

## Syllabus

# Soul Beliefs: Causes and Consequences

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

Professor Leonard W. Hamilton [LWH@rutgers.edu](mailto:LWH@rutgers.edu)  
SAS Department of Psychology  
Office Hours: Variable. Please use the following link to see when Professor Hamilton will be available in the near future: <http://www.psychology.rutgers.edu/undergrad/advising.php>

**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 138 TTh (2:15-3:35)

### Recitations and Teaching Assistants:

01 M 4:10-5:05PM HCK-202  
02 M 4:10-5:05PM HCK-204  
03 M 5:50-6:45PM HCK-213  
04 M 7:30-8:25PM HCK-119  
05 T 9:30-10:25AM HCK-131  
06 T 11:10-12:05PM HCK-213  
07 TH 5:50-6:45PM HCK-209  
08 TH 5:50-6:45PM HCK-127  
09 TH 7:30-8:25PM HCK-204  
10 TH 7:30-8:25PM HCK-209  
11 TH 7:30-8:25PM HCK-218  
12 F 11:10-12:05PM HCK-204  
13 F 11:10-12:05PM HCK-117  
14 F 12:50-1:45PM HCK-218  
15 F 12:50-1:45PM HCK-123  
H1 M 9:30-10:25AM HCK-123  
R1 T 12:50-1:45PM HCK-123

Azriel Grysman (Head TA) <a href="mailto:agrysman@rci.rutgers.edu">agrysman@rci.rutgers.edu</a> Section: R1 Office hours: Tillett 407 By appointment	Stephanie Anglin <a href="mailto:anglins@rci.rutgers.edu">anglins@rci.rutgers.edu</a> Sections: 05, 06, 10 Office hours: Tillett 639 By appointment	Vinnie Ciaccio <a href="mailto:vciaccio@rci.rutgers.edu">vciaccio@rci.rutgers.edu</a> Sections: 07, 09, 14 Office hours: Tillett 325 By appointment
Lily Bowles <a href="mailto:lilybowles@gmail.com">lilybowles@gmail.com</a> Sections: 08, 11, 12 Office hours: By appointment	Lyra Stein <a href="mailto:lyra@eden.rutgers.edu">lyra@eden.rutgers.edu</a> Sections: 01, 13, 15 Office hours: By appointment	Irene Zilber <a href="mailto:izilber@rci.rutgers.edu">izilber@rci.rutgers.edu</a> Sections: 02, 03, 04 Office hours: Tillett 503 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.

60 pts Mid-term exam 1  
60 pts Mid-term exam 2  
60 pts Take-home final exam  
70 pts Written homework assignments  
50 pts Recitation exercises and participation  
300 pts TOTAL

### **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.

## Recitation

Recitation sections are important components of this course, and you are absolutely required to attend all sessions. They offer students the opportunity to discuss course subject matters in smaller, less formal settings that are not possible in a large lecture hall. For the most part, Teaching Assistants (TAs) conduct these 55-minute weekly meetings, and your TA will be the primary link between you and the course. TAs grade written assignments and assess class participation, so this aspect of the course is not to be taken lightly. Absences, falling behind on reading assignments, and failure to turn in written assignments on the days they are due will take a serious toll on your final grade.

## Finding Reading Assignments

Readings assignments designated with a chapter in the Course Reader can be found there. All reading assignments not found in the Course Reader can be accessed through links provided on the following schedule. Any marked with the words (Sakai Resources) can also be found by clicking on the resources tab of the sakai site (if you are currently on it, this tab will be to your left). Clicking on links marked with (Sakai Resources) will open a download link. If there is a problem accessing any reading assignment, please notify a professor or your recitation section's TA as soon as possible.

