FA 2018
Travel Component:	NO

## Course Outline

---

### A brief outline or overview of the course content:

This course will investigate the distinctiveness of Homo sapiens, using fossil and non-human animal comparisons to highlight how modern humans are both similar to and different from other species. Basic elements from the fields of biology, genetics, anatomy, physiology, ecology, cognition, neuroscience, social psychology, and anthropology will be integrated for a complete and robust picture of humans and their place in the animal world. Furthermore, students will expand upon this integration of fields to make inferences about how an individual's or society's perspective on human uniqueness, or the lack thereof, impacts decisions and behaviors relevant to research ethics, environmental policy, educational policy, and religion. The course is broadly divided into three units:

1. Evolution of Homo sapiens – this unit will introduce the process of science, genetics, natural selection, evolution, hominid evolution, and our relationship to other primates.
2. Social characteristics of Homo sapiens – this unit will introduce mating systems, kin selection, altruism, cooperation, and competition.
3. Tools and inventions of Homo sapiens – this final unit will explore human and non-human animal communication, culture, and the use of tools and technology

At the end of each unit, students are expected to apply the concepts they have learned to a real-world issue (teaching of evolution in public schools, racism/nationalism vs. altruism, impact of humans on the environment) by preparing a paper or presentation.

### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

EVOLUTION OF HOMO SAPIENS (5 weeks)

Introduction – What is a Homo sapiens? (1 class)

Process of Science (2 classes)

Genetics (2 classes)

Natural Selection (2 classes)

Evolution (2 classes)

Hominid Tree (2 classes)

Creationism/Evolution and Education (3 classes)

SOCIAL CHARACTERISTICS OF HOMO SAPIENS (4 weeks)

Building Blocks of Society/Relationships (1 class)

Mating Systems (1 class)

Inclusive Fitness (1 class)

Human Mating Strategies (1 class)

Sexual Selection (1 class)

Parenting across animals (1 class)

Kin Selection (1 class)

Altruism (1 class)

Cooperation/Competition (1 class)

InGroup/OutGroup (2 classes)

TOOLS AND INVENTIONS OF HOMO SAPIENS (6 weeks)

Intro to early human tool use/comparison to modern primate (1 class)

Cognition, Neuroscience of tool use (1 class)

Corvids/Octopi/Discussion/Convergent Evolution (1 class)

Human Problem Solving (1 class)

Problem Solving/Reasoning Across the Animal Kingdom (1 class)

Social Learning (1 class)  
Theory of Mind (1 class)  
Non-human animal communication (1 class)  
Evolution of Language (1 class)  
Human Language (1 class)  
Culture: non-human and human (3 classes)  
Human Technology (2 classes)  
Social and biological consequences of modern human technology (3 classes)

**Course Description:**

This course will investigate the distinctiveness of Homo sapiens, using fossil and non-human animal comparisons to highlight how modern humans are both similar to and different from other species. Basic elements from the fields of biology, genetics, anatomy, physiology, ecology, cognition, neuroscience, social psychology, and anthropology will be integrated for a complete and robust picture of humans and their place in the animal world. Furthermore, students will expand upon this integration of fields to make inferences about how an individual's or society's perspective on human uniqueness, or the lack thereof, impacts decisions and behaviors relevant to research ethics, environmental policy, educational policy, religion, and/or social issues.

**The name(s) of the faculty member(s) responsible for the development of the course:**

| Name: MARGRET HATCH (mih10)

Title:

Phone:

Address:

Campus: WS

City:

Fax:

| Name: PATRICK SELLERS (pds5183)

Title:

Phone:

Address:

Campus: WS

City:

Fax:

## Course Justification

---

**Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

The course content objectives are for students to gain an appreciation of what it means to be a human, from the perspective of natural science, social science, and their interactions. Specifically, students will be able to:

- 1) Answer questions about the evolution of homo sapiens
- 2) Compare and contrast human and non-human animal behaviors to investigate human uniqueness
- 3) Answer questions about the competing theories of proximate explanations for human social behavior and cognition
- 4) Integrate biological and psychological approaches to explaining modern human behavior
- 5) Apply an integrated understanding of humans to explain modern human functioning, such as politics, racism, and environmentalism

**Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed.**

**The procedures for determining students' grades should be specifically identified.**

Students will be evaluated with in-class assignments, quizzes, exams, and short papers. In-class assignments include discussions about what science can and cannot tell us about humans, comparisons of humans and other primates, human and non-human animal problem-solving, and human and non-human animal culture and language (16%). Quizzes and Exams will test knowledge of evolutionary origins of humans and social behaviors (2 quizzes and 2 exams; 42%). Short papers will require students to critically apply the concepts they have learned to politics of teaching evolution, racism, and environmental impact of humans (3 papers; 42%).

**Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course will be cross-listed between BIOL and PSYCH. It will be taught at an introductory level with no prior knowledge expected.

**Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This course will be 100-level course in both BIOL and PSYCH. It will be an integrated designated General Education course fulfilling the new integrated requirement as a GN-GS. The course is designed with non-BIOL and PSYCH majors in mind and thus will not count as elective credit in either major.

**A description of any special facilities:**

N/A

**Frequency of Offering and Enrollment:**

The course should be offered one time per calendar year, in either the Fall or Spring.

**Alignment with General Education Objectives**

---

**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

Students will learn EFFECTIVE COMMUNICATION through in-class discussions and short paper assignments applying concepts to the teaching of evolution, nationalism/racism as compared to altruism, and the impact of technology on our environment.

Students will develop CRITICAL AND ANALYTICAL THINKING through in-class and homework assignments evaluating differences and similarities between humans and non-human animals in morphology and behavior.

Students will develop SOCIAL RESPONSIBILITY AND ETHICAL REASONING through in-class discussions, lectures on human and non-human animal similarities, and the final assignment evaluating the impact of human technology on the environment.

---

**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

Effective Communication will be assessed through the short papers assigned to students. In addition to the grading rubric, an assessment rubric will be created that includes an evaluation of communicative abilities.

Integrative Thinking will be assessed through in-class assignments, quizzes, exams, and papers. The assessment rubrics for papers will also include integrative thinking components. Performance on Quiz and Exam questions that specifically assess integration of knowledge will be pulled to evaluate knowledge gained in this domain. Lastly, in-class assignments that include integration (such as pre-post concept map evaluation) will map onto an assessment rubric.

Social Responsibility and Ethical Reasoning will be assessed through in-class assignments and papers that require students to apply their new knowledge to modern societal issues. The assessment rubrics for these assignments will include evaluation of the student's ability to identify how this new information about humans is relevant to modern problems, and then reason about how it can be applied to make progress in these areas.

---

**General Education Domain Criteria**

**General Education Designation:** Inter-Domain

**GN Criteria**

---

**Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas**

**Construct evidence-based explanations of natural phenomena**

- Demonstrate informed understandings of scientific claims and their applications**
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge**
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems**

**What components of the course will help students achieve the domain criteria selected above?**

Through lectures, assignments, and activities students will be able to explain the methods of inquiry in biology and describe how biology complements inquiry in other fields, particularly the field of psychology for this course. Lectures on the process of science will provide students with foundational knowledge of scientific methods and lectures on genetics, natural selection and evolution will familiarize students with fundamental concepts in biology. Assignments that then allow students to further their understanding and practice this knowledge include watching a video about the process of science as it relates to human evolution and comparing human and non-human primate attributes to determine similarities and differences. Activities include simulating evolution through an in-class game and watching and discussing videos. Students will demonstrate informed understandings of scientific claims and their applications through the assignment about the school board and teaching of evolution and the final assignment on the impact of humans on the environment through technology. Questions on the first exam will also assess students' understanding of biological claims and their applications. In-class discussions based on videos and lectures will demonstrate to students how to evaluate the quality of the data, methods, and inferences used to generate scientific knowledge. Assignments, especially the creationism/evolution paper, will allow students the opportunity to make these evaluations themselves. Questions on the first exam and the final assignment will also allow us to assess students' ability to evaluate the quality of the data, methods, and inferences used to generate scientific knowledge about the evolution and environmental impact of humans.

---

**GS Criteria**

---

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas**
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences**
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings**
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

