

Thursday 8/24 Introduction and library orientation

Readings:

- Please read the syllabus carefully and bring in any questions about how this class will work.
- Read p. 3-16 and pp. 143-7 of the CWR (College Writer's Reference).
- Read the creation story from the book of Genesis (*B'reshit*) in the Hebrew Bible (handout) from an anthropologist's point of view. If this is a sacred text to you, try to step outside that understanding for the moment to reflect on what the creation story says to you about the culture from which it arose.

Focus questions: What is the depicted relationship between humans and other life in this story? What is the depicted relationship between the creative force and humans?

Pre-class assignments:

1. Go to the main library and find the following rooms: The microform reading room, the reference desk, and the Iowa Room. Ask the librarian in the Iowa Room to tell you about any resources there that might be relevant to the subject of this tutorial (you'll have to explain it to her). At the reference desk, introduce yourself to the librarian on call and ask about the best book s/he has read in the last year. Come to class prepared to tell me what you've found out.
2. Write a single, well-constructed paragraph that answers both of the focus questions. You may quote the text at most twice in the paragraph, and then only in brief. Bring a copy of your paragraph to class.

Tuesday 8/29: Creation myths

The goals of this class period are to appreciate how human cultures vary in their origin stories (or “creation myths”) and to consider what meaning these stories may bring to the people who live in that culture. This should help us understand why the story of the origin of species developed by Darwin, and Western science in general, has cultural ramifications.

Readings:

- Use library resources to find a translation of a creation myth from the culture that you’ve chosen. Choose an excerpt to share with the class. I’ll ask you to read it aloud. Email me an electronic copy of the myth by 11:59 PM on Monday, so I can make copies for everyone. The excerpt should be less than 1 page typed and take 3-5 minutes to read aloud. Make sure you include the source for your myth on the page! *You are not required to send in discussion questions for this class.*
- pp. 39-58 in the CWR
- Browse Erik Simpson’s *Connections* website (see link of class web page), particularly the Sections on Writing – Thesis and Argument. Be prepared to discuss his advice.

Focus questions:

1. What similarities/differences does this creation myth have with other origin stories with which you are familiar?
2. For your myth, what is the depicted relationship between humans and other life? What is the depicted relationship between the creative force and humans?

Writing assignment due today (email by 1 p.m.): One-paragraph answer to 8/24 focus question.

Upcoming Writing assignment (due 9/5): Write a 500-word essay that compares/contrasts the creation myth you found with that in the Hebrew Bible. Make sure your essay discusses how the myths reflect (or create?) differences between the two cultures. You may assume your reader has read the first 2 chapters of Genesis and the excerpt you brought into class today. Do not use any references besides the two texts.

Thursday 8/31: Darwin’s mechanism of evolution

Readings:

- Evolution of Racism (ER): Ch. 1
- Excerpt from *Origin of Species* by Darwin (Handout)

- Tennyson and Dillard poem excerpts (below)

Submit a question for discussion via email!

Focus questions:

1. What personality traits of Darwin were important in determining the nature of his thesis and the circumstances surrounding its publication? (ER)
2. What is the goal of the “Introduction” to the Origin of Species? How does Darwin structure this short chapter to achieve these goals? (Handout)
3. Write a short paragraph condensing the logic of each of the chapter excerpts in the handout.
4. What elements of a “Darwinian” view of the world are apparent in the two poems? Based on what you’ve read of Darwin so far, can you find differences from a darwinian worldview?

From *In Memoriam A.H.H.* by Alfred Tennyson – 1850

(accessed from http://en.wikisource.org/wiki/In_Memoriam_A._H._H.)

