

"I do not feel obligated to believe that the same God who endowed us with sense, reason, and intellect had intended for us to forgo their use..."
- Galileo Galilee (1564 – 1642)



*"Tiger got to hunt, bird got to fly;
Man got to sit and wonder 'why, why, why?'
Tiger got to sleep, bird got to land;
Man got to tell himself he understand."*
- Kurt Vonnegut, *Cat's Cradle*

"Any philosophy that can be put in a nut shell belongs in one."
- Hillary Putnam



• Philosophy 110 – Great Philosophical Questions

Section 23

Summer 2022

Monday 4:00 PM – 8:10 PM

Room: In-Person Sacramento Campus, Room

Course satisfies graduation requirement for core *Area D: Philosophy, Theology, and Religious Studies*

• Instructor Info

Instructor: J. P. Carboni

E-mail: jcarboni1@usfca.edu

Mailbox: All documents are either to be submitted through email or directly through CANVAS (preferred).

Office Hours: Tuesday 10 – 11 AM
Friday 11 – 12 PM
Office hours will be held over Zoom this term. Please use the links in CANVAS/Modules to access my office during those days/times.

• Important Dates

- Semester Start Date: Monday, January 24th
- First Course Date: Monday, January 24th
- Last Day to Add Course: Thursday, January 27th
- Last Day to Drop Course: Monday, April 11th
- Final Day of Class: Thursday, May 12th
- Final Exam Period: Saturday, May 14th – Thursday, May 19th
- Final Grades Due: Thursday, May 26th

• No Classes Held

- 2/21: President's Day (Monday)
- 3/14 – 3/18: Spring Recess (No Classes Held)



• Course Description

Course Catalogue: “An introduction to classic texts of philosophy, focused on major philosophical issues including the problem of knowledge, the existence of God, the mystery of evil, free choice vs. determinism, and the essence of human nature.”

Course Breakdown: What does it mean to believe something? How do you know that what you believe is true and represents reality? Is there a real, authentic reality outside of what you perceive to be real or is reality nothing but a subjective understanding? Is there a God? What does it mean to say that you know that you are a living, thinking thing? Are you free or are you a determined being? Why should we care at all? These are questions that many of us – all of us – ask or have asked at one time or another. Our answers form the background upon which we live our lives and determine the way that we interact with the world and with others. For centuries, philosophers have struggled (as we all do) to answer these questions. This class will investigate many of the answers that philosophers have proposed. We will evaluate not only what these philosophers have said, but at the same time our own answers as well with the goal of understanding not only the answers given but the importance of the questions themselves. Philosophy is the love of wisdom, and it is my hope that by the end of this class we will have a better understanding of what that statement means and why the pursuit of philosophy is important to our lives.

• Required Textbook

Rosen, Gideon, Alex Byrne, Joshua Cohen & Seana Shiffrin (2015). *The Norton Introduction to Philosophy, 2nd Edition*. W. W. Norton & Company, Inc.: New York ISBN: 9780393624427

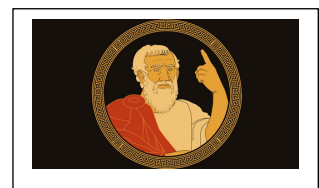
Here is a link to the Norton Website where you can purchase an E-Book (but this is not the only seller): <https://wnorton.com/books/9780393624427>

Note: There will be some additional readings which I will post to CANVAS in the folder “Additional Readings/Videos.” See reading schedule below for complete breakdown of all readings and assignments.

• Philosophy 110 Learning Outcomes

- 1) Understand the value of thinking philosophically by reflecting on the meaning of one’s own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility.
- 2) Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being.
- 3) Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers.
- 4) Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.

