

TPSYCH 410: Existential Psychology
Spring 2026 | MW 3:40–5:40 pm
Department of Social Sciences | University of Washington Tacoma

Course Instructor: P. F. Jonah Li, Ph.D. (he/him/his)

Office Hours: By appointment

Email Policy: Please put the course number (TPSYCH 410) on the email subject line. I will do my best to respond to your messages within 48 hours on weekdays during work hours. If you have any questions about an assignment, please email me with your questions at least 48 hours before it is due rather than struggling and guessing by yourself.

Course Description

Drawing on core ideas in existential psychology (i.e., meaning, death, isolation, freedom, and identity), this course examines fundamental, existential questions regarding human life through engaging in multidisciplinary perspectives (e.g., philosophical, religious, and psychological perspectives).

Guiding Principles

This course is guided by the following principles that shape the design of our curriculum, the dynamics of our classroom community and learning experience.

1. Pursuit of a Life Worth Living

This principle encourages us to take ownership of our choices and proactively pursuing meaning. We focus on a life worth living that is built through intentional acts and the courage to face life challenges.

2. Commitment to Truth-Seeking Pluralism

Truth-seeking pluralism calls for openness to multiple perspectives and the humility to revise our views when confronted with new insights. This means that we read ideas we may agree or disagree with and listen deeply to people whose experiences differ from our own. Existentially, truth is an ongoing conversation, not a finished product.

3. First-Person Engagement

First-person engagement denotes that we actively participate in our own learning, not just an observer. It is about testing philosophical ideas against our own experiences, seeing how they hold up in real life. In existential terms, knowledge only becomes real when it is embodied in the way we live.

4. Participation in a Community of Practice

This principle offers a space to grow alongside others committed to living deliberately. To us, this means honest dialogue, shared accountability, and learning from one another's struggles and insights.

Course Questions

What is a life worth living? What is the role of freedom in a meaningful life? How does facing death shape what makes life valuable? In what ways does having a clear sense of identity affect our meaning? What roles does isolation play in our pursuit of our shared humanness? How can we live a meaningful life in various circumstances? This course explores these questions through engagement with the visions of religious traditions (i.e., Christianity and Islam) and philosophical perspectives (i.e., Confucianism and Humanism). Throughout the course, students will participate in activities, including lectures, videos, class discussions, presentations from guest speakers, and role plays, and complete assignments. By the end, students will be equipped with multidisciplinary perspectives to examine existential questions and apply learned concepts.

Course Objectives: By the end of the term students should be able to:

1. Describe the viewpoints on human life from various disciplinary perspectives (e.g., philosophical, religious, and psychological perspectives) (this objective contributes to Psychology SLOs 1, 3-5)
2. Analyze core existential themes as they appear in various disciplinary perspectives (e.g., philosophical, religious, and psychological perspectives) (this objective contributes to Psychology SLOs 3-5)
3. Apply existential principles to understand human experiences (this objective contributes to Psychology SLO 6)
4. Articulate their own vision of their life in relation to social, cultural, or existential challenges (this objective contributes to Psychology SLO 6)

UWT Psychology SLOs

1. Be familiar with the major theoretical approaches and historical trends in psychology
2. Understand the core concepts and methodologies of psychology, including what scientific psychology is, the contributions and limitations of different methods of empirical research, and be able to apply research methods, including design, data analysis
3. Be able to read and interpret verbally and in writing psychological research
4. Understand that human behavior may have some common determinants and also great diversity including individual differences and variations based on differences such as culture, ethnicity, social class, gender and sexual orientation. Maintain awareness and sensitivity to diverse populations
5. Be able to synthesize theories and methodologies across disciplines in the humanities and social sciences
6. Understand the application of psychological principles to the understanding of social issues

Required Textbook: N/A (see the assigned reading articles).

POLICIES AND EXPECTATIONS

Academic Calendar: Review course drop, withdrawal, instruction dates:

www.washington.edu/students/reg/calendar.html

Academic Honesty: Review Expectations, Policies, Consequences

<https://www.tacoma.uw.edu/registrar/academic-policies>

Bias Incident Reporting Website: A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond. <https://www.tacoma.uw.edu/equity/bias-incident-reporting>

Campus Safety Information Includes

- **Escort Service:** Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.
- **Fire Alarm Procedures:** During an emergency evacuation, take your valuables ONLY if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. Plan to return to class once the alarm has stopped. Do not return until you have received an all-clear from somebody "official," the web or email.
- **Earthquake Procedures:** DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all-clear from somebody "official," the web or email.