LIV

*Oh yet we trust that somehow good
Will be the final goal of ill,
To pangs of nature, sins of will,
Defects of doubt, and taints of blood;*

*That nothing walks with aimless feet;
That not one life shall be destroy'd,
Or cast as rubbish to the void,
When God hath made the pile complete;*

*That not a worm is cloven in vain;
That not a moth with vain desire
Is shrivell'd in a fruitless fire,
Or but subserves another's gain.*

*Behold, we know not anything;
I can but trust that good shall fall
At last--far off--at last, to all,
And every winter change to spring.*

*So runs my dream: but what am I?
An infant crying in the night:
An infant crying for the light:
And with no language but a cry.*

LV

*The wish, that of the living whole
No life may fail beyond the grave,
Derives it not from what we have
The likest God within the soul?*

*Are God and Nature then at strife,
That Nature lends such evil dreams?
So careful of the type she seems,
So careless of the single life;*

*That I, considering everywhere
Her secret meaning in her deeds,
And finding that of fifty seeds
She often brings but one to bear,*

*I falter where I firmly trod,
And falling with my weight of cares
Upon the great world's altar-stairs
That slope thro' darkness up to God,*

*I stretch lame hands of faith, and grope,
And gather dust and chaff, and call
To what I feel is Lord of all,
And faintly trust the larger hope.*

LVI

*'So careful of the type?' but no.
From scarped cliff and quarried stone
She cries, 'A thousand types are gone:
I care for nothing, all shall go.*

*'Thou makest thine appeal to me:
I bring to life, I bring to death:
The spirit does but mean the breath:
I know no more.' And he, shall he,*

*Man, her last work, who seem'd so fair,
Such splendid purpose in his eyes,
Who roll'd the psalm to wintry skies,
Who built him fanes of fruitless prayer,*

Who trusted God was love indeed

*And love Creation's final law?
Tho' Nature, red in tooth and claw
With ravine, shriek'd against his creed?*

*Who loved, who suffer'd countless ills,
Who battled for the True, the Just,
Be blown about the desert dust,
Or seal'd within the iron hills?*

*No more? A monster then, a dream,
A discord. Dragons of the prime,
That tare each other in their slime,
Were mellow music match'd with him.*

*O life as futile, then, as frail!
O for thy voice to soothe and bless!
What hope of answer, or redress?
Behind the veil, behind the veil.*

From *Pilgrim at Tinker's Creek* -- by Annie Dillard – 1974

*I am a frayed and nibbled survivor
In a fallen world, and I am getting along.
I am aging and eaten and have done my share
Of eating too. I am not washed and beautiful,
In control of a shining world in which everything fits,
But instead am wandering awed about on a splintered wreck
I've come to care for, whose gnawed trees breathe
A delicate air, whose bloodied and scarred creatures
Are my dearest companions, and whose beauty beats and shines
Not in its imperfections but overwhelming in spite of them.*

Tuesday 9/5: Darwin's argumentation

Reading (download from class web page):

- Recapitulation and Conclusion to *Origin of Species* (1859, 1st ed.)
- *On the Tendency of Varieties to Depart Indefinitely From the Original Type* (1858) by A.R. Wallace

Submit a question for discussion by 11:59 on Monday

Focus questions:

1. Outline the structure of Darwin's final chapter. Does it have a good structure for a "conclusion?"
2. What is the logical structure of Darwin's arguments in support of his theory? Does each paragraph have a similar structure?
3. At the bottom of p. 5 Darwin states the "chief cause" for resistance to his theory. Do you agree, or are there more important causes?
4. What scientific and philosophical consequences of his theory does Darwin identify at the end of the book? Was he correct in his predictions of how biology would be altered by this theoretical shift? Which do you believe are most important?
5. How were Wallace's descriptions of the mechanism of evolution distinct from Darwin's?

Writing assignment due today (1pm): Write a 500-word essay that compares/contrasts the creation myth you found with that in the Hebrew Bible. Make sure your essay discusses how the myths reflect (or create?) differences between the two cultures. You may assume your reader has read the first 2 chapters of Genesis and the excerpt you brought into class today..

Writing assignment due on 9/12 (1 pm): Answer one of the focus questions from 9/5 or 9/7 in a single paragraph (200 word max). Put the question at the top of the page.

