

## **Honors Seminar (HSEM 2025H): Sleeping, Eating, Loving, Dying: The Practice of Everyday Life**

T/Th, 1-2:15 pm  
Nicholson 120  
3 credits  
Fall 2016  
Class #34188  
Section 1

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### **Course Description**

What can the study of human biology and culture tell us about how to live the good life? This interdisciplinary course will attempt to answer this question by examining four basic features of life—the need for sleep, the hunger for food, the desire for sex, and the inevitability of death—around which a diverse set of human behaviors have developed. Although we share these needs and desires with other creatures, we self-consciously enact them through particular cultural practices. What does it mean to sleep and dream, to eat, to engage in sexual activity, and to die? What are the biological functions of these aspects of human existence? What habits, customs, and rituals have grown up around them? How do our different forms of identity shape how we experience these behaviors differently? And what can our study of them teach us about how we should live each day? We will read widely as generalists, with a goal of conversation rather than mastery, but we will call on University and community experts as needed. We will also spend some time examining how the authors of nonfiction books write about these subjects for a generalist audience. Readings will include: David K. Randall, *Dreamland: Adventures in the Strange Science of Sleep*; Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals*; Atul Gawande, *Being Mortal: Medicine and What Matters in the End*; and a range of related articles. Assignments will include: attendance and participation, a brief class presentation, a series of low-stakes reading responses, four reflective writing assignments, and a final project exploring some aspect of our subject in greater depth.

Moodle site: <https://ay16.moodle.umn.edu/course/view.php?id=2565>

A Note on Course Level: According to the Honors Program, 2xxx-level courses are intended for freshman and sophomore students.

### **Objectives**

**What questions will the course help you to answer? How will you grow in knowledge and understanding? What intellectual abilities will the course help you to develop?**

By the end of this course, you should be able to:

- understand basic facts and concepts concerning sleeping, eating, loving, and dying
- connect the diversity of disciplinary perspectives on the relationship of human biology and culture
- clarify your own “practice of everyday life” by tracking, analyzing, and reflecting on your behavior
- collaborate with others to discover new ideas and present the results of your research
- communicate your ideas effectively in writing and in speaking

**Student Learning Outcomes:** This course also meets five of the University’s seven Student Learning Outcomes by helping you to:

- identify, define, and solve problems, through the identification and development of your final project
- locate and critically evaluate information, through your class presentation, reading responses, talking points assignment, writing assignments, and final project
- communicate effectively, through your class participation, class presentation, and various writing assignments

- acquire skills for effective citizenship and life-long learning, through appreciating the questions, issues, and ideas that everyday behaviors involve
- understand the role of creativity, innovation, discovery, and expression across disciplines through the readings and guest speakers from across the sciences, social sciences, and humanities

## Texts

### What reading materials will help you to pursue the goals of this course?

There are three required textbooks for this course:

- David K. Randall. Dreamland: Adventures in the Strange Science of Sleep. New York: Norton, 2013. ISBN-13: 978-0393345865. \$15.95.
- Michael Pollan. The Omnivore's Dilemma: A Natural History of Four Meals. New York: Penguin, 2007. ISBN-13: 978-0143038580. \$18.00
- Atul Gawande. Being Mortal: Medicine and What Matters in the End. New York: Metropolitan Books, 2014. ISBN-13: 978-0805095159. \$26.00

We will also be reading a number of articles, which will be available on our course web site.

## Grades

### How will I evaluate the nature, quality, and progress of your learning?

I will award grades in this course according to the University's policy on Grading and Transcripts:

A: achievement that is outstanding relative to the level necessary to meet course requirements

B: achievement that is significantly above the level necessary to meet course requirements

C: achievement that meets the course requirements in every respect

D: achievement that is worthy of credit even though it fails to meet fully the course requirements

F: represents failure and signifies that the work was either:

- completed but at a level of achievement that is not worthy of credit, or
- not completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (Incomplete)

I will also award pluses and minuses, with the highest possible grade being an "A."

