

HUMN551

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : HUMN551 **Title :** Evolution of Life and Intelligence

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is a study of issues related to genetics, the human nervous system, and artificial intelligence. Course topics include computers, computation, and its limitations; natural and machine intelligence; and the ethical responsibility of the scientist, the politician, the philosopher, and the artist as they relate to emerging issues. Philosophical, ethical, and scientific points of view will be discussed. Readings for this course include selected works of Mary Shelley, Charles Darwin, Richard Dawkins, Paul Churchland, and Edwin O. Wilson, among others.

Course Scope:

This class will use the works of Charles Darwin, his predecessors, and those who followed, to investigate his importance in the evolution of thought in the separate but related disciplines of new technologies, such as genomics, robotics, information, and nanotechnology. In addition, students will be expected to research Darwin's ideas as they pertain to the latest evidence for or against evolution, their impact on science as a whole, and their impact on philosophy, ethics, religion, and literature.

Objectives

After successfully completing this course, you will be able to:

CO-1: Compose in your own words the basic content and structure of Darwin's argument.

CO-2: Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.

CO-3: Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.

CO-4: Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.

CO-5: Analyze and write about the use of Literary Darwinism as an effective filter through which to examine

literary works.

CO-6: Examine the emergence of new technologies (genomics, robotics, information, nanotechnology), to articulate the latest scientific advances and how they relate to the larger historical context of Darwinian thought.

CO-7: Integrate your cumulative knowledge in a final paper of publishable length and quality.

Outline

Week 1: Darwin's Life & Scientific Thought before Darwin

Topic

Darwin's Life & Scientific Thought before Darwin

Selections from Darwin's Works I: The Voyage of the *Beagle* and *The Origin of Species*

Course Objectives

1. Compose in your own words the basic content and structure of Darwin's argument.
2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
3. Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.
4. Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.

Readings

Text Readings: *Darwin*, Parts I, II and III (pp. 1-174)

Course Materials:

- The Darwin Web site at The American Museum of Natural History: <http://www.amnh.org/exhibitions/darwin>
- The Complete Works of Charles Darwin Online: <http://www.darwin-online.org.uk/contents.html>
- Explore the Darwin Correspondence Project: <http://www.darwinproject.ac.uk>

Assignment

Week 1 Forum: Introduction

Week 1 Forum

Week 2: The Descent of Man

Topic

Selections from Darwin's Works II: The Descent of Man

Darwin's Influence of Science

Course Objectives

1. Compose in your own words the basic content and structure of Darwin's argument.

2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
3. Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.
4. Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.

Readings

Text Readings: Darwin, Part IV-B (pp. 175-386)

Course Materials:

- Becoming Human: <http://www.becominghuman.org/>
- Human Evolution and the Fossil Record: <http://www.handprint.com/LS/ANC/evol.html>
- Biological Anthropology Tutorials: <http://anthro.palomar.edu/tutorials/biological.htm>

Assignment

Week 2 Forum

Short Paper # 1: Darwin, Science, and Me

Week 3: Darwinian Patterns in Social Thought

Topic

Darwinian Patterns in Social Thought

Darwinian Influences in Philosophy and Ethics

Course Objectives

1. Compose in your own words the basic content and structure of Darwin's argument.
2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
3. Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.
4. Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.
5. Analyze and write about the use of Literary Darwinism as an effective filter through which to examine literary works.

Readings

Text Readings: *Darwin*, Part VI (pp. 387-524)

Course Materials:

- Biozone: Human Evolution: http://thebiozone.com/biolinks/HUMAN_EVOLUTION.html
- Evolution: A Journey into Where We're From and Where We're Going: <http://www.pbs.org/wgbh/evolution>

Assignment

Week 3 Forum

Week 4: Evolutionary Theory and Religious Theory

Topic

Evolutionary Theory and Religious Theory

Darwin and the Literary Mind I

Course Objectives

1. Compose in your own words the basic content and structure of Darwin's argument.
2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
3. Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.
4. Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.
5. Analyze and write about the use of Literary Darwinism as an effective filter through which to examine literary works.