Thursday 9/7: T.H. Huxley: Darwin's Bulldog

Reading:

Evolution of Racism (ER): Chapters 2 and 3

T.H. Huxley, *On the relations of Man to the lower Animals* (download from class webpage)

Submit a question for discussion by 11:59 on Wednesday

Focus questions:

- In what ways were Darwin and Huxley's personal histories and personalities similar? different? How did their scientific philosophies compare?
- What do you conclude about the nature of Victorian science based on the picture painted by Shipman in these chapters? Do you believe that scientific controversies are settled in a similar manner today?
- Outline the logic of Huxley's arguments about the origins of humans. What are the philosophical implications of his conclusions excerpted at the bottom of page 65?

Week 4 -- Darwinism in literature

Tuesday 9/12

Reading: *Morpho Eugenia* from *Angels and Insects* by A.S. Byatt, pp. 1-84

Submit a question for discussion by 11:59 PM on Monday.

Focus questions:

1. From its first page, this novella is characterized by analogies and parallels. Keep track of the major kinds of parallels drawn by the author, and by the characters themselves. How are they used? What patterns of meaning do they reveal or suggest?
2. A remarkable feature of the narrative is its use of inset texts. Examine the two from today's reading, the section from Adamson's journal and the story of Cupid and Psyche. What is the relationship between these inset texts and the main narrative? What is their significance?
3. "Morpho Eugenia" is written in the tradition of historical fiction, narrative fiction that is meant to "realize" the past by representing it both vividly and accurately. Consider the following questions related to this goal:
 - a. What is the effect of Byatt basing her protagonist on A.R. Wallace?
 - b. If we take her portrayal of 1860's England as accurate, what picture of the place and time does she paint? What were Victorians' major concerns, fears, desires? What social and cultural forces were they grappling with? What relation to literature did they have? To science?

Writing assignment due today (1pm): Address one of the focus or class discussion questions from 9/5 or 9/7 in a single, well-constructed paragraph (200 word maximum). Put the question at the top of the page. Make sure it's an interesting question. And an interesting answer!

Writing assignment due on 9/19 (1 pm): 500-word essay: Choose a scene from the novella and argue for its importance in the narrative and/or for a theme that Byatt is developing.

Thursday 9/14

Submit a question for discussion by 11:59 PM on Wednesday.

Reading: *Morpho Eugenia* pp. 84-end.

Focus questions:

- Consider the two major inset texts of the second half of the novella, Adamson's book (pp. 113-115, 116-120, 127-133) and the long fairy tale that Matty Crompton writes (pp. 137-160). Consider what the main concern of each text is and develop an argument for its importance as a parallel to the main narrative.
- Consider Harald Alabaster's writings and Adamson's response as an example of the philosophical/religious conflict brought about by Darwin's work.
- Consider the developing relationship between Adamson and Matty Crompton during the second half of the novella. How is this used to drive the narrative forward? What insights does it give you with respect to the position of women during this time?

Week 5

9/19 -- *Angels and Insects* -- film based on *Morpho Eugenia*

We will meet at the usual time to discuss this film. Time for viewing will be announced. If you cannot make the general showing, you can watch it in the library Listening Room.

Submit a question for discussion by 11:59 PM on Monday

Focus questions:

1. How has the effect of the narrative been altered by its presentation in this form? What aspects are weakened? Strengthened?
2. What qualities of the characters have the actors brought to their performances that are their own invention (i.e., not those of A.S. Byatt)?

Writing assignment due today (1pm): 500-word (max) essay: Choose a scene from the novella and argue for its importance in the narrative and/or for a theme that Byatt is developing.

