

Soul Beliefs: Causes and Consequences

Professor Daniel M. Ogilvie Ogilvie@rutgers.edu
SAS Department of Psychology
Office Hours: Th 8:40 – 10:00 (Tillett 635)

Professor Leonard W. Hamilton LWH@rutgers.edu
SAS Department of Psychology
Office Hours: TUE 1:00-2:30 PSY-211 (Busch)

01:830:123 Soul Beliefs: Causes and Consequences (4 cr) Exploration of the causes and consequences of various beliefs about the soul. Topics such as the self, mind/body dualism, evolution, culture, death anxiety, afterlife, religious and political conflict.

Lectures:

Hickman Hall 101 TTh5 (3:55-5:15)

Recitations and Teaching Assistants:

01 TH6 5:50-6:45 HCK-209
02 TH6 5:50-6:45 HCK-127
03 TH7 7:30-8:25 HCK-204
04 TH7 7:30-8:25 HCK-209
05 TH7 7:30-8:25 HCK-218

06 M5 4:10-5:05 HCK-127
07 F2 11:10-12:05 HCK-113
08 F2 11:10-12:05 HCK-112
09 F3 12:50-1:45 HCK-218
10 F3 12:50-1:45 HCK-123

Azriel Grysman (Head TA) agrysman@rci.rutgers.edu Section: 02 Office hours: Tillett 407 TBA	Vinnie Ciaccio vcaccio@rci.rutgers.edu Sections: 03, 07, 10 Office hours: Tillett 325 By appointment	Irene Zilber izilber@rci.rutgers.edu Sections: 01, 04, 08 Office hours: Tillett 511 By appointment	Sam Klugman sam.klugman@gmail.com Sections: 02, 05, 09 Office hours: By appointment
---	---	---	--

Course Materials

Weekly readings will be available through a course reader that must be purchased at a local text book store (including Douglass/Cook Bookstore, Rutgers University Bookstore, Livingston Bookstore, and New Jersey Books), and a few more readings will be posted on the Sakai site for the course. These readings will include journal articles, essays by authorities in the field, book chapters, court rulings, etc. Students will also be encouraged to find related resources on their own and share these references on the Sakai site. Videos and films will also be used both in the classroom and on RUTV.

Course Goals

Students who successfully complete this course will be able to:

- Explain how life experiences shape people's worldviews.
- Analyze a contemporary global issue from a multidisciplinary perspective.
- Analyze the relationship that science and technology have to a contemporary social issue.

- Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.
- Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- Apply concepts about human and social behavior to particular questions or situations.

Grading Policies

Students are expected to attend all lectures.

Recitation attendance is mandatory except for legitimate, fully excused absences. Poor attendance and failure to turn in weekly assignments on time will negatively impact your final grade.

50 %	Two mid-term exams
20 %	Take-home final exam
30 %	Written homework assignments, in-class exercises, participation in recitation sections

Academic Integrity

You are expected to be honest with yourself and fair to your fellow students. We will enforce the University's regulations on academic integrity, and we ask your individual assistance in reporting any suspected violations to us or to the Office of Student Conduct. The University's regulations are appropriately strict, and if you plan to violate them, you should first read the regulations and potential consequences:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Situational Courtesy

The classroom should be viewed as a formal environment with students and faculty dedicating the 80-minute period to focused attention on the task at hand. Texting, twittering, surfing the internet, playing computer games, and other extraneous activities are inappropriate in the classroom environment because they distract the serious students who are sitting near you. Out of respect for those who are seriously participating in the course, we will ask students who engage in disruptive behaviors to leave our classroom.

Lecture Schedule [O: Ogilvie, H: Hamilton, G: Guest]

Lecture	Lecture Topics	Reading Assignment
THU SEP 02	O: Introduction to the Course; Questionnaire	
TUE SEP 07	O: Class Discussion of Soul Beliefs	
THU SEP 09	O: Historical Foundations of Soul Beliefs	
TUE SEP 14	O: Functions of Religion in Ancient & Modern Times	<u>Wade</u> <i>The Faith Instinct</i> Ch. 3 (Course Reader)
THU SEP 16	O: Religions Under Attack	
TUE SEP 21	H: Big Ideas and Big Controversies: When Earth Was No Longer the Center	The Crime of Galileo and Scientific Revolution (Course Reader)
THU SEP 23	H: Darwin's Dangerous Idea	<u>Gould</u> , <i>Ever Since Darwin</i> , Essays (1) Darwin's Delay, (2) Darwin's Sea Change, (3) Darwin's Dilemma: The Odyssey of Evolution, and (4) Darwin's Untimely Burial. (Course Reader)
TUE SEP 28	H: The Mind-Body Problem	<u>Finger</u> , <i>Minds Behind the Brain</i> , Ch. 6 Rene Descartes: The Mind-Body Problem. (Course Reader)
THU SEP 30	H: Free Will vs. Lawful Behavior	<i>Free Will</i> (Course Reader)
TUE OCT 05	O: The relationship between thinking and feeling	<u>Damasio</u> , <i>Descartes' Error</i> , Ch. 1-3, (Course Reader)
THU OCT 07	O: The Evolution of Sense of Self in Childhood	<u>Bloom</u> <i>Religion is natural</i> , (Course Reader)
TUE OCT 12	O: Being in Two Places at One Time: The Traveling Self	
THU OCT 14	G: Terror Management (Prof. Solomon)	<u>Solomon et al.</u> , <i>Tales from the Crypt</i> , (Course Reader)
TUE OCT 19	O: The Soul as Buffer Against Death Anxiety: Hanging on for Dear Life: Primary and Secondary Beliefs	<u>Norenzayan & Hansen</u> , <i>Belief in Supernatural Agents in the Face of Death</i> , (Course Reader)
THU OCT 21	**** Exam 1 ****	

