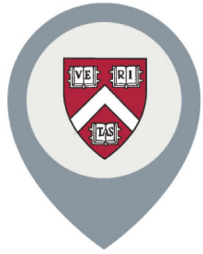


GENED 1171: Justice: Ethics in an Age of Pandemic and Racial Reckoning



Harvard College
Program in General Education
Explore. Expand. Engage.



**ETHICS &
CIVICS**

Justice: Ethics in an Age of Pandemic and Racial Reckoning

Michael Sandel

Gen Ed 1171

Fall 2020

[Important links](#)

[Paper 1 prompts](#)

[Paper 2 prompts](#)

[Podcast Assignment Instructions](#)

[Writing Guide and Grading Rubrics](#)

[Course Zoom links](#)

[Section Zoom links and TF info](#)

[Lecture Video Archive](#)

[Weekly Discussion Prompts](#)

Library access to the [NYT](https://library.harvard.edu/services-tools/new-york-times), [WaPo](https://library.harvard.edu/services-tools/washington-post), [WSJ](https://library.harvard.edu/services-tools/wall-street-journal)

Course Description

What is a just society? What do we owe one another as citizens? What is a good life? These questions, long debated by philosophers, arise with special urgency at a time of pandemic and racial reckoning. The course explores these questions by considering how philosophers have tried to answer them, and by debating contemporary issues—in politics and everyday life—that prompt us to ask: What's the right thing to do? Topics include controversies about equality and inequality, individual rights and the common good, the role of government and markets, and competing conceptions of identity and community. Cases include ethical questions arising from the pandemic and recent debates about racial justice.

Course format and meeting times

Class meetings integrate video materials with live discussion—sometimes with the class as a whole, sometimes in small breakout sessions. Due to the participatory nature of the course, students are expected to attend all class meetings. **Those unable to attend in the morning (M and W, 10:30-11:45am) are welcome to attend the evening version of the course (M and W, 7:30-8:45pm).** This is not a recorded version of the morning class, but a live, participatory session covering the same material and led by [Dr. Sergio Imparato](https://scholar.harvard.edu/sergioimparato). All students will also have a weekly, small group discussion section.

Course administration

The Head Teaching Fellow is Dr. Sergio Imparato (sergioimparato@fas.harvard.edu). The Asst. Head Teaching Fellows are Amy Chandran (atc683@g.harvard.edu) and William Tilleczek (tilleczek@g.harvard.edu).

Schedule of topics

Topic	Date
Introduction: Contending with Covid-19 The ethics of life and death	Sept. 2, 9
Utilitarianism: Should we maximize happiness?	Sept. 14, 16
Libertarianism What is freedom?	Sept. 21, 23
Markets and morals: Are there some things money can't buy	Sept. 30, Oct. 5
Immanuel Kant: What is the supreme principle of morality?	Oct. 7, 14, 19
John Rawls: Is inequality unjust?	Oct. 21
Meritocracy: Is Justice about giving people the rewards they deserve?	Oct. 26
	Oct. 28

Affirmative Action: Should race be a factor in admissions? Should legacy status?	
Debating discrimination: admissions and employment	Nov. 2
Aristotle: Should law cultivate virtue?	Nov. 4, 9
Ability and disability: Is discrimination always wrong?	Nov. 11
The ethics of AI: Can algorithms be fair?	Nov. 16
Justice, community, and membership - Part I Who owes what to whom?	Nov. 18
Reparations: Do we have a duty to redress historic wrongs?	Nov. 23
Justice, community, and membership - Part 2	Nov. 30
Moral argument and liberal toleration How should we contend with moral disagreement?	Dec. 2

Course requirements

<i>Requirements</i>	<i>Description</i>	<i>Deadline</i>	<i>% of the course grade</i>
Responding to Weekly Discussion Prompts	<i>You may reply to the discussion prompt directly or respond to an argument that another student has made in the discussion thread.</i>	Every Sunday by 5 PM	30%
Class Participation	<i>Regular attendance and participation in class break-out sessions and weekly discussion sections.</i>		40%
Three papers, or two papers and a podcast	<p><u>Option 1:</u></p> <p><i>Three papers (1,000 words) on a choice of topics to be assigned, offering a clear, persuasive argument on an ethical question.</i></p> <p><u>Option 2:</u></p> <p><i>Two papers (1,000 words) and a podcast that develops a clear, persuasive argument, or offers two competing perspectives on an ethical question.</i></p>	<p>PAPER 1</p> <p>Due Friday October 9 at 5 PM</p> <p>PAPER 2</p> <p>Posted Friday Oct. 23 at 5 PM</p> <p>Due Sunday Nov. 8 at 9 PM</p>	30%

In the third assignment, you will produce a podcast and you may work individually or in collaboration with another member of the class.