- [Campus Safety's "Are You Ready?" website](#)
- [Emergency Response](#)
- [Sign-up for UW Alert](#)
- [Emergencies, Safety, and Evacuation Routes](#)

Inclement Weather: Always check the UWT Home Page tacoma.uw.edu. Official campus closures or delays will be announced there first. Course Announcements and Email regarding assignments and expectations during a closure will follow once the severity of the situation is known.

- “Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class(es) will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.”

Infants/Children in Class Policy: Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use the lactation room (GWP 410). However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases, an instructor may restrict an infant, child or children from being present in class. - Approved by the Executive Council on 2/17/17.

[Infants/Children in Class Policy](#)

Religious Accommodations: “Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form.”

SafeCampus: Preventing violence is a shared responsibility in which everyone at the UW plays apart. The SafeCampus website provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment. www.washington.edu/safecampus

Student Conduct in Remote Learning Contexts: The Student Conduct Code remains in place for all students whether a course is offered in-person, online, or remotely. The instructor’s intellectual property rights and the privacy of all course participants must not be violated by students at UW Tacoma. Students may not share course materials with non-class members without explicit written permission from the course instructor. Harassment or bullying of instructors and students, including via electronic media, the internet, social networks, blogs, cell phones, and text messages,

will not be tolerated. Students found responsible for such infractions are subject to disciplinary sanctions. Students may not record any part of a class session without the express consent of the instructor unless approved as a disability accommodation. Individual course instructors may record course sessions but only for use by registered class members for instructional purposes. All recordings will be housed on secure platforms authorized by UW.

Technology Support & Services: How to be a successful digital learner: [Prepare for Online Learning](#)

Title IX Syllabus Statement: UW, through [numerous policies](#) (<https://www.washington.edu/titleix/policies/>), prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments. For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit [UW Title IX's webpage](#) (<https://www.washington.edu/titleix/>), specifically the [Know Your Rights & Resources](#) (available via the Support & Help page).

If you disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) to confidential and/or private resources who can best provide support and options. Please note that some senior leaders and other specified employees have been identified as “[Officials Required to Report](#)” (<https://www.washington.edu/titleix/title-ix-officials-required-to-report/>). If an Official Required to Report learns of possible sex- or gender-based violence or harassment, they are required to call SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options.

Use of Third-party software: Your course may incorporate various online software and other technologies. Some technologies require you to either create an account on an external site or develop assignment content using them. The content, as well as your name/username or other personally identifying information, may be publicly available as a result. While the purpose of these assignments is to engage with technology as a means for representing the content covered in class, please contact your instructor to discuss your concerns and to explore an alternative activity if you object to potentially sharing your account, name or other content you create in these technologies. If digital technology is a concern, there are ways to mask author identification we can employ.

UW Tacoma Email Policy: Make sure you use your UW email for all University correspondence! <https://www.tacoma.uw.edu/it/uw-tacoma-email-policy>

ACADEMIC SUPPORT

Numerous campus resources are available to support your academic success. Know your options and seek help and resources when needed.

Disability Resources for Students: Resources and support for students with disabilities <https://www.tacoma.uw.edu/drs>

Library: Librarians help students become more confident about the research process, including developing paper topics, utilizing effective research strategies, and evaluating resources. Scheduled or drop-in help is available. Visit our website at www.tacoma.washington.edu/library or see us in

person in the Snoqualmie (SNO) or Tioga Library Buildings (TLB). The UW Tacoma Library provides services and tools to support students at all levels of expertise.

- **Research Support** – get assistance starting a research project
- **Subject Librarians** - Make an appointment with a subject librarian to talk about library resources, research strategies, focusing a topic, evaluating information and more.
- **Check out** many required textbooks, and videos
- **Borrow technology**, including laptops, graphing and scientific calculators, cables, phone chargers, headphones, and more,
- **Schedule space** for group study, and find quiet places to study. Print including black and white print machines & 3D printing

Peer Success Mentors: The Peer Success Mentors are available to guide their peers toward academic success through one-on-one appointments to discuss study habits, set academic goals and develop effective learning strategies. <https://www.tacoma.uw.edu/tlc/peer-success-mentors-learning-consultants>

Teaching and Learning Center: The Writing Centre is located on the Tioga Library Building (TLB) 2nd floor and the Quantitative Centre (set to open for in-person support in October) is located on the 2nd floor of the Snoqualmie (SNO) building. <https://www.tacoma.uw.edu/tlc>

- **Writing support:** writing consultations, online tutoring, workshops & support
- **Quantitative skills support:** Virtual peer tutoring is available for math, science, statistics and more... until space re-opens in October.
- **ESL Support:** Help for students whose first language is not English. <https://www.tacoma.uw.edu/tlc/working-multilingual-writers>

