

**ARTS & SCIENCE 1A06: PRACTICES OF KNOWLEDGE**  
McMaster University, Term 3 (Sept-Apr 2016-17)  
Tuesdays & Fridays: 2:30pm-3:20pm, KTH B132

Instructor - Dr. Mark Busser  
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Teaching Assistants:

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*"The Answer to the Great Question... Of Life, the Universe and Everything... Is... Forty-two," said Deep Thought, with infinite majesty and calm"....*  
*..."Forty-two!" yelled Loonquawl. "Is that all you've got to show for seven and a half million years' work?"*  
*"I checked it very thoroughly," said the computer, "and that quite definitely is the answer. I think the problem, to be quite honest with you, is that you've never actually known what the question is."*

- Douglas Adams' *The Hitchhikers Guide to the Galaxy*

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Intended Learning Outcomes:

At completion of this course students will be ready to:

- Identify and creatively draw upon multiple forms and sources of knowledge across the range of human experience;
- Supplement sharp analytic and critical skills with other forms of wisdom including emotional, social, introspective and aesthetic;
- Discuss the significance of formats, media, and organizational systems to the development of knowledge;
- Use knowledge systems wisely, conscious of each system's strengths and limitations, and contextualise that knowledge within historical and social settings;
- Generate and communicate ideas effectively across a range of idioms; and
- Ask good questions.

## Course Goals:

The goal of this course is to help students become “intellectual omnivores” -- individuals who can recognize and digest knowledge from a multitude of sources and in a range of forms. Recognizing the diversity of knowledge practices employed over human history helps students develop interpretational skills, which in turn closes the gap between ancient thinking and our own, and opens up a world of traditional or non-Western knowledge. To that end, we will be reading major works in philosophy and literature as well as examining developments in how humans cultivate, organize and transmit knowledge. The course begins with the rise of symbolic thinking among early humans and continues until the arrival of modernity with its characteristic habits of thought.

In the first term, we kick off the term with an intellectual puzzle -- Plato’s seemingly petty decision to crown the Greek poets with laurels and march them outside the city gates. With this philosophic oddity in mind, we go on to examine the rise of the modern mind, and consider how the development of externalized memory and symbolic thinking triggered a change in how we engage with the world. We then go on to consider how issues such as representation, conflict and love, story-telling, wisdom and philosophy help shape our understanding.

We begin our second term with Plato’s most famous student, Aristotle, and consider how his work builds on structured habits of thought, including logic and analysis. The readings then examine familiar concerns such as nature, law and strategic thinking, finally arriving at a level of introspection that is associated with modern individualism. Evolving ways of thinking about time, space and information are given specific consideration, and the course concludes with a selection of modern readings that combine aesthetic and emotive themes with analytic and scientific thinking in surprising ways.

### **Course Texts**

- The majority of your course readings are available as links to online sources, or “PDF” files in the Avenue to Learn site for this course. Please remember that Avenue can sometimes be down, so access the readings well in advance.
- Remaining readings are from the following texts, which have been ordered into the bookstore (see reading list for full bibliographic details).
  - *The Epic of Gilgamesh*
  - Aristophanes, *The Clouds*
  - Sappho, *Stung with Love*
  - Plato, *The Phaedrus*
  - Marcus Aurelius, *The Meditations*
  - Thich Nhat Hahn, *The Heart of Understanding*

Please note that many of the above texts are available free online from the Guttenberg Project (<http://www.gutenberg.org/>) or other reputable databases. There are two things to keep in mind concerning the online/Gutenberg option. First, they are generally older versions, and better translations have appeared since. Second, they are sometimes unpaginated, making citations and your own review work more challenging. You can decide which better suits your needs, but research papers require full page citations so keep that in mind. You may also find some of them read aloud at librivox, <http://www.librivox.org>.

