

*"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

Spring 2024

Monday 4:00 PM – 8:10 PM

Room: In-Person Sacramento Campus, Room TBA

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

### • Instructor Info

**Instructor: J. P. Carboni**

E-mail: [jcarboni1@usfca.edu](mailto:jcarboni1@usfca.edu)

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

Office Hours: Monday 2 – 3 PM

- Office hours will be held over Zoom this term. Please use the link in CANVAS/Modules/Course Info/Office Hours Zoom Link to access my office hours

### • Important Dates

- Semester Start Date: Monday, January 22<sup>nd</sup>
- First Course Date: Monday, January 22<sup>nd</sup>
- Last Day to Add Course: Friday, January 26<sup>th</sup>
- Last Day to Drop Course: Monday, April 8<sup>th</sup>
- Final Day of Class: Thursday, May 9<sup>th</sup>
- Final Exam Period: Saturday, May 11<sup>th</sup> – Thursday, May 16<sup>th</sup>
- Final Grades Due: Thursday, May 23<sup>th</sup>

### • No Classes Held

- **2/19: President's Day (Monday)**
- **3/11 – 3/15: Spring Recess (No Classes Held)**
- **3/29: Easter Holiday**



## • 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, 2<sup>nd</sup> 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>

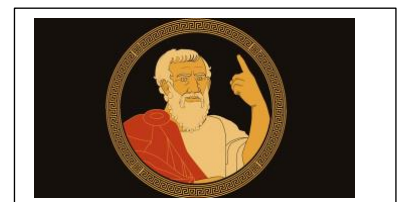
***Note: There will be some additional readings which I will post to CANVAS in the folder “Additional Readings/Videos.” See reading schedule below for complete breakdown of all readings and assignments.***

## • 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



**Please Take Note: Plagiarism/Cheating in my class includes but is not limited to:**

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one’s own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

In general, I do not recommend that you cite or quote or use any AI source on/in/for any assignments, even if you were to give appropriate credit and citation.

In addition to using *TurnItIn*, this course may use rapidly evolving technology (like this) to help detect when student writing has been assisted by AI technology (like Chat GPT). Improper use of AI technology can be grounds for a charge of plagiarism or other academic misconduct, leading to academic penalties (like failing a course) and administrative penalties (like expulsion from the university), regardless of when the academic misconduct is discovered. It is likely that, in the arms race that is digital technology, what seems like today’s detection-proof AI writing tool will be easy to detect by tomorrow, or next week, or next month.

Students should conduct themselves with respect for others and perform their work with intellectual integrity and honesty, which includes completing their *own* work and giving proper attribution to sources. Each instance of academic dishonesty (e.g., plagiarism, cheating on a quiz, *passing off another’s work as one’s own*, *an unauthorized use of technology*, etc.) will result in a grade of 0 (not just a failing grade) for that assignment and referral to the Office of Student Conduct for disciplinary procedures consistent with the Academic Honesty Policy articulated in the University Policy Manual: <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=126](https://cm.maxient.com/reportingform.php?UnivofSF&layout_id=126)

## • 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 viewpoint 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 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.**

### Here are some additional notes concerning Email Correspondence:

(A) ANY and ALL emails must include (**each time you send an email**) each of the following:

- 1) Your name
- 2) Your class
- 3) Your issue, the problem, or the question in a succinct claim/statement.

(B) Please be specific, brief, and direct in all communication. Brevity is a good thing! Also note, if a response requires more than a few sentences, you may be asked to attend one of my office hours.

(C) **Some Additional E-mail Etiquette Notes.** When writing an e-mail to the instructor or fellow students, please follow these rules of basic courtesy:

- Always include a subject line that relates to the question or concern that you have.
- Always include a salutation, such as: “Dear group members,” “Greetings, fellow course participants,” “Hello, Instructor,” etc.
- Some salutations are impolite and inappropriate. For example, opening an e-mail to the instructor with “Hey Carboni,” “You there!” or “Sup Professor,” is rude. Remember that our online course is a professional environment. Think of it as training grounds for relationships with your future employer. You wouldn’t greet your future employer in an e-mail with the phrase “Yo, dawg!”, would you? It’s not appropriate in this class either.
- Always sign your e-mail, for instance with closing phrases such as “Thanks,” “Best wishes,” “Sincerely,” “Kind regards,” etc.

