

## Psychology Department

### **We can, but *should* we? Ethical Questions at the Cutting Edge of Scientific Research First Year Seminar • Spring 2010**

Class Time TTh 9:30-10:45 p.m. • Class Location: Greene 312

#### **Dr. Wayne E. Pratt**

758-5745 (office telephone; rings in laboratory as well)  
Greene Hall 451 (office) • Winston Suite 021 (laboratory)  
Office appointments will be conducted in the  
Greene office unless arranged otherwise.

Office Hour: W 1-2 pm., or by appointment  
This is subject to change, in which case I will notify you

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#### **Course goals:**

Although bioethics is currently receiving well-deserved attention, much of the popular discourse on the topic often reduces to emotional diatribe, rather than objective ethical dialogue. With the advancements of science constantly breaking new ground with regard to the nature of the universe and the cracking of the human genome, it has become increasingly important for citizens to be aware of the future possibilities of science and the ethical issues that are being raised by current scientific endeavor. It is the goal of this course to develop skills in the formation of ethical and written arguments, within the framework of topical discussions on contemporary ethical issues within science. Student projects and presentations will also serve to educate us about recent governmental action surrounding ethical issues in science.

The course will fulfill the intent of the First Year Seminar by providing a critical framework for evaluating and presenting arguments, by encouraging within class discussion of contentious ethical problems, and through exercises in writing arguments and researching contemporary issues.

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#### **Course text:**

Hugh Mercer Curtler (2004). [Ethical Argument: Critical Thinking in Ethics](#), 2<sup>nd</sup> Ed, Oxford University Press, New York

Although not required, I highly recommend [The Pocket Guide to Critical Thinking](#), by Epstein & Kernberger. It is a short paperback that does a pretty good job at outlining how to critically think about claims, arguments, and decisions. It is available via Amazon.com for about \$20.00. Between the two texts (and in-class discussions), one should have a strong reference base in order to write the arguments that are required for this course.

As the course proceeds, I will be assigning topical papers that bear on the issues that we will be discussing in class. In most cases, I will provide direct links to them via the class' blackboard site.

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## Overview of Course Content and Format:

The ethical framework for this course will be developed by in-class discussions of Ethical Argument: Critical Thinking in Ethics (Hugh Mercer Curtler), an introductory-level text that describes and defends objective arguments in ethics. During the initial weeks of the course, we will analyze and evaluate ethical arguments (drawn from hypothetical situations as well as contemporary newspaper cuttings), to be discussed in class. Once discussion of the book is complete, the students will have an examination evaluating their integration of the materials presented throughout the book.

The remainder of the course will consist of weekly readings presenting both sides of contemporary ethical topics in science. Each topic will be introduced by the instructor, in class, with sufficient background material to make the content of the materials (drawn from a variety of literature and video sources) accessible to the students. The following class session will be an in-class discussion of the ethical issues raised in the articles/videos. Following that discussion, and prior to the introduction of the next topic, you will be asked to write a 2 page argument expressing your own views on the topic (in the form of an argument). Papers will NOT be graded based on the opinions presented; rather, I will evaluate the students on their ability to argue their point of view, based on the principles developed early in the course and on how well the students support the premises of the arguments. *The goal of these writing exercises will be to sharpen your critical thinking skills, and in particular, give you practice in developing and writing arguments.*

I will also require a major project. Your task will be to use library resources to find a current (within the past 2-3 years) news article or congressional report on state or federal action (by the executive, legislative or judicial branches of government) that has touched on ethical dilemmas in the conduct of science (broadly defined). Once the article/topic has been approved by me, you will be required to research the history and positions on all sides of the debate, and present an 8-10 page report detailing the underlying ethical issues, the positions of opposing interests with regards to the action, and what is currently happening with regards to the issue. *The goal of this writing assignment is to provide you with an opportunity to use the library for research purposes, and give you practice in summarizing multiple positions on a given topic (i.e. NOT in the form of an argument).* I will guide the writing of these papers over the course of the entire semester, and provide opportunities for draft to be received and feedback given. In the final two weeks of the course, each student will be asked to present a summary of their topic during the class session. *The goal of these presentations is to educate us all on current policy as it relates to the ethics of scientific research.*

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## Grading and Expectations:

Your grade for this course will be determined as follows:

- a) Once we have completed our discussions of Ethical Argument: Critical Thinking in Ethics, there will be an examination to evaluate your understanding of the material (see course outline, below). This examination will be worth 15% of your grade.
- b) Class participation will account for 20% of your grade. This portion of your grade will reflect your contributions to in-class discussions of the material (including attendance, class preparation, and involvement). *Note that this means that one cannot receive an A in this course without being actively engaged in the classroom, and one can receive a maximum of a C+ without class participation.* You are responsible for meeting with me outside of class every three weeks or so to discuss your class participation and progress.
- c) Written arguments, following discussion of a topic, will account for 45% of your grade. There will be more information on how to write your arguments presented within the class.