**What components of the course will help students achieve the domain criteria selected above?**

Lectures, videos, class discussion, outside readings, and research papers will allow students to understand how GS learning criteria can be combined with inquiry in other fields (particularly Biology) to create a greater understanding of what it means to be human, a topic that naturally requires integrated and interdisciplinary thinking. After being versed in many basic GN concepts (such as the process of science and human evolution), students will begin exploring how that GN knowledge integrates into various levels of human interactions from the individual to society and nations. For example, students will watch a video about a community in Pennsylvania that was the subject of a Supreme Court ruling over the teaching of evolution in public schools and write a paper. This paper requires students to consider personal, familial, religious, and community variables that impact how people relate to science and how governments and societies should balance the motivations of some with the need for mass public education and meets the GS criteria of "Describe ways in which many factors may interact to influence behavior...". Lectures will discuss how natural selection has shaped human behaviors such as mating, altruism, parenting, and group interactions, but, that a modern understanding of human behavior must include analysis at levels behind hard-wiring behavior into the genes. Culture, society, history, etc. will all be shown to take the cores of these behaviors and flexibly modify them to human-specific contexts. This information will meet both criteria "Explain the various methods of inquiry used in social and behavioral science" as specific research findings and methods will be discussed and tested. Furthermore, these topics will also require elaboration upon "major foundational theories and bodies of work" including those from social, developmental, cultural, cognitive, and biological psychology. This understanding will be assessed through an exam and a quiz, with a paper to follow that will require students to take this new integrated understanding of human social dynamics and use it to explain a pressing issue for humanity (racism, war, etc). Tool use across the animal kingdom will be discussed through lecture and assignments, but the course will then examine modern human tools and technological innovation through a debate and a paper that requires students to examine the consequences of how the evolution of tool use resulted in the human capacity to modify and change their world, for better and for worse. This final section will incorporate all 3 selected GS criteria as it requires students to understand methods of behavioral and cognitive data collection in human and non-human animals, encounter various theories of tool use and its evolution, and incorporate this information into a paper that examines the world-wide current and future impact of humans on their environment.

---

**Integrative Studies**

---

**Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

As a field, the natural sciences are well suited for ultimate evolutionary explanation of behavior and traits, while also understanding biological proximate and immediate explanations. The social sciences traditionally take a more contextual proximate view of explanation, attributing the cause of human behavior to familial, social, cultural, and/or situational factors. Students will learn to look at a human behavior or trait and evaluate its possible ultimate, proximate mechanistic, proximate social/cultural, and proximate situational explanations. For example, human aggression can be explained in terms of momentary/situational factors (interpersonal dynamics, coalitions, friendships, etc.), cultural factors (the acceptability of physical aggression from boys vs. girls), biological factors (stress hormones), or deep evolutionary factors (mate retention, in group/out group, kin selection, etc.). Students will be endowed with the tools to see these various potential explanations and integrate them into a complete understanding of the human behavior/trait.

---

**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

The first large section of the class is devoted to teaching students the principles of evolution through an investigation of human evolutionary history ("Evolution of Homo sapiens"). This would seem to be largely oriented toward GN objectives and material, however, there is substantial opportunity for inclusion of GS material. For example, discussions of tool use will include discussion of the brain, comparative cognition, problem solving, and critical thinking, all information squarely in the GS domain. This first section ends in an assignment about the Dover, PA controversy about teaching evolution in public schools. Students will watch a PBS documentary about the controversy and ultimate Supreme Court decision that invalidated Intelligent Design. This assignment will require students to take their new biological knowledge, and investigate its implications in a social, educational, and political setting. Understanding how people react differently to and are motivated by the implications of human evolution is an outcome that covers many GS learning criteria. This section will take 5 weeks.

The next large section of the course is about human social functioning ("Social characteristics of Homo sapiens"). Human social psychology and behavior will be evaluated from a GS perspective on social interactions, with the inclusion of evolutionary principles as ultimate explanations. For example, parenting practices can be evaluated socially and culturally, but also can include the concepts of kin selection and inclusive fitness. This section will culminate in an assignment that requires students to evaluate a modern social issue (racism, nationalism, etc.) integrating both GN and GS criteria. This section will take 4 weeks.

Lastly, the final section of the class focuses on cognition and problem solving across species ("Tools and Inventions"). This allows students to understand how biology and evolution produce/constrain the critical thinking abilities that make humans both unique and similar to other animals. This clearly involves biological and morphological considerations, while then extrapolating to the implications for cognition and behavior. The section will end with an assignment where students must use this information to evaluate the impact of human technology (a product of our problem solving) on the world itself. Options will include artificial intelligence, ethics of food systems, and environmentalism, among others. This requires students to not only integrate GN and GS knowledge, but to then turn the entire course on its head. Rather than looking at factors from the world that give rise to human beings and their behavior, students will end the course by considering the impact humans are having on that very process and the world itself, allowing another form of sophisticated integration and inclusion of GN and GS knowledge. This section will take 6 weeks.

**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

The course can be team taught with a Biologist and Psychologist working together. Also, the class is designed to be taught by an individual Biologist with a proclivity for systems or evolutionary studies or a Psychologist with a biological orientation.

**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Exams and quizzes will include questions that assess student ability to integrate GN-GS information. Integrated thinking will also be assessed through assignments and papers.

At the end of "Evolution of Homo sapiens", the Dover, PA evolution controversy assignment requires GN-GS integration, as well as application of that integration to the real world.