### **Background Reading & Sources (Optional)**

- Stanford Encyclopedia of Philosophy, available online at <http://plato.stanford.edu/> (a thoroughly-researched and well-written resource).
- Peter von Sivers, Charles A. Desnoyers & Goerge B. Stow (2012) *Patterns of World History* Volume 1. Oxford: Oxford University Press (a culturally comprehensive overview of world history).
- Strunk and White’s *The Elements of Style* (a classic on how to streamline your writing and avoid glaring errors, a key to elegance and accomplished writing).
- Booth, Colomb & William’s *The Craft of Research* (helpful in terms of building and communicating a sound argument, and research design).

## Assignments

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### TERM 1 (50% Total)

All written assignments are to be submitted digitally and are **due at 12:01 a.m. on the date listed** (i.e. just after midnight when Monday has changed to Tuesday). Files should be submitted via the Assignments section of Avenue to Learn. See late policies and policies on Academic Integrity below.

**#1 Media Detox Assignment (5%):** Spend twenty-four hours without using ANY written, or digital communications then, guided by a series of supplied questions, write a 2-3pp (double-spaced) reflection on the experience and any insights that resulted. Due by: **Sept. 20<sup>th</sup>**, 2016.

**#2 Tutorial exercises (5% total):** These activities are designed to improve relevant learning skills with the support of your TA. In addition:

- 1) Memorization Exercise (2.5%): Memorize and recite, error-free and with engaging delivery ten lines or more of a poem or speech from a pre-approved selection (2.5% of grade). Due: By arrangement with your TA, but no later than **Oct 6**, 2016.
- 2) Conversation Exercise (2.5%): Meet individually with your TA at least once during the term, and hold a 10-15 minute conversation where YOU pose the questions about readings or assignments in the course (2.5% of grade). The goal is to ask questions that genuinely puzzle you, or where you need clarification, not to try to outsmart your TA. Due: By arrangement with your TA, but no later than **Oct 6**, 2016.

**#3 Midterm Test (15%):** Short answer format. Please note that there will be 50 minutes of class time allowed for the test, beginning precisely on the half hour and ending at twenty after the hour. Students are advised to arrive on time, and students will not be excused until the time is up. In-class **Nov 1**, 2016.

**#4 Tutorial Attendance and Active Course Engagement (5%):** Attend tutorials consistently and engage productively with peers both in class settings and online. Attending lectures consistently and engaging in class discussion are also expected components of this course.

**#6 December Exam (20%):** Essay-question format. To be scheduled during exam period.

## Assignments

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### TERM 2 (50% Total)

**#7 Research Design (5%):** Develop a research design for your paper based on a set of assigned questions. Due by: **February 7th, 2017.**

**#8 Major paper (20%):** Write a 6-8pp (double-spaced) argument-based research paper focused on some relevant theme or issue drawn from the course topics, and referencing at least two course readings. Due by: **March 14th, 2017.** You also have the option of supplementing your paper with up to 2pp extra material that you think helps shed light on your project, but which takes a different form than a traditional research argument (i.e., artwork, a poem, story, satire, etc.). If the supplementary material is not of your own creation, appropriate citations should be provided.

**#9 Tutorial Attendance and Active Course Engagement (5%):** See above.

**#10 Final exam (20%):** Essay-question format. To be scheduled during exam period.

### OTHER ACTIVITIES

**Idea File:** You are encouraged to keep a journal or “idea file” to collect ideas from this course, your first year experiences, thoughts on contemporary affairs, random insights, potential research ideas, etc. This is a practice followed by many great thinkers and innovators, and it’s an essential habit to develop, because “idea files” are a great place to turn to when developing paper topics. But here’s another reason to do it: Personal journals and reflections have proven invaluable as forms of history, yet fewer and fewer people keep them, meaning we are at risk of becoming one of the least documented civilizations ever. By committing your thoughts to paper or some other medium, you may become one of the few voices by which future generations learn about our era. How’s that for incentive? This will not be collected or graded but is nonetheless encouraged.

