Person and Social Responsibility II (PULSE)

TH089-03: MWF 9-9:50 Carney 104; Discussion M 11 Carney 307 or M 12 Carney 007
TH089-04: MWF 10-10:50 Carney 104; Discussion F 11 or F 12 Carney 307

Instructor: Professor Meghan T. Sweeney, Ph.D.
Office Location: 21 Campanella Way, 340J (3rd floor)
Email: meghan.sweeney@bc.edu
Phone: 617/552-3768 (from campus 2-3768)
Drop-In Office Hours:
  Monday 4:30-6:00pm*; Wednesday 4:30-6:00pm**, Friday 2-3pm, and by appointment
* (On Monday March 12 and April 2, I will not have office hours)
** (On Wednesday February 1, March 21, and April 18, Office Hours will be from 6:30-7:30pm)

COURSE DESCRIPTION AND OBJECTIVE
This is the second semester of a two-semester, twelve-credit course (six credits per semester) that fulfills all core requirements in Philosophy and Theology. The content and materials of the course include classical and contemporary philosophical and theological texts consistent with introductory courses in Philosophy and Theology.

To these conventional pedagogical strategies, courses in the PULSE Program add the requirement of significant commitment to community service throughout the two semesters. Classroom and fieldwork placement are intended to complement each other in leading students to reflect upon the meaning of their lives and the society in which they live and to which, as human persons, they have responsibility. In your field placements you will encounter people, places, and situations that will cause you to question many assumptions which, heretofore, you may have taken for granted. The course readings focus on the writings of women and men who have been challenged by similar problems and questions and whose insights can assist us in grappling with our questions and concerns regarding the meaning of life, the nature of human happiness, and the relation between the individual and society. Thus, the course seeks to foster a critical relation between reflection and action in order to bridge any gaps between beliefs and social praxis. You will learn about philosophy and theology. And you will also do philosophy and theology.

This is a college course being taught at a private, United States university rooted in the Roman Catholic, Jesuit religious tradition, and which continues to self-identify with the Jesuit order and the Roman Catholic Church. This is a course in critically and creatively engaged thinking and practice, and it is intended neither to enforce nor to disparage any particular version of Roman Catholic or other religious “orthodoxy.” Because of its Roman Catholic, Jesuit context, while the course draws heavily (although not exclusively) from Roman Catholic, Protestant, Anglican, and Orthodox Christian sources, while encouraging you to ask and engage questions and experiences of “ultimacy,” it presupposes nothing about your own religious beliefs or experiences (if any). It presumes only that you are committed to engaging in a deeper understanding (and the multiple ways in which understanding is enabled) of the “big questions” and of the relationships between reflection and action, and beliefs and social practices, and the impact of these on your own life and larger society.

CLASS SESSION PROCEDURES
Much of what we learn and how we understand particular issues and questions will come about through thoughtful and careful discussion in class. To that end, class size is limited and you must come to class, having read and analyzed the texts closely, prepared to engage in critical reflection and conversation.

CLASS DYNAMICS
Through respectful, attentive, mature, and intentional engagement with each other, a learning environment that is welcoming of all members of our classroom community can be achieved, inclusive of diversities of sex, gender, gender
identity, sexual orientation, race, economic status, ability, religious background and identification, and other defined ways that we humans create and then often use to separate ourselves from and devalue each other. To advance learning, we have the responsibility to listen to each other. We also have the responsibility to take risks. With each person and what s/he says, we must treat each other as a human being. Not only because s/he is human and worthy of dignity and respect, but also because of who we are and want to be, both as individuals and as communities.

**REQUIRED TEXTS**
The following written texts are required for this course and are available for purchase in the BC Bookstore:
- James Cone, *The Cross and the Lynching Tree* (Orbis 2011)
- Fyodor Dostoevsky, “The Grand Inquisitor” from *The Brothers Karamazov* (Hackett 1993)
- Elizabeth Johnson, *Quest for the Living God* (Continuum 2011)
- Desmond Tutu, *God Has A Dream* (Image 2005)

Other required texts for the course are available through our course’s Blackboard Vista site (and are noted as “BV”). I will add shorter texts as the semester progresses.