See the following link for all Area D: Philosophy, Theology, and Religious Studies learning outcomes: <https://catalog.usfca.edu/content.php?catoid=2&navoid=157>



See the following link for a detailed explanation/rubric for **D1. Philosophy Higher Order Learning Goals (HOLGS)**:

<https://myusf.usfca.edu/sites/default/files/D1PhilosophyHOLGRubric-3.pdf>

See the following link for the most recent Learning Outcome Assessment for Area **D1 Learning Outcomes**: <https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/usf-core-curriculum/assessment/report-set-1>

• Core Curriculum Learning Outcomes

The following general learning goals guide the development of the curriculum. Students should:

- Be able to speak and write effectively
- Be able to express ideas in an articulate and persuasive way
- Be able to understand a mathematical problem and design a solution
- Be exposed to a wide breadth of disciplines, as a foundation for a general liberal arts education
- Understand the process of seeking truth and disseminating knowledge
- Understand historical traditions
- Appreciate and be able to critically evaluate the arts
- Understand the nature of society and the relationships between individuals and groups
- Understand the nature of the physical world, the uses of the scientific method, and the implications of technology
- Comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others
- Understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world
- Understand and value cultural and ethnic differences in a multicultural society and globalizing world
- Gain the skills and experiences necessary to link education to service
- Be exposed to opportunities to work for social justice

• General Values Objective

As with all courses at the University of San Francisco, this course will adhere to and promote the general values promoted within a Jesuit Education. As stated on *USFCA.com*, Jesuit values focus on “Taking action against the things that degrade human dignity; tending to the whole person; uniting the mind and heart; amplifying the voices of the underserved, disadvantaged, and poor – these humanistic ideals have guided Jesuits for centuries.”

For more information regarding the core values of the University of San Francisco, please see the following link: <https://www.usfca.edu/about-usf/who-we-are>

• University Student Standards of Conduct

Students are expected to adhere to the University Honor Code as outlined in the **Fogcutter Student Handbook**. This handbook can be found at: <https://myusf.usfca.edu/fogcutter>.

The University Honor Code includes the following definition of academic integrity and a breakdown of each of the required standards of conduct:

Academic Integrity: “Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited:”

- Cheating
- Plagiarism
- False Citations
- Submitting the Same Work for Multiple Assignments
- Submitting False Data
- Falsifying Academic Documentation
- Abuse of Library Privileges (N/A This Semester)
- Abuse of Shared Electronic Media



For a detailed description of each of these required standards of conduct, please see the following link:

<https://myusf.usfca.edu/academic-integrity/honor-code>

All violations of Academic Integrity will result in an automatic failing grade on any assignment associated with the violation and student’s action will be reported to the Philosophy Department Chair as well as to the Academic Integrity Committee at the following link:

https://cm.maxient.com/reportingform.php?UnivofSF&layout_id=127

• Course Standards of Conduct

In addition to the above university wide requirements, there are some additional requirements specific to this course that all students will be required to adhere to:

- **In-Class Participation:** Purposely “obstructing” the view point of another student in the classroom during classroom discussions is prohibited. This class will involve many discussions concerning the material assigned for homework and the material presented during the classroom lectures. This being a philosophy course, many of these discussions may challenge certain beliefs that you hold. Open dialog and proper methods of argumentation are not only expected but required for this class.

- **Attendance/Participation:** Students are expected to attend each online class session. This class will involve many in-class discussions and a significant amount of in-class work. Students are expected to have completed the readings and participate during in-class synchronous discussions.

- **Email Correspondence:** Monday through Friday I check my above account a *minimum* of once each day (usually evening). **To ensure a prompt reply**, all emails should be structured according to the following university guidelines.

<https://myusf.usfca.edu/marketing-communications/resources/email-resources/email-style-guide>

Please allow a respectable amount of time for replies. I consider a respectable time to be 12 hours during the week. On the weekend (which I consider Friday and Saturday) unless there is a major assignment due, I generally do not check email until Sunday night.

In addition to these linked guidelines, all emails sent to one of your instructors should include: *Your name, your class, and a clear description of your issue, concern, or question.* Any email that does not contain each of these will not be answered promptly.

• **Disability Accommodations:**

If you have a disability and require accommodations, you will need to provide disability documentation to Gleeson LL 20, (415) 422-2613. General information, including the specific eligibility process and documentation guidelines, can be found at the following link: <https://www.usfca.edu/student-disability-services>. Please discuss your accommodation needs with me after class or during my office hours *before* the end of the third week of the semester.