PAPER
3/PODCAST
Posted Friday
Nov. 20 at 5 PM

Due Friday
December 4 at 5
PM

Zoom policies

In the Fall 2020 semester, we will be meeting by Zoom. For everyone's benefit, the following rules apply:

- Join the Zoom session in a quiet place.
- Arrive to the Zoom session on time and stay until the end.
- Turn on your video. Mute your microphone unless you are speaking. If you need to have your video off for some reason, please check with your teaching fellow first.
- Close browser tabs and apps not required for participating in class.

Classroom Policy

No Electronics, browsers, cell phones, or apps outside of Zoom. Our aim is to create a space where our attention can be focused on the themes with which we are engaged, and with one another. This depends on everyone joining in a spirit of mutual cooperation and respect, which includes listening and responding attentively to others without outside distractions. Please bring copies of the course texts with you to Zoom sessions.

Course Schedule

Lecture	Assigned Readings and Videos (should be completed <i>before</i> each class)	Assignments (due every Sunday <i>by 5 PM</i>)
Wednesday, Sept. 2 - The ethics of life and death (I) <i>Should we pursue a “herd immunity” strategy to end the Covid-19 pandemic?</i>	William Wan, “What is herd immunity, and why are Trump officials pursuing an idea WHO calls ‘dangerous’?, <i>The Washington Post</i>, August 31, 2020. [↗] (https://www.washingtonpost.com/health/2020/08/31/herd-immunity-covid-19/)	Archive Video Lecture 1 Discussion Prompt 1 (due Sun. Sept. 6 at 5 PM)
-- No class on Monday September 7, due to Labor Day --		
Wednesday, Sept. 9 - The ethics of life and death (II) <i>Is it ethical to infect volunteers with Covid-19 in “human challenge trials” designed to speed up testing of vaccines?</i>	Michael Rosenblatt, M.D., “Human challenge trials with live coronavirus aren’t the answer to a Covid-19 vaccine,” <i>STAT</i>, June 23, 2020. [↗] (https://www.statnews.com/2020/06/23/challenge-trials-live-coronavirus-speedy-covid-19-vaccine/) VIDEO: The risky way to speed up a coronavirus vaccine (https://www.youtube.com/watch?v=r2fxJI_cP58)	
Monday, Sept. 14 -	Jeremy Bentham, <i>Principles of Morals and Legislation</i>, ch. I, IV	

<p>Utilitarianism (I)</p> <p><i>What is Jeremy Bentham's principle of utility? Is it always right to do whatever maximizes utility?</i></p>		<p>Discussion Prompt 2</p> <p>(due Sun. Sept. 13 at 5 PM)</p>
<p>Wednesday, Sept. 16 - Utilitarianism (II)</p> <p><i>How does John Stuart Mill's version of utilitarianism differ from Bentham's? Does Mill successfully defend utilitarianism against the strongest objections raised against it?</i></p>	<p>John S. Mill, Utilitarianism</p>	
<p>Monday, Sept. 21</p> <p>Libertarianism (I) - What is freedom?</p>	<p>Jessica Flanigan, "Pharmaceutical Freedom: Why Patients Have a Right to Self Medicate", Oxford University Press, 2017 (excerpt) </p> <p>Michael Sandel, Justice: What's the Right Thing to Do?, Farrar, Straus and Giroux, 2009 (chapter 3) </p>	<p>Discussion Prompt 3</p> <p>(Due Sun. Sept. 20 at 5 PM)</p>

Wednesday, Sept. 24
Libertarianism (II) - Do we own ourselves?

Robert Nozick, "[Anarchy, State and Utopia](#)", in Michael Sandel, *Justice: A Reader*, Oxford University Press (2007): pp. 226-236.

-- No class on Monday September 28, in observance of Yom Kippur --

Wednesday, Sept. 30 -
Markets and Morals (I): Are there some things money can't buy?