Always come to class with a hardcopy of the reading. All course texts are available either in the bookstore, on BV, on reserve in O’Neill library, or through websites like amazon.com. Books also can be secured through Interlibrary Loan.

**COURSE REQUIREMENTS**

**Classroom Requirements**

Writing Requirements:
- Short Papers: 2 at 10% each = 20%
- Process Notes: 3 at 3% each = 9%
- ISAP: Institutional and Social Analysis Project: 1 @12% each = 12%
- Journals: 3 at 3% each = 9%
- Co-curricular Event: 1 at 3% = 3%
- Art Project: 1 at 3% each = 3%

Class and Discussion
- Pod Discussion Preparation and Facilitation: 1 at 3% each = 3%

Quizzes/Exams
- Exam 1 at 15% each = 15%
- Exam 2 at 26% each = 26%

**GRADING**
The placement is worth 35% of your course grade, the classroom worth 65%. At semester’s end your classroom grade will be recalculated on a 65% scale and your placement grade calculated on a 35% scale. The totals will be added to determine your final letter grade. **The PULSE program stipulates strictly that if you fail either portion of the course, you fail the entire course.**

**Final Letter Grades for the Classroom Will Be Determined by the Following Numeric Range**

| 94-100 = A     | 74-76 = C     |
| 90-93 = A-     | 70-73 = C-    |
| 87-89 = B+     | 67-69 = D+    |
| 84-86 = B      | 64-66 = D     |
| 80-83 = B-     | 60-63 = D-    |
| 77-79 = C+     | 0-59 = F      |
Final Letter Grades for the Placement Will Be Determined by the Following GPA Values:

\[
\begin{align*}
A & = 4.00 & C & = 2.00 \\
A- & = 3.67 & C- & = 1.67 \\
B+ & = 3.33 & D+ & = 1.33 \\
B & = 3.00 & D & = 1.00 \\
B- & = 2.67 & D- & = 0.67 \\
C+ & = 2.33 & F & = 0.00
\end{align*}
\]

Final Course Grades (Classroom + Placement) Will Be Determined by the Following GPA Values:

\[
\begin{align*}
A & = 3.8845 \text{ or higher} & C & = 2.00 \text{ – 2.32} \\
A- & = 3.67 \text{ – 3.8844} & C- & = 1.67 \text{ – 1.99} \\
B+ & = 3.33 \text{ – 3.66} & D+ & = 1.33 \text{ – 1.66} \\
B & = 3.00 \text{ – 3.32} & D & = 1.00 \text{ – 1.32} \\
B- & = 2.67 \text{ – 2.99} & D- & = 0.67 \text{ – 0.99} \\
C+ & = 2.33 \text{ – 2.66} & F & = 0.66 \text{ or below}
\end{align*}
\]

So, an example:

- Student earns an 88 in classroom = B+ = 3.33 x .65 = 2.1465
- Student earns an A from the placement = 4.00 x .35 = 1.4
- Total grade = 3.5465, which cannot be rounded up and so = B+ Final Grade

**Late Material and Missed Tests**

1) Each assignment must be submitted in hardcopy by the beginning of class. If not, it will be treated as if a day late.
2) For every day that you submit an assignment late, your grade will drop 1/3 of a grade (e.g., if a paper is due on Monday and is submitted on Wednesday, an ‘A’ grade for that paper becomes a ‘B+’).
3) For Process Notes, journal questions, and co-curricular events, in addition to penalization for lateness, I WILL NOT accept them if they are not submitted by the next class period following when they are due.

*If something extraordinary happens to you and you absolutely must miss class, and thus either miss an exam and/or submit a written assignment late, and such an event can be documented by your class dean, then there is room to negotiate make-up exams and revised assignment deadlines.

**If you know that you must miss class on a day that an assignment is due or an exam is given, it is your responsibility to submit your work ahead of time or reschedule your exam for prior to when the class takes it.