- d) Your final project will account for 20% of your grade. The grade awarded for the final project will be based primarily on the quality of the paper written, but will be subject to adjustment (either up OR down) based on the quality of the in-class presentation.

Final grades will be determined utilizing the following guidelines:

94-100% = A; 90-93% = A-; 87-89% = B+; 84-86% = B; 80-83% = B-; 77-79% = C+; 74-78% = C; 70-73% = C-; 67-69% = D+; 64-66% = D; 60-63% = D-; less than 60% = F.

*If you have a disability that may require an accommodation for taking this course, then please contact the Learning Assistance Center (758-5929) within the first two (2) weeks of the semester.*

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### **Class preparation:**

As noted above, part of your participation grade is determined by how prepared you are for class. On any day that readings have been assigned, you are expected to have discussion questions ready for class time. In short, please have three or more questions or discussion points ready to go when you arrive in class, and be prepared to turn them in when class is over. I recognize that you have other obligations on top of this course, so you may hand in a sheet with your name and "Pass" on it twice during the course. Additional lapses will be reflected in your participation grade.

This isn't about me wanting to be mean. If we are to have real, meaningful discussions in class, then we all need to come prepared to discuss the materials on the topics that we are learning about. If you have questions ready in advance, it will make it easier for all of us to offer opinions or ask questions about the material.

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### **Missed tests and late policy:**

If you discover a conflict with the test or any of the presentation dates, you must discuss it with me IN ADVANCE. Check your calendars NOW and let me know so that I can make accommodations. Calling me the morning of the exam and telling me about a conflict is NOT sufficient notice. Missing the test (or your specific presentation date) without notifying me in advance, or providing sufficient documentation of your inability to do so (e.g. a note from your doctor or the academic dean), will result in a grade of "0".

I will accept late written assignments until the beginning of the following class session (any paper received after this time will receive a "0". However, for each day the paper arrives late, I will reduce the final grade of the paper by a full letter grade (A to B, B to C, etc.).

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**Important notes:**

Unlike most courses that you take at this university (and hopefully most of the classes I teach!), I am not an expert on the topic of ethics in research, even though I am a scientist myself. These issues are complex; I am not here to promote a particular point of view, nor do I profess to know the “correct” ethical viewpoint on any given issue. This course is designed to be an exploration of contemporary ethical concerns facing science and science policy. As such, I hope it will be a dialogue, with all of us teaching each other about the issues and the different angles to approach them.

*We will discuss sensitive and sometimes emotionally difficult issues in this class.* Obviously, we will not all agree on all topics or perspectives. These multiple voices and opinions can enrich our learning and discussion. This can only happen if we listen to each other, be open to and respect diverse opinions, and find the courage to voice our identities and to speak our own truth. I expect everyone to listen openly to each other and to learn from each other. I expect you all to treat each other with respect at all times. I expect personally sensitive information not to leave the classroom. In short, I expect you all to behave ethically while taking this course!

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**Honor:**

Enrolling in courses at WFU constitutes an act of trust. You trust that I will present to you relevant and important information within the course setting, and that I will evaluate your assignments fairly and consistently. In turn, I trust that you will endeavor to learn the course material, and that you will submit yourself to honest evaluation without cheating or deceiving. I trust that the assignments that you turn in will be your own. For your papers and your final presentation, I also trust that you will fairly summarize the literature that you have read, provide appropriate citations where they are needed, and that the conclusions that you present will be your own.

Cheating and plagiarism constitute serious violations of student-teacher trust, and are punishable under the WFU honor code. Note that the WFU honor system also binds you to report individuals who break the code.

