

Philosophy 112: Making Sense of Ourselves

Course Description

Man has traditionally been defined as “the rational animal,” and reason’s role in human life has been a recurrent theme in philosophy, science, and literature from Ancient Greece to the present. In this course we will explore reason’s role in life by reading and discussing works of fiction (including Shakespeare’s *Hamlet*, Dostoyevsky’s *Notes from Underground*, and Rand’s *Atlas Shrugged*) and extracts from the works of such thinkers as Plato, Aristotle, Bacon, Hume, Kant, and Marx. Issues addressed will include: the role of reason in the production of the material goods we need to survive, the relation between reason and emotion, what role reason can and does play in guiding our actions, the role of reason in morality, and the relation between reason and sense-perception.

Course and Instructor Information

Instructor: Gregory Salmieri
Office: Caldwell Hall 207D
Email: gcs@unc.edu, gsalmieri@gmail.com
Phone: 412-576-2990

Office Hours: Tuesdays and Thursdays, 11:00 a.m. - 12:00 p.m.

Class Meetings: Tuesdays and Thursdays from 12:30 - 1:45 p.m., New East 102.

Required Texts:

- Abelard, Peter & Heloise, *The Letters and Other Writings*, (Ed.) William Levitan, Hackett, ISBN: 0872208753.
- Pojman, Louis, *Who Are We?*, Oxford, ISBN: 0195179277.
- Rand, Ayn, *Atlas Shrugged*, Trade Paperback edition (Plume, ISBN: 0452011876) or Centennial Edition (Plume ISBN: 0452286360), but not the mass market paperback from Signet which has a different pagination.
- Stevenson, Leslie (ed.), *The Study of Human Nature: A Reader*, Oxford, ISBN: 0195127153.

Recommended Text:

- Mayhew, Robert, *Essays on Ayn Rand’s Atlas Shrugged*, Lexington, ISBN: 0739127802.

Assignments and Grading

Reading Assignments: A tentative schedule of readings is available on the Sakai site. It will be updated as necessary throughout the term. I reserve the right to change the readings for any class meeting until an hour after the end of the previous meeting. Any such last minute changes will be announced in class or through email and/or Sakai announcements. However, changes made further in advance will not necessarily be announced, so be sure to check the schedule online when preparing for class.

Reading Journal (15%): Students are required to keep a reading journal, submitting at least one entry for each scheduled class session, due by 9:00am on the day of the session and addressing some of assigned reading for that day. (Journal entries will still be due if class is canceled for any reason.) Except where otherwise specified, journal entries should be written in response to one or more of the provided “Preparation Questions.” Such questions can be found on the course schedule, but additional questions may be announced in class, or via Sakai. Journal entries are to be submitted via the section of the Sakai “Forum” designated for this purpose. (Students will not be able to view one another’s entries.) The journal entries needn’t be essays, and can take the form of informal notes or (where applicable) lists, so long as they are intelligible and answer the question(s) asked. The purpose of the journal is threefold: first, prompts you to reflect on the assigned readings in ways that prepare you for class discussion; second, the journal entries will provide a source of data that will be useful to

you in writing your papers; and, third, it provides a means by which I can assess whether you are completing and understanding the assigned readings. Since the journal entries are meant to represent your first thoughts on the readings, they will not be graded in the manner that papers or exam questions are, however, I will monitor the progress of your journal across the semester, and you will receive a grade on it, which will constitute 15% of your semester average. Any student who completes each of the required entries, in such a manner as to show familiarity with the relevant texts and satisfy the stipulations of the relevant preparation question will receive no less than a 90 for this portion of his grade. (Though the Reading Journal is not an exercise in formal writing, all the provisions of the [honor code](#), including those pertaining to [plagiarism](#), apply to it.)