Special Note: All instructors employed by the University of San Francisco are ‘mandatory reporters’ of suspected child abuse or neglect according to the *California Child Abuse and Neglect Reporting Act*. As such, I am bound to the requirements established by the Department of Education and the University of San Francisco. Documents outlining this requirement can be found at:

<https://myusf.usfca.edu/sites/default/files/USFAcknowledgmenttoReportChildAbuseForm.pdf>

• **Evaluation/Homework Assignments**

- **In-Class Assignments:** There will be a number of randomly assigned in-class assignments throughout the term. These assignments will be worth a total of 5 – 10 points each (you will be informed of the specific point value when each assignment is given). At the end of the term, a total of 30 points will be possible. There are no make-ups on missed in-class work.
- **Quizzes:** As outlined on the weekly course breakdown below, there will be two types of quizzes in this class.
 - (1) **Reading Quizzes:** Each *new required reading for each day* will include a short quiz to be completed prior to the lecture on that reading/subject (see weekly breakdown below for details). These quizzes must be completed in CANVAS and must be completed prior to the scheduled class time. Each Reading Quiz will be made available by 11:59 PM on the date stated in the weekly breakdown and will be available until that scheduled class begins. **No make-ups will be given for missing a quiz.** These quizzes will be multiple choice and/or true and false. Each quiz will be worth 10 points. Once you begin a quiz, you will have **30 minutes** to complete it. **You will only see one question at a time and once you answer a question you WILL NOT be able to go back and change your answer.**
 - (2) **Lecture Quizzes:** This course is scheduled to meet on day a week – Monday from 4 – 8 PM. As illustrated in the weekly breakdown below. At the end of each week students will be required to complete a short quiz on the lecture material provided during the lectures. **Please see the weekly breakdown for specific details.** Once you begin a quiz, you will have **30 minutes** to complete it. Like each Reading Quiz, the Lecture Quizzes will be multiple choice and/or true and false. Each Lecture quiz will also be worth 10 Points. **You will only see one question at a time and once you answer a question you WILL NOT be able to go back and change your answer.**

Please Note: There will be no make-up quizzes if you miss a quiz (any type). To do well on these quizzes and thus to do well in the class, you should make sure to attend class, to actively participate in the lecture, and to complete the assigned readings. **If you are confused in any way about the detailed quiz schedule, it is your responsibility to come and speak to me during my office hours or before/after class.**

Also Note: If you have any issues during the quiz (like, for example, a system freeze) please **DO NOT** email me. **Simply speak to me after the next class and we will resolve the issue.** These types of emails tend to “bog” down the response rate.

- **Writing Assignments:** There will be two writing assignments in this class. For each assignment, you will be provided with assignment topics, structural details, and a grading rubric two weeks prior to the due date for each essay. Assignments must be submitted in CANVAS before the beginning of class on the day that they are due. Late essays will be docked 5 points for every day that they are late (not every class session & not including Saturday or Sunday). If your essay is late, and the submission link is closed, you must arrange a method to hand in the essay with me after the class that the essays are due.

Important Assignment Dates:

Essay #1 Assigned: Monday, 2/14

Essay #2 Assigned: Monday, 3/14

Essay #1 Due: Monday, 3/14

Essay #2 Due: Monday, 4/25

A detailed grading rubric and philosophic research/analysis guidelines will be provided alongside the assignment prompt. However, below are some general links that you should consult prior to beginning the writing process for this class or any class that you take:

- USF Writing Center:

<https://myusf.usfca.edu/lwsc/writing-center/philosophy>

- USF Editorial Style Guide:

<https://myusf.usfca.edu/marketing-communications/resources/editorial-resources/editorial-style-guide>

- USF Writers' Guide:

<https://myusf.usfca.edu/marketing-communications/writers-guide>

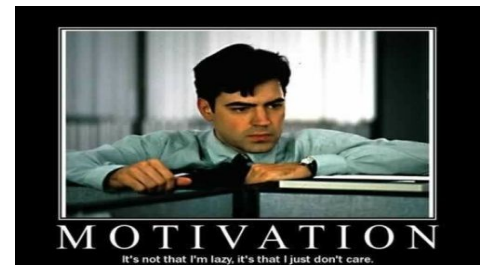
- External Resources Guide:

<https://myusf.usfca.edu/arts-sciences/philosophy/external-resources>

- This link includes some useful research websites in Philosophy

- **Examinations:**

There will be **TWO** examinations in this class. There will be a comprehensive review held during the class session before each exam. There will be no make-ups on exams except with “extraordinary” circumstances, so schedule outside activities accordingly. **Note:** Extraordinary circumstances do not include *personal* athletic activities, vacations, basic



internet failures (*plan for the worst*), not feeling like it, etc. A doctor's note (or something similar) will be required to schedule a make-up exam.