Note that this course may not be taken under the S-N (pass-fail) grading system. For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>

I will assign an "I" (Incomplete) only in extraordinary circumstances, such as hospitalization. An Incomplete requires a written agreement between us, and it will automatically become an "F" within one year of the last final examination of the term in which the "I" was granted, if you do not complete the course requirements by that time.

Grades will be assigned in terms of a percentage of possible points according to the following standards:

	B+ >= 87%	C+ >= 77%	D+ >= 67%		
A >= 93%	B >= 83%	C >= 73%	D >= 63%	F < 63%	
A- >= 90%	B- >= 80%	C- >= 70%			

I may choose to grade more generously, but I will not raise my standards above these. If at any time you have concerns about your grade, please do not hesitate to contact me. Overall, I would say I am a "tough but fair" grader. I expect your work to be outstanding, and the way to get an "A" is to meet those expectations in every respect. I will post all grades on our Moodle site, so you can easily keep track of your progress.

### Expected Student Academic Work per Credit

The University prescribes the quantity of work needed to earn a credit as three hours per credit per week or 42-45 hours per semester. A student should therefore expect to spend about nine hours per week, including class time, on a 3-credit course. Workload expectations are an estimate of the amount of work needed for an average student to earn an average grade. Course grades are based on the quality of the work submitted, not on hours of effort. For more information, see: <https://policy.umn.edu/education/studentwork>

## University Policies

### How does the University ensure that you have a safe, productive, and fair environment for learning?

#### Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, see: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)

#### Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

#### Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with the DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DRC website, <https://diversity.umn.edu/disability/>

## University Resources

### What University resources exist to help you succeed in this course?

#### Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>

#### Student Academic Success Services

Student Academic Success Services (SASS) offers learning support services, including classes, workshops, individual consultation and counseling, and study skills resources to help students succeed at the University. To make an appointment, visit 340 Appleby Hall or call 612-624-3323. For more information, see: <http://www.sass.umn.edu/>

#### Student Writing Support

Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to [writing.umn.edu/sws](http://writing.umn.edu/sws) or call 612-625-1893. In addition, SWS offers a number of web-based resources on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.

## Classroom Conduct

### Why are honesty, respect, and academic freedom the bedrock values of University life?

#### Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as: plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

#### Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that protects free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that respects the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities." To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

#### Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

## Requirements

### What will you be doing to pursue the goals of this course?

To succeed in this course, you must complete the following requirements, which are worth a total of 1,000 possible points. For more information on this point system, see the section on grades.

**1. Attendance and Participation (75 points):** Learning is social; it occurs in community. As a result, you will need to participate actively in this course on several levels, so that all of us can learn as much as possible from one another.

Our time in class is limited and therefore valuable. For this reason you should:

- arrive on time and stay the entire class period. Students who arrive late or leave early disrupt the flow of class and may miss important information. You should not expect to pass this course if you arrive late or leave early on a regular basis.
- use technology respectfully. You are welcome to use a laptop or tablet computer for course-related activities, but please respect me and your fellow students by not using your computer for other purposes (such as email, Facebook, or web surfing) and by not using your cellphone for texting. Disrespectful use of technology interferes with learning and will be considered a violation of the Student Conduct Code.
- refrain from eating meals during class. You are welcome to bring a drink or light snack with you to class, but please be considerate of those around you.

In return, I will always begin and end class on time, will place any lecture notes online as soon as possible after the end of class, and will make myself available to answer your questions and discuss your concerns before and after class, whenever possible.

Makeup Work for Legitimate Absences: You will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For more information, please see the University policy: <https://policy.umn.edu/education/makeupwork>

Note that a pattern of unexcused absences is cause for a grade of "F" in the entire course. If you know in advance that you are going to be absent, please let me know. You are responsible for all material and assignments missed because of absence or lateness.