"Social characteristics of Homo sapiens", culminates in an assignment about a modern social psychological issue (racism, nationalism, etc.). Students will identify ultimate and proximate causes of these issues, come to a complete understanding of the challenges faced when trying to mitigate their risks, and recommend actions that can help foster positive social interactions in those domains.

"Tools and Inventions" ends with a large paper that requires students to tackle a critical human technological problem that impacts the future of humanity and the earth. This requires students to integrate human technological

### **Campuses That Have Offered ( ) Over The Past 4 Years**

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
----------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

**UPLOADED DOCUMENTS FOLLOW:**

**BIOL169 / PSYCH169 – What it means to be human**  
**#Prof Name#**

Pennsylvania State University

#Section/Days/Time#

**Professor Information**

Office:

Office Hours:

Email:

**Course Description**

This course will investigate the evolution of *Homo sapiens*, using phylogenetic and non-human animal comparisons to highlight how modern humans are both similar to and different from other species. The fields of anatomy, physiology, ecology, cognition, neuroscience, social psychology, and anthropology will be integrated for a complete and robust picture of humans and their place in the animal world. Furthermore, students will expand upon this integration of fields to make inferences about how an individual's or society's perspective on human uniqueness, or the lack thereof, impacts decisions and behaviors relevant to research ethics, environmental policy, educational policy, and religion.

**Textbook**

None. Readings, videos, and lecture materials will be provided.

**Assessments**

Exam 1	50 points
Exam 2	50 points
Creationism/Evolution Paper	50 points
Technology Application Assignment	50 points
Social Application Assignment	25 points
Concept Map/Reflection	25 points
Skeleton Assignment	10 points
Problem Solving Assignment	10 points
Quizzes	2x10 points
Watch Dover Video	10 points
Final Grade	_____/ 300 points



## Assignments

Exams: Each exam will consist of 50 pts (MC and/or FR) and will include definitions, examples, application, integration, and extrapolation of the covered topics. All materials covered in the appropriate section of the course (lectures, readings, videos, assignments, and class discussion) serve as potential sources of information for the exams.

Creationism/Evolution: You will watch the provided PBS documentary on the Dover County Creationism/Evolution controversy and then write a 4-5 page paper from the following prompt:

Modern humans share a common ancestor with chimpanzees, and this ancestor lived roughly 7 million years ago. However, many people deny this scientific claim. Identify 3 fields of science that provide evidence for the common ancestry of humans and chimpanzees (ex. genetics, anatomy, neuroscience, anthropology, etc.). What is their evidence, reasoning, and motivation? Next, find a currently operating group or prominent individual that denies the common ancestry of humans and chimps. What is their argument, reasoning, and motivation for the denial? Next, imagine you are the Secretary of Education. What would the consequences be for policy, curriculum, and the impact on students given your adherence to either side of this issue?

Social Application: Write a 2-3 page paper from the following prompt:

There are many possible detrimental occurrences of In/Out Group distinctions in the modern world. Racism is an obvious example, but nationalism less obviously negative, and can have positive as well as negative effects. Find an example of racism and nationalism from current events within the last 10 years. Also, find an example of acts of altruism from the same time frame. Define the members of each example in terms of their In and Out Groups. How do they work to define themselves as an inclusive entity and how do they differentiate themselves from the Out-group. Use the principles we have learned about human social behavior to discuss how and why these groups formed and investigate the potential positive and/or negatives from each situation.

Technology Application: Write a 4-5 page paper from the following prompt:

Choose one of the following topics: Artificial Intelligence, factory and farming industrialization, or genetic engineering. Write a paper that analyses how human problem solving abilities and tool creation have led to the technological advances necessary to create these technologies. Then, define and discuss the impact that your choice of topic can have on humans and the world, both positive and negative. Discuss the idea that human problem solving and tool building has become so sophisticated, that it now impacts humanity on a global scale. What are the future implications of these ideas?

Concept Map: On the first day of class you will create a concept map centered around the word "Human". You will also create another concept map centered around the word "Human" at the end of the semester. Write a 1 page paper comparing and contrasting your original concept map

to your final concept map. How has your understanding of what it means to be a human changed over this course?

Skeleton: Complete the provided worksheet on hominid skeletons using the information provided in class and in the following website:  
<http://humanorigins.si.edu/evidence/human-family-tree>

Problem Solving Reflection: Think about the problem solving task you completed in your group during class. Post on Canvas about the principles of problem solving that were incorporated into your actions and cognition. How was each principle employed within the group?

Quizzes: Quizzes will consist of 10 MC questions that will serve as practice and preparation for each of the exams. They will be conducted on Canvas. You will have 15 minutes and 1 chance to complete each quiz.

### Grading Scale:

Final course grades will be **rounded to the nearest whole number** and based on the scale provided below.