Technology Support

- **Digital Support Consultants:** If technology is stressing you out and you need a little bit of help, drop into the TLC (2nd floor SNO) and have one of our digital support consultants working with you. From learning how to collaborate using Google Apps, creating Excel spreadsheets, to simply formatting research papers, they can help. This service is funded by your STFC.
- **IT HelpDesk**
- **IT Essentials Guide** for Students [tacoma.uw.edu/it/it-essentials-students](https://www.tacoma.uw.edu/it/it-essentials-students)
- **Labs, software, equipment checkout** and help with Canvas, Google, email, logins, etc. [tacoma.uw.edu/it](https://www.tacoma.uw.edu/it)
- **Zoom Training Page** includes many short video tutorials for walkthroughs. <https://www.tacoma.uw.edu/it/zoom-training>

SELF & FAMILY SUPPORT

Everyone needs a little help sometimes. Here are a few campus resources to help you get through those challenging times.

Bias Incident Reporting Website: A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond. <https://www.tacoma.uw.edu/equity/bias-incident-reporting>

Center for Equity & Inclusion (SNO 150): Resources and support for students regarding diversity, equity, inclusion and social justice issues. <https://www.tacoma.uw.edu/equity-center>

Child Care Assistance Program (MAT 103): Parenting students are encouraged to take advantage of the resources provided on campus. These resources include the Huskies and Pups RSO, the Childcare Assistance Program, on-campus Family-Friendly Spaces, priority access at the MUSE, and back-up/sick care at one of these locations Bright Horizons and KinderCare. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit <https://www.tacoma.uw.edu/cfss> or contact the Huskies and Pups RSO: huskiesandpups@gmail.com.

Psychological & Wellness Services (Office of Student Success): Psychological & Wellness Services offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stress and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtpaws@uw.edu, or stop by PAWS, located in MAT 354. Additional information can also be found by visiting: <https://www.tacoma.uw.edu/paws>

Emergency Aid: We understand life can be unpredictable. Unexpected costs and needs can cause significant stress and impact on your academic success and personal well-being. That's why **the three campuses of the University of Washington** have Emergency Aid to support currently enrolled UW students.

Emergency Aid assists students who are experiencing unexpected financial hardships that may disrupt their education or prevent them from earning their UW degree, including:

- Emergency medical/dental costs
- Housing and living expenses
- Family emergencies
- Natural disasters
- Loss of income and more...

Aid may come in a variety of forms, including grants, loans and/or campus and community resources. <https://www.washington.edu/emergencyaid/tacoma/>

Health Services: All UW Tacoma students who pay the Services and Activities Fee (SAF) can receive student health services at six Franciscan Prompt Care clinics: Bonney Lake, Burien, Gig Harbor, Lakewood, Puyallup, Tacoma. The “distributive care model” provides students more ways to access health care through six Virginia Mason Franciscan Health prompt care facilities throughout the Puget Sound, as well as access to Franciscan Virtual Urgent Care, at no additional cost. The Franciscan Prompt Care clinic located across the street from St. Joseph Medical Center, just up the hill from campus, is designated as the UW Tacoma clinic where students will receive priority treatment. All current SAF-paying UW Tacoma students have access to Student Health Services, even those who have health insurance. Appointments are scheduled by calling 253-428-2200.

Military-Connected Student Statement: If you are a student who is a veteran, on active duty, in the reserves or national guard, or a military spouse or dependent, then stay in contact with your

instructor if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your instructor aware of any complication, then they will work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for veterans, service members and families are in the Veteran and Military Resource Center, TLB 307A. The VMRC can be reached at uwtva@uw.edu, 253-692-4923

Oasis Center: Oasis transforms the lives of queer youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which queer youth are valued in the community as strong, creative leaders. Oasis is the only drop-in and support center dedicated to the needs of LGBTQ youth ages 14-24 in Pierce County. We are a youth-adult partnership in which youth and adults come together for shared teaching, learning and action! Office Phone: 253-671-2838 Emergency Cell Phone: 253-988-2108

The Pantry: Provides supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. Location and information can be found by visiting: tacoma.uw.edu/thepantry
Resources for low-income and people experiencing homelessness: <http://mdc-hope.org>

Shelter for Young Adults (close to campus): Student Advocacy and Support offers several resources related to housing needs for UW Tacoma students.
<https://depts.washington.edu/uwtslwebdev/ResourceTracker/>
For assistance in navigating these resources, go to their webpage and setup an appointment: <http://www.tacoma.uw.edu/advocacy>