Participation on the Sakai Discussion Board (15%): Students are expected to participate in the Blackboard discussion board associated with the course. 15% of the semester average will be based on your contributions to the board. Participation on the board will be graded on the degree to which it reflects engagement with the course materials and contributes to the intellectual environment of the class, thus both the quality and the quantity of your posts are relevant. Any student who writes at least fifteen posts of 150 words each will receive at least an 80 for this component of his grade, provided that each post is relevant to the subject matter of the course and shows (where appropriate) cognizance of relevant course materials. However, it is possible to receive a higher grade with fewer posts, if they are of a higher quality.

Two Papers (25% and 30%): There will be two graded papers, each of approximately five pages in length. They will be due on March 2nd and April 23rd, respectively. The stronger of a student's two papers will make up 30% of his semester average, and the other 25%.

Final Exam (15%): There will be a final exam, administered on May 3rd at 12:00pm, which will make up 15% of your semester average.

Classroom Participation: It is possible to earn extra credit points for exceptional contributions to in class discussion.

The Honor Code

All faculty and students at UNC are bound by the University's [honor code](#), and any suspected [violations](#) of the code by students will be dealt with in accordance with the [Instrument of Student Judicial Justice](#). Such violations include, but are not limited to, [plagiarism](#) in papers and cheating on exams. Additional policies concerning plagiarism and the proper citation of sources are discussed below.

Policies and Advice Concerning the Use and Citation of Unassigned of Materials

You are, of course, welcome and encouraged to read any materials that interest you concerning the topics discussed in the class, and I would be happy to recommend further readings to anyone interested in doing so. However, it should not be necessary to do any such research in order to prepare to write your papers for the course. All the writing assignments have been designed so that they can be completed consulting only the materials assigned in the course itself. In fact, I find that when students prepare for the papers by doing additional research, the quality of their work suffers as often as it benefits. I will discuss the causes of this shortly, but first it is necessary to announce and explain my policy concerning the citation of sources.

Any use that you make in writing a paper of any unassigned materials must be documented in that paper. First, any material paraphrased or quoted from any unassigned materials must be clearly identified as such, and citations must be given. This includes information gleaned from reference sources that you might take to be "common knowledge" -- for example, definitions of terms, summaries of books, dates of important events, etc. There is no need to provide citations for such pieces of information if they were presented in class or if you just happen to know them; but if, while writing or researching the paper, you needed to consult a dictionary, encyclopedia, web page, etc., or any notes you might have taken on such a source, then there needs to be a citation. Second, references must be given for any works that you consult in the process of researching and writing the paper, even if you do not make direct use of any material from the works. (As to the format of the

citations, any format will do, so long as it includes the information necessary to identify the source.)

This policy is for your own protection. Most importantly, it minimizes the possibility of accidental plagiarism. Plagiarism is the presentation of someone else's words or ideas as one's own. When it is deliberate or the result of recklessness, it is a very serious offence, and being found guilty of it can carry [grave repercussions](#). Of course there are plenty of legitimate ways in which you can make use of sources; and, in most contexts, it is not necessary to cite every piece of information that one acquires from reference works. However, in my experience students are often poor judges of when citations are necessary; and, by requiring you to document every use of any unassigned source, I can ensure that such failures of judgment do not lead to accidental plagiarism. The policy also makes it easy to dispel any suspicions of plagiarism that may arise. It is often easy to tell that a student was consulting an unassigned source while writing his paper; and, though there are ways of doing this that do not constitute plagiarism, questions of plagiarism are inevitably raised. By documenting your uses of sources, you make it easy for me to assure myself that your use of them was appropriate, and you eliminate any suspicion of an intent to deceive.

Failures to abide by the above policy may impact your grade on a paper, even if the resulting paper does not violate the honor code. In extreme cases, a submitted paper may be rejected entirely for such reasons.

Having said all of this, I want to stress that the papers assigned for this class *are not research papers*. I expect that most papers will contain no citations to unassigned materials because, in most cases, it won't be necessary to make any use of them.