I will do everything I can to encourage the participation of as many people as possible on as many days as possible. At the end of the semester, I will evaluate your participation using the following scale:

- A: frequent and courteous participation, with mature and thoughtful insights
- B: above average participation and insight
- C: moderate participation and reasonable insight
- D: below average participation with little understanding of the issues
- F: little or no participation

Halfway through the semester, I will ask you to evaluate your own class participation using this scale, as well as identify what you can do to improve. At the end of the semester, I will ask you to evaluate yourself again, as well as indicate what you have done to improve since mid-semester. I will then take this final evaluation into account when assigning grades in this portion of the course.

Your regular attendance and active participation matter because this course is not just about acquiring knowledge; it is also about improving your ability to engage in public discourse. This involves reading and listening carefully, interpreting what you have read or heard, and making your own contribution to an ongoing conversation. Your "participation grade," therefore, is my attempt to evaluate how committed you have been to actively engaging others, observing how other people (myself and your fellow students) engage one another, and receiving feedback about your own engagement.

Because I recognize that some of your participation will occur in ways that may be difficult for me to judge—such as in small-group discussions, in conversations with one or more other students, and in other unstructured activities—I would also be happy to evaluate your non-verbal participation (or "active listening") by reviewing the notes you take in class. Although active listening cannot take the place of actively contributing to a learning community, it can be an indicator of the depth of your engagement. Please see me if you wish to take advantage of this option.

To receive the full 75 points for attendance and participation, therefore, you should read the assigned texts carefully, attend the class meetings conscientiously, and participate actively in class discussions, small-group work, and other in-class assignments.

**2. Class Presentation (25 points):** Throughout the semester, we will begin ten class meetings with a “two-minute moment,” in which a pair of students will take two minutes or so to share a found object, a text, a web site, or a news item having to do with our class themes. This assignment will help you locate and critically evaluate information and give you a chance to practice your public speaking skills in a relatively painless way. I will assign you a partner and a day for this presentation, and we can work out any conflicts after that. Your presentation will be evaluated on a pass-fail basis. (If you would like to display a web site or PowerPoint slide (limit one) as part of your presentation, please email me the link or the slide before class. My email is danp@umn.edu.

**3. Reading Responses (100 points):** Another important part of this course is the series of ten low-stakes reading responses you will write over the course of the term. These responses serve several purposes:

- they help you actively engage with the course material and thus improve your understanding and retention of our subject matter (i.e. your learning)
- they provide a means for you to share your thoughts with the other students in the class, which not only allows us to exceed the limits of the physical classroom but also allows students who may not feel comfortable speaking up in class the opportunity to share their thoughts by another means
- they help me to know your interests in advance of our class meetings, so I can tailor our class discussions accordingly

Each reading response should be approximately 150-200 words long (the equivalent of about half a double-spaced page) and should be a thoughtful response to one or more of the texts you have read for class that day. You may certainly write more than this, but 150 words is the minimum. Your initial response should be based primarily on your own attention to and engagement with the texts, but I also encourage you to engage other students by posting follow-up replies to their responses.

Reading responses should be submitted to the “Reading Responses” section of our Moodle site by 9 a.m. on the days posted on the Course Schedule. (Please post them as text entries, not Word attachments.) Because we all need time to read and process these responses before class, late and missing responses will receive no credit. Please plan your reading and writing accordingly.

Although I will read these responses regularly, I will not be providing feedback on individual entries. Instead, I will watch for trends in the length, number, timing, and quality of your responses throughout the semester, and I will let you know if you need to improve. Each reading response is worth ten points, which will be awarded collectively at the end of the semester according to the following scale:

- A: frequent and courteous participation, with mature and thoughtful insights
- B: above average participation and insight
- C: moderate participation and reasonable insight
- D: below average participation with little understanding of the issues
- F: little or no participation

**4. Talking Points (100 points):** In each of the four sections of our course, I have chosen a question for us to debate, about which reasonable people could and do disagree:

1. Should sleepwalkers be guilty of the crimes they commit?
2. Should we eat other animals?
3. Should all Minnesota colleges and universities require “affirmative consent”?
4. Should physician-assisted suicide be legal?