- To minimize chances of being misunderstood, write in full sentences and avoid colloquialisms or language you would use when texting a friend or participating in an online chat.
- Read over your e-mail draft or use spellcheck before sending it off. Also, check to make sure that you have actually attached the file you meant to send.
- Since errors in e-mail usage do occur (e.g., you accidentally send an e-mail intended for one specific person to a whole group of people), never send anything confidential, personal, or in some way controversial in an e-mail if you are not prepared to accept the consequences of the message reaching people other than the intended addressee.
- In line with this last concern, I will neither divulge, nor discuss any student's grade through email. Quite frankly, I do not know who (roommates, family, friends, ex-friends, etc.) is actually on the other side of the email conversation and, therefore, while I am willing to gesture at your grades, **I will not provide any actual numbers (percentages, points, etc.) through email. All specific questions about grades must be asked during my office hours.**

**Lastly: NOTE: All emails *not formatted* according to the above guidelines will be answered last each day & may or may not be answered promptly or at all. All emails MUST begin with your name AND the class that you are enrolled in.**

**Also note: Once Again → email correspondence should be used for short questions/general issues and not for more complicated questions and or issues. If your question/issue requires a longer answer, you should speak to me during my office hours instead of sending an email.**

- **Cell Phones and Computers:** Please set your phone to vibrate before class. Cell phones are not to be used in class for any reason. If you must take a call (which I discourage unless an emergency) please step outside before you answer. No texting or general internet use will be allowed in class. **Computers are allowed to be used in class; however, (1) Be prepared to have one of your fellow classmates state what you are using your computer for if asked by me (maybe for extra credit...) and (2) NO digital devices will be allowed to be used during exams or quizzes.**

#### • **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 around 5 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 50 points will be possible. **There are no make-ups on missed in-class work as that means that you missed class.**
- **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 will be completed in CANVAS prior to the start of the specific day. **No make-ups will be given for missing a quiz.** These quizzes will be multiple choice and/or true and false. Each quiz will contain no more than 5 questions (most only 4). Each quiz will be worth 10 points. Once you begin a quiz, you will have **20 minutes** in order to complete it (more than enough time). Once you begin a quiz, you will see 1 question at a time and will NOT be able to go back and change your answer. **These quizzes will require that you have access to CANVAS.**
  - **Reading Quizzes will be made available in CANVAS on the Friday before quiz is due. All Reading Quizzes must be completed prior to the associated class (see the weekly breakdown below).**
  - (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 **20 minutes** in order to complete the quiz. Like each Reading Quiz, the Lecture Quizzes will be multiple choice and/or true and false. Will consist of no more than 5 questions and 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. These quizzes will require that you have access to CANVAS.**
  - **Lecture quizzes will be made available in CANVAS immediately after the final lecture each week. They must be completed before the start of the next class.**

**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 one writing assignment in this class (around 10 pages in length). The assignment will be broken up into 4 different “parts.” Due dates for each *part* are listed below. **Details for this assignment, including the specific content of each part as well as a grading rubric, will be posted to CANVAS/Modules/Essay Assignments on 1/29.** As with all other assignments in this class, you are expected to follow the University Honor Code and the University Policies concerning Academic Honesty. *Any component* of this assignment that is found to violate the University Honesty Policy and or the Plagiarism/Cheating Policy listed above will receive a “0” on the assignment and you will be referred to the Judicial Officer in the Office of Student Affairs.



### **Important Assignment Dates:**

- 1) **Prompt Provided: Week 2**
- 2) **Part I Due: 2/9**
- 3) **Part II Due: 3/8**
- 4) **Part III Due: 4/12**
- 5) **Part IV Due: 4/26**

Please see the standards of conduct section above for more information regarding what I expect/require for all essay assignments/components. Feel free to speak to me if you have any questions regarding these expectations *or* assignments. You will be required to submit parts 3 and 4 to the most current version of *TurnItIn* (automatic in CANVAS) and receive (1) no more than a 20% score (which accounts for any quotations) and (2) an appropriate AI composition score. Lastly, I will be submitting all completed assignments through one if not more additional checks to verify authenticity.

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:

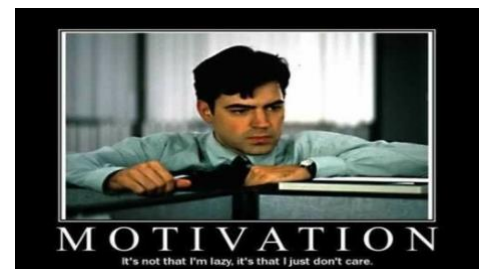
<https://myusf.usfca.edu/marketing-communications/resources/editorial-resources/editorial-style-guide>

- 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 Period 1 on the exam day (for the Midterm) and a full class review session one week before the final 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. Both exams will be taken online in CANVAS.

- **Midterm Exam: Monday, 3/18**
- **Final Exam: TBA (We will decide this as a class)**

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- **Grading Scales**

Essay #1 & 2 will be graded on a standard 100-point scale

The Essay will be broken into four parts and will be worth ... See Below

All Quizzes will be based on a 10-or-20 Point Scale  
Exact point values will be provided in the instructions for each quiz.