**Attendance**

I keep attendance, and missed sessions will result in final classroom grade penalization. Each student may miss, without penalty, 3 regular class sessions and 1 discussion session during the semester. However, after these absences are used, the following penalties occur:

For every additional lecture you miss, your final classroom grade will drop 1.67 points.

For every discussion you miss, your final classroom grade will drop 3.33 points.

Additionally, lateness to or early departure from either a regular class or discussion session will be treated as half of an absence. If you do miss class or discussion, please ask one of your classmates for notes.

During the semester, your PULSE council member will schedule a meeting for all PULSE students who also work at your placement. If you cannot attend, you will have the option to make an alternative plan with your council member. If you neither attend the meeting nor make an alternative plan, your absence from the meeting will count as a discussion absence.
Your Pod will be responsible for facilitating one discussion this semester. You may not miss this discussion except for the most extraordinary reason that is documentable and excusable by your class dean. If you do miss this discussion without excusable cause, you will receive 0 points for Discussion Preparation and Facilitation.

*As with my policy concerning late material and missed tests, if something extraordinary happens to you that causes you to miss or be late for class and such an event can be vouched for by your class dean, then an extra-credit option will be made available to you to make-up for your points lost due to your absences.

**Cell Phones and Text Messaging**
The use of cell phones, including text messaging, is prohibited in class and discussion. Please turn-off all phones. If you use a phone, on the first incident you will receive a warning, and on the second incident I will ask you to leave and you will be charged with an absence. All subsequent incidents will also result in charged absences.

**Laptops**
If you use a laptop in class to take notes, you must sit in the front row. Laptops may only be used for note taking. If you use your laptop for reasons other than note taking, on the first incident you will receive a warning, and on the second incident I will ask you to leave and you will be charged with an absence. All subsequent incidents will also result in charged absences.

**Special Needs**
If you have a registered disability that requires accommodation, it is your responsibility to meet with me at the beginning of the semester in order to give to me the appropriate documentation issued by Boston College. If you have a disability (or think that you may have a disability) that you have not yet registered with Boston College, please contact Kathy Duggan at The Connors Family Learning Center (617/552-8093; dugganka@bc.edu; 2nd floor of O’Neill Library).

**Syllabus Changes**
At certain points in the semester I may need to alter the class calendar. If such alterations happen, I will email you about the changes. It is your responsibility to take note of the changes and prepare readings and assignments accordingly.

**Syllabus Signature Page**
Since you craft and sign a Learning Work Agreement with your placement supervisor, it seems fitting that you do the same for the classroom component of the course. Therefore, as one of your first assignments for the course, you must read the syllabus and submit the signature page (which is found on the last page of the syllabus). Do not sign the signature page without actually having read through the syllabus. If you have questions about the syllabus and what it expects, ask me.

**Boston College and Academic Integrity**
*Every* aspect of this course (including your placement) is governed by BC’s statement on academic integrity. You will be held accountable for the standards it establishes. If you have any questions or doubts about what it means and what it requires of you, please ask me. The full statement: http://www.bc.edu/offices/stserv/academic/resources/policy.html

**Description of Classroom Requirements**
Note: All material (excepting an Art Project poem or another written expression that intentionally plays with the English language) will be assessed for typos, spelling, grammar, strength of writing, depth of engagement, execution of ideas, etc. Up to four errors of grammar and spelling will be excused. A fifth error will result in the return of your paper for editing, and the appropriate late penalty will be assessed upon resubmission of your paper. Please utilize the writing resources and help of the Connors Family Learning Center.

**Short Papers**
Each short paper will ask you to write about a particular theological and/or philosophical topic, a topic that will be posted to BV two weeks before the due date. In order to satisfy this requirement, you need to reflect on a particular theological
and/or philosophical issue. Allow the intersection and integration of the texts that we read and your placement learning to inform, deepen, and perhaps challenge your understanding of a particular theological or philosophical issue. Please complete and submit the Paper Composition Checklist (available on BV) to these papers when submitting them. These are fundamentally academic papers that ask you to incorporate your learning; these are not journals. Thus, you must construct an argument (the thesis of which you are to state, in bold, at the top of each paper), engage the course texts, include quotes, and use proper academic citation.