Writing assignment due on 9/26 (1 pm): Complete the assignment on pages 26-30 of the *Academic Honesty* handbook. Use the text section on pages 108-9 of the *Evolution of Racism*, beginning with the last paragraph "Herbert Spencer was among . . ." and ending with " . . . natural selection would act mechanically." Your four paragraphs together do NOT have to constitute a paper; in fact, they may attempt to summarize the same aspect of the excerpt. Each may also focus on a subset of the excerpt, as you see fit. Please use the MLA style for citation and referencing your source for this exercise.

9/21 -- Chapters 4 and 5 of Shipman's *The Evolution of Racism*.
Academic Honesty Handbook
pp. 341-349 and 372-377 in the *College Writer's Reference*

Submit a question for discussion by 11:59 PM on Wednesday

These chapters consider the acceptance of Darwin's theory in Germany, highlighting the roles of Rudolph Virchow and Ernst Haeckel.

1. Shipman paints a sharp contrast between the nature of science, scientific society, and the nature of politics in England and Germany. Characterize these differences and consider their importance to the way in which Darwinism became accepted in Germany.
2. At the end of Chapter 5, Shipman states, "Between them, Virchow and Haeckel defeated empirical science in Germany altogether." Evaluate this claim critically. Were they bad scientists? Were they different types of scientists? How did their political convictions influence with their scientific philosophies, or, conversely, did their philosophies determine their political views?

Week 6 -- Evolution and Racism through the world wars

9/26 -- Chaps 6 and 7 of *The Evolution of Racism*, and excerpts from Darwin's *Descent of Man* [Handout]

Submit a question for discussion by 11:59 PM on Monday

1. Characterize Darwin's views of human racial variation, as depicted in these excerpts, in light of the use of evolutionary arguments in favor of racial differences.
2. In Chapt. 6, Shipman traces the origins of the eugenics movement in England and America and its ties to ideas of "Social Darwinism." What features of Spencer's social philosophy are tied directly to Darwinian principles? Which features are not derived from Darwin, and what might be their origins? Consider carefully the logic of Galton, Pearson and other eugenicists arguments as they move from descriptions of human similarities across generations to social policy. What assumptions do they make? Are they defensible at all?
3. Why was the social outcome of the eugenics movement so much more extreme in Germany than in England or America (or was it)? Consider the different political conclusions drawn from eugenic principles, as well as economic and historical factors.

Writing assignment due today (1pm): Complete the assignment on pages 26-30 of the *Academic Honesty* handbook. Use the text section on pages 108-9 of the *Evolution of Racism*, beginning with the last paragraph "Herbert Spencer was among . . ." and ending with ". . . natural selection would act mechanically." Your four paragraphs together do NOT have to constitute a paper; in fact, they may attempt to summarize the same aspect of the excerpt. Each may also focus on a subset of the excerpt, as you see fit. Please use the MLA style for citation and referencing your source for this exercise.

Writing assignment due on 10/3 (1 pm): Find a popular article (from a magazine or newspaper op-ed page) from the last five years that addresses some aspect of the biology of racial differences. Summarize the article in 1-2 paragraphs (no commentary necessary).

9/28 -- Chaps. 8 and 9 of *The Evolution of Racism*
Excerpt from *The Science of Life* (1929) by H.G. Wells, J.S. Huxley, and G.P. Wells (handout)

Submit a question for discussion by 11:59 PM on Wednesday

1. In Chapt 8, Shipman characterizes the response of some evolutionary biologists to social Darwinist views of racial differences. What is the basis of Huxley and Haddon's critique of racial biology?
2. Identify the key differences that split biology in the early part of the twentieth century, as well as the breakthroughs that reunited them. How was this "New Synthesis" view of evolution distinct from a purely Darwinian view (i.e., why is it called "neo-Darwinism")?
3. Chapter 9 chronicles the first post-war attempts to fashion a scientific response to the excesses of racial biology of the first half of the century. What new conflicts did this episode illuminate? What are the roots of the conflicts?

Week 7

10/3 – Chaps. 10, 11 and 12 of *The Evolution of Racism*.