**Online Tutorial Discussions:** Each week students are invited to post a brief comment on a special section of Avenue to Learn’s discussion groups. It’s especially helpful if the post is a summary or reflection on the week’s readings and lectures, or includes key ideas, rich associations (like movies, pop culture, etc.). When students post on a topic they generally develop a better feel for the material, and better memory of that subject area. Done consistently, this can provide an incredible resource for midterms and exams, *and* it helps your instructor and TA’s get a feel for how material is being received, so we can better help you when tests come around. This is considered part of your tutorial participation.

## Evaluation and Expectations

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### ***Evaluation***

Participatory experiences, including the Media Detox, Memorization Exercise, Conversation Exercise and Tutorials should:

- Reflect an open, engaged, and attentive mind.
- Demonstrate resourcefulness in self-expression, as well as a willingness to listen or observe.
- Reflect a readiness to engage in creative and collaborative problem-solving as required.
- Reflect a willingness to share one's own insights and learning process, however tentative.

Written assignments, including the Midterm and Exams should:

- Be legible and intelligible.
- Demonstrate engagement with, and mastery of the concepts covered in the course.
- Make rich connections between different issues raised in the course, and apply that learning to relevant problems including everyday experience
- Where appropriate, pose good questions.

The Major Paper should:

- Demonstrate an accomplished writing style, including grammar competency, clear organization and structure, and correct word-usage.
- Show that a student grasps the conceptual issues raised in the course, and that an effort is being made to address these issues constructively.
- Pose a good question and demonstrate knowledge of the material covered by the course.
- Reflect original thought and careful, thorough research and idea development.
- **Be properly documented** (Including a reference list) using a single, consistent well-recognized citation style. I strongly recommend the MLA in-text style as the best for an interdisciplinary approach. If you use any other citation system (i.e. APA) you must correctly indicate which one you are using at the end of the paper. I recommend against using software or online programs to auto-fill your citations; these programs are not designed for serious academic work and are very often wrong. **Note:** All direct quotations and all references to specific or characteristic ideas from a thinker or source must be supported with a page citation.
- Papers should be double-spaced, letter-size paper, using a 12-point Times New Roman font, with standard margins, including page numbers, and with the first page indicating the course title, instructor and TA, due date of assignment, student name and student number. (If in doubt, ask your TA).
- Any supplementary materials should be clearly identified, and do not need to follow the standard format, beyond full citations.

### ***Expectations***

- Students are expected to attend scheduled classes, and to arrive prepared to discuss the week's readings. An environment of mutual respect among students is to be maintained. Repeated absences will be noted and reflected in the grade.
- Students are expected to complete the assignments on schedule, except in cases of illness or immediate personal emergency (see MSAF requirements). Please note that coinciding assignments in other courses are not grounds for an extension, so prepare accordingly.
- Students are expected to provide legible copies of the assignments. Submission by e-mail is not acceptable unless specifically requested by the instructor or TA.
- Grade appeals can be made no sooner than 24 hours after the work is returned. Assignments returned for grade appeals must be accompanied by a one-page statement setting out the grounds for re-evaluation. If sufficient grounds exist, an assignment will be re-evaluated. Please note, that re-evaluation may also result in a grade being lowered.

### **E-mail guidelines**

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- Questions regarding the course should be sent to me via email with the course code 1A06 or the course acronym POK in the subject line. I will be checking this e-mail regularly, although you should always allow at least one working day for a response.
- If you have a question, and are thinking of e-mailing myself or the TAs, please take the following steps:
  1. First, check the syllabus and reading list – is the answer there?
  2. If the answer is not clear from the syllabus or website, ask yourself whether this question can wait until your next tutorial or class meeting, so everyone can benefit from the answer.
  3. If it just can't wait or is not something of general interest, then feel free to e-mail your TA or the instructor.
  4. If I feel your question could also help other students, I may post the question (withholding your name) on the discussion portion of the Avenue website.
  5. Please note that only email sent from a McMaster email address will receive a response.

### ***Avenue to Learn***

In this course we will be using Avenue to Learn, an online learning management system. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## University-Required Notices

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### ***McMaster Policy on Academic Integrity***

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at: <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

### ***McMaster Student Absence Form (MSAF)***

In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://arts.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office as appropriate.

