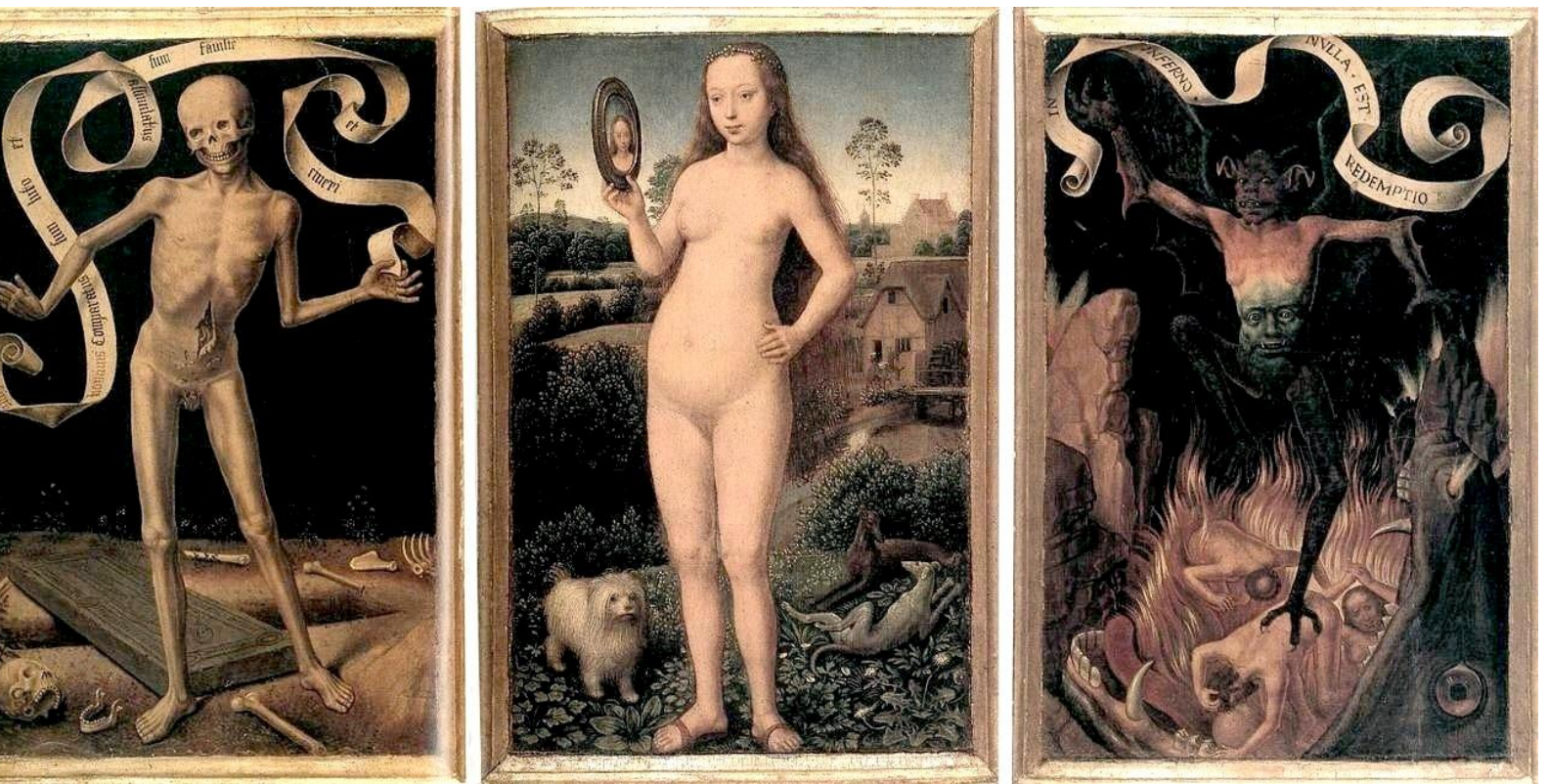


RELG 315: Death & Dying

The dead are not always fully dead.

The living are not always fully living.



Hans Memling, *Earthly Vanity and Divine Salvation*, c 1485

How do we die and what do we make of it?