*\*\*\*I reserve the right to ask for an electronic copy of your writing, in order to use commercially available software to examine written work that I suspect to be plagiarized.\*\*\**

*Note: The following is an outline of the intended structure of the course, and is subject to change dependent upon class progress. Additional readings will be given to you in class or on BlackBoard and are not listed here.*

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**Course Schedule:**

<u>Day/Date</u>	<u>To-be-covered</u>	<u>Advance readings</u>
<b>WEEK 1</b>		
Thur Jan 14 <sup>th</sup>	Introduction to the course; introduction to each other	
<b>WEEK 2</b>		
Tues Jan 19 <sup>th</sup>	Ethics: Relativism vs. Objectivism in Ethics Opening Dialogue and Chapter 1 +	Curtler,
Thurs Jan 21 <sup>st</sup>	Examining Curtler's framework for ethical discussion Curtler, Chapter 2	
<b>WEEK 3</b>		
Tues, Jan 26 <sup>th</sup> - Curtler, Chapter 3	Evaluating and Justifying Arguments	
Thurs, Jan 28 <sup>th</sup> Curtler, Chapter 4 & 5		
<b>WEEK 4</b>		
Tuesday, Feb 2 <sup>nd</sup>	The Written Argument	TBA
Thursday, Feb 4 <sup>th</sup>	Library Resources instruction session <b>*** Meet in the ZSR library, Room 203A - Starbucks Reynolds</b>	None
<b>2!!! ***</b>	<b>*** Bring your laptops to this session!!! ***</b>	
<b>WEEK 5</b>		
Tues, Feb 9 <sup>th</sup>	Exam on Curtler, Ethical frameworks, and Argument Structure	
Thurs, Feb 11 <sup>th</sup>	Short class: Overview of the goal of the final paper.	
<b>WEEK 6</b>		
Tues, Feb 16 <sup>th</sup> TBA	The ethics of conducting research in the social sciences: (Should we? Should there be restrictions?)	
Thurs, Feb 18 <sup>th</sup>	Discussion	
<b>WEEK 7</b>		

Tues, Feb 23<sup>rd</sup> Current guidelines. (\*Social Science Argument due\*)  
TBA

Thurs, Feb 25<sup>th</sup> The ethics of conducting biomedical research on humans: Films  
TBA  
(Should we? Should there be restrictions?)  
(\*Submit article for final project for review\*)

### **WEEK 8**

Tues, Mar 2<sup>nd</sup> Discussion of films and case studies on Biomedical research/  
If time, overview of guidelines currently in place.

Thurs, Mar 4<sup>th</sup> The Ethics of Using Animals in Research (\*Biomedical  
Argument due\*) TBA

**\*\*\* Spring Break March 9<sup>th</sup> & 11<sup>th</sup>! \*\*\***

### **WEEK 9**

Tues, Mar 16<sup>th</sup> Discussion on Using Animals in Research  
TBA

Thurs, Mar 18<sup>th</sup> Existing Guidelines for the Use of Animals in Research  
TBA  
(\*Submit bibliography for final project for review\*)

### **WEEK 10**

Tues, March 23<sup>rd</sup> The ethics of teaching science. Do evolution, creationism, and  
TBA  
intelligent design all belong in the classroom? (\*Animal  
Research Argument due\*)

Thurs, Mar 25<sup>th</sup> Discussion based on readings, if still needed.  
The Ethics of Genetic Manipulation (film)

### **WEEK 11**

Tues, Mar 30<sup>th</sup> Discussion & case studies re: Genetic manipulation (\*ID  
Argument due\*) TBA

**Thurs, April 1<sup>st</sup> No Class (dual reasons)**  
**(\*Submit annotated bibliography & paper outline for review before  
midnight today\***  
**These may be submitted via e-mail at any time prior to 12:00 a.m.,  
Thursday, April 2<sup>nd</sup>)**

### **WEEK 12**

Tues, April 6<sup>th</sup> *Open slot for contemporary ethical issue (from recent news).*  
Thurs, April 8<sup>th</sup> *Discussion & case studies, if appropriate.*

### **WEEK 13**

Tues, April 13<sup>th</sup> \*\* Major Project Due \*\*, Student Presentations begin  
Thurs April 15<sup>th</sup> Student Presentations Continue

**WEEK 14**

Tues, April 20<sup>th</sup>  
Thurs, April 22<sup>nd</sup>

Student Presentations Continue  
Student Presentations Conclude

**Week 15**

Tues, April 27<sup>th</sup>

Wrap up/ Do we have an obligation to act?  
*\*Final argument on topic from Week 12 due\**

\*\*\* There is no final exam for this course \*\*\*

## PSYCHOLOGICAL UTOPIAS (First Year Seminar)

*Dr. James Schirillo*

Classroom: 312 Greene Hall

Phone: 758-4233

Office Hours: Mon & Wens. 9:00-10:00 and by appt.