Readings

Text Readings: Darwin, Part VIII (pp. 525-682)

Course Materials:

- All About Creation: <http://www.allaboutcreation.org/human-evolution.htm>
- Intelligent Design Network: <http://www.intelligentdesignnetwork.org>
- Richard Dawkins, The Blind Watchmaker:
http://www.terebess.com/keletkult/The_Blind_Watchmaker.pdf
- Interesting Development: Darwinian Literary Criticism:
<http://leisureguy.wordpress.com/2007/03/04/interesting-development-darwinian-literary-criticism/>

Assignment

Week 4 Forum

Short Paper # 2: Creation vs. Evolution:

Week 5: Darwin and the Literary Mind II

Topic

Darwin and the Literary Mind II

Darwinian Literary Criticism

Course Objectives

2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
5. Analyze and write about the use of Literary Darwinism as an effective filter through which to examine literary works.
6. Examine the emergence of new technologies (genomics, robotics, information, nanotechnology), to articulate the latest scientific advances and how they relate to the larger historical context of Darwinian thought.

Readings

E-text Reading: Mary Shelley, *Frankenstein* http://etext.virginia.edu/toc/modeng/public/Sh_eFran.html

Course Materials:

- Joseph Carroll, "An Evolutionary Paradigm for Literary Study": http://www.umsl.edu/~carrolljc/Documents%20linked%20to%20index/Target%20Pieces/1_Target_article.htm#1
- D.T. Max, "The Literary Darwinists": <http://www.nytimes.com/2005/11/06/magazine/06darwin.html?pagewanted=4>

Assignment

Week 5 Forum

Week 6: GRIN Technologies

Topic

GRIN Technologies

GRIN Technology: Robotics

Course Objectives

2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
3. Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.
4. Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.
5. Analyze and write about the use of Literary Darwinism as an effective filter through which to examine literary works.
7. Integrate your cumulative knowledge in a final paper of publishable length and quality.

Readings

Website: Radical Evolution: <http://deoxy.org/meme/RadicalEvolution>

E-text Reading: Karel Capek, R.U.R. (Rossum's Universal Robots): <https://ebooks.adelaide.edu.au/c/capek/karel/rur/>

Assignment

Week 6 Forum

Short Paper #3: Literary Analysis of *Frankenstein*

Week 7: Genomics & Nanotechnology

Topic

GRIN Technology: Genomics

GRIN Technology: Nanotechnology

Course Objectives

2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
3. Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.
4. Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.
5. Analyze and write about the use of Literary Darwinism as an effective filter through which to examine literary works.
7. Integrate your cumulative knowledge in a final paper of publishable length and quality.

Readings

Course Materials:

- Human Genome Project: http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml
- National Nanotechnology Initiative: <http://www.nano.gov>

Assignment

Week 7 Forum

Week 8: Synthesizing Darwin's Influence

Topic

Synthesizing Darwin's Influence

Final Thoughts for the Future

Course Objectives

1. Compose in your own words the basic content and structure of Darwin's argument.
2. Demonstrate understanding of the information presented in various texts written by Charles Darwin, his predecessors and successors to articulate Darwin's ideas.
3. Compose the information presented in Web sites related to Darwin, the Origin of Man (American Museum of Natural History) to articulate Darwin's ideas.
4. Produce a major research paper about the impact of Darwin on the scientific thought of his day and today and Darwin's influence on philosophy, ethics, and religion.
5. Analyze and write about the use of Literary Darwinism as an effective filter through which to examine literary works.
6. Examine the emergence of new technologies (genomics, robotics, information, nanotechnology), to articulate the latest scientific advances and how they relate to the larger historical context of Darwinian thought.
7. Integrate your cumulative knowledge in a final paper of publishable length and quality.