Syllabus

Fall 2020

M/W: 14:35-15:55

Credits: 3

Classroom N/A

Hillary Kaell, Associate Professor

Office Hours:

Please sign up ahead of time by sending an email

hillary.kaell@mcgill.ca

TA: Anna Lee White

Please sign up ahead of time by sending an email

annalee.white@mcgill.ca

This course considers how people in contemporary North America utilise traditional religious concepts and rituals, scientific understandings and medical procedures, or innovative combinations of ideas and practices to cope with, and make sense of, the problem of death. Lectures, discussions and some small group work will constitute the major teaching methods. Guest lecturers may be invited. Students should complete the course with some general understanding of, and critical appreciation for, different outlooks on death and attendant issues, and how these might assist individuals in coping with their own death or that of others.

This class is built around lectures and discussion. Since Fall 2020 is online, there will be major changes to normal instruction. I recognize that this is a heavy subject and, as much as possible, I have built in opportunities to meet virtually. Please take a close look at the format and modes of evaluation for this (extraordinary) term before deciding to take the class.

This class uses a participatory model of pedagogy. That means multiple quizzes, reflections, and team meetings throughout the semester to keep you engaged and assessing (and reassessing) relevant issues/problems. I do it this way because, as noted, this is a heavy subject that requires debriefing. I'm also trying to keep us all as connected as possible despite the online format. It works out to the same workload as a class with a major paper or a midterm and final, but it does mean that work must be completed steadily throughout the semester. You will also need to keep on top of these multiple tasks; the TA will post weekly reminders so you know what is happening or due that week. I will also post regular reminders about upcoming assignments. Nevertheless, this is a particular model of learning. *Please consider whether this model suits you before taking the class.*

Objectives

1. Understand how North American society encounters death through religious rituals, ethical debates, medical procedures, and popular culture.

2. Gain an appreciation for how culture, politics, and other societal infrastructure interact in/through the bodily fact of death
3. Improve the ability to read an academic text, identify a main theme/question/idea, and respond to that theme
4. Improve the ability to analyze multiple texts (academic, journalistic, etc.) to compare and contrast key themes, including more substantive ‘texts,’ such as a book or film.

Assignments

See instructions below. All written assignments must be submitted online by the date indicated.

Late work will be penalized 5% per day and will not be accepted after 7 days. I am happy to provide extensions for assignments, if you have a medical or death certificate (as per University guidelines). If this is case, please do not hesitate to let me know - the earlier, the better – and we’ll work out a new deadline. *If you have been identified as requiring accommodations by the Access Centre for Students with Disabilities, please come and see me as soon as possible.*

Citation formats. For materials I have assigned: Include last name and page number. For outside materials: any citation format is fine (e.g. MLA or Chicago), but please keep it consistent and *always include* the following information: *author, title, publisher, date.* Avoid lengthy URLs. Include a tiny URL if needed.

Communication Policy

- > Please contact me via email. I appreciate when students address emails to me with “Dear Dr. Kaell” (or “Dear Prof. Kaell”) and use full sentences.
- > I will do my best to respond within 24 hours, however if you send your email after 5pm or on weekends I may not be able to respond until the next day.
- > I cannot respond to substantive questions about essays or other written work over email. For those kinds of questions, please email me or the TA to make an appointment. Please state the reason for your appointment in the email so I can estimate the amount of time we’ll need.
- > You may email the TA for an appointment at any time
- > We will also hold Zoom discussion sessions on Fridays, which are not mandatory but highly encouraged. The TA will also meet with each small group twice (see below).
- > Please raise general questions about class materials during discussion sessions or on Moodle. You can also email me questions about the material in advance of our discussion sections.

Grading

- Reflection Assignments: 45%
- Participation: 13% (TA discussions, Team Assessments x 2)
- Team Journal Assignment: 12%

- Quizzes: 30%. During the semester we will have multiple choice quizzes at the end of each unit (5 in total). You will have 1 hour to complete each one within a 12 hour period.

Rights and Responsibilities

The most common offence under the Academic Code of Conduct is plagiarism, defined as "**the presentation of the work of another person as one's own or without proper acknowledgement.**" This could be material copied word for word from books, journals, internet sites, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student. It might be a paper purchased through an available source.

Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. It also includes if you translate the work of another person into French or English and do not cite the source. **DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING WITHOUT SAYING WHERE YOU GOT IT!**

Source: <http://provost.concordia.ca/academicintegrity/plagiarism/>

Course Materials

Emails & Moodle – I may send regular emails or Moodle posts. ***Please MAKE SURE your email is correct on myconcordia and make sure to check Moodle.***

Coursepack - This includes the primary and secondary source documents. *It is absolutely necessary for our course!* We will send these to you online for Fall 2020.

Schedule

Due to the pandemic, we will do things differently than usual. We'll all have to be patient, and we'll try to make things as seamless as possible. You should check Moodle regularly and we will remind you what's ahead each week. Here's how we'll proceed:

1. Everyone will attend a Zoom introduction on Wednesday, September 2 (14:35-15:35). I will introduce myself and you can ask questions in real time about the syllabus and materials. Before attending, make sure to listen to Video 1 (syllabus).
2. I will post a series of short lectures every Friday afternoon, totalling about 1 hour for each week. You must listen to the lectures over the next week.
3. Each student will be assigned to a team of 6 peers. Your team will meet together on Zoom every week for 1 hour to discuss the lecture, readings, and posted discussion questions. Please choose a time that works for everyone and stick to it each week.
4. Twice during the semester, your team will meet with the TA *instead* of holding your own meeting. These meetings will take place on Wednesdays during our time slot (14:35-15:55). We will post a schedule of these meetings at the start of the semester.
5. Occasionally, we will have guest speakers. They will meet with us on Wednesdays from

14:35-15:55. All students are expected to attend. There will be no TA discussion sessions that week.

6. I will hold Q&A sessions on Friday afternoon (15-16h) to discuss the week's readings/lectures. These are NOT mandatory, but offer a good chance for us to connect.

I. Introduction

2 Sept: Death & Dying in North America—Introduction
Video 1

9 Sept: Judaism, Christianity, Islam
Video 2 & 3
READING

- David Chidester, "Judaism, Christianity, and Islam," p158-188 & "The Divine Comedy," p192-207.

II. Illness & War

14 / 16 Sept: Illness, Plague & "Good Death" Ideals
Video 4 & 5

21 Sept: Suffering
Video 6

READING

- Harriet Beecher Stowe, "Death," in *Uncle Tom's Cabin* (1852) pp 403-21.
- Robert Orsi, "Mildred is it Fun to be a Cripple?" *Between Heaven and Earth* (Princeton UP 2005) 19-40.

23 Sept: Martyrdom
Video 7

28 / 30 Sept: Just War & Sacrifice
Video 8 & 9 & 10

READING

- Michael G Knapp, "Concept and Practice of Jihad in Islam," *Parameters* 2003: 82-93.
- David Carrasco, "Cosmic Jaws: We Eat the Gods and the Gods Eat Us," *Journal of the American Academy of Religion* 63(3) 1995: 429-459.
- Recommended: "About Día de los Muertos," *UNM: Latin American and Iberian Institute*, 5-12. **How Aztec death culture merged with Catholic saints/death culture to create the contemporary Day of the Dead*

Reflection 1: Death in Life/Life in Death (5%) – DUE 23 September
QUIZ 1 online (Sept 30)

III. Otherworldly & Undead

5 Oct: Angels in America

Video 11

7 Oct: Spirit Possession & Trance

Video 12

READING

- Tony Walter, "The Dead Who Become Angels: Bereavement and Vernacular Religion," *OMEGA* Vol. 73(1) 2016: 3–28.
- Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn*, pp.36-38, 49-71.

12 / 14 Oct: Dead/Undead in Pop Culture

Video 13 & 14

Reflection 2: The Dead/Undead Among Us (5%) – DUE 14 October

QUIZ 2 online (Oct 14)

IV. Places of Death, Processes of Mourning

19 / 21 Oct: Hospitals, Burials, Funerals

Video 15 & 16 & 17

READING

- Northcott and Wilson, *Death & Dying in Canada* (2017), 81-115, 203-217.
- Alexa Hagerty, "Speak softly to the dead: the uses of enchantment in American home funerals," *Social Anthropology/Anthropologie Sociale* 22, 4 (2014) 428–442.