### ***Email Contact and Student Responsibility Statement***

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check **their McMaster email** and course websites weekly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

### ***Academic Accommodation of Students with Disabilities***

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

## Instructor-Specific Policies

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### ***Note on Source Integration (Paraphrasing, Citation and Quotation)***

Using research sources in a sophisticated way is crucial to success in any upper-level course. To show academic integrity you must include citations in your work giving credit to your sources for any borrowed information, ideas or insights. In addition, please note that any time you use an author's wording or sentence structure, you must put the borrowed phrasing in quotation marks. You may use ellipses and/or square brackets to indicate any wording tweaks, deletions, or other editorial changes you make. When fully paraphrasing without quotation, be sure to compose your sentences from scratch. Several advanced strategies can let you quote and paraphrase in any combination you like. For example, you may (and should) choose to include part of a sentence in quotes while paraphrasing the rest from scratch. Please read this paragraph as many times as you need to (or perhaps tattoo it on your hand).

### ***Originality Checking***

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to: [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

### ***Digital Submissions***

The written assignments in this course will be submitted via the digital Drop-Box function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word, WordPerfect, PostScript, Adobe Acrobat (.pdf), or Rich Text (.rtf) files. If your word processing program uses a file type not listed here, please contact the instructor to check compatibility. *Note: Pages (.pages) files are not compatible with Avenue to Learn.*

### ***Late Policy***

When work is submitted late outside of the MSAF process (explained above), a standard late penalty of 3% per day (including weekends) will apply in all situations except in case of serious documented illness or bereavement, in which case you will be asked to see Shelley or Rebecca in the Arts & Science Program Office as appropriate (again, see MSAF policy, above).

**Please note that to ensure timely turnaround, late-submitted papers will be assessed fairly, with an explanation indicated using the essay rubric. However, fewer or no on-text annotations and minimal written feedback are guaranteed. For this reason, on-time submission is strongly recommended.**

**ARTS & SCIENCE 1A06: PRACTICES OF KNOWLEDGE**  
**Reading List 2016/17**

**Sept 6:** Introduction, course design and expectations.

**Sept 9:** How to succeed at POK.

**“THE OLD QUARREL” (26x2)**

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**Sept 13:** Plato (1991) Book X. In *The Republic of Plato*. (A. Bloom, Trans.). New York: Basic Books. Pp. 277-303.

**Sept 16:** Plato (1991) Book X. In *The Republic of Plato*. (A. Bloom, Trans.). New York: Basic Books. Pp. 277-303.

- **DETOX ASSIGNMENT DUE by 12:01 a.m. on September 20th**

**THE RISE OF SYMBOLIC THINKING (38)**

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**Sept 20:** Merlin Donald (1993). Précis of *Origins of the modern mind*: Three stages in the evolution of culture and cognition. *Behavioral and Brain Sciences* 16, 737-48.

**Sept 23:** Harold Innis (1995). The Bias of Communication. In *The Bias of Communication*. Toronto: University of Toronto Press. Pp. 33-60.

**ICON/SYMBOL/SIGN (30)**

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**Sept 27:** J. David Lewis-Williams and Thomas A. Dowson (1990, Jun.). Through the Veil: San Rock Paintings and the Rock Face. *The South African Archaeological Bulletin* 45(151), 5-16.

- Also please consult the San Rock Art of South Africa image gallery available online through The Bradshaw Foundation at:  
[http://www.bradshawfoundation.com/south\\_africa/south\\_africa\\_gallery.php](http://www.bradshawfoundation.com/south_africa/south_africa_gallery.php).

**Sept 30:** Sven Ouzman (2001). Seeing is deceiving: rock art and the non-visual. *World Archaeology* 33 (2): 237-56.

**AGONISM (100)**

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**Oct 4:** *The Epic of Gilgamesh* (2003) A. George (Trans.) New York, Penguin Books. Pp. 1-54.