On these days, in place of a reading response, I will ask you to prepare a set of “talking points” for either a “yes” or “no” answer to the question. We will then use these as the basis for discussion, sometimes using a mock-debate format, other times using small-group and/or whole-class discussion. (Note that you may or may not agree with the position you are assigned to defend.)

Your talking points may be in either paragraph or bullet-point format, but they should be typed and fit on one side of an 8½ x 11 sheet of paper (either single- or double-spaced). While most of your talking points should come from your own ideas in response to the readings, you are welcome to include ideas from online sources as well. If and when you do this, be sure to indicate this with quotation marks (unless you are paraphrasing) and include a web citation. Each set of talking points will be worth 25 points.

**5. Writing Assignments (600 points):** In each of the four sections of our course, I will also ask you to complete a writing assignment that bridges the personal and analytical components of our course, giving you the opportunity to reflect on your own “practice of everyday life.” These assignments include:

- tracking and analyzing your own sleeping habits and dreams
- tracking and analyzing your own eating habits
- writing a memoir of one or more of your own personal relationships
- writing and reflecting on your own advance directive and obituary

Each writing assignment will be worth 150 points, and more information about each will be given out in class.

**5. Final Project (100 points):** I will work individually with each of you, and with the class as a whole, to help you develop a final project appropriate to your interests and the goals of the course. This may be a traditional academic paper, 5 or so pages long, or it may take some other form, such as

- a book review or review essay on a major theme of this course
- a manifesto, white paper, or work of creative writing
- a digital, web-based, visual, or mixed-media project
- a public education campaign, museum exhibition, or art installation
- a collaborative project with one or more other members of the class

While I highly encourage group projects and collaborative learning, I will also happily accept individual projects, since the point of this assignment is to empower you to explore a subject that interests you in more detail, in whatever way you wish.

I have set aside three class periods for you to identify your final project (Sept. 20), develop it (Oct. 27), and briefly present about it (Dec. 6), before the project is due at the end of the semester (Dec. 20 by 4:30 pm). I will also review abstracts, outlines, and partial or complete drafts, with sufficient notice.

Although final projects will count for only 100 points, outstanding final projects may result in a higher overall final grade, as they are meant to demonstrate your learning throughout the semester.

Grading criteria will differ depending on the project, but some general guidelines are:

- Content: Is your project insightful? Does it demonstrate a rich understanding of the course material?
- Coherence and clarity: Is your project focused and well organized? Do you clearly state your purpose, explain how you will fulfill that purpose, and devote your project to doing so? If you are making an argument, do you support your claims with evidence and address opposing arguments? If your project is creative or artistic, is it original and interesting? Does it compel our attention?
- Proof-reading, and documentation: Is your project free of errors in grammar, punctuation, and spelling? Do you credit the source of borrowed ideas, statements, and/or images appropriately?
- Execution vs. difficulty: Was your goal ambitious, even if the result was imperfect?
- For group projects: Is there evidence of group work? Is the whole greater than sum of its parts?

For help in planning long-term and/or collaborative projects, see the University Library’s “Assignment Calculator” <<https://www.lib.umn.edu/apps/ac/>> and the Center for Educational Innovation’s site on “Surviving Group Projects” <<http://teamwork.umn.edu>>.

## Contact Me

**How can you contact me to help you learn? What should you call me?**

The best way to contact me is immediately after class; I would be happy to meet with you briefly to answer a question or elaborate on a point made in class. To contact me at other times, email is almost always the best way to reach me. Even if you do not have a specific question, I encourage you to talk with me outside of class, so that I can get to know you better as a person and learn more about the subjects that interest you, since the main reason I am here is to help you learn and grow. I do not keep office hours, but I would be happy to set up a time to meet with you. **My contact information appears at the top of this syllabus.** I encourage you to call me “Dan” (most people do), but you are welcome to call me “Professor Philippon” if you prefer.