**Requirement:** 1000 words, double-spaced, incorporating the above guidelines. In addition, these papers are subject to the Writing Guidelines (available on BV) that provide the general grading criteria.

**Grading Method:** You will receive a letter grade that will be assigned a numeric value at the midpoint of the standard grade range (for example, if you earn a “B,” then the value will be assessed at 85). Your score then will be multiplied by the percentage value of the paper in relation to its overall value of the course, and then divided by 100. For example, if you earn a B on a short paper, which is worth 10% of the classroom grade, then the equation would be as follows: $B = \frac{85 \times 10}{100} = 8.5$. If you fail the paper, you will receive no points for the assignment.

**Process Notes**
You will be engaged in an intellectually and emotionally intensive site placement. Process Notes are required for this course because it is important to systematically and consistently reflect on what you’re experiencing and learning in these placements (the Process Notes questions are available on BV). Remember, a Process Note is not a “checklist” but rather an invitation to critically reflect; the expectation is that you will spend significant time writing these.

**Requirement:** Following the instructions given on the Process Notes prompt, answer each question thoughtfully. Do not dismiss a question if an answer is not immediate. Instead, think about it. If you find that you are unable to answer a question, reflect on why you might not be able to respond.

**Grading Method:** Grading will be on a $\sqrt{-}, \sqrt{\cdot}, \sqrt{+}$ scale. $\sqrt{-} = 1\%$, $\sqrt{\cdot} = 2\%$, $\sqrt{+} = 3\%$.

**ISAP: Institutional and Social Analysis Project**
The ISAP’s description, requirements, grading criteria, and grading method are in the ISAP overview that will be distributed and discussed in class and made available on BV.

**Journal Questions**
Journal questions aim to provide a way to connect and integrate what you’re learning in the placement and in the classroom with your own intellectual, emotional, ethical, and spiritual development. They are intended to be opportunities for creative critical reflection. Journal questions will be posted to BV one week before the due date.

**Requirement:** Following the instructions given on the journal prompt, answer each question thoughtfully.

**Grading Method:** Grading will be on a $\sqrt{-}, \sqrt{\cdot}, \sqrt{+}$ scale. $\sqrt{-} = 1\%$, $\sqrt{\cdot} = 2\%$, $\sqrt{+} = 3\%$.

**Co-curricular Event**
The City of Boston and Boston College provide outstanding opportunities for you to engage the questions of PULSE in various contexts. Therefore, once during the semester you are required to attend an event, and then in a write-up provide a sufficient overview of the event and then discuss the intersections between the event and your PULSE classroom and placement learning. You may not use an event that occurs at your placement as your own event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning. You may not use an event that occurs at your placement as your event of your own placement learning.

**Requirements:** 1000 word write-up that includes a summary of the event and a discussion about it that relates the event both to PULSE class texts and to your placement. You have up to one week from the date that you attend your event to submit your report. You may submit your report at any time during the semester; all reports must be submitted by the due date on the course calendar.

**Grading Method:** Grading will be on a $\sqrt{-}, \sqrt{\cdot}, \sqrt{+}$ scale. $\sqrt{-} = 1\%$, $\sqrt{\cdot} = 2\%$, $\sqrt{+} = 3\%$.

**Art Project**
The human person is multifaceted and can speak, be spoken about, and be spoken to in many ways. The art project aims to have you engage various media in order to express and address your critical thoughts and feelings in ways other than through
standard expository writing. For this assignment you must create a piece of oral, aural, visual, textual, or tactile art that engages the intersection of your classroom and placement learning in the PULSE program.

**Requirement:** Submit a piece of original art and write 500 words about this piece and why you created it for PULSE. How does this art connect with course themes and ideas?