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

Dates	Lecture Topics	Reading Assignments	Recitation Assignments (See Sakai site for additional details)
<b>THU SEP 01</b>	O: Introduction to the Course; Questionnaire		See and download assignment 1 on Sakai assignments page <b>NOW</b> . You will need the extra time in order to prepare for first recitation meeting.
<b>TUE SEP 06</b>	O: Class Discussion of Soul Beliefs		
<b>THU SEP 8</b>	-----NO CLASS-----		
<b>TUE SEP 13</b>	O: Foundations of Soul Beliefs Part 1	<u>Ogilvie, A Partial History of Soul Beliefs (Pages 1-20)</u>  (Sakai Resources) ( <a href="#">Link</a> )	
<b>THU SEP 15</b>	O: Foundations of Soul Beliefs Part 2	<u>Ogilvie, A Partial History of Soul Beliefs (Pages 21-37)</u>  (Sakai Resources) ( <a href="#">Link</a> )	<b>Recitation 1 -- Sep 15-20</b> Views about the soul (available on Sakai) (15 pts)
<b>TUE SEP 20</b>	O: Functions of Religion	<u>Wade The Faith Instinct (Chapter 1 in the Course Reader)</u>	
<b>THU SEP 22</b>	O: Religion Under Attack	<u>Dawkins, Militant Atheism TED Lecture</u> (First 15 minutes)	<b>Recitation 2 -- Sep 22-26</b> 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. (5 pts)
<b>TUE SEP 27</b>	H: Big Ideas and Big Controversies: When Earth Was	<u>The Crime of Galileo and Scientific Revolution</u> ( <a href="#">Link</a> )	.

	No Longer the Center		
<b>THU SEP 29</b>	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. (Chapter 2 in Course Reader)	<p><b>Recitation 3 -- Sept 29-Oct 4</b></p> <p>Charles Darwin refused to make a distinction between "higher" and "lower" species in his theory of evolution, arguing that all species, including human beings, are products of natural selection. He delayed publishing <i>The Origin of Species</i> because he knew that his ideas severely challenged basic assumptions about how human beings "arrived" on Earth.</p> <p>Write a 2-page paper that 1) summarizes Darwin's theory of "descent by modification", 2) how "natural selection" contradicted the prevailing worldviews of his time, and 3) provide evidence that resistance to the theory of evolution remains strong in some sectors of our society 150 years after his seminal work was published.</p> <p>(10 pts)</p>

<b>TUE OCT 04</b>	H: The Mind-Body Problem	<u>Eliasmith</u> , The Mind-Body Problem. ( <a href="#">Link</a> )	
<b>THU OCT 06</b>	H: The Mind-Body Problem	<u>Bloom</u> , <i>Religion is Natural</i> . (Chapter 3 in the Course Reader)	
<b>THU OCT 06</b>	H: The Mind-Body Problem	<u>Gazzaniga</u> , <i>My Brain Made Me Do It</i> (Chapter 4 in the Course Reader)	<p><b>Recitation 4 -- Oct 6-11</b></p> <p>In his Meditations, Rene Descartes sums up his central dualist thesis when he states: "There is a vast difference between the mind and the body, in that the body...is always divisible, while the mind is completely indivisible"</p> <p>Although Paul Bloom also posits a sort of dualism in his work, it is somewhat different, as can be understood when he states: "[Children] are dualists in the sense that they naturally see the world as containing two distinct domains...'physical objects and real events' and 'mental states and entities'."</p> <p>Although they may seem similar at first, consider the full implications of their stances. Then, in a 2-page paper, compare Descartes' version of dualism with the dualism of children proposed by Paul Bloom, using this week's readings as your primary sources. (10pt)</p>
<b>TUE OCT 11</b>	O: Internalized Beliefs I	<u>Ogilvie</u> , <i>Anatomy of Internalized Beliefs</i> (Pages 1-21) (Sakai)	