Submit a question for discussion by 11:59 PM on Monday

- In chapter 10, Shipman describes conflicts over the understanding of human diversity by focusing on Carleton Coon and portraying him as caught between the opposing camps of Harvard physical anthropologists (Hooton and Sheldon) and the anti-racist evolutionists of the New Synthesis (Washburn, Montagu and Dobzhansky). What are some of the scientific errors made by the Harvard anthropologists? In Shipman's view, why is Coon unjustifiably ignored? Do you agree?
- Contrast Dobzhansky's view of human evolution with Coon's. Shipman is very openly advocating the position that Coon's was a *reasonable* theory that deserved consideration. Do you agree with this?
- Consider Dobzhansky's statement "It is the duty of a scientist to prevent misuse and prostitution of his findings." Marshal arguments both for and against this position.

Writing assignment due today (1pm): Find a popular article from the past five years that addresses some aspect of the biology of racial differences. Summarize the article in 1-2 paragraphs.

Writing assignment due on 10/12 (1 pm): Write a 800-word (maximum) essay that critiques the article you found last week. Assume your reader has NOT read the text of the article. In writing your essay, consider the relationship between today's debate about the biology of racial differences and that of the last 150 years. You may find it useful to use one or two other references

10/5 -- Chaps 13, 14 and epilogue of *The Evolution of Racism*.

Submit a question for discussion by 11:59 PM on Wednesday

- Consider the story told in chapters 13 and 14 in light of the article you have selected for your paper. Are there common threads between this reading and the one you've chosen? Be prepared to discuss your article with the rest of the class.
- In the Epilogue, Shipman reviews some recent developments in human genetics and evolutionary biology in attempt to illustrate the value of the study of human variation. Are you convinced by her argument that we can do so AND avoid the traps of racism and typological thinking? Or do you agree "there are types of research that shouldn't be done?"
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Week 8

10/10 -- 8:30 AM Meet in the upstairs dining room for breakfast together and peer review of your paper critique.

10/12 – No class meeting

Writing assignment due on 10/12 (1 pm): Write a 800-word (maximum) essay that critiques the article you found last week. Assume your reader has NOT read the text of the article. In writing your essay, consider the relationship between today's debate about the biology of racial differences and that of the last 150 years. You may find it useful to use one or two other references.

10/15-22 Fall Break

10/24 Evolution of Religion

Readings (all found online – see class webpage for links):

Submit a question for discussion by 11:59 PM on Monday

Huxley, T.H. (1859) Science and Religion. *The Builder* 17.

Darwin, C. (1882) Excerpts from Chapter III of *The descent of man and selection in relation to sex* (2nd ed.) London, John Murray.

Wilson, D.S. (2005). Testing major evolutionary hypotheses about religion with a random sample. *Human Nature* 16:419-446.

Assignment due on 10/31: Answer a discussion question from 10/24 or 10/26 in 300 words (max).

10/26 -- Evolution and Belief

Submit a question for discussion by 11:59 PM on Wednesday

Huxley, J. 1962. The coming new religion of humanism. *The Humanist*

Medawar, P. 1961. Critical Notice – (review of *The phenomenon of man* by Teilhard de Chardin) *Mind* 77:99-106.

Gould, S.J. 1997. Nonoverlapping Magisteria. *Natural History*:16-22.

Dawkins, R. 1999. Snake oil and holy water. *Forbes* (online).

Brown, K. 1999. Finding Darwin's God. *Brown Alumni Magazine* (online).

Tuesday Oct. 31 – Happy Halloween!

Assignment due today (1 pm): Answer a discussion question from 10/24 or 10/26 in 300 words (max).

Assignment due on 11/7 (1 pm): Choose one of the following topics to address in a 500-word (max.) “opinion piece:”

1. Your local school board has received a request by a coalition of parents and teachers to “teach the controversy” over the theory of evolution, including alternatives such as Intelligent Design. Write an op-ed piece to local paper that presents an argument for how the school board should treat this issue.