Price-gouging laws

[From Natural Disasters to the Coronavirus: Why Price Gouging Laws Hurt the Most Vulnerable](#) 
(<https://www.youtube.com/watch?v=6jKI-SgJQVc>)



(<https://www.youtube.com/watch?v=6jKI-SgJQVc>)

Jack Nicas, "[He has 17,700 bottles of hand sanitizer and nowhere to sell them](#),  New York Times, March 3, 2020.


Christian Hetrick, "[Philly company charged \\$75 for hand sanitizer bottles in illegal price gouging, AG Shapiro says](#), 
(<https://www.inquirer.com/business/price-gouging-hand-sanitizer-amazon-lawsuit-pandemic-20200820.html>)" Philadelphia Inquirer, August 20, 2020.


[Discussion Prompt](#)
4

(due Sun. Sept. 27
at 5 PM)


Gregory Mankiw, "[I Paid \\$2,500 for a 'Hamilton' Ticket. I'm Happy About It.](#) 

New York Times, Oct. 23, 2016.


N. Gregory Mankiw, [Should There Be a Market in Organs?](#) 
(<http://gregmankiw.blogspot.com/2006/05/kidney-shortage.html>)

Scott Sumner, "[The Moral Case for Paying Kidney Donors,](#) 


Washington Post, December 30, 2015.

Scott Carney, "[If you're willing to buy a kidney, you're willing to exploit the poor](#) 

," *Washington Post*, January 1, 2016.

Robert E. Litan, "[Want herd immunity? Pay people to take the vaccine](#) 
(<https://www.brookings.edu/opinions/want-herd-immunity-pay-people-to-take-the-vaccine/>)," Aug. 18, 2020

Monday, Oct. 5 -
Markets and
Morals (II): Are
there some things
that money can't
buy?

Peter Schuck, "[Creating a Market for Refugees in Europe](#) 

New York Times, June 9, 2015.

[Paul Thompson, "Inside the only village in Europe where immigrants are banned," *Daily Mail \(UK\)*, 27 May 2016.](#) 
(<https://www.dailymail.co.uk/news/article-3610761/Inside-village-Europe-migrants-BANNED-Switzerland-s-super-rich-Oberwil-Lieli-millionaires-won-t-accept-asylum-seekers-voted-pay-200-000-fine-instead.html>)

[Discussion Prompt 5](#)

(due Sun. Oct. 4 at 5 PM)

	<p>Gary Becker and Edward Lazear, "A Market Solution to Immigration Reform , " <i>Wall Street Journal</i>, Mar. 2, 2013.</p> <p>Richard Conniff, "A Rhino Trophy Hunt That's Good for Rhinos, " <i>New York Times</i>, Jan. 20, 2014.</p>	
<p>Wednesday Oct. 7 - Kant (I): The motive of duty</p>	<p>Kant, Groundwork of the metaphysics of morals, ch.1</p>	<p>Discussion Prompt 6 (due Sun. Oct. 11 at 5 PM)</p>
<p>-- No class on Monday October 12, in observance of Indigenous People's Day --</p>		
<p>Wednesday Oct. 14 - Kant (II): What is freedom?</p>	<p>Kant, Groundwork of the Metaphysics of Morals, ch. II-III</p>	<p>Discussion Prompt 7 (due Sun. Oct. 18 at 5 PM)</p>
<p>Monday Oct. 19 - Kant (III): Questions for Kant</p>	<p>Kant, Groundwork of the Metaphysics of Morals, ch. II-III</p>	
<p>Wednesday Oct. 21 - John Rawls:</p>	<p>John Rawls, <i>A Theory of Justice</i></p>	<p>Discussion Prompt 8</p>

Is inequality unjust?

Why, according to Rawls, should we reason about justice from behind a “veil of ignorance”? What principles of justice does he think we would choose if we reasoned in this way?

1. I (sec. [1](#), [3-6](#))
2. II (sec. [11-13](#), [17](#))
3. III (sec. [20](#), [24](#))
4. V (sec. [48](#))

[These sections are also reprinted in [Justice: A Reader, pp. 203-226](#).]

(Due Sunday Oct. 25 at 5 PM)

Monday Oct. 26 - Meritocracy: Is justice about giving people the rewards they deserve?

Reread John Rawls, *A Theory of Justice*, sect. [12](#), [17](#), [48](#).