26 / 28 Oct: Cemeteries & Other Markers

Video 18 & 19

READING

- Sylvia Grider, "Spontaneous Shrines and Public Memorialization," in Kathleen Garces-Foley, ed. *Death and Religion in a Changing World* (ME Sharpe, 2006), 246-262.
- Colleen McDannell, "The Religious Symbolism of Mount Laurel Cemetery," in *Material Christianity* (Yale UP 1995) pp 103-128.

2 / 4 Nov: Online & Post-religious Mourning

Video 20

9 Nov: Life and Death in a Pandemic

Video 21

READING

- Tony Walter, "The Pervasive Dead," *Mortality*, 24:4 (2019), 389-404.
- Carl Öhman and Luciano Floridi, "An ethical framework for the digital afterlife industry," *Nat Hum Behav* 2, 2018: 318–320.
- Sam Han, "Celebrity Death, Media Events and Civil Religiosity," *Asian Communication Research* (2016): 9-26.

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IF Han doesn't work: <https://doi.org/10.5210/fm.v16i12.3168>

GUEST SPEAKER – TBA

Reflection 3: Living Through a Pandemic (15%) – **DUE 11 November**

QUIZ 3 online (Nov 9)

V. The Politics of Death

11 Nov: Public Death as Political Means

Video 22 & 23

16 / 18 Nov: Unearthing the Dead: Indigenous Rights in Canada

Video 24 & 25

READING

- Michelle A. Hamilton, "Aboriginal Responses to Archeology," in *Collections and Objects* (McGill-Queens UP, 2010) pp79-97.
- Stó:lō House of Respect, *The Journey Home: A Final Report* (2015): 1-3, 6-14, 25-48.
- Recommended: Eric Seeman, *The Huron-Wendat Feast of the Dead*, 6-22, 59-79
- Strongly Recommended: Ann Crawford-Roberts et al, "George Floyd's Autopsy and the Structural Gaslighting of America," *Scientific American*, 6 June 2020.
<https://tinyurl.com/y88fpf4l>

23 / 25 Nov: Euthanasia & Experiment: Does the Body Belong to God?

Video 26 & 27

30 Nov: GUEST SPEAKER: Genevieve Casey, MD. "On Medically Assisted Dying."

Film: *How to Die in Oregon*

Available at:

https://tubitv.com/movies/310499/how_to_die_in_oregon

READING

- Evan Berry, "Epilogue," in Kathleen Garces-Foley, ed. *Death and Religion in a Changing World* (ME Sharpe, 2006), 305-312
- Shrine F. Hamdy, "Does Submission to God's Will Preclude Biotechnological Intervention?" in Stolow *Deus in Machina* (2013) 143-157.
- Henk van den Belt, Playing God in Frankenstein's Footsteps: Synthetic Biology and the Meaning of Life," *Nanoethics* 3(2009): 257-267.

Reflection 4: *How to Die in Oregon* (15%) – **DUE 2 December**

QUIZ 4 online (Nov 30)

VI. Heaven & Eternity

2 Dec: Heaven & Eternity
Video 28 & 29
7 / 9 Dec: Near Death & Reanimation
Video 30 & 31

READING

- Colleen McDannell and Bernhard Lang, *Heaven: A History* (Yale 2001) 309-26, 349-58.
- Lee W. Bailey, “Unknown Well-Known Near-Death Experiences,” pp 71-86 and George Ritchie, “My Life After Dying,” pp. 87-99. In Bailey and Yates (Eds) *The Near-Death Experience* (1996)
- Abou Farman, “Mind out of Place: Transhuman Spirituality,” *Journal of the American Academy of Religion*, 87(1) 2019, pp.57-58 (First two paragraphs of the article), pp.61-63 and pp.66-75 (from “Spiritual Machines”).

Film: The Immortalists
Available at:
<https://archive.org/details/The.Immortalists>

QUIZ 5 online (9 Dec)

Team Journal Assignment (12%) – Dec 14 (Monday)

Grades & Assignments

PARTICIPATION

1. Participation in TA Discussion Sections – 5%

Your team will be assigned 2 TA sessions during our Wednesday afternoon time slot. You will NOT meet with your team that week, apart from the TA session. The TA will assess your performance during these sessions based on (a) attendance and (b) active participation. That means discussing the readings. If you are shy and don't like to speak up, please type questions or comments in the Zoom feature. Each person should contribute something to the discussion.