**Grading Method:** Grading will be on a √-, √, √+ scale. √- = 1%, √ = 2%, √+ = 3%.

**POD DISCUSSION PREPARATION AND FACILITATION**

Once placements have begun and discussion groups have been assigned, you will be placed into a group (a PULSE Pod) with two or three other students in your discussion group. With your pod, you will be responsible for preparing and leading one of your weekly discussion sections. More information about this is in the ISAP description hand-out.

**Requirements:** Prepare for and lead a discussion section. At the beginning of the discussion section, please give me a hardcopy of your “lesson plan” and material that you’re using. Grading is based on preparedness as well as engaged and engaging execution of a discussion focused on the intersection of course readings and placement experiences. Creativity and ingenuity are encouraged. (If you have audiovisual equipment requests, please let me know.) I will post to BV “Guidelines for a Successful Discussion.”

**Grading Method:** Grading will be on a √-, √, √+ scale. √- = 1%, √ = 2%, √+ = 3%. The same grade will be given to each member of your PULSE pod (unless one of your pod members is absent the day of your discussion).

**EXAMS**

Each exam will test your knowledge and understanding of course texts and in-class discussions. The exams will be comprised of questions like multiple choice, fill-in-the-blank, and matching, as well as short-answer, text identifications, and essay questions. Exams will cover all texts – written, video, etc – and all material in these texts, including material that we do not discuss in class.

**Requirement:** Each exam will be cumulative and thus requires knowledge of the semester’s readings. The first exam will be in-class, and the second will be during the final exam period.

**Grading Method:** Your raw score will be multiplied by the percentage value of the exam in relation to its overall value of the course, and then divided by 100. For example, if you earn 88 out of 100 on the final exam, which is worth 25% of the classroom grade, then the equation would be as follows: 88x25/100=22.