## Course Schedule

**How is this course structured to develop your knowledge, understanding, and abilities throughout the semester?**

This schedule is subject to change, so if you miss a class you should check with a classmate for the most current information. Lecture notes, handouts, and additional readings will be available on our Moodle site.

## **Sleeping: What is a good night's sleep?**

### Week One

Tu 9/6 **Welcome and Introductions**

Th 9/8 **Biology, Culture, Wisdom, and Grace: Where Evolutionary Psychology Meets Philosophy**  
 Read: Erica Goode, "Human Nature: Born Or Made?"; David Foster Wallace, 2005 Kenyon Commencement Address; Harvard Division of Sleep Medicine, "Why Do We Sleep, Anyway?"  
 DUE: Reading Response #1

### Week Two

Tu 9/13 **Sharing a Bed**

Read: Dreamland, chapters 1-3; Rosenblatt, Two in a Bed, "Introduction"  
 Guest Speaker: Paul Rosenblatt, Morse Alumni Distinguished Teaching Professor Emeritus, Dept. of Family Social Science (featured in Dreamland, pp. 63-66)  
 DUE: Reading Response #2

Th 9/15 **Dreaming in Anthropology and History**  
 Read: Dreamland, chapters 4-6  
 Guest Speaker: Rebecca Krug, Associate Professor, Dept. of English

### Week Three

M 9/19 **Film Screening (optional): "Death Makes Life Possible," 7 p.m., Coffman Theater**  
 Register: <http://www.csh.umn.edu/events/wellbeing-lecture-series>

Tu 9/20 **Final Project Identification**

Th 9/22 **Sleep and the Brain**  
 Read: Dreamland, chapters 10-13  
 Guest Speaker: Michael Howell, M.D., Associate Professor, Department of Neurology  
 DUE: Reading Response #3

### Week Four

Tu 9/27 **Debate #1: Should sleepwalkers be guilty of the crimes they commit?**  
 Read: Dreamland, chapters 7-9  
 Guest Speaker: Michel Cramer Bornemann, M.D., Lead Investigator, Sleep Forensics Associates (featured in Dreamland, pp. 165-81)  
 DUE: Talking Points Assignment #1

Th 9/29 **DUE: Sleep Journal and Reflection**

## **Eating: What does it mean to eat right?**

### Week Five

Tu 10/4 **Corn: Biology, Culture, and Agriculture**  
 Read: Omnivore's Dilemma, chapters 1-3; Daniel J. Philippon and Capper Nichols, "Michael Pollan: The Ecotone Interview"  
 DUE: Reading Response #4

Th 10/6 **Fast Food: Processing and Consumption**  
 Read: Omnivore's Dilemma, chapters 4-7

Week Six

Tu 10/11 **Organic Farming**  
 Read: Omnivore's Dilemma, chapters 8-10  
 DUE: Reading Response #5

Th 10/13 **Alternative Food Systems**  
 Read: Omnivore's Dilemma, chapters 11-14

Week Seven

Tu 10/18 **Debate #2: Should we eat other animals?**  
 Read: Omnivore's Dilemma, chapters 16-17 and 20  
 DUE: Talking Points Assignment #2

Th 10/20 **DUE: Food Journal and Reflection**

**Loving: How are love and sex related?**Week Eight

Oct 25 **Writing about "Modern Love"**  
 Read: Julie Schumacher, "A Support Group Is My Higher Power," Modern Love College Essay Contest Winners (3 essays); Daniel Jones, "How We Write About Love," Laura Copeland, "Modern Love Submission Tips"  
 Optional Reading: Modern Love College Essay Contest runners-up; The 10 Best Modern Love Columns Ever; Mandy Len Catron, "To Fall in Love With Anyone, Do This"  
 Guest Speaker: Julie Schumacher, Professor, Dept. of English  
 DUE: Reading Response #6