Midterm Exam: Monday, 3/21
Final Exam: TBA

• **Grading Scales**

Essay #1 will be graded on a 50-point scale

Essay #2 and both exams will be graded based on a 100-Point scale.

All Quizzes will be based on a 10-Point Scale

• **Total Points Breakdown**

- **Quizzes:**
 - 1) **Reading (10 x 10) 100 Points (90 after dropped quiz)**
 - 2) **Lecture (10 x 10) 100 Points (90 after dropped quiz)**
- **Essay #1: 50 possible pts**
- **Essay #2: 100 possible pts**
- **Examinations: 200 possible pts (100/per exam)**
- **In Class Work: 30 possible points**

Total Possible Points: 580

• **Detailed Weekly Reading/Assignment Schedule: Reading/Assignment Schedule**

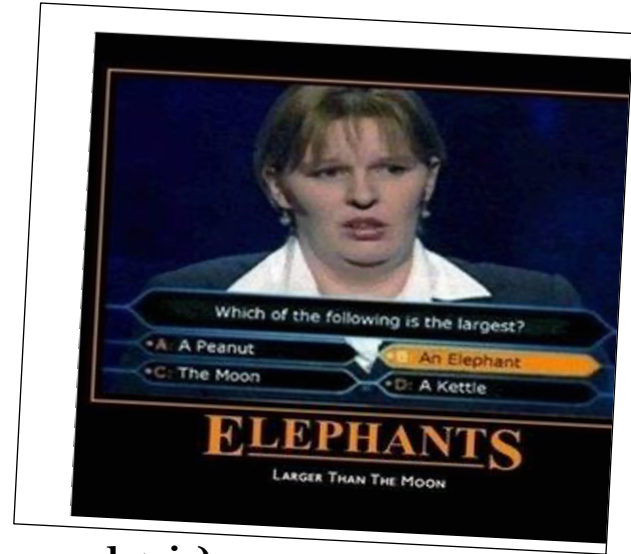
Notes (PLEASE READ ALL THE NOTES BELOW):

- 1) All course assignments/readings are due **(a)** on date specified in the weekly breakdown below and/or **(b)** on the day for which the assignment is listed
- 2) RQ = Reading Quiz and LQ = Lecture Quiz. All **Reading Quizzes and Lecture Quizzes** will be posted to CANVAS and must be completed before class begins on the date specified in the breakdown below (see the end of each day for specific details on what is due that day)
- 3) Course days will begin at approximately 4:05 - 10 PM.

• **Detailed Weekly Reading/Assignment Schedule: Reading/Assignment Schedule**

Note:

If any particular quiz fails to be posted on or before 11:59 PM on the date indicated, you will receive full credit on that quiz.



Philosophy Majors



what I think I do



what my professor thinks I do



what society thinks I do



what my parents think I do



what my friends think I do



what I really do

Week 1: (1/24 – 1/28) - Class Introduction – Welcome Back ... Course Overview

- *Period 1: Course Overview (No Reading Due)*

- *Period 2: In-Class Assignment #1 and Asynchronous Lecture on The Nature of Our Opinions (Please complete the asynchronous lecture prior to class on 1/31. Please watch the short video on opinions and the short reading on opinions vs fact that are posted to CANVAS/Modules)*

Due Week 2: Monday 1/31 Lecture Quiz #1 (Posted to Canvas by Tuesday, 1/25)

Monday 1/31 Reading Quiz #1 (Posted to CANVAS by Tuesday, 1/25)

Week 2: (1/31 – 2/4) - Do You Have An Opinion About What Philosophers Do?