I mentioned earlier my observation that doing additional research often leads to weaker rather than stronger papers. I think the main reason for this is that it can divert time from the activities that are most necessary for excelling in the class--namely, studying and reflecting on the assigned materials. Another reason is that philosophical reading is inherently difficult, especially when one is first approaching it. I have selected the readings that I think provide the easiest introduction to the ideas we will be discussing. Students who look for additional sources because they are having trouble understanding the assigned material, often find that the additional reading only adds to their confusion. Moreover, many of the sources students are most likely to consult (*Wikipedia*, for example) contain a significant amount of misinformation. So, if you are having trouble understanding the readings, please discuss it with me, before striking out on your own. By contrast, I encourage those of you who feel comfortable with your comprehension of the assigned readings to read further, if you are interested in doing so. Do take care, however, not to present as original to you any ideas or arguments that you may learn in the course of this reading. (If you know that you read something somewhere, but do not remember where, it is acceptable to say as much.)

Course Schedule

This schedule is subject to revision. I reserve the right to alter the readings for any class session until an hour after the close of the previous session, so please check this schedule before preparing for each class session. Many readings are available online and can be accessed through the hyperlinks on this schedule, as can the assignments, quizzes, and tests. (Any hyperlinks are not yet active, will become so in due course.) Those readings that are not available online can be found in the required texts for the course.

Both the "readings to be discussed" and the "additional required reading" listed for each class session must be read prior to the session. The difference between the two categories of readings are as follows: Our class discussions will take off from the "readings to be discussed," so it is important that they are fresh in your mind, and you should read (or re-read) them shortly prior to class. The "additional required readings" are usually taken from the assigned fiction, and they are meant to form a more general context for the class discussion, but may not be directly discussed in a given session. It is necessary for you to have read this material prior to the class for which it is assigned, but you need not read it as closely as the "readings to be discussed," and you need not re-read it in preparation for a given class session, if you have already read it and have a reasonable recollection of it. In essence the "additional required readings" section of the schedule lets you know where you ought to be up to in the assigned works of fiction at any point in the class.

The "preparation questions" are intended as prompts for the Reading Journal.

Tuesday, 1/10

Class 1: Introduction to the course and its subject matter

Readings to be discussed:

- Rand, *Atlas Shrugged*, Part I., Chapter 1.

Additional required reading:

- [Class Syllabus](#).
- Rand, *Atlas Shrugged*, Part I, Chapter 2.

Preparation questions:

- List as many questions as you can that are raised in the first chapter of *Atlas Shrugged*. Which of these questions are (wholly or partially) answered in the chapter?
 - List the things that elicit strong emotional reactions from each of the following characters, and the sorts of reactions they elicit: Eddie, Dagny, and Jim. What similarities and differences are there among these characters, and which have difficulty understanding which of the others?
-

Thursday, 1/12

Class 2: Reason and Motivation

Readings to be discussed:

- Saxo, "[Amleth](#)" (excerpts)
- Shakespeare, *Hamlet*:
 - [I.2](#), ll. 129-159.
 - [II.2](#), ll. 283-302.
 - [III.1](#), ll. 56-89.

Additional required reading:

- Shakespeare, [Hamlet](#).
- Rand, *Atlas Shrugged*, I.3.

Preparation questions:

- What similarities and differences are there among the following characters: Amleth, Hamlet, Fortinbras, Laertes, Dagny?
 - What differences are there between the occasions on which Hamlet acts decisively and those on which he does not?
-

Tuesday, 1/17

Class 3: Plato's otherworldly view of reason

Readings to be discussed:

- Plato, [Phaedo](#) (excerpts).
- Plato, *Republic*, excerpts in Stevenson's *The Study of Human Nature*, pp. 35-41.

Additional required reading:

- Rand, *Atlas Shrugged*, I.4.
- Pojman, *Who We Are*, pp. 40-45, 50-52.