Office: 428 Greene Hall

e-mail: [schirija@wfu.edu](mailto:schirija@wfu.edu)

Class Times: M/W/F 2:00-2:50

### Course Overview

The quest to live in the harmony of a Utopian society has existed since Plato's *Republic*. Yet over the last century a growing number of dystopian novels have emerged. These writings reflect an increasing concern that many current advances in civilization, such as unbridled increases in technology, behavioral genetics, a global economy and centralized government, have unforeseen dehumanizing consequences. By focusing on famous novels of the 20<sup>th</sup> century that echo the desire to maximize the human potential in the face of arduous times, students will take a personal journey through the best and worst of all possible worlds given what human nature, and the new millennium, has to offer. This will be accomplished through readings, reflective writing, and small group discussion.

### Course Requirements

The course consists of reading eight novels, along with related articles that provide critical commentary. Students are required to write seven three-to-five page papers on the sections of the books due *on* the date the class will begin discussing the book. Essays must include a synopsis of the readings (both text and commentaries), with a focus on a critical analysis of the thesis of the text. Written work will be evaluated on the basis of a student's ability to be discerning as well as demonstrating an understanding of theoretical concepts. Class discussion will be student lead and will follow the readings. I will serve as moderator, insuring that the discussion revolves around the deeper theoretical issues underlying the readings. Writing = 50%, and class discussion = 50%, of the course grade. Class attendance is required.

### Evaluation

Every three weeks students will write a one page "progress report" regarding the seminar.

This will include both strengths and weaknesses of the course as well as constructive criticism. Students will discuss this evaluation during office visits, and briefly as a group at the beginning of every third class. Students will also privately evaluate the course twice during the semester using the form provided by the Freshman Seminar Counsel.

If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (758-5929) within the first two weeks of the semester.

### **Schedule and Course Readings**

(Books are in bold font; articles are in plain font - they are located on:  
<http://www.wfu.edu/psychology/faculty/schirillo.html>)

Recommended reading:

**Demorest, A. (2005). *Psychology's Grand Theorists: How Personal Experiences Shaped Professional Ideas*. Lawrence Erlbaum Assoc., Mahwah N.J.**

Required Readings:

***Jan. 13 - Introduction***

***Jan. 15, 20, 22, 25, 27***

**Bellamy, E. (1887/1926). *Looking Backward 2000-1887*. Signet Classic; Penguin Inc, NY.**

***Jan. 29, Feb. 1, 3, 5, 8***

**Zamyatin, Y. (1924/1993). *We*. (translated [from the Russian] by C. Brown), Penguin Books, NY.**

Bloomfield, P. (1949). The eugenics of the utopians: The utopia of the eugenisists. *Eugenics Review*, 40, 191-198.

***Feb. 10, 12, 15, 17***

**Nye, R.D. (2000). *Three Psychologies: Perspectives from Freud, Skinner, and Rogers* (6<sup>th</sup> Edition). Wadsworth, Thomson Learning Belmont, CA.**

Barclay, M. W. (1990). Utopia/distopia/atopia: A dissertation on psychopathology and utopian thinking. Saybrook Institute.

***Feb. 19, 22, 24, 26, March 1***

**Freud, S. (1930/1961). *Civilization and Its Discontents/Standard Edition*. Translated and edited by J. Strachey. W.W. Norton & Company, N.Y.**

Parisi, T. (1999). The Instincts. In: *Civilization and Its Discontents A Reader's Companion An Anthology for the Future?*, Twayne Publishers, N.Y.

Kyrle, R.M. (1931). A psychologist's utopia. *Psyche*, 11, 48-69.

**March 3, 5, 15, 17, 19**

**Maslow, A.H. (1965). *Selections from Eupsychian Management: A Journal*. The Dorsey Press, Homewood, Illinois.**

Peterman, D.J. (1972). Toward interpersonal fulfillment in an eupsychian culture *Journal of Humanistic Psychology*, 12, 72-85.