2. Participation in Team Meetings – 8%

Twice during the year (mid-term and end of term), your teammates will assess your contribution to the group by filling out a peer review form. Each one is worth 5%. If after the mid-term review, there seems to be a problem I will alert you so you have a chance to improve.

QUIZZES

In lieu of a mid-term or final exam, there will be 5 quizzes during the semester. Each one is worth 6% of your grade for a total of 30%. The quizzes will be multiple choice and only focus on material covered in that unit.

Each quiz will be posted on the last day of the unit in question and must be completed in 1 hour within 12 hours. It will be posted at noon on the day indicated in the syllabus and will be available to you until midnight. You will have 1 hour to complete it from the time that you log on (e.g. if you log on at 3:30pm you will have until 4:30pm to complete it). This system is designed to give you more flexibility. You are welcome to use your notes and readings (it is “open book”). But DO NOT use the internet OR work on it together. That is cheating and will result in an automatic fail.

ASSIGNMENTS

1. Reflection Assignments – 45%

There are four Reflection Assignments and each one is a bit different, but the goal is to think more deeply about the course themes and engage the readings. You’ll notice what they get longer and a little more involved each time. You may write in either French or English. They should be written clearly and well edited. You will lose marks if there are errors so please take the time to reread them (or ask someone to reread them with you).

- Reflection 1: Death in Life/Life in Death (5%) – **DUE 24 September.**

Take THREE photos that show how death is reflected in the environment in which you live (that might be Montreal or wherever you are right now). Your photos could include in art/street art, the built environment, symbols around you – however you want to interpret it. The photos can be snapped with your iphone or a real camera. Do NOT take someone else’s photo from the internet. The purpose is to get you thinking about how death is (or isn’t) visible to us every day. As a class, we will build a collective “album” and look through some of them.

Each photo should be accompanied by:

- (a) The date, time and place where it was taken
- (b) 150 words writing up why you took it, the context, what it means/made you think of.

- Reflection 2: The Dead/Undead Among Us (5%) – **DUE 10 October.**

Read a popular book, watch a film or TV show about *angels/saints, ghosts, zombies, mummies, or vampires*. You will sign up for one subject in advance. The purpose is to develop the ability to analyze a popular source as a “text” and put into a particular cultural/historical context (in this case, ours!) Write a comment of 250-500 words about any ONE of the questions below. Please focus on one or two specific ideas/examples/plot lines from the source you read or watched.

- (a) How do living people perceive these dead/undead? And what (if any) role do they play in the lives of the living?
- (b) Do the dead/undead mimic human social relationships? (e.g. form their own society).
- (c) How does this contemporary portrayal of the subject (e.g. mummies or vampires, etc.) compare/contrast with earlier examples we've seen? You may draw on your own knowledge and googling here too, if you want.

- Reflection 3: Life During Pandemic (15%) – **DUE 11 November.**

We have been living through extraordinary times. Choose ONE theme below and reflect on it, using THREE online sources (note that below “one” source refers to a bullet point, even if two links are listed). You may choose all 3 sources from those listed, or you may use 2 of those listed and find your own online. Feel free to focus on a place outside of North America to offer a comparative angle. NB: You may use any online source, but if it's a personal blog make sure to clarify who is the author and why they are reflecting on the pandemic in this way.

The paper is 750 words (3 pages). A good reflection will focus on a specific theme and compare or contrast across the articles/examples. Treat it like a mini essay: there should be a clear theme (‘thesis’) and about 2-4 points drawn from the online sources to back it up. Each point you raise should further your theme in somewhat different ways (e.g. do not repeat the same point 3 times). You do not need to wrap everything up neatly; you may find that the articles are pointing you towards messiness and unresolved issues. They may contradict each other. That is fine: this essay can include comparisons (what is similar) and contrasts (what is different).