Readings

Course Materials:

- Nature: <http://www.nature.com/nature/ancestor>
- Talk Origins Archive: <http://toarchive.org>

Review previous contents of the course.

Assignment

Week 8 Forum

Research Paper due

Evaluation

Grading:

Name	Grade %
Forums	40.00 %
Introduction Forum	4.44 %
Week 1 Forum	4.44 %
Week 2 Forum	4.44 %
Week 3 Forum	4.44 %
Week 4 Forum	4.44 %
Week 5 Forum	4.44 %
Week 6 Forum	4.44 %
Week 7 Forum	4.44 %
Week 8 Forum	4.44 %
Papers	60.00 %
Week 2: Darwin, Science, and Me	12.00 %
Week 4: Creation vs. Evolution	12.00 %
Week 6: Literary Analysis of Frankenstein	12.00 %
Research Paper	24.00 %

Materials

Book Title: Darwin, A Norton Critical Edition, 3rd Ed

Author: Darwin, Charles / Appleman, Philip (Ed.)

Publication Info: W.W. Norton & Co.

ISBN: 9780393958492

Required Readings

Capek, Karel. *R.U.R. (Rossum's Universal Robots): A play in introductory scene and three acts.*

Translated into English by David Wylie. eBooks@Adelaide, 2006.

E-text: <https://ebooks.adelaide.edu.au/c/capek/karel/rur/>

Shelley, Mary. *Frankenstein, or the Modern Prometheus*.

E-text: <http://etext.virginia.edu/toc/modeng/public/SheFran.html>

Students will also be expected to consult The Complete Works of Charles Darwin Online: <http://darwin-online.org.uk/contents.html>. This is a massive Web site containing all the writings of Charles Darwin in English and other languages. Evidence of using this Web site should appear in the papers to be written.

Additional Resources

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. NY: The Modern Language Association of America, 2009.

Strunk & White, *Elements of Style*.

Accessible through [The Online Library](#). Important Note: The Master of Arts in Humanities program requires conformity with the 7th edition of the *MLA Handbook*.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name Website URL/Address

All About Creation <http://www.allaboutcreation.org/human-evolution.htm>

Becoming Human <http://www.becominghuman.org/>

Biological Anthropology Tutorials <http://anthro.palomar.edu/tutorials/biological.htm>

Carroll, Joseph, "An Evolutionary Paradigm for Literary Study" http://www.umsl.edu/~carrolljc/Documents%20linked%20to%20index/Target%20Pieces/1_Target_article.htm#1

The Complete <http://darwin-online.org.uk/contents.html>

Works of Charles Darwin Online

Darwin
Correspondence Project <http://www.darwinproject.ac.uk/>

Dawkins,
Richard: The
Blind
Watchmaker http://www.terebess.com/keletkult/The_Blind_Watchmaker.pdf

Evolution: A
Journey into
Where We're
from and
Where We're
Going <http://www.pbs.org/wgbh/evolution>

Genomics
Directory <http://www.genomicsdirectory.com>

Human
Evolution
and the
Fossil
Record <http://www.handprint.com/LS/ANC/evol.html>

Human
Genome
Project http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml

Intelligent
Design
Network <http://www.intelligentdesignnetwork.org>

Interesting
Development:
Darwinian
Literary
Criticism <http://leisureguy.wordpress.com/2007/03/04/interesting-development-darwinian-literary-criticism/>

Max, D.T.,
"The Literary
Darwinists" <http://www.nytimes.com/2005/11/06/magazine/06darwin.html?pagewanted=4>

National
Technology
Initiative <http://www.nano.gov>

Nature	http://www.nature.com/nature/ancestor/
Radical Evolution	http://deoxy.org/meme/RadicalEvolution
Robotics	http://www.thetech.org/exhibits/online/robotics
Talk Origins Archive	http://toarchive.org

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web

services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)

- [Disability Accommodations](#)

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