Short-term Loan Program: The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Funds are generally available within one to four working days, only to students who are currently attending university (loans cannot be processed between quarters). Repayment is due by next quarter, or whenever additional funds such as financial aid arrive on account, whichever comes first. There is no interest in short-term loans but there is a service charge added to the repayment amount. Students may apply online through MyUW under "Personal Services." Paper application forms are also available in the Financial Aid Office, but the processing time is longer. Learn more about short-term loans

Student Advocacy and Support: The Office of Student Advocacy and Support provides referral and support services to students. The purpose of this office is to assist students in developing strategies to overcome and address barriers that prevent them from achieving their educational goals. The students and staff work together to establish a set of goals and action steps to address barriers in the student's life. We help students navigate on and off campus resources that can address issues such as housing insecurity, food, safety and security, relationship issues, physical and mental health care and financial hardships. You may set up an appointment by filling out a referral form: www.tacoma.uw.edu/help, sending an email stusuppt@uw.edu, calling 253-692-5934, or stop by the office MAT 203.

Discrimination, Harassment, and Sexual Misconduct: "Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations

Policy (/staff-faculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (/students/religious-accommodations-request/).”

Self-Disclosure: I ask you to think carefully about the shape you want your contributions to take. I expect that you will be a good judge of what constitutes appropriate class contributions. Because the study of psychology involves personal and emotional issues that touch many people’s lives, there is sometimes a temptation for students to make self-disclosures regarding personally relevant issues. While I hope this course will be personally meaningful to you, our approach to psychology is an academic/scientific approach. If you have personal concerns, the UWT Counseling Center provides excellent services to the student body and would be the appropriate place to address such concerns.

EVALUATION

Grades will be primarily based on students’ performance on assignments. All assignments turned in late will be penalized 10% for the first day and 33% for the second to sixth day. Beyond this extension window, no assignments will be accepted. After all points earned throughout the quarter are summed. Grades will NOT be negotiated or rounded up.

Grading Scale (also refers to the official [UWT policy regarding grading](#))

Percentage	Grade Point	Letter	Percentage	Grade Point	Letter	Percentage	Grade Point	Letter
100%	4.0	A	86-86.9%	3.1	B	72-72.9%	1.7	C-
99-99.9%	4.0	A	85-85.9%	3	B	71-71.9%	1.6	C-
98-98.9%	4.0	A	84-84.9%	2.9	B	70-70.9%	1.5	C-
97-97.9%	3.9	A	83-83.9%	2.8	B-	69-69.9%	1.4	D+
96-96.9%	3.9	A	82-82.9%	2.7	B-	68-68.9%	1.3	D+
95-95.9%	3.9	A	81-81.9%	2.6	B-	67-67.9%	1.2	D+
94-94.9%	3.8	A-	80-80.9%	2.5	B-	66-66.9%	1.1	D
93-93.9%	3.8	A-	79-79.9%	2.4	C+	65-65.9%	1	D
92-92.9%	3.7	A-	78-78.9%	2.3	C+	64-64.9%	0.9	D
91-91.9%	3.6	A-	77-77.9%	2.2	C+	63-63.9%	0.8	D-
90-90.9%	3.5	A-	76-76.9%	2.1	C	62-62.9%	0.7	D-
89-89.9%	3.4	B+	75-75.9%	2	C	61-61.9%	0.7	D-
88-88.9%	3.3	B+	74-74.9%	1.9	C	60-60.9%	0.7	D-
87-87.9%	3.2	B+	73-73.9%	1.8	C-	<60%	0.0	E

Attendance: For hybrid course, regular in-person class attendance is expected of you and will be necessary for you to keep up with the pace of the class and fully understand the material. Note that while attendance is not part of your overall grade (as per UWT policy), you will benefit immensely from regular attendance and participation. In-class lectures and activities are designed to add context and depth to the material covered in your readings.

Active participation: Active participation in classroom activities, lectures, and discussions in general is expected of you. While we remain mindful of the number of students in class and share space in a classroom, students are expected to participate in class in different ways to achieve active learning. By participating actively and being professional, knowledge can be effectively co-constructed in the classroom.

Course Surveys (5%): You will complete two course surveys (a pre-course survey and a post-course survey) that contain questions about your information, existential psychological experiences, academic experience, and mental health. See Canvas for more details.

Reading Responses (RR; 20%): Throughout the course, you will be presented with articles discussing various existential concerns, such as death, isolation, meaning, identity, and freedom. Each reading response asks you to articulate the what and the how of a life worth living, considering a specific existential concern. You will also relate your personal experiences to the assigned articles. See Canvas for more details.

Personal Experiments (PE; 25%): You will engage in personal experiments, requiring you to practically experiment with the course concepts to reach a deeper understanding. See Canvas for more details.