2. A local religious leader has given an interview to a local paper in which she argues that acceptance of evolution amounts to rejection of “God’s word.” Write an op-ed article that presents an argument for whether she is correct.

** Note that you may take any side of these issues, as long as you argue logically and use evidence to back up your arguments. If you use ideas from other sources, make that clear in the construction of your prose.

Readings (see web page for links to readings):

Behe, M.J. 1997. *Molecular Machines: Experimental Support for the Design Inference*.
[http://www.arn.org/docs/behe/mb_mm92496.htm]

Miller, K. 1997. *The Evolution of Vertebrate Blood Clotting*.
[<http://www.millerandlevine.com/km/evol/DI/clot/Clotting.html>]

Pennock, R.T. 2004. DNA by design? Stephen Meyer and the return of the God Hypothesis. In Dembski, W.A. and M. Ruse (eds.) *Debating Design: From Darwin to DNA*. Cambridge: Cambridge Univ. Press.

Submit a question for discussion by 11:59 PM on Monday

Thursday Nov. 2 -- No class – attend Rosenfield program events.

The Rosenfield Program in Public Affairs, International Relations and Human Rights will sponsor a symposium November 1&2 on Religion and Politics in the U.S. **ALL talks will be in JRC 101. You are welcome to any of the talks, but the talk by Pennock is required.** Please review the following website for background information on Pennock’s talk:
http://en.wikipedia.org/wiki/Kitzmiller_v._Dover_Area_School_District.

- Thursday, Nov 2, 11:00 a.m. Scholars’ Convocation entitled “The Mystery of Religion in American Political Life,” will be delivered by Kenneth Wald, Distinguished Professor of Political Science at the University of Florida.
- Wednesday, Nov. 1, 8:00 p.m., “The Hidden Power of the Christian Right: Evangelicals in the Public Eye and Washington, D.C. by Esther Kaplan.
- Thursday, Nov.2, 4:15 p.m. “When You See Blood, it Brings Truth’ Catholic Ritual and Resistance in a Time of War,” by Elizabeth Castelli.

Evolution and Society – Prof. J. Brown – Fall 2006
<http://web.grinnell.edu/courses/BIO/F06/TUT-100-05>

- **Thursday Nov. 2 8pm "The Ground Rules of Science: Why the Judge Rules Intelligent Design Creationism Out of Court," by Robert Pennock.**

Instructions for pre-registration for Spring semester

Please make an appointment to see me during one of my advising times (posted outside my door) this week. *Before* coming to your appointment, you should create a *trial* 4-year plan. The goal of this exercise is NOT to lock you into 4 years of courses, but to have you develop an appreciation of potential roadblocks to crafting your *potential* course of study. You will have to choose a *trial* major, and perhaps a concentration, and make sure you can complete their requirements. You may also want to choose an off-campus program, usually done during your junior year (see <http://www.grinnell.edu/offices/ocs/>). Make sure you can answer all the following questions:

1. Does your course plan meet all the requirements for graduation as listed in the catalog (pp. 22-23)? (Note that there are maxima for credits in departments and divisions).
2. Does your plan contain the elements of the liberal education, as we discussed at the beginning of the semester? Consult what you wrote at that time and consider whether you want to revise it at all.
3. Will your plan qualify you for induction in Phi Beta Kappa (p. 27 of the catalog), assuming that achieve a high GPA? (Note: this is not required, but is a great honor in academic achievement.)
4. Does your plan include a selection of introductory courses during the first two years? It's best not to have too many of these in your third and fourth years, when you should exploring areas at the intermediate or advanced levels, even outside your major.
5. Have you considered an interdisciplinary concentration as a way to give structure outside your major and fulfill the elements of a liberal education? Make sure you can fit in all the requirements.

After you have come up with a 4-year plan, go back to this year's course schedule (Fall and Spring) and see if you can take all the classes you've listed. If there is a conflict, choose a different class. When you come in for your appointment, we'll discuss your plan and fill out a card to register you for Spring semester classes. **There will be no mass registration on a single day, as there was in August, but you must hand in your card by November 16th to the registrar to be registered for classes.** Have fun!