Wednesday Oct. 28 - Affirmative Action


[Lawsuit challenging Harvard's admissions policy](#)

Anemona Hartocollis, “[Lopping, Tips and the ‘Z-List’: Bias Lawsuit Explores Harvard’s Admissions Secrets](#),” *New York Times*, July 29, 2018.

Should race be a factor in admissions? If so, on what grounds?


Should legacy status be a factor in admissions?

[_ \(https://www.nytimes.com/2018/07/29/us/harvard-admissions-asian-americans.html\)](https://www.nytimes.com/2018/07/29/us/harvard-admissions-asian-americans.html)


Anemona Hartocollis, "[Harvard Does Not Discriminate Against Asian-Americans in Admissions, Judge Rules](#) ,

New York Times, October 1, 2019.

[_ \(https://www.nytimes.com/2019/10/01/us/harvard-admissions-lawsuit.html\)](https://www.nytimes.com/2019/10/01/us/harvard-admissions-lawsuit.html)


Adeel Hassan, "[5 Takeaways From the Harvard Admissions Ruling](#) ,

New York Times, Oct. 2, 2019.


Anemona Hartocollis, "[Lead Counsel for Harvard in Bias Trial Recalls His Run-Ins With Discrimination](#), ,

New York Times, Oct. 16, 2018.

Legacy preference

Douglas Belkin, "[Legacy Preference Gets Fresh Look Following College-Admissions Scandal](#), ,

Wall Street Journal, Feb. 22, 2020.

Nicholas Kristof, "[Liberal Hypocrisy in College Admissions?](#) ,

New York Times, Oct. 28, 2018.

Rationales for affirmative action: Diversity or compensation?

Kimberly Reyes, “[Affirmative Action Shouldn’t Be About Diversity](https://www.theatlantic.com/ideas/archive/2018/12/affirmative-action-about-reparations-not-diversity/578005/), 

(<https://www.theatlantic.com/ideas/archive/2018/12/affirmative-action-about-reparations-not-diversity/578005/>)” *The Atlantic*, Dec. 27, 2018. 

(<https://www.theatlantic.com/ideas/archive/2018/12/affirmative-action-about-reparations-not-diversity/578005/>)

[Cheryl J. Hopwood v. State of Texas \(1996\), excerpt](#) 


(*Justice: A Reader*, pp. 240-243)

[Barbara Grutter v. Lee Bollinger \(2003\), excerpt](#) 


(*Justice: A Reader*, pp. 243-249)

[Ronald Dworkin, “Bakke’s Case: Are Quotas Unfair?”](#) 

(*Justice: A Reader*, pp. 249-255)

 (<https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html>)

Monday Nov. 2 -
Debating

Anthony Tommasini, “[To Make Orchestras More Diverse, End Blind Auditions](#) ,” *New York Times*, July 16, 2020.

[Discussion Prompt](#)
[9](#)

discrimination:
Admissions and
Employment

Zachary Woolfe and Joshua Barone, "[Black Artists on How to Change Classical Music](#)," New York Times, July 16, 2020.

Zachary Woolfe and Joshua Barone, "[Musicians on How to Bring Racial Equity to Auditions](#)," *New York Times*, Sept. 10. 2020.

Daisuke Wakabayashi and Sheera Frenkel, "[Parents Got More Time Off. Then the Backlash Started](#)," *New York Times*, Sept. 5, 2020.

Michael J. Sandel, "[A Lottery of the Qualified](#)," excerpt from Sandel, *The Tyranny of Merit: What's Become of the Common Good?* (2020)

Glenn Loury, Evan Goldstein, "[Affirmative Action is Not About Equality](#)," *The Chronicle of Higher Education*, June 17, 2019.

(Due Sunday
November 1 at 5
PM)

Wednesday Nov. 4
- Aristotle (I):
Teleological
Reasoning

Aristotle, [The Politics, Book I, ch. 1-2](#) (*Justice: A Reader*, pp. 264-266); [Book III, ch. 9-13](#) (*Reader*, pp. 287-295)

Michael Sandel, "[Honor and Resentment](#)," (*Reader*, pp. 303-305)

Why, according to Aristotle, does reasoning about justice require reasoning about the *telos*, or purpose, of social practices and institutions?