Although we all have very personal experiences from the last months, please do not include these as part of the 750 words. DO feel free to include an extra paragraph/comment at the end about with your personal experience/reflection. This paragraph will not count towards the grade, but I'd certainly appreciate reading it! You may find your third article anywhere, but a couple places with coverage on religion include:

<https://religiousmatters.nl/category/blogs/>

<https://pandemicreligion.org/s/contributions/page/welcome>

<https://religionandpolitics.org/>

On Twitter: @ReligionCOVID or @PandemicRel

Theme 1: Mourning (new rituals, good deaths, the elderly, loneliness)

- Amy Olberding, “Is the death of an elder worse than the death of a young person?” Aeon, 20 November 2017. <https://aeon.co/ideas/the-death-of-our-elders-not-the-young-is-the-worse-loss>
- Julian Menezes and Hillary Kaell, “Hot and cold zones: Life and death in a Montréal COVID-19 hospital,” The Conversation, 22 June 2020. <https://theconversation.com/hot-and-cold-zones-life-and-death-in-a-montreal-covid-19-hospital-139633> AND Christina Walker, “Hospital chaplains are bridging the gap,” CNN, 26 April 2020. <https://www.cnn.com/2020/04/26/us/hospital-chaplains-coronavirus/index.html>

- Michael Barbaro, “A New Way to Mourn,” *Podcast* (transcript also available). <https://www.nytimes.com/2020/04/24/podcasts/the-daily/coronavirus-deaths-grief.html?smid=tw-share>

Theme 2: Politics & Justice (inequality of cases, individual rights, community-based justice)

- Alla Elassar, “Two Sikh doctors shaved their beards...to treat Covid-19 patients,” CNN, 16 May 2020. <https://www.cnn.com/2020/05/16/health/sikh-doctors-beards-coronavirus-trnd/index.html>
- Christina Carrega & Lakeia Brown, 'Sorrowful': Black clergy members and churches reeling from COVID-19 losses,” ABC news, 21 May 2020. <https://abcnews.go.com/US/sorrowful-black-clergy-members-churches-reeling-covid-19/story?id=70434181> (NB: We shouldn't forget racial inequities in community transmissions in Montreal too).
- Kira Ganga Kieffer, “Why Some Vaccine Skeptics Are Fighting Covid-19 Restrictions, *Religion & Politics*, 16 June 2020. <https://religionandpolitics.org/2020/06/16/why-some-vaccine-skeptics-are-fighting-covid-19-restrictions/> AND Jeremy Cohen, “Coronavirus ‘cures’ for \$170 and other hoaxes,” *The Conversation*, 23 March 2020. <https://theconversation.com/coronavirus-cures-for-170-and-other-hoaxes-why-some-people-believe-them-133756>
- Aysha Khan, “Solidarity, not charity: Why mutual aid reemerged in the pandemic, and is flourishing amid protests,” *Religion News Service*, 23 June 2020. <https://religionnews.com/2020/06/23/solidarity-not-charity-why-mutual-aid-reemerged-in-the-pandemic-and-is-flourishing-amid-protests/>
- (if you read French) François Vaillancourt, “Covid-19 : le prix d'une vie et les choix de société lors d'une deuxième vague,” *La Conversation*, 2 July 2020, <https://theconversation.com/covid-19-le-prix-dune-vie-et-les-choix-de-societe-lors-dune-deuxieme-vague-139181>

Theme 3: Bodies (policing bodies, permeable bodies, fear of certain bodies)

- Jeremy Stollow, “Some Notes on the Visualization of the Pandemic Body, 15 May 2020. <https://religiousmatters.nl/some-notes-on-the-visualization-of-the-pandemic-body/>
- Associated Press, “Communion shared-spoon ritual unchanged in Orthodox Church despite virus,” *Los Angeles Times*, 29 May 2020. <https://www.latimes.com/world-nation/story/2020-05-29/communion-ritual-unchanged-in-orthodox-church-despite-virus>
- Sandeep Kumar and Sumit Ray, “How bigotry, like Covid-19, can go viral: The ABC of a modern pandemic,” *Times of India*, 14 April 2020. <https://timesofindia.indiatimes.com/blogs/toi-edit-page/how-bigotry-like-covid-19-can-go-viral-the-abc-of-a-modern-pandemic/> AND Turan Kayaoglu, “Pandemic politics: COVID-19 and Islamophobia,” *Brookings Institute*, 17 June 2020.