**Oct 7:** *The Epic of Gilgamesh* (2003) A. George (Trans.) New York, Penguin Books. Pp. 54-100.

FALL BREAK (October 10 <sup>th</sup> – 15 <sup>th</sup> )
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## **RITUAL (29)**

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**Oct 18:** Penelope Wilson (2003) 'I Know You, I Know Your Names' Coffin Texts, Spell 407. *Sacred Signs*. Oxford: Oxford University Press. Pp. 68-83.

**Oct 21:** (1997) The Dialogue of Man and his Soul. In *The Tale of Sinuhe and Other Ancient Egyptian Poems 1940-1640*, R.B. Parkinson (Trans.). Oxford: Clarendon Press. Pp. 151-65.

## **MASK (115)**

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**Oct 25:** Aristophanes (2012) *The Clouds*. J. Cloughton and J. Affleck (Trans.) Cambridge: Cambridge University Press. Pp. 1-67.

**Oct 28:** Aristophanes (2012) *The Clouds*. J. Cloughton and J. Affleck (Trans.) Cambridge: Cambridge University Press. Pp. 68- 115.

## **MIDTERM & MEME (13)**

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### **Nov 1: MIDTERM TEST**

**Nov 4:** Walter Benjamin (1968) The Task of the Translator. In *Illuminations*, H. Arendt (Ed.) New York: Schocken Books. Pp. 69-82.

## **STORY (74)**

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**Nov 8:** David Unaipon (2001) The Mischevious Crow and the Good he Did. In *Legendary Tales of the Australian Aborigines*, S. Muecke and A. Shoemaker (Eds.). Melbourne: Melbourne University Press. Pp. 85-119.

**Nov 11:** Horodotus (1954) *The Histories*, A. de Sélincourt (Trans.) New York: Penguin Books. Pp. 1-39.

## **POETRY (88)**

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**Nov 15:** Sappho (2009). *Stung with Love*, A. Poochigan (Trans.). New York: Penguin. Pp. 1-54.

**Nov 18:** Sappho (2009). *Stung with Love*, A. Poochigan (Trans.). New York: Penguin. Pp. 55-88.

## **WISDOM (40)**

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**Nov 22:** Selections from H. Odera Oruka (1990), *Sage Philosophy*. New York: E.J. Brill. Pp. 117-27, 135-48, 158-62.

**Nov 25:** Selections from Confucius, *The Analects*, A. Charles Muller (Trans.). Chapters 1, 4, 5, 7, 15 & 17. <http://www.acmuller.net/con-dao/analects.html>.

## **PHILOSOPHY (103)**

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**Nov 29:** Plato (1973), Phaedrus. In *Phaedrus and Letters VII and VIII*. New York: Penguin Books. Pp. 21-66.

**Dec 2:** Plato (1973), Phaedrus. In *Phaedrus and Letters VII and VIII*. New York: Penguin Books. Pp. 66-103.

## **END OF TERM REVIEW**

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**Dec 6:** Summary lecture & exam review.

<b>TERM 2</b>
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## **ANALYSIS (38)**

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**Jan 6:** Aristotle (2000) Book IIIV and Book IX. In *Nicomachean Ethics*. Cambridge: Cambridge University Press. Pp. 143-63 and 164-82.

## **NATURE (31)**

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**Jan 10:** Selections from Lucretius (2001). Book III. *On The Nature of Things*. M. F. Smith (Trans.) Indianapolis, IN: Hackett Publishing Company. Pp. 76-98.

**Jan 13:** Epicurus (1926) Letter to Meneceus & Principal Doctrines. In *Epicurus: The Extant Remains*. C. Bailey (Trans.) Oxford: Clarendon Press. Pp. 83-93, 95-105.

- **CLOSE ANALYSIS DUE**

## **ORDER (45)**

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**Jan 17:** Marcus Aurelius Books 2, 3 & 4 *Meditations* M. Hammond (Trans.). New York: Penguin Books. Pp. 10-34.