Monday Nov 9 -
Aristotle (II):
Justice, virtue and
the good life

Video: [Sandel on Aristotle](#)



, from “Justice: A Citizen’s Guide to the 21st Century” (BBC)

Aristotle, [The Politics, Books I, III](#) (Reader, pp. 263-295)

Aristotle, [Nicomachean Ethics, Book II, ch. 1-3, and Book X, ch. 1-3](#) (Reader, pp. 295-299)

[Discussion Prompt 10](#)

(Due Sunday
November 8 at 5
PM)

Wednesday Nov.
11 - Ability and
disability

Bob Ryan, “[Sorry, Free Rides Not Right](#) 📄,” Reader, pp. 305-306.

Tom Kite, “[Keep the PGA on Foot](#) 📄,” Reader, pp. 306-307.

[PGA Tour, Inc., v. Casey Martin](#) 📄 (2001), Reader, pp. 307-313.

*Should a golfer with
a disability be
allowed to use a golf*

cart in professional tournaments? What light does this case shed on Aristotle's way of thinking about justice?

Monday Nov. 16 -
The ethics of AI

Video: Michael Sandel and panel, [The ethics of apps and smart machines](#)



Anna Maria Barry-Jester, Ben Casselman and Dana Goldstein, "[The New Science of Sentencing](https://www.themarshallproject.org/2015/08/04/the-new-science-of-sentencing)" [↗](#)
(<https://www.themarshallproject.org/2015/08/04/the-new-science-of-sentencing>), The Marshall Project, Aug. 4, 2015.

Jeffrey Dastin, "[Amazon scraps secret AI recruiting tool that showed bias against women](https://perma.cc/2SRE-ZYSG)" [↗](#) (<https://perma.cc/2SRE-ZYSG>), Reuters, Oct. 9, 2018.

Rebecca Heilweil, "[Why algorithms can be racist and sexist](https://www.vox.com/recode/2020/2/18/21121286/algorithms-bias-discrimination-facial-recognition-transparency)" [↗](#)
(<https://www.vox.com/recode/2020/2/18/21121286/algorithms-bias-discrimination-facial-recognition-transparency>), Vox, Feb. 18, 2020.

[Discussion Prompt 11](#)

(Due Sunday
November 15 at 5
PM)

[_ \(https://www.vox.com/recode/2020/2/18/21121286/algorithms-bias-discrimination-facial-recognition-transparency\)](https://www.vox.com/recode/2020/2/18/21121286/algorithms-bias-discrimination-facial-recognition-transparency)

Sendhil Mullainathan, "[Biased Algorithms Are Easier to Fix Than Biased People](#) ,

," *New York Times*, Dec. 6, 2019.

Wed., Nov. 18 -
Justice,
community, and
membership, Part I

Alasdair MacIntyre, [After Virtue](#)  (excerpt) – *Justice: A Reader*,
pp. 315-328

Michael Sandel, "[What Do We Owe One Another?](#) 

from Sandel, *Justice: What's the Right Thing to Do?*, pp. 208-235.

Do you agree or disagree with the following passage from Alasdair MacIntyre? What are the implications for justice of agreeing or disagreeing?

"I am never able to seek the good or exercise the virtues only qua individual... I inherit from the past of my family, my city, my tribe, my nation, a

variety of debts, inheritances, rightful expectations and obligations. These constitute the given of my life, my moral starting point. This is in part what gives my own life its moral particularity.”

Mon. Nov. 23 -
Reparations

Do we have a duty to redress historic wrongs?

[VIDEO: Senate Majority Leader Mitch McConnell on reparations](#)

[_ \(https://www.youtube.com/watch?v=iQz7kL_qrE4\)](https://www.youtube.com/watch?v=iQz7kL_qrE4)



[\(https://www.youtube.com/watch?v=iQz7kL_qrE4\)](https://www.youtube.com/watch?v=iQz7kL_qrE4)

, 2019

[VIDEO: Ta-Nehisi Coates' full opening statement on reparations at House hearing](#) [_ \(https://www.youtube.com/watch?v=kcCnQ3iRkys\)](https://www.youtube.com/watch?v=kcCnQ3iRkys)



[\(https://www.youtube.com/watch?v=kcCnQ3iRkys\)](https://www.youtube.com/watch?v=kcCnQ3iRkys)

[Discussion Prompt](#)

[12](#)

(due Sunday
November 22 at 5
PM)

Lance Morrow, "[The Danger of Debating Reparations for Slavery](#)," *Wall Street Journal*, May 2, 2019. [↗](#)
<https://www.wsj.com/articles/the-danger-of-debating-reparations-for-slavery-11556837452>)

Nikole Hannah-Jones, "[What is Owed](#)," *New York Times Magazine*, June 30, 2020.