Preparation questions:

- Why does Socrates (as portrayed in the *Phaedo*) think that a philosopher looks forward to dying?
 - Rearden says that he and Dagny are "blackguards." What does this mean, why does he say it, and does it have anything to do with Plato?
-

Thursday, 1/19

Class 4: Aristotle on reason and the human good

Readings to be discussed:

- Aristotle, [Nicomachean Ethics](#):
 - I.1-2.
 - I.4-7.
 - I.13.
 - II.6-7
- Aristotle, [Metaphysics A.1](#).
- Shakespeare, *Hamlet*, [III.2](#) 52-88.

Additional required reading:

- Rand, *Atlas Shrugged*, I.5.

Preparation questions:

- In what ways is Aristotle's position like Plato's, and in what ways does it differ?

- What is it that Aristotle finds most admirable about the arts?
 - How does Hamlet's praise of Horatio relate to Aristotle's ethics?
 - What would Aristotle think of Dagny or the young Francisco, and what would they think of his view of the human good?
-

Tuesday, 1/24

Class 5: Bacon on the nature and purpose of science

Readings to be discussed:

- Bacon, [excerpts from *The New Organon*](#).

Preparation questions:

- In what ways is Bacon's position like Aristotle's, and in what ways does it differ?
 - In what ways is Bacon's philosophy like Dagny's (or the young Francisco's), and in what ways does it differ?
-

Thursday, 1/26

Class 6: Hume on reason and motivation

Readings to be discussed:

- Hume, *Treatise of Human Nature*:
 - Excerpts in Stevenson, *The Study of Human Nature*, pp. 99-104.
 - [Additional excerpts on ethics](#).
- Rand, *Atlas Shrugged*, I.6, pp. 157-161.

Additional required reading:

- Rand, *Atlas Shrugged*, I.6.

Preparation questions:

- On what points does Hume differ from Aristotle and Plato?
 - Of the characters we have met in *Atlas Shrugged* and *Hamlet*, who would agree and who would disagree with Hume's claim that reason is and only ought to be the slave of the passions?
-

Tuesday, 1/31

Class 7: Marx on production and ideology

Readings to be discussed:

- Marx, excerpts in Stevenson, *The Study of Human Nature*, pp. 140-152.

Additional required reading:

- Rand, *Atlas Shrugged*, I.7, pp. 163-172.
- Pojman, *Who Are We?*, pp. 153-167.

Preparation questions:

- How is Marx's view of the relation of abstract ideas (or knowledge) to the rest of human life similar to and different from Aristotle's and Bacon's??
 - What does Marx think drives people to act and they do and to hold the ideas that they do? Of the people (real and fictional) that we have met thus far in the course, who would disagree with him and why?
 - Which characters in *Atlas Shrugged* (particularly in I.7) express or reject something like Marx's view of the role of abstract thinking in human life?
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Thursday, 2/2

Class 8: Ideals and "making a living"

Readings to be discussed:

- Aristotle, [Politics I](#), (marked passages).
- Shakespeare, *Hamlet*, [IV.4](#), 31-66.
- Kant, [excerpt from Part I of Grounding for the Metaphysics of Morals](#).
- Rand, *Atlas Shrugged*:
 - I.1, pp. 5-6.
 - I.2, p. 32
 - I.6, pp. 127-129.
 - I.7, pp. 176-178.
 - I.7, pp. 185-192.

Additional required reading:

- Rand, *Atlas Shrugged*, I.7.

Preparation questions:

- On what point (or points) do Aristotle, Kant and Hamlet all agree, and which characters in *Atlas Shrugged* agree with them?
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Tuesday, 2/7

Class 9: Ideals and life on earth

Readings to be discussed:

- Hawthorne, "[The Birthmark](#)."
- Rand, *Atlas Shrugged*:
 - I.3, pp. 50-52.
 - I.4, pp. 86-88
 - I.7, p. 196.
 - I.7, p. 201.
 - I.8, pp. 219-220.
 - I.8, pp. 239-247.