TUE OCT 26	M: After-Life, Out of Body, and Disembodied: What's the evidence?	Richard Dawkins' letter to his daughter (available on sakai)
THU OCT 28	M: After-Life, Out of Body, and Disembodied: What's the evidence?	
TUE NOV 02	M: After-Life, Out of Body, and Disembodied: What's the evidence?	
THU NOV 04	H: The Evolution of the Human Brain	<i>Mirror Neurons and Imitation Learning as the driving force behind "the great leap forward" in human evolution.</i> (Course Reader) <i>Human Brain Evolution Was a Special Event</i> (Course Reader)
TUE NOV 09	H: The Human Spark	
THU NOV 11	H: The Emergence of the Traveling Self in Brain Development	
TUE NOV 16	O: The Soul in Cultural Context	
THU NOV 18	G: On the Development of the <i>Soul Belief Scale</i> (Research Group)	
TUE NOV 23	**** Exam 2 ****	
THU NOV 25	Happy Thanksgiving!	
TUE NOV 30	H: The Scopes Trial: Human Origins and the Public Classroom	<i>The Scopes Trial</i> (Course Reader)
THU DEC 02	H: The Dover Board of Education: Intelligent Design and the Public Classroom	<i>Kitzmiller v. Dover Area School District</i> (Course Reader)
TUE DEC 07	G: Are Souls and Minds Different? (Azi & Said)	Consider A reading from Tremlin
THU DEC 09	O&H: Where Do We Go From Here?	
	Take-home final exam	

Recitation Schedule

Recitations will take place on Thursday, Friday, or Monday, depending on which section you are in. Each week, recitation will focus on some of the things that have been going on in class. The purpose of recitation is to give students a place where, in a slightly less formal atmosphere, and in a smaller setting, discuss the subject matter in the classroom, either to clarify what difficult points mean or to give us all a

chance to hear each other's opinions as we learn through thought provoking and, at times, controversial material.

The expectation is that you come to recitation having completed the reading for the past week, as well as any assignments that are due then. This is not a part of the class that you can just "blow off." Participation in this portion of the class accounts for a significant portion of your grade, and the TA responsible for your section will be the one grading your submitted work. Each recitation for this class is full, so there is no opportunity to go from class to class and try them out – there simply aren't seats available, though if you need to miss a class, speak to your TA about visiting a different section to make up for that week.

Recitation	Topic	Assignment Due
Week 1 – Sep 2-6	No recitation during the first week	
Week 2 Sep 9-13	Introduction to the Soul	Views about the soul (handed out in class and available on sakai)
Week 3 Sep 16-20	Religion as Adaptive and Maladaptive	Historians/Anthropologists say that no society has existed without religion. Why do you think this is so? Be sure to include some element of Wade's argument in your 1-page paper.
Week 4 Sep 23-27	The war of ideas	Pick one of the big ideas (such as the heliocentric model) and write a 1-page essay on why you think people had a problem dealing with that.
Week 5 Sep 30 – Oct 4	Mind, Body, and Free will	When is the mind not the brain? Do you distinguish between the two, and if so, what do you use as criteria to divide them? (1 page)
Week 6 Oct 7-11	The mind in the child's eye	Select a controversial issue about which you have a strong opinion. In one page (2 pages if necessary), name the issue, describe your position on that issue, give some background about how you formed your opinion, and describe your personal <u>feelings</u> associated with your stand on the issue. Finally, what would you feel if it turned out you were wrong?
Week 7 Oct 14-18	Mental Time Travel and Terror Management theory	Human beings are likely to be the only species capable of mental time travel. In one page, describe some of the ways mental time travel represents an adaptive advantage.
Week 8 Oct 21-25	No recitations this week. TA's are grading mid terms	
Week 9 Oct 28 – Nov 1	Evaluating research on a tough-to-research topic	Find an article from a newspaper about something that exists – what questions could you ask to verify whether or not this finding is real?
Week 10 Nov 4-8	Diatribes and dialogues: does the soul exist?	In one page, summarize the implications that the discovery of mirror neurons has on B.F. Skinner's theory of learning by way of operant conditioning.
Week 11 Nov 11-15	Evolution of the brain and our daily experiences	Given the tri-partite structure of brain and mind, can you think of a situation where you did something that you would now attribute to unconscious motives? (1 page)
Week 12 Nov 18-22	Culture and the Soul	Justine was an unwavering believer in her religion until she began to have doubts as a young adult. In one page, describe the sorts of <u>social pressure</u> that might be placed upon her by her family, peers, and members of her place of worship to erase her doubts.

Week 13 Nov 25-29	No recitations this week. Happy Thanksgiving	
Week 14 Dec 2-6	The school system: what counts as science?	Why has the Galileo problem gone away and not evolution?

Last updated: 12 August 2010