Oct 27 **Final Project Development**

Week Nine

Nov 1 **The Evolution of Sexuality**  
 Read: Christopher Ryan and Cacilda Jethá, Sex at Dawn, "Introduction" and chs. 3&4  
 Optional Reading: Christopher Ryan's website and TED talk, plus links to the discussion of Sex at Dusk (rebuttal of Sex at Dawn)  
 Guest Speaker: Michael Wilson, Associate Professor, Depts. of Anthropology and Ecology, Evolution and Behavior  
 DUE: Reading Response #7

Nov 3 **Debate #3: Should all Minnesota colleges and universities require "affirmative consent"?**  
 Read: UofM Affirmative Consent Policy; Katherine Mangan, "What 'Yes Means Yes' Means for Colleges' Sex-Assault Investigations," Katherine Mangan, "As Consent Rules Change, Big Questions Come to the Surface," Robin Wilson, "'Yes' to Sex? Students Consider What That Looks and Sounds Like"  
 Guest Speaker: Traci Thomas-Card, Prevention Program Coordinator, The Aurora Center  
 DUE: Talking Points Assignment #3

Week Ten

Nov 8 **Film Analysis: "Love Actually" (watch on your own; screening date TBA)**  
 Read: Christopher Orr, "'Love Actually' Is the Least Romantic Film of All Time," Emma Green, "I Will Not Be Ashamed of Loving 'Love Actually,'" Alyssa Rosenberg, "'Love Actually' Isn't A Romantic Comedy Or A Christmas Movie. It's A Tragedy," Ben Dreyfuss, "Why 'Love Actually' Matters," Christopher Orr, "'Love Actually': Still Awful"  
 Guest Speaker: Siobhan Craig, Associate Professor, Dept. of English  
 DUE: Reading Response #8

Nov 10 **DUE: "Modern Love" memoir**

## **Dying: What is the good death?**

### Week Eleven

Tu 11/15 **Death, Happiness, and Growing Old Alone**

Read: Being Mortal, chapters 1-2; Todd May, "Happy Ending"; Arthur C. Brooks, "To Be Happier, Start Thinking More About Your Death"

Optional Reading: Robin Marantz Henig, "Will We Ever Arrive at the Good Death?"

DUE: Reading Response #9

Th 11/17 **End-of-life Preferences and the Lowertown Death Café**

Read: Being Mortal, chapters 3-4; Jane E. Brody, "Medical Due Diligence"; Stacy Remke, "Death Cafes Spark Conversations on End of Life Planning"

Guest Speaker: Stacy Remke, Teaching Specialist, School of Social Work

### Week Twelve

Tu 11/22 **Video: "Frontline: Being Mortal"**

Th 11/24 **No class: Thanksgiving**

### Week Thirteen

Tu 11/29 **Hospice Care**

Read: Being Mortal, chapters 5-6; watch Fairview Hospice videos on Moodle

Guest Speaker: Kate Cummings, Director of Fairview Hospice, Fairview Health Services

DUE: Reading Response #10

Th 12/1 **Debate #4: Should physician-assisted suicide be legal?**

Read: Being Mortal, chapters 7-8; Jane E. Brody, "A Heartfelt Appeal for a Graceful Exit"; Anemona Hartocollis, "Hard Choice for a Comfortable Death"

DUE: Talking Points Assignment #4

### Week Fourteen

Tu 12/6 **Final Project Presentations**

Th 12/8 **DUE: Advance Directive and Obituary Reflection**

### Week Fifteen

Tu 12/13 **Closing thoughts and course evaluations**

Read: Jan Hoffman, "New Vision for Dreams of the Dying"; Gabriel Rockhill, "Why We Never Die"

### Exam Period

Tu 12/20 **Final projects due by 4:30 pm**