Additional required reading:

- Rand, *Atlas Shrugged*, I.8.

Preparation questions:

- Is Dagny an idealistic or spiritual person? If so, in what way?
 - What is Hawthorne's attitude towards Alymer? What (if anything) does this reveal about his attitude towards human beings, and which of the authors we have read would agree with him?
 - In what ways is Dagny and her goals like or unlike Alymer and his? What would Hawthorne likely think of Dagny and Rand, and what would they think of his story?
-

Thursday, 2/9

Class 10: Conflicting views of love and sex

Readings to be discussed:

- Rand, *Atlas Shrugged*:
 - I.7, pp. 204-205.
 - I.8, pp. 250-252.
 - I.9, pp. 253-256.
- Abelard and Heloise, *The Letters and Other Writings*:
 - Abelard's "Calamities," pp. 10-20.
 - From Heloise's first letter, pp. 54-62.
 - From Heloise's second letter, pp. 78-81.
 - From Abelard's second letter, pp. 94-104.

Preparation questions:

- Of the authors and characters we have met thus far in the course, who would share Abelard's opinion of his affair with Heloise, and who would disagree with it?
 - Compare Rearden and Dagny's relationship (including their respective assessments of it) with Abelard and Heloise's.
 - Why does Dagny react as she does to what Rearden says to her on the morning after they consummate their relationship?
-

Tuesday, 2/14

Class 11: Taking stock of *Atlas Shrugged* Part I.

Readings to be discussed:

- Rand, *Atlas Shrugged*, I.9-10.

Preparation questions:

- In what ways that were not already obvious at the end of I.8 does Dagny's success with the John Galt Line turn out to be like Alymer's success at removing Georgiana's birthmark? Are there important differences?
 - List the major mysteries or paradoxes raised by Part I of *Atlas Shrugged* novel that remain unsolved. How, if at all, are they related?
-

Thursday, 2/16

Class 12: Some Christian views of motivation and morality

CLASS CANCELED: Class will not meet on this day, however you are still required to do the relevant readings and to complete your reading journal on time. Some of the material will be folded into the discussion on 2/21 and 2/23.

Readings to be discussed:

- Paul, excerpts in Stevenson, *The Study of Human Nature*, pp. 57-68.
- Pojman, *Who Are We?*, pp. 72-81.
- John, [First Letter, 2:15-17](#).
- Augustine, [Confessions, X.35-36](#).

Additional required reading:

- Rand, *Atlas Shrugged*, II.1-2.

Preparation questions:

- Which of the philosophers of characters we have met have views similar to the assigned Christian authors? How are they similar?
 - Of the authors and characters we have met, which would could be described as loving the world (rather than the father) and which are not (especially) guilty of this (alleged) sin? Relatedly, which characters or authors would Augustine (and likely John) describe as exhibiting the "lust of the eyes"?
 - How have Dagny and Rearden (and their lives and goals) changed from Part I of the novel?
-

Tuesday, 2/21

Class 13: Plato's tripartite theory of the soul and human motivation

Readings to be discussed:

- Plato, *Republic*, excerpt in Stevenson, *The Study of Human Nature*, pp. 45-48 (from "But here's a hard..." to "Yes they are.")
- Plato, [Phaedrus, excerpt](#).

Additional required reading:

- Rand, *Atlas Shrugged*, II.3.

Preparation questions:

- Given what he says in the Phaedrus, how might Plato have analyzed Abelard and Heloise's relationship or Rearden and Dagny's?
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Thursday, 2/23

Class 14: Freud's tripartite theory of the psyche

Readings to be discussed:

- Farrell, "A Reconstruction of Freud's Mature Theory" in Stevenson, *The Study of Human Nature*, pp. 170-184.
- Pojman, *Who Are We?*, pp. 168-182.