- *Period 1: What is Philosophy and Why Is It Valuable? → “The Value of Philosophy” by Bertrund Russell (Posted to CANVAS)*

- *Period 2: What is Philosophy and Why Is It Valuable? Part 2*
 - “Why Philosophy? Five Views” (xxvii - Textbook) & “A Brief Guide to Logic and Argumentation” (xxxiii - Textbook)
 - **Due: Lecture Quiz #1 and Reading Quiz #1**

Due Week 3: Monday 2/7 Reading Quiz #2 (Posted to Canvas by Tuesday 2/1)

Monday 2/8 Lecture Quiz #2 (Posted to Canvas by Tuesday 2/1)

Monday 2/8 Reading Quiz #3 (Posted to Canvas by Tuesday 2/1)

Week 3: (2/7 – 2/11) - What Do I Know? An In-Depth Look at Rationalism!

- *Period 1: “Meditation I” by Rene Descartes (pgs. 264 – 268)*
 - **Due: LQ2 & RQ2**

- *Period 2: “Meditation II by Rene Descartes (pgs. 312 – 319)*
 - **Due: RQ3**

Due Week 4: Monday 2/14 Reading Quiz #4 (Posted to Canvas Tuesday 2/8)

Monday 2/14 Lecture #3 (Posted to Canvas Tuesday 2/8)

Monday 2/14 Reading Quiz #5 (Posted to Canvas Tuesday 2/8)

Week 4: (2/14 – 2/18) - Does This Syllabus Exist? Skeptical Empiricism and the Existence of the External World

- *Period 1: “Of Scepticism with Regard to the Senses” by David Hume (pgs. 268 – 278)*
 - **Due: LQ 3 & RQ4**

- *Period 2: Finish Hume (from Monday) and begin “Proof of an External World” by George Edward Moore (pgs. 278 – 284)*
 - **Due: RQ5**

Due Week 6: **Monday 2/28 Lecture Quiz #4 (Posted to Canvas by Tuesday 2/15)**
 Monday 2/28 Reading Quiz #6 (Posted to Canvas by Monday 2/15)
 Assigned (Posted to CANVAS): Writing Assignment #1 (2/14)

Week 5: **(2/21 – 2/25) – President’s Day (No Classes Held)**

Week 6: **(2/28 – 3/4) – Freedom, Part I: Well ... At Least I’m Free, Right?**
 • *Period 1: In-Class Exercise #2 (No Reading Due)*
 - **Due: LQ4**

 • *Period 2: Free Will by Galen Strawson (pgs. 600 – 609)*
 - **Due: RQ6**

Due Week 7: **Monday 3/7 Reading Quiz #7 (Posted to Canvas by Tuesday 3/1)**
 Monday 3/7 Lecture Quiz #5 (Posted to Canvas by Tuesday 3/1)

Week 7: **(3/7 – 3/11) – Freedom, Part II: “I believe I have free will. I have no choice.” - Isaac Bashevis Singer**
 • *Period 1: Human Freedom and the Self by Roderick Chisholm (pgs. 610 – 617)*
 - **Due: LQ5 & RQ7**

 • *Period 2: Sanity and the Metaphysics of Responsibility by Susan Wolf (pgs. 645 - 657)*

Due: By Monday 3/14: Writing Assignment #1 (Submission Link in Canvas)
By Monday 3/22 Lecture Quiz #6 (Posted to Canvas Tuesday 3/8)

Week 8: **(3/14 – 3/18) - Spring Break, No Classes Held**

Due: There will be no Lecture Quiz due week after Spring Break – But LQ6 is due by Monday 3/22 before 4:00 PM.

Posted: Study Guide will be posted to Canvas no later than 3/14

Week 9: **(3/21 – 3/25) – Examination Week – Midterm Examination**

- *Period 1: Examination Review*
- *Period 2: Midterm Examination (Taken in CANVAS)*

Due: By Monday 3/28 Reading Quiz #8 (Posted to Canvas by Tuesday 3/22)

Week 10: **(3/28 – 4/1) – When I Look in the Mirror, I See Something There**

- *Period 1: Of Identity and Diversity, from An Essay Concerning Human Understanding* by John Locke (pgs. 505 – 512)
- **Due: RQ8**
- *Period 2: Finish Locke and Start A Critique of Locke's Theory of Personal Identity* by THOMAS REID (Posted in CANVAS)

Due: Monday 4/4 Lecture Quiz #7 (Posted to Canvas by Tuesday 3/29)
Monday 4/4 Reading Quiz #9 (Posted to Canvas by Tuesday 3/29)
Monday 4/4 Reading Quiz #10 (Posted to Canvas by Tuesday 3/29)

Week 11: (4/4 – 4/8) – Mind Games: What is a Mind and How Does it Relate to the Body?