<https://www.brookings.edu/opinions/pandemic-politics-a-public-health-crisis-and-a-hate-crisis-covid-19-and-islamophobia/>

- Reflection 4: *How to Die in Oregon* (20%) – **DUE 2 December.**

Watch the film *How to Die in Oregon*. Identify ONE key theme or idea and reflect on it, using THREE readings. The paper should be 1000 words (4 pages).

You MUST use at least one reading from our coursepack. It may be a reading from “Euthanasia and Experiment” week (Berry, Hamdy, van den Belt) or from a previous week if it is well connected to the paper. You may choose the remaining two readings from the coursepack or the newspaper articles listed below. (NB: You may use as many of the newspaper articles as you wish, beyond your three readings)

This last reflection is the most complex. The purpose is to use the skills gained in the previous reflections (observing how death & dying is reflected in our society and analyzing/contextualizing popular culture products, in this case a film and newspaper articles). This reflection adds another skill: analyzing academic articles about other (related) contexts in order to identify common themes.

NOTE: Genevieve Casey, MD, will be speaking to our class on. As you are watching, reading and writing for this assignment, please think of two questions you would like to ask her. She has asked you to review or read the Kelly Grant article (below) in preparation for her visit.

Short newspaper articles and opinion pieces:

- Scott Kim, “How Dutch Law Got a Little Too Comfortable With Euthanasia,” *The Atlantic*, June 2019. <https://www.theatlantic.com/ideas/archive/2019/06/noa-pothoven-and-dutch-euthanasia-system/591262/>
- Madeleine Kearns, “A Teenage Rape Victim and the Culture of Death,” *National Review*, June 2019. <https://www.nationalreview.com/2019/06/noa-pothoven-teenage-rape-victim-culture-of-death/>
- Henry Samuel, “Belgium authorised euthanasia of a terminally ill nine and 11-year-old in youngest cases worldwide,” *The Telegraph UK*, 7 August 2018. <https://www.telegraph.co.uk/news/2018/08/07/belgium-authorised-euthanasia-terminally-nine-11-year-old-youngest/>
- “Physician-Assisted Suicide in Quebec Roars Ahead,” *REAL Women of Canada*, April 2019. <http://www.realwomenofcanada.ca/physician-assisted-suicide-in-quebec-roars-ahead/>
- Kelly Grant, “Medically assisted death allows couple married almost 73 years to die together,” *Globe & Mail*, 1 April 2018. <https://www.theglobeandmail.com/canada/article-medically-assisted-death-allows-couple-married-almost-73-years-to-die/>
- Graeme Hamilton, “Is it euthanasia or assisted suicide? Quebec's end-of-life care law explained,” *National Post*, December 2015. <https://nationalpost.com/health/is-it-euthanasia->

2. Team Journal Assignment – 12% - December 14.

Throughout the semester, I will post discussion questions for you to consider. These reading questions will form the basis of your small team discussion sessions, and this journal assignment. Each week, your team should elect a recorder to take notes during your discussion (this can be a different person each time).

Two members of the team should bring something found online – a newspaper article, a film from Netflix, a blog post, etc. – to the discussion. As a group at the beginning of the semester, choose who will be responsible for finding online items each week (please make this as even as possible: everyone should be assigned to 3-4 weeks over the course of the semester). Items should be circulated a bit in advance so everyone can read or listen. If it is long—e.g. a movie or book—feel free to forward just an online summary, Amazon page, film trailer, etc. The person who chose it can then add necessary details during the discussion.

During your session, focus (1) on picking out and clarifying key points from the lectures, readings, and discussion questions and (2) using the online items to reflect further on these themes and questions. During your session, the elected recorder will take point-form notes (no more than 1 page) with key points/questions from your discussion. Include the item (or a URL to that item).

THE KEY TO GETTING FULL MARKS is to make sure your group is *specific about an idea that comes from the lectures and readings*. Do not simply describe the readings or the online item. Focus your discussion on a theme or “take home” point from our course. Each group should complete this task any week *there are discussion questions*, excluding weeks when the group meets with the TA. That works out to 6 sessions over the semester (2% each).

The final package will consist of (a) the names of all group members (b) the 1 page discussion summary for each week taken by the elected recorder (c) on each 1 page summary, the names of the 2 people who brought in the online item for discussion and the title and URL of each item. One person should compile and submit the final package. You will receive one grade as a team. You will have an opportunity to give each other individual grades in the peer review form.