Additional required reading:

- Rand, *Atlas Shrugged*, II.4.

Preparation questions:

- In what ways is Freud's view like and unlike Plato's?
 - What might Freud say about Abelard and Heloise's relationship?
-

Tuesday, 2/28

Class 15: Skinner's Behaviorism

Readings to be discussed:

- Skinner, "[What is Man?](#)"

Additional required reading:

- Rand, *Atlas Shrugged*, II.5.

Preparation questions:

- What character(s) in *Atlas Shrugged* represents views of man similar to Skinner's?
-

Thursday, 3/1

Class 16 *Atlas Shrugged* on the relation between mind and body

Readings to be discussed:

- Rand, *Atlas Shrugged*:
 - II.1, pp. 367-378.
 - II.4, pp. 486-493.
 - II.6, pp. 560-566.

Additional required reading:

- Rand, *Atlas Shrugged*, II.6.

Preparation questions:

- What has Rearden learned between I.8 and II.6, and how has he changed as a result?
-

Friday, 3/2 - Sunday, 3/11

Spring Break

Sunday, 3/11

[First paper](#) due by 5:00pm.

Tuesday, 3/13

Class 17: Chernyshevsky's view of motivation and morality

Readings to be discussed:

- Chernyshevsky, [excerpt from "The Anthropological Principle in Philosophy."](#)

Additional required reading:

- Rand, *Atlas Shrugged*, II.7-10.

Preparation questions:

- In what ways is Chernyshevsky's philosophy like and unlike that articulated by Francisco, Dagny, and Rearden?
 - Which of *Atlas Shrugged's* mysteries have been resolved by the end of Part II, and what unanswered questions remain?
-

Thursday, 3/15

Class 18: The Underground Man and his opposition to Chernyshevsky

Readings to be discussed:

- Dostoevsky, [Notes from Underground](#), I.

Additional required reading:

- Rand, *Atlas Shrugged*, III.1.

Preparation questions:

- Why does the Underground Man think that only stupid men are active?
 - With which points of Chernyshevsky's does the Underground Man disagree and why?
 - What does the Crystal Palace represent to the Underground Man? What is his attitude towards it and why?
-

Tuesday, 3/20

Class 19: Dagny's return from "underground"

Readings to be discussed:

- Dostoevsky, [Notes from Underground](#), I.
- Rand, *Atlas Shrugged*:
 - II.9, p. 620.
 - II.10, pp. 633-636.
 - III.2, pp. 802-807.
 - III.2, pp. 812-813.

Additional required reading:

Rand, *Atlas Shrugged*, III.2.

Preparation questions:

- Why does Dagny return from the valley? How is her return like and unlike her earlier return from Woodstock?
 - What is the "last premise" Dagny needs to check, and which authors or characters that we have encountered share it?
 - Hugh Akston and the Underground Man each single out certain people or types of people as "normal." Which type of person does each identify as normal and why?
-

Thursday, 3/22

Class 20: Taking stock

Required reading:

- Rand, *Atlas Shrugged*, III.3.

Optional reading:

- Dostoevsky, [*Notes from Underground*](#), II.1-10.

Preparation questions:

- Write up at least one question pertaining to the material we have covered thus far that you would like us to consider in class. Also include any preliminary thoughts you may have about how the question might be answered.
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Tuesday, 3/27

Class 21: The motives of the Underground Man and James Taggart

Readings to be discussed:

- Dostoevsky, [*Notes from Underground*](#) (Primarily, Part I.)
- Rand, *Atlas Shrugged*, III.4.

Preparation questions:

- What motivates Jim Taggart? How is his motivation like and unlike that of the Underground Man? What characters in *Atlas* share similar motives and which differ?
-

Thursday, 3/29

Class 22: Free will

Readings to be discussed:

- Pojman, *Who Are We?*, pp. 250-261.