- *Period 1: Descartes' Myth from The Concept of Mind* by Gilbert Ryle (pgs. 325 – 333) and start *Sensations and Brain Processes* by J.J.C. Smart (pgs. 333 – 341)
- **Due: LQ7 & RQ9**
- *Period 2: Finish Sensations and Brain Processes* by J.J.C. Smart and start *Can Computer's Think? From Minds, Brains, and Science* by John Searle (pgs. 341 – 347)
- **Due: RQ10**

Due: Monday 4/11 Lecture Quiz #8 (Posted to Canvas by Tuesday 4/5)
Monday 4/11 Reading Quiz #11 (Posted to Canvas by Tuesday 4/5)

Week 12: (4/11 – 4/15) – Mind Games Continued and the Intricate Study of Consciousness ...

- *Period 1: Finish Can Computer's Think? From Minds, Brains, and Science* by John Searle
- **Due: LQ8 & RQ11**
- *Period 2: What is it Like to be a Bat* by Thomas Nagel (pgs. 356 – 365)

Due: Monday 4/18 Lecture Quiz #9 (Posted to Canvas by Tuesday 4/12)
Monday 4/18 Reading Quiz #12 (Posted to Canvas by Tuesday 4/12)
Monday 4/18 Reading Quiz #13 (Posted to Canvas by Tuesday 4/12)
Assigned: Writing Assignment #2 (Monday 4/11)

Week 13: (4/18 – 4/22) – Is There A God Problem? & Pascal Loved to Gamble but What if God Doesn't Know How to Play the Game?

- *Period 1: The Ontological Argument from Proslogian* by Anselm of Canterbury (pgs. 8 – 12) and a Review of Descartes' version of the argument (*Reading for Descartes' version posted to CANVAS under additional readings*) + the Cosmological Argument for the existence of God
- **Due: LQ9 & RQ12**

- *Period 2: The Wager* from *Pensees* by Blaise Pascal (pgs. 68 – 71) & “*The Euthyphro Problem*” by Plato (Posted to CANVAS under *Additional Readings*)
 - **Due: RQ13**

Due Week 14: Monday 4/26 Reading Quiz #14 (Posted to Canvas by Monday 4/19)
Monday 4/27 Writing Assignment #2

Week 14: (4/25 – 4/29) - Justice for Justice Sake ... Whatever That Means

- *Period 1: Leviathan* by Thomas Hobbes (pgs. 1036 – 1045) –
 - **Due: RQ14 & Writing Assignment #2**
- *Period 2: Two Principles of Justice, from A Theory of Justice* by John Rawls (pgs. 1125 – 1134)

Due: Monday 5/2 Lecture Quiz #10/11 (Posted to Canvas by Tuesday 4/26)
Monday 5/2 Reading Quiz #16 (Taken In-Class on Monday 5/2)

Week 15: (5/2 – 5/6) - Picking Up The Pieces ... What Does It All Mean? Review and a Quiz!

- *Period 1: (Remembering dear ... dear Descartes?) Are We Living in a Computer Simulation? By Nick Bostrom* (pgs. 442 – 452)
 - **Due: RQ16 (in-class) & LQ 10 & 11**
- *Period 2: Catch Up if Needed – and we will!*

Due: Monday 5/9 Lecture Quiz #12 (Posted to Canvas by Tuesday 5/3)
Provided: Final Exam Study Guide (Monday 5/2)

Week 16: (5/9 – 5/13):

- *Period 1: In-Class Assignment and Final Exam Review*
 - **Due: LQ 12**
- *Period 2: Asynchronous Class Assignment (see assignment prompt)*