		Resources) ( <a href="#">Link</a> )  <u>Damasio</u> , <i>Unpleasantness in Vermont</i> , (Chapter 5 in the Course Reader)	
<b>THU OCT 13</b>	O: Internalized Beliefs II	<u>Ogilvie</u> <i>The Anatomy of Internalized Beliefs</i> (Pages 21-33) ( <i>Sakai Resources</i> )  ( <a href="#">Link</a> )	<b>Recitation 5 -- Oct 13-18</b> Core Belief Essay (See Sakai for full assignment) (10 pt)
<b>TUE OCT 18</b>	H: Anatomy of Emotion		
<b>THU OCT 20</b>	<b>G: Terror Management</b> (Prof. Solomon)	<u>Solomon et al.</u> , <i>Tales from the Crypt</i> , ( <a href="#">Link</a> )	<b>Recitation 6 Oct 20-25</b> Review Session
<b>TUE OCT 25</b>	-----EXAM 1-----		
<b>THU OCT 27</b>	M: After-Life, Out of Body, and Disembodied: What's the evidence? Part 1	Richard Dawkin's Letter to his Daughter (Sakai Resources) ( <a href="#">Link</a> )	No Recitation, TA's will be grading exams
<b>TUE NOV 01</b>	M: After-Life, Out of Body, and Disembodied: What's the evidence? Part 2	<u>Mooney</u> , <i>The Science of Why We Don't Believe Science</i> ( <a href="#">Link</a> )	
<b>THU NOV 03</b>	M: After-Life, Out of Body, and Disembodied: What's the evidence? Part 3	<u>Scott O; Lilienfeld et al.</u> , <i>Psychology and Scientific Thinking</i> (Chapter 6 in Course Reader)	<b>Recitation 7 -- Nov 3-8</b> We will provide a selection of news articles. Choose one to use in preparing a short paper which discusses how to verify whether or not the finding in the article is real. (5pt)

<b>TUE NOV 08</b>	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> ( <a href="#">Link</a> )	
<b>THU NOV 10</b>	H: Traveling Self	<u>Carlson et al.</u> , <i>Evolution Heredity &amp; Behavior.</i> (Chapter 7 in Course Reader)	<b>Recitation 8 -- Nov 10-20</b>  Using the article by Ramachandran as your primary reference, write a 1 page paper on how the use of language and the ability to imitate others probably contributed to the emergence of culture. (5 pt)
<b>TUE NOV 15</b>	H: Human Spark	<u>Carlson et al.</u> , <i>Evolution Heredity &amp; Behavior.</i>	

		(Chapter 7 in Course Reader)	
THU NOV 17	O: The Undesired Self	Richard Leaky Interview on NPR ( <a href="#">Link</a> ) Ogilvie, Cohen, & Solomon The Undesired Self: Deadly Connotations. ( <a href="#">Link</a> )	<b>Recitation 9 -- Nov 17-22</b> Review
TUE NOV 22 (THU SCHED)	----EXAM 2----		
THU NOV 24	Happy Thanksgiving!		<b>No recitations this week. Happy Thanksgiving!</b>
TUE NOV 29	G: Evolutionary Psychology (Azi)	Cosmides & Tooby, <i>Evolutionary Psychology: A Primer</i> , ( <a href="#">Link</a> )	
THU DEC 01	H: The Scopes Trial: Human Origins and the Public Classroom	<i>The Scopes Trial</i> ( <a href="#">Link</a> )	<b>Recitation 10 -- Dec 1-6</b> Cosmides and Tooby present the example that dung flies like the smell of dung, while humans hate the smell. Behind this example is an insight into the processes of evolution, both in terms of its time course and in terms of what adaptations do for us. Using the dung example or another one, explain, in a 2 page paper, why the time course and function of evolutionary adaptations are relevant for understanding why some of our thought processes are adapted to a hunter-gatherer society instead of to the industrial, technological age that we live in.  (10 pts)
TUE DEC 06	H: The Dover Board of Education: Intelligent Design and the Public Classroom	<i>Kitzmiller v. Dover Area School District</i> ( <a href="#">Link</a> )	
THU DEC 08	O&H: Where Do We Go From Here?		Last classes; No recitations.
TUE DEC 13	<b>***FINAL EXAM***</b> There will be a take-home final exam. Details will be provided later.		