**Jan 20:** Marcus Aurelius Books 8, 10 *Meditations* M. Hammond (Trans.). New York: Penguin Books. Pp. 71-82, 94-104.

## **CONSPIRACY (46)**

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**Jan 24:** Richard Hofstadter (1964), The Paranoid Style in American Politics. Harper's, November 1964. Pp 77-86.

<http://harpers.org/archive/1964/11/the-paranoid-style-in-american-politics/?single=1>

**Jan 27:** Harry Frankfurt (1986), "On Bullshit." *Raritan Quarterly Review* 6, no. 2 (Fall).

## **MID-TERM REVIEW & RESEARCH/WRITING (16)**

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**Jan 31:** Midterm review lecture & paper discussion

**Feb 3:** Dorothea Brande (1934). *The Advantages of Duplicity*. In *Becoming a Writer*. New York: Putnam Books. Pp. 45-61.

- **RESEARCH DESIGN DUE by FEB 7<sup>th</sup> at 12:01 am via Avenue to Learn**

## **STRATEGY (65)**

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**Feb 7:** Sun Tzu [1910]. *The Art of War*. T.L. Giles (Trans.).  
<http://www.gutenberg.org/ebooks/17405>. Pp., 1-34.

**Feb 10:** Sun Tzu [1910]. *The Art of War*. T.L. Giles (Trans.).  
<http://www.gutenberg.org/ebooks/17405>. Pp. 34-65.

## **INTROSPECTION (44)**

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**Feb 14:** Selections from Saint Augustine (1997). *The Confessions*. New York: Vintage Books. Pp. 30-6, 58-74.

**Feb 17:** Selections from Saint Augustine (1997). *The Confessions*. New York: Vintage Books. Pp. 252-72, 301-3.

## ***Mid-Term Recess (February 20<sup>th</sup> – 26<sup>th</sup>)***

## **ORIENTATION (49)**

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**Feb 28:** Denis Cosgrove (2001). *Christian Globe*. In *Apollo's Eye*. Baltimore, MD: The Johns Hopkins University Press. Pp. 54-78.

**Mar 3:** Gerhard Dohrn-van Rossum (1996). *The Medieval Hours*. In *History of the Hour* T. Dunlap (Trans.). Chicago: The University of Chicago Press. Pp. 19-44.

## **INFORMATION (47)**

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**Mar 7:** Tom McArthur (1986). *The Ancient World*. In *Worlds of Reference*. Cambridge: Cambridge University Press. Pp. 19-46.

**Mar 10:** Walter Ong (1982). *Print, Space and Closure*. In *Orality & Literacy*. New York: Routledge. Pp. 115-35.

- **MAJOR PAPER DUE by March 14<sup>th</sup> at 12:01 am via Avenue to Learn**

## **SCIENCE (35)**

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**Mar 14:** Thomas Kuhn (1996). The Nature and Necessity of Scientific Revolutions. In *The Structure of Scientific Revolutions*. Chicago: The University of Chicago Press. Pp. 92-110.

**Mar 17:** Selections from Nicholas Rescher (1999). *The Limits of Science*. Pittsburg, PA: University of Pittsburgh Press. Pp. 46-54, 241-50.

## **NOTHINGNESS (54)**

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**Mar 21:** Thich Nhat Hahn (1988). *The Heart of Understanding: Reflections on the Prañaparamita Heart Sutra*. Berkeley, CA: Parallax Press. Pp. 1-29.

**Mar 24:** Thich Nhat Hahn (1988). *The Heart of Understanding: Reflections on the Prañaparamita Heart Sutra*. Berkeley, CA: Parallax Press. Pp. 31-54.

## **CITIZEN-SCIENTIST**

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**Mar 28:** John Muir (1894) The Glacier Meadows. In *The Mountains of California*. New York: The New Century Co.  
([http://vault.sierraclub.org/john\\_muir\\_exhibit/writings/the\\_mountains\\_of\\_california/chapter\\_7.aspx](http://vault.sierraclub.org/john_muir_exhibit/writings/the_mountains_of_california/chapter_7.aspx))

**Mar 31:** Course conclusion.

## **GRAND FINALE**

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**Apr 4:** Exam Review.