Week 17: (5/16 – 5/20)

Finals Week – TBA

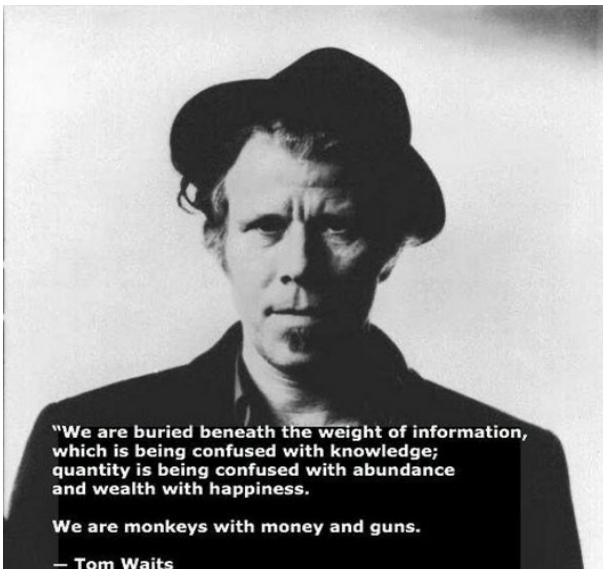
Note: Minor changes may be made to the syllabus as the semester progresses. Instructor will inform you if changes to the syllabus are made.

Addendum: How This Course Will Meet Area D-3 Learning Outcomes:

• Philosophy 110 Learning Outcomes

- 1) Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility.
 - 2) Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being.
 - 3) Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers.
 - 4) Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.
-
1. Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility.
 - This LO will be met in the following ways in this course:
 - (1) Each of the readings to be completed in the course directly concern each of these learning objectives; however, there are some specific readings that directly confront issues addressed in LQ1. These readings being: Week 2, 3, and 4 which will include readings on the concept of epistemology and the external world; Week 5 and 6 which deal with Free Will, Week 9, 10, and 11 which deal with the nature of the mind; Week 14 and 15 which deal with the nature of Justice and the Just State.
 - (2) The students' ability to reach these outcomes will be measured in 3 key ways: (A) Reading, Lecture, and in-class quizzes for each of these readings/lectures; (B) two general essays concerning one or more of these topics; (3) Examinations to be completed during week 7 and week 17.
 2. Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being.
 - This LO will be met in the following ways in this course:
 - (1) Readings on Free Will, Cartesian Dualism and Epistemology and Hume and Moore on the existence of the external world.
 - (2) Reading Quizzes to be completed prior to classroom lecture on each of the main readings for each these theories.
 - (3) Lecture Quizzes to be completed after class discussions for each of these selections.
 - (4) Periodic in-class quizzes to be completed during class
 - (4) An essay written specifically comparing and contrasting at least two of these major theories.
 - (5) The 1st examination in this course which will include material on Cartesian Dualism and Epistemology (human Knowledge) as well as the nature of the external world.
 - (6) The 2nd examination will include material on the nature of justice and the existence of God.

3. Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers.
 - This LO will be met in the following ways in this course:
 - (1) This course will involve, starting on day 1, an analysis of arguments; meaning, we will address in this course what an argument is, what it means for an argument to be structured well/poorly, and how we go about evaluating arguments.
 - (2) There will be two essay assignments to be written in this course.
 - (3) Students are expected to not only be in class but to participate in class.
- 5) Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.
 - This LO will be met in the following ways in this course:
 - (1) General Course readings on both traditional philosophical concerns (how we understand the self and how we understand the idea of knowledge) as well as contemporary issues in the philosophy of science (do we live in a computer simulation).
 - (2) Reading, Lecture, and In-Class quizzes to be completed by the students after the majority of reading assignments and weekly lectures.
 - (3) Two research essays in which students will be required to research and evaluate traditional philosophical arguments and issues.
 - (4) Two Examinations which will measure the students' ability to think critically about what they have read and what we as a class have discussed during the course of the lectures.
 - (5) In-Class written work that will involve answering hypothetical questions relating to concepts to be discussed during the course of the lecture.



**Welcome to
Philosophy 110 –
Great Philosophical
Questions!**