**March 22, 24, 26, 29, 31**

**Skinner, B.F. (1948/1976). *Walden Two*. Prentice Hall, Englewood Cliffs, NJ.**

Puligandla, R. (1974). Skinner on the Design of Culture. In: *Fact and Fiction in B.F. Skinner's Science & Utopia*. Warren H. Green, Inc, St. Louis, Missouri.

Elms, A.C. (1981) Skinner's dark years and Walden Two. *American Psychologist*, 36 (5), 470-479.

**April 5, 7, 9, 12, 14**

**Burgess, A. (1962/1987). *A Clockwork Orange*. W.W. Norton & Co., N.Y.**

Newman, B. (1991). A Clockwork Orange: Burgess and Behavioral Interventions. *Behavior and Social Issues*, 1, 61-70.

Wolfenstein, M. (1976). Looking Backward from A Clockwork Orange. *Psychoanalytic Study of the Child*, 31, 535-553.

**Movie of "A Clockwork Orange" during the week of April 19-23**

**April 16, 19, 21, 23, 26**

**Quinn, D. (1992). *Ishmael*. A Bantam/Turner Book, New York, N.Y.**

**Conclusion – April 28**

**FYS -- Life Perspectives  
Spring 2010  
Class Syllabus**

Instructor: Eric Stone  
Office: 222 Greene Hall  
Phone: 758-5729  
E-mail: estone@wfu.edu

Course Goals:

The purpose of this course is to investigate various thoughts, research, and philosophies on how we can best live our lives. Note to the extent possible, the focus will not be on abstract concepts, such as the "meaning of life," but instead on more tangible recommendations on how to live. In so doing, the hope is that we will begin thinking about how we wish to approach our own lives, and incorporate these ideas into our lives as desired.

Note the emphasis on "we," not "you." As opposed to most of the courses that you will take (and hopefully, those I teach!) I am not an expert on these topics, with all (or perhaps, any) of the answers. Instead, I hope that we will learn from each other, as we explore the teachings of many people who have thought about these issues way longer than we have.

Course Requirements:

The foundation of this course is 5 "popular" books that deal with the general issue of how we can best approach our lives. In addition, approximately three weeks will be devoted to discussing the approaches of various religions, and another week or two to a psychological perspective. Obviously, there will not be time to delve fully into any of these, but we should be able to gain a basic understanding of each of the different approaches.

One of the major goals of this course is to get discussion going on these issues. Thus, it is expected that each of you will participate regularly in class. In addition, there will be a number of brief required homework exercises (often in the form of emailing me a response to some question or another).

Although discussing the issues in class is useful, the more important goal of this course is to apply what we are discussing to our lives. One vehicle to help us do so is to reflect on how these issues relate to our lives in a journal. Thus, at the completion of each book (prior to the 2nd class devoted to each of the books), you will write about a 2-page journal entry of your reaction to the book that you read. These entries are not intended to be formal, but they should show that you have reflected on the book -- it should not just be a description of the book. Instead, relate the book to your life. Did it teach you anything? Do you think it was misguided? If so, why? Try to put as much of yourself into these entries as you can, and bring them to class on the relevant class day. I will collect them and provide feedback on each of your entries, though I will wait to give a final grade on the journals at the end of the semester. (I will, however, give you tentative grades once or twice thru the semester, so that you will have some idea how you are doing on it.)

Although the journals will (hopefully) be a useful means for reflecting about the issues, they are still one step removed from actually applying the concepts to our lives. Thus, there will be multiple "experiential" projects that we will do in the course. Options for this part of the course will be described in a separate handout. For each of these, however, you will take part in the activity, and then write a reaction to it in your journal. These journal entries are not meant to be well thought out and carefully organized treatises. However, it will be expected that you relate the experience to what we have been discussing in the class. In particular, the entries should address issues like the following: Did you find the experience valuable? Is this the type of activity that you would like to make a regular part of your life? Were your experiences when doing it similar or different than those we have discussed from the readings (when applicable)? It is not expected that everyone will see all the experiences as being valuable, and I will not be grading on that expectation. Instead, what I want is for it to be evident that you have thought about the experience, and about whether it is the type of

experience that you think is beneficial to you or not. The options for the experiential project will be described on a separate handout.