#Insert Scale of Choice#

### Student Learning Outcomes:

#### General Education:

- 1) Integrative Thinking
- 2) Effective Communication
- 3) Social Responsibility and Ethical Reasoning

#### GN

- 1) Explain methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- 2) Demonstrate informed understandings of scientific claims and their applications
- 3) Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge

#### GS

- 1) Explain methods of inquiry in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- 2) Identify and explain major foundational theories and bodies of work in a particular area of social and behavior sciences
- 3) Recognize social, cultural, political, and/or ethical implications of work in the social and behavioral sciences

### Communication:

All communication should be directed the professor using an official Penn State email address.

### **Academic Integrity:**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

If you are caught cheating on any assignment you will receive a grade of 0 for the assignment and your actions will be reported to the Office of Academic Affairs. Repeat offenses or egregious offenses will result in potential disciplinary action from the university.

### **Non-Discriminatory/Disability Statement:**

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

If you have a documented disability and wish to receive academic accommodations, please contact the campus disability liaison as soon as possible: (name, office, telephone, email). Check the university web site <http://www.equity.psu.edu/ods/> for additional information.

### **Mandated Reporting:**

As per Penn State Policy AD- 72, faculty and staff are considered mandated reporters of any current or past incidents of neglect or abuse that they may become aware of through discourse with students in and out of the classroom setting. Regardless of the current age of the student, if the abuse or neglect occurred while that student was a minor (under age 18) then a report must be made. This includes disclosure of abuse or neglect via a class written assignment or oral discussion. Reports would be made to a Penn State Administrator and to PA Child Protective Services. Please refer to <http://guru.psu.edu/policies/AD72.html> for additional information. If you have any questions or concerns regarding this policy please see your instructor for further discussion.

**Veteran Statement :**

Veterans and currently serving military personnel and/or dependents with unique circumstances (e.g., upcoming deployments, drill/duty requirements, VA appointments, etc.) are welcome and encouraged to communicate these, in advance if possible, to the instructor in the case special arrangements need to be made.

**Emergency Procedures:**

Faculty, staff, and students may need to evacuate campus buildings for several reasons (fire or alarm activation, discovery of a suspicious object, etc.). The following points provide guidance on emergency evacuations:

- Be familiar with evacuation maps posted within the building. Know the location of at least two exits and the corresponding evacuation routes from the classroom.
- Exit the building as quickly and calmly as possible using the nearest safe exit if prompted to do so. Do not use any elevators.
- Move to the building's "Designated Meeting Site", or another safe location outside the building.
- Do not re-enter the building until you have been instructed to do so by public safety officials. Silencing of alarms does not necessarily mean that the emergency is over.

You are strongly encouraged to watch the "StaySAFE" video located at <http://StaySAFE.psu.edu>. Any student who may require assistance when evacuating the building should notify the instructor so that arrangements can be made to ensure their safety during an emergency.



<b>Week</b>	<b>Day</b>	<b>Topic</b>
	1 M	Introduction
	1 W	Process of Science
	1 F	Process of Science
	2 M	Genetics
	2 W	Genetics
	2 F	Natural Selection
	3 M	Natural Selection
	3 W	Evolution
	3 F	Evolution
	4 M	Hominid Tree
	4 W	Hominid Tree
	4 F	<b>Exam 1</b>
	5 M	Nova Dover Video
	5 W	Library Day-Paper Research
	5 F	Group Peer Review of Draft
	6 M	Building Blocks of Society/Relationships
	6 W	Mating Systems
	6 F	Inclusive Fitness
	7 M	Human Mating Strategies
	7 W	Sexual Selection
	7 F	Parenting across animals
	8 M	Kin Selection
	8 W	Altruism
	8 F	Cooperation/Competition
	9 M	<b>Exam 2</b>
	9 W	InGroup/OutGroup
	9 F	Application Discussion (Racism, Nationalism, etc).
	10 M	Intro to early human tool use
	10 W	Cognition & Neuroscience of tool use
	10 F	Cross-Species Comparison
	11 M	Small Group Problem Solving Activity
	11 W	Problem Solving/Reasoning Across the Animal Kingdom
	11 F	Social Learning
	12 M	Theory of Mind
	12 W	Non-human animal communication
	12 F	Evolution of Language
	13 M	Human Language
	13 W	What is culture?
	13 F	Non-human animal culture
	14 M	Technology and Culture
	14 W	Consequences of modern human technology
	14 F	Consequences of modern human technology
	15 M	Technology Assignment Research Day
	15 W	Technology Assignment Peer Review Day
	15 F	Technology Assignment Work Day