11/7 No class today

Assignment due today (1 pm): Choose one of the following topics to address in a 500-word (max.) “opinion piece:”

1. Your local school board has received a request by a coalition of parents and teachers to “teach the controversy” over the theory of evolution, including alternatives such as Intelligent Design. Write an op-ed piece to local paper that presents an argument for how the school board should treat this issue.

2. A local religious leader has given an interview to a local paper in which she argues that acceptance of evolution amounts to rejection of “God’s word.” Write an op-ed article that presents an argument for whether she is correct.

** Note that you may take any side of these issues, as long as you argue logically and use evidence to back up your arguments. If you use ideas from other sources, make that clear in the construction of your prose.

11/9

Readings (all available from the web page):

Charles Darwin. 1871. Excerpts from *The Descent of Man and Selection in Relation to Sex*

Herbert Spencer. 1893. The Rights of Women. Chapter 20 from *The Principles of Ethics*.

G. Ferrero. 1894. The problem of woman, from a bio-sociological point of view. *The Monist* 4: 261-274.

James Weir. 1895. The effect of female suffrage on posterity. *American Naturalist* 29:815-825.

Submit a question for discussion by 11:59 PM on Wednesday

For the remaining class discussions, groups of you will be acting as discussion leaders. Each group may want to meet in advance to discuss ideas for organizing discussion or whether they want to give the class initial “focus” questions, require submitted questions, etc.

11/14 Discussion leaders: Anders, Will, Zao

Reading:

Zuk, M. 2002. Sexual Selections. *Introduction and Part One*

11/16 Discussion leaders: Cristina, Julia, Allie

Reading:

Zuk, M. 2002. Sexual Selections. *Part Two*

Assignment due today (11/16): Use library resources (print and/or online) to find a scholarly article about the biology of sex/gender differences or sexual behavior written during the past 5 years. Prepare a 300-word summary in your own words of the article’s argument. **Note: each of you will be giving a 12-minute oral presentation which critiques the article during the week after Thanksgiving, so spend some time considering the article; email me ASAP the author/title for approval, so I can make sure that each person is considering a different article.

11/21 Discussion leaders: Gillian, Nora, Ria

Reading:

Zuk, M. 2002. Sexual Selections. *Part Three*

11/23 Thanksgiving – no class.

No class -- please thank the farmers, the cooks, the turkey (or substitute), the vegetables and any other being you choose.

11/28 and 11/30 Oral presentations on Sex articles

Tuesday 12/5

Discussion leaders: Brian, Tolga, Mike

Reading:

Huxley, T.H. 1894. *Evolution and Ethics - Prolegomena*
(download from <http://aleph0.clarku.edu/huxley/CE9/E-EPro.html> or link on web page)

Thursday 12/7

Discussion leaders: Jared, Neal

Reading:

Ruse, Michael. 1986. Evolutionary ethics: A phoenix arisen. *Zygon* 34:435-451.
(download from <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-9744.1986.tb00736.x>
or link from web page)

Writing assignment due on 12/15 (12 noon):

"Let us understand, once for all, that the ethical progress of society depends, not on imitating the cosmic process, still less in running away from it but in combating it." (T. H. Huxley, *Evolution and Ethics*, 1893 -- <http://aleph0.clarku.edu/huxley/CE9/E-E.html>).

Write an essay that responds to this statement, supporting it, rejecting it, or modifying it suitably. I will be most impressed if you weave into your arguments themes we've considered during the span of the course -- after all, our discussions of race, sex and religion have all touched on ethical issues. You are free to use any resources you wish, and of course must cite properly any that you do. You will find a large literature on this topic -- don't try to do a literature review, however! The paper should be 1200 words long (max).

You are welcome to make appointments to discuss the paper or drafts of it during and before finals week.