In addition, each student will be partially responsible for leading class discussion on one of our religion (or more generally, wisdom tradition) topics. Thus, with the exception of the first discussion, each religion discussion will be led by a group of 3 or 4 students. The grade will be determined by how well the group does in learning about the religion to be discussed, as well as how they do in conveying that information and generating good discussion on the topic. It is perfectly appropriate (and somewhat expected) that each group will consult with me prior to the class period they are leading discussion for. More details on this assignment later as well

Finally, there will be one major paper due in the course (which will have two versions), and one mini-paper. Yet again, more information on this assignment will be given later as well.

Although there are a number of assignments for the course, I have done my best to ensure that they will provide a range of different experiences. And, hopefully, many -- if not all -- of them will be enjoyable and rewarding. I also do whatever I can to be available, and please do not hesitate to contact me with questions, thoughts, whatever issues that you have.

### Course Evaluation

Although I am open to feedback regarding the course at any time, about 1/3 to 1/2 of the way through the course I will ask for a more formal evaluation of the way the course is progressing. This should include both strengths and weaknesses of the course, as well as constructive criticism. These comments will be discussed briefly as a class, and I am certainly open to making changes on the basis of any feedback that you have. Additionally, around the same time, I will set up meetings with each of you individually. These will have the joint goals of discussing in more detail my teaching of the course, as well as your individual performance in it.

### Grading

I have two primary goals for this course. The first, very roughly, is content/skills related. In particular, this goal involves learning about the material we're discussing as well as how to write coherently about this material. The second is to apply what we are learning in the class. Put differently, it involves being engaged with the material, and seeing how it fits with your lives. I attempt to grade how well you have met both goals in the course, although the second is necessarily more subjective than the first.

Specifically, I have proportioned the grade as a 60% / 40% split, with the 60% being determined by the more objective (or at least, less subjective) material regarding the content/skills goal. The 40% is a more subjective evaluation of the "engagement" portion of the course.

Yet more specifically, the "objective" portion of the course is broken down as follows:

Mini Paper	5%
Major Paper -- 1st Draft	12%
Major Paper -- Final Draft	18%
Religion Presentation	10%
Religion Quizzes	10%
Book Quizzes	5%

The "subjective" portion of your grade will be a somewhat holistic evaluation of how "engaged" you are with the material. Although this may seem like a large proportion of your grade is being based on one impression, it will be formed on the basis of multiple assignments and contributions. Thus, there will be multiple ways to demonstrate engagement with the material. In particular, the following will go into this portion of your grade:

- \* journal entries
- \* experiential projects
- \* class participation
- \* responses to email queries
- \* other miscellaneous contributions

To be more precise, for each person, I will start with a "B" for this portion of their grade. This grade will then be adjusted upwards or downwards depending on performance on the various dimensions. Generally, a grade will be lowered to the extent the person does not seem to put much thought/effort into one aspect, doesn't seem to take it seriously, or if they don't regularly complete one aspect (e.g., respond to email questions, show up to class, etc.). The grade will be raised to the extent one does a particularly nice job in one aspect.

An estimate of your grade in this portion of the course will be given halfway through the semester to let you know where you stand.

### Life Perspectives Spring 2010

#### Tentative Course Schedule

Thu Jan 14	Introduction
Tue Jan 19 - Tue Jan 26	Legacy of Luna
Thu Jan 28	Buddhism (Leader: Stone)
Tue Feb 2	Open (Experiential project discussion)
Thu Feb 4 - Thu Feb 11	The Art of Happiness
Tue Feb 16	** Religion Day **
Thu Feb 18 - Thu Feb 25	Ishmael
Tue Mar 2	** Religion Day **
Thu Mar 4 - Thu Mar 18	Tuesdays with Morrie
Tue Mar 23	Open
Thu Mar 25	** Religion Day **
Tue Mar 30 - Thu Apr 1	Subjective well-being
Tue Apr 6	Open
Thu Apr 8	** Religion Day **
Tue Apr 13 - Thu Apr 15	The Alchemist
Tue Apr 20	** Religion Day **

Thu Apr 22 - Tue Apr 27

Wrap-Up

### Readings

There will be 3 days devoted to each book (with the exception of the Alchemist). In every case, 1/3 of the reading will be assigned for Day 1, and the rest of the reading will be assigned for Day 2. There will be a short quiz on the assigned reading on Day 1, and the journal entry for the book will be due on Day 2. In addition, I will frequently ask you to respond to certain questions regarding the book over email.

The relevant section of Huston Smith's book will be assigned for the day we are discussing that religion (e.g., chapter 3 is assigned for Thursday January 28th). There will be a short quiz given in class on the reading each of those days.