**HEADERS ON ASSIGNMENTS**

It is extremely important when you submit written work that your header or title page accurately reflects the assignment that you are submitting. Always include your name, the particular assignment, your PULSE class section, the date that the assignment is due, and the date that you are submitting the assignment.
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<th>Class</th>
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<th>Reading</th>
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<tr>
<td>Week 1</td>
<td>1</td>
<td>1/18 (W) MLK – “The Most Durable Power” (BV)</td>
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<td>1/20 (F) MLK – “Letter from Birmingham City Jail” (BV)</td>
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<td>MLK – “Letter from Birmingham City Jail: (Statement that Prompted It)” (BV)</td>
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<td>Week 2</td>
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<td>1/23 (M) Aristotle – Excerpt on Free Will from <em>Nicomachean Ethics</em>, Book III: pp. 1-4 (BV)</td>
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<td>Week 3</td>
<td>6</td>
<td>1/30 (M) Johnson – <em>Quest for the Living God</em>: Introduction, Chapter 1</td>
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<td>7</td>
<td>2/1 (W) Johnson – <em>Quest for the Living God</em>: Chapter 2</td>
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<td>8</td>
<td>2/3 (F) Dostoevsky – <em>Grand Inquisitor</em>: pp. 1-37</td>
<td>Syllabus Signature Page</td>
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<td>Week 4</td>
<td>9</td>
<td>2/6 (M) Dostoevsky – <em>Grand Inquisitor</em>: pp. 39-68</td>
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<td>2/10 (F) Johnson – <em>Quest for the Living God</em>: Chapter 3</td>
<td>PN 1</td>
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<td>Week 5</td>
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<td>2/13 (M) Johnson – <em>Quest for the Living God</em>: Chapter 4</td>
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<td>2/15 (W) Cone – <em>The Cross and the Lynching Tree</em>: pp. xiii-29</td>
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<td>14</td>
<td>2/17 (F) Cone – <em>The Cross and the Lynching Tree</em>: pp. 30-64</td>
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<td>Week 6</td>
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<td>2/20 (M) Cone – <em>The Cross and the Lynching Tree</em>: pp. 65-92</td>
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<td>16</td>
<td>2/22 (W) Johnson – <em>Quest for the Living God</em>: Chapter 6</td>
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<td>17</td>
<td>2/24 (F) Cone – <em>The Cross and the Lynching Tree</em>: pp. 93-119</td>
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<td>Week 7</td>
<td>18</td>
<td>2/27 (M) Cone – <em>The Cross and the Lynching Tree</em>: pp. 153-166</td>
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<td>20</td>
<td>3/2 (F) Townes – <em>Womanist Ethics and the Cultural Production of Evil</em>, pp. 10-27 (BV)</td>
<td>Journal 1</td>
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<td>Week 8</td>
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<td>3/12 (M) Townes – <em>Womanist Ethics and the Cultural Production of Evil</em>, pp. 111-138 (BV)</td>
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<td>3/14 (W) Johnson – <em>Quest for the Living God</em>: Chapter 8</td>
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<td>23</td>
<td>3/16 (F) <em>The Bhagavad Gita</em>: pp. 3-32</td>
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<td>Week 9</td>
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<td>3/19 (M) <em>The Bhagavad Gita</em>: pp. 33-65</td>
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<td>26</td>
<td>3/23 (F) <strong>EXAM 1</strong></td>
<td><strong>EXAM 1</strong></td>
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<td>Week 11</td>
<td>30</td>
<td>4/2 (M) Day – <em>The Long Loneliness</em>: pp. 131-177</td>
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<td>31</td>
<td>4/4 (W) Paul Farmer, <em>Pathologies of Power</em> (TBD)</td>
<td>ISAP</td>
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<td>Week 12</td>
<td>32</td>
<td>4/11 (W) TBD</td>
<td>Art Project</td>
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<td>33</td>
<td>4/13 (F) Hollenbach, <em>The Common Good and Christian Ethics</em>: Chapter 1</td>
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<td>Week 13</td>
<td>34</td>
<td>4/18 (W) Hollenbach, <em>The Common Good and Christian Ethics</em>: Chapter 2</td>
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<td>Week 14</td>
<td>36</td>
<td>4/23 (M) Hollenbach, <em>The Common Good and Christian Ethics</em>: Chapter 5</td>
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<th>Class</th>
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<td>38</td>
<td>4/27 (F)</td>
<td>Tutu – <em>God Has a Dream</em>: pp. 1-42</td>
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<td>Week 15</td>
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<td>Tutu – <em>God Has a Dream</em>: pp. 43-98</td>
<td>Short Paper 2</td>
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<td>40</td>
<td>5/2 (W)</td>
<td>Tutu – <em>God Has a Dream</em>: pp. 99-132</td>
<td>Last Day to SUBMIT Co-Curricular</td>
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<td>Jane Addams – “The Subjective Necessity for Social Settlements” (BV)</td>
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**Exam 2**
MWF, 9 am: Thursday, May 10 at 12:30pm
MWF, 10 am: Saturday, May 12 at 12:30pm

**Discussion Dates for Spring, 2012**
9am Section -- M: 1/23, 1/30, 2/6, 2/13, 2/20, 3/12, 3/19, 3/26, 4/2, 4/23
10am Section -- F: 1/27, 2/3, 2/10, 2/17, 2/24, 3/16, 3/30, 4/13, 4/20, 4/27

HAVE A GOOD and RESTFUL SUMMER BREAK!
I have read through the syllabus for the course Person and Social Responsibility II. I agree to abide by the various structural components delineated in this syllabus that comprise the course. I recognize that it is my responsibility to know what class session readings and assignments are due for a particular day. I recognize that it is my responsibility to be prepared for and to attend each class and discussion session. I recognize that if I have any questions or concerns about the course (e.g. the content of the syllabus, something unclear in one of the readings or assignments), it is my responsibility to initiate a meeting with Professor Sweeney about my concerns. Finally, I recognize that if I have questions or concerns about my performance in the course (e.g. my grades on tests and papers), it is my responsibility to initiate a meeting with Professor Sweeney about my concerns and questions.