Richard A. Epstein, "[Black Reparations Parsed](#)," <https://www.hoover.org/research/black-reparations-parsed>," Hoover Institution, July 6, 2020.

[↗ \(https://www.hoover.org/research/black-reparations-parsed\)](https://www.hoover.org/research/black-reparations-parsed)

William A. Darity Jr. and A. Kirsten Mullen, *From Here to Equality: Reparations for Black Americans in the Twenty-First Century* [↗](https://muse-jhu-edu.ezp-prod1.hul.harvard.edu/chapter/2529589/pdf)
<https://muse-jhu-edu.ezp-prod1.hul.harvard.edu/chapter/2529589/pdf> , pp. 239-255.

[↗ \(https://muse-jhu-edu.ezp-prod1.hul.harvard.edu/chapter/2529589/pdf\)](https://muse-jhu-edu.ezp-prod1.hul.harvard.edu/chapter/2529589/pdf)

-- No class on Wednesday Nov. 25, in observance of Thanksgiving --

Mon. Nov. 30 –
Justice,

Janna Thompson, "[Apology, historical obligations and the ethics of memory](#)," <https://journals-sagepub-com.ezp->

[Discussion Prompt 13](#)

community, and
membership – Part
II

prod1.hul.harvard.edu/doi/pdf/10.1177/1750698008102052,” *Memory Studies*, 2009.

Alasdair MacIntyre, “[Is Patriotism a Virtue?](#)”

(<https://mirror.explodie.org/Is%20Patriotism%20a%20Virtue-1984.pdf>)

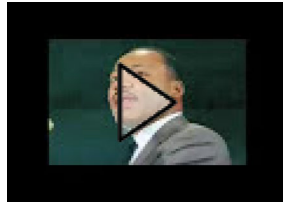
” Lindley Lecture, University of Kansas, 1984.

(<https://mirror.explodie.org/Is%20Patriotism%20a%20Virtue-1984.pdf>)

Martin Luther King, Jr., “

[Why I am Opposed to the War in Vietnam](#)”

(<https://www.youtube.com/watch?v=b80Bsw0UG-U>)



(<https://www.youtube.com/watch?v=b80Bsw0UG-U>)

,” April 30, 1967. Audio recording

Text:

https://original.antiwar.com/martin_luther_king/2017/01/15/why-i-am-opposed-to-the-war-in-vietnam/”

(https://original.antiwar.com/martin_luther_king/2017/01/15/why-i-am-opposed-to-the-war-in-vietnam/)

(Due Sunday
November 29 at 5
PM)

Wed. Dec. 2 -
Moral argument

No readings

Discussion Prompt
14 (Optional and
Ungraded)

<p>and liberal toleration</p> <p><i>How should we contend with moral disagreement?</i></p>		
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- **GENED 1171**
- **Harvard College/Graduate School of Arts and Sciences:** 216258
- **Term:** 2020 Fall / Full Term
- **Course Instructor(s):** Michael Sandel
- **Meeting Time:** Monday 10:30 AM - 11:45 AM; Wednesday 10:30 AM - 11:45 AM
- **Exam Group:** FAS11_F
- **Course Description:** What is a just society? What do we owe one another as citizens? What is a good life? These questions, long debated by philosophers, arise with special urgency at a time of pandemic and racial reckoning. The course explores these questions by considering how philosophers have tried to answer them, and by debating contemporary issues—in politics and everyday life--that prompt us to ask: What's the right thing to do? Topics include controversies about equality and inequality, individual rights and the common good, the role of government and market and competing conceptions of identity and community. Cases include ethical questions arising from the pandemic and recent debates about racial justice.
- **Notes:** Justice is a University Course, which means that students from all Harvard schools are able to enroll. Enrollment is limited to 750. Students who submit a petition to enroll by August 21 will have priority. Class meetings integrate video materials with live discussion—sometimes with the class as a whole, sometimes in small breakout sessions. Due to the participatory nature of the course, students are expected to attend all class meetings. Those unable to attend in the morning are welcome to attend the evening version of the course (M and W, 7:30-8:45pm). This is not a recorded version of the morning class, but a live, participatory session covering the same material and led by Dr. Sergio Imparato. All students will also have a weekly, small group discussion section.

Additional information will be shown if available from the Registrar.

