Scientific advances will eventually allow humans to live forever. These advances may occur within a few hundred years. Citizens that are immortal will require revisions of the most cherished principles of society. We will continue our examination of the myriad issues presented by eternal life and attempt to develop a blueprint for a healthy society.

At the end of the Fall semester, the class had studied the psychological, sociological, and philosophical considerations that must be successfully managed in order to have a healthy and happy society. In the Spring semester we will use these general considerations to focus on specific issues that society will face as a result of a greatly extended life span. Detailed solutions to these anticipated problems will be formulated in a way so that the solutions can be implemented into policy.

During the semester, teams of students will be formed to address a major anticipated problem. Each student on the team will research and address a specific issue that will be necessary to solve the problem. Each student will write a chapter that will be part of a book that describes an anticipated problem and presents specific steps that can be taken to solve the problem. In order to be useful as policy statements, issues and solutions must be addressed quantitatively with cost-benefit analysis, and equations representing relationships between various factors in the problem. Team members must be careful that the chapters flow smoothly and seamlessly into each other. Otherwise, the policy book will be disjointed and of questionable value.

The final part of the semester will be class presentations. Each team will have approximately one hour to describe their anticipated problem and the suggested policies to solve the problem. The team presentation will be a series of presentations by each member of the team. Each member will focus in their presentation on the specific issue that they focused on in their research. As with the writing of the individual chapters, the presentations must also be well coordinated so that they flow smoothly and seamlessly.

**Syllabus**

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Assignment</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Bring to class the statement of your anticipated problem. In class, we will split into teams of students that are interested in the same problem</td>
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<tr>
<td>January 18</td>
<td>Bring to class a list of five specific, focused issues that must be addressed in order to solve your problem. In class, each team will discuss the specific issues among themselves and create a list of the most important.</td>
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issues. In order to be useful as a policy statement, one or more of these issues must be a quantitative cost-benefit analysis of the problem and the proposed solution. In order to be quantitative, numerical data must be researched and equations representing relationships among various factors must be employed to arrive at suggested courses of action. Each member of the team will be assigned one or two of these issues to focus on.

**January 25** Each student will present a list of references that they have obtained that contains the information necessary to address their issue(s). Teams will decide if each member has the necessary references. Problems in obtaining data will be discussed and alternatives will be suggested for continued work.

**February 1** Students will present their findings to their team. The team will decide if additional information is needed. The answer will be, “Yes”.

**February 8** Each team will review the information gathered by each member and determine if any additional research is still necessary.

**February 15** Having researched all the necessary information, each student will begin to write one chapter of their team’s policy book for solving the team’s anticipated problem. Each team will discuss the viewpoint (angle, slant) that each member’s chapter should be written from.

**February 22** Team members will discuss the first draft of each other’s chapters. Teams will determine how each chapter must start and end so that when the chapters are combined, the book will flow smoothly and seamlessly from chapter to chapter as if written by a single entity.

**March 1** Team members will discuss the second draft of each other’s chapters.

**March 8** Team members will make final suggestions to ensure that the chapters flow smoothly.

**March 15** Each student will give a copy of the final version of their chapter to each member of the team and to the Professor. Each student will now have a complete version of their team’s book. Each student will prepare a 10 minute presentation of their chapter, with care so that their 10 minute presentation will flow smoothly with the presentations given by other members of the team.

**March 29** Teams will discuss each member’s presentation for content and seamless-ness.

**April 5** Team Presentations
**April 12** Team Presentations
**April 19** Team Presentations