Classroom Conversation Reflections (CCR; 20%): Throughout the course, you will engage in classroom dialogues to explore our diverse understandings of a vision of a life worth living. You will reflect on your takeaways, unresolved questions, and peer influence on your understanding of a life worth living. See Canvas for more details.

Final Reflection Paper on Life Worth Living (Final paper; 30%): Throughout the course, you've engaged with profound questions of human existence across religious and philosophical traditions and perspectives. In this final paper, you are invited to reflect personally and critically by responding to the eight questions. Two questions tap into the what and the why of a life worth living for you; five questions address how you confront the big five existential concerns when pursuing your vision of life, the final question asks about the how of your pursuit of the envisioned life. The length of your final paper would be approximately 1,000 words. Your work will be graded based on the organization, depth, logical flow, and readability of your writing. See Canvas for more details.

Experience with Research (5 extra credits max):

1. Participating in research studies: To help students gain a greater understanding of how research is conducted by social scientists, there will be opportunities to participate in psychological studies (of which you must be 18 to participant—alternatives will be provided for those students that are under 18). The Undergraduate Research Participant Pool (URPP) is an administrative mechanism that (a) offers a convenient way for psychology students to gain experience with a broad range of psychological research, and (b) furnishes faculty in the Division of Social, Behavioral, and Human Sciences with participants for their research. The URPP is designed to ensure that proper procedures are followed by all researchers for the protection of the participants. Every research study in the URPP must be individually approved by a UW Institutional Review Board committee, or it must receive approval for exempt status from UW Human

Subjects Division staff. Research sessions are conducted on a daily basis throughout the quarter, including summer quarter.

All students will use the Online Research Participant System (ORPS through the SONA Systems) to sign up for credits. You may complete *up to 5 credits this quarter*, each credit equating to approximately **one hour of research participation. For each credit completed, you will earn 1 point (a total of 5 points possible).**

2. Participating in research seminars: To help students get exposed to diverse research and relate psychological concepts to our course, you can get extra credits for attending the Psychology Research Seminar Series. Relevant events will be announced during the quarter. However, if you participate in a research-related workshop and want it to be counted, please seek my approval ahead of time. **For EACH participation in research seminars, I will require a page review in which you summarize the event and relate and analyze it. You may participate in up to 5 events this quarter. For each credit completed, you will earn 1 point (a total of 5 points possible).**

CLASS SCHEDULE

Week	Date	Topic	Required Reading	Due
1	Mar 30 th M	Introduction to the Course & the Field	Koole et al. (2006)	Survey#1
	Existential Concern I: Death			
	Apr 1 st W	Death as an Existential Concern	Furer & Walker (2008)	RR#1
2	Apr 6 th M	Religious Views on Death	Atari (2021a); Atari (2021b)	PE#1
	Apr 8 th W	Philosophical Views on Death	Chen (2012); Taylor (2003)	CCR#1
3	Existential Concern II: Meaning			
	Apr 13 th M	Meaning as an Existential Concern	Li et al. (2022)	RR#2
	Apr 15 th W	Religious Views on Meaning	Cottingham (2012); Saritoprak & Abu-Raiya (2023)	PE#2
4	Apr 20 th M	Philosophical Views on Meaning	Kim & Seachris (2018); McBride (2018)	CCR#2
	Existential Concern III: Isolation			
	Apr 22 nd W	Isolation as an Existential Concern	Helm et al. (2018)	RR#3
5	Apr 27 th M	Religious Views on Isolation	Collins (1989); Mahdavinoor & Mahdavinoor (2026)	PE#3
	Apr 29 th W	Philosophical Views on Isolation	Fromm (1956); Jung (1966)	CCR#3
6	Existential Concern IV: Identity			
	May 4 th M	Identity as an Existential Concern	Bilsker (1992)	RR#4
	May 6 th W	Religious Views on Identity	Snodgrass (2017); Zeb & Qasim (2015)	PE#4
7	May 11 th M	Philosophical Views on Identity	Organ (1987)	CCR#4
	Existential Concern V: Freedom			
	May 13 th W	Freedom as an Existential Concern	Jacobsen (2007)	RR#5
8	May 18 th M	Religious Views on Freedom	Kaisy-Friemuth (2019), Vorster (2019)	PE#5
	May 20 th W	Philosophical Views on Freedom	Keyt (2016), Li (2014), Miller (2016)	CCR#5
9	May 25 th M	Memorial Day (no class)		
	May 27 th W	Review & Evaluation		
10	Jun 1 st -5 th	Preparation for the Final Paper		Final Paper Survey#2