Preparation questions:

- Describe one argument (from our readings) that people do have free will and one argument that we do not.
 - What significance might the question of whether we have free will have for how societies should be organized?
-

Tuesday, 4/3

Class 23: Schopenhauer's philosophical pessimism

Readings to be discussed:

- Schopenhauer, "[On the Sufferings of the World](#)"

Additional required reading:

- Rand, *Atlas Shrugged*, III.5.
- Pojman, *Who Are We?*, pp. 138-150.

Preparation questions:

- What philosophies or religions share Schopenhauer's view that pleasure is simply the absence of (or release from) pain, and more generally, that what is good is simply the absence of what is bad.
 - What does Schopenhauer think the relation between suffering and morality is? In what ways do he and Rearden differ on this issue?
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Thursday, 4/5

Class 24: Kant's Philosophy.

Readings to be discussed:

- Pojman, *Who Are We?*, pp. 124-137.

Preparation questions:

- What is Kant's distinction between phenomena and noumena and what does it imply about the limits of our knowledge?
 - Does Kant think we ought to believe we do have free will or that we do not, and why does he think we ought to believe it?
 - How, according to Kant, must someone be motivated in order for his action to qualify as truly moral?
-

Tuesday, 4/10

Class 25: Kant's philosophy (continued)

Readings to be discussed:

- Kant, excerpts in Stevenson, *The Study of Human Nature*, pp. 127-138.

Additional required reading:

- Rand, *Atlas Shrugged*, III.6.

Preparation questions:

- What questions do you have concerning Kant's position that you would like to discuss in class?
 - What things does Rearden realize in his meeting with the planners that causes him to join the strike?
-

Thursday, 4/12

Class 26: Galt's philosophy

Readings to be discussed:

- Rand, *Atlas Shrugged*, III.7, pp. 1009-1024.

Preparation questions:

- In what ways important to morality does Galt think that human beings are like all other living things, and in what ways does he think that human beings are unique?
 - Choose one of the seven virtues Galt discusses and think of a case in the novel where someone conspicuously demonstrated or failed to demonstrate the virtue. How does this action reflect Galt's description of the virtue as the recognition of a certain fact?
 - What does Galt say is the moral standard and what is the purpose of morality? How do these two relate?
 - Explain Galt's view of free will.
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Tuesday, 4/17

Class 27: Galt's philosophy (continued)

Readings to be discussed:

- Rand, *Atlas Shrugged*, III.7, pp. 1024-1068.

Preparation questions:

- How does Galt understand the doctrine of Original Sin, and why does he disagree with it?
 - What does Galt mean by the "morality of sacrifice," and why does he regard sacrifice as evil?
 - Explain why Galt thinks that death is the standard of value behind conventional morality (or "the morality of sacrifice").
 - Why does Galt think that the dichotomy (or split) between spirit or soul and body negates man's mind?
 - What does Galt mean by "mystics of spirit" and "mystics of muscle"? Give one example of each from the novel and one from outside the novel (ideally from our other readings).
-

Thursday, 4/19

Class 28: Summing up (Part I)

Required reading:

- Pojman, *Who Are We?*, pp. 264-277.
- Rand, *Atlas Shrugged*, III.8.

Preparation questions:

Write up at least one question pertaining to the material we have covered thus far that you would like us to consider in class. Also include any preliminary thoughts you may have about how the question might be answered.

Tuesday, 4/24

Class 29: Summing up (Part II) Required reading:

- Rand, *Atlas Shrugged*, III.9-10.

Preparation questions:

- Write up at least one question pertaining to the material we have covered thus far that you would like us to consider in class. Also include any preliminary thoughts you may have about how the question might be answered.
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Thursday, 4/26

Review session in Caldwell 105 from 12:30 to 2:00pm.

Sunday, 4/29

[Second paper](#) due by 11:55pm.

Wednesday, 5/2

Review session in Caldwell 105 from 2:00 to 4:00pm.

Thursday, 5/3

Final exam