- **Total Points Breakdown**

- **Quizzes:**
  - Reading (16 x 10) 160 Points (150 after dropped quiz)
  - Lecture (12 x 10) 120 Points (110 after dropped quiz)
- **Essay**
  - Part I: 20 possible pts
  - Part II: 50 possible pts
  - Part III: 50 Possible pts
  - Part IV: 80 Points Possible
- **Examinations: 200 possible pts (100/per exam)**
- **In Class Work: 30 possible points**

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**Total Possible Points: 710**

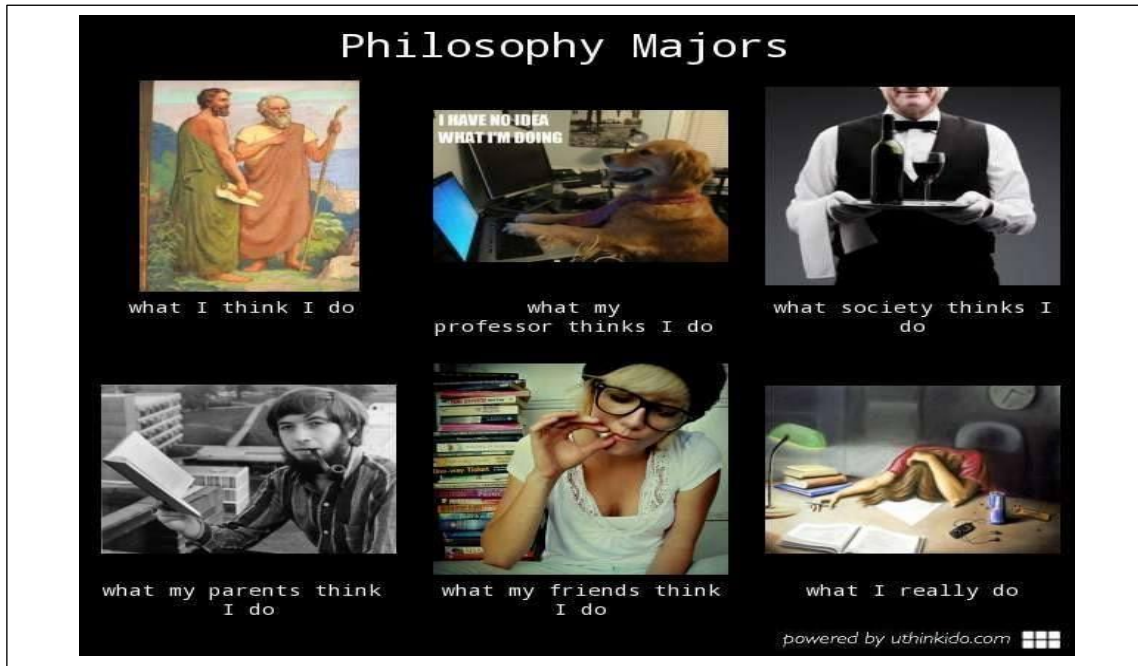
- **Detailed Weekly Reading/Assignment Schedule: Reading/Assignment Schedule**

**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) Any content that fails to be posted on the date stated in the breakdown below will not be required and/or you will receive full credit on automatically (if the error is mine)



# Weekly Breakdown

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Week 1: 1/22 – 1/26

## 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 1/29. Please watch the short video on opinions and complete the short reading on opinions vs fact that are posted to CANVAS/Modules)*

### Due Week 1:

- **In-Class Assignment #1 (See Canvas/Modules/In-Class Assignments)**
- **There are no quizzes due week 1**

### Due Week 2:

- 1) Monday 1/29 Lecture Quiz #1**
  - 2) Monday 1/29 Reading Quiz #1**
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Week 2: 1/29 – 2/2: **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 (Readings Posted to CANVAS) & Video on How to Argue (Posted to CANVAS)*

## Lecture Quiz #1 Due before Period 1 Begins

- 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)
  - **Reading Quiz #1 (on readings for both periods)**

### Posted Week 2:

- 1) **Posted 1/29: Essay Prompt (Full Prompt Outlining All 4 Sections/Assignments)**

### Due Week 2:

- 1) **Lecture Quiz #1 (Posted on 1/26)**
- 2) **Reading Quiz #1 (Posted on 1/26)**

### Due Week 3:

- 1) **Monday 2/5 Lecture Quiz #2 (Posted to Canvas 2/2)**
  - 2) **Monday 2/5 Reading Quiz #2 (Posted to Canvas 2/2)**
  - 3) **Monday 2/5 Reading Quiz #3 (Posted to Canvas 2/2)**
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Week 3: 2/5 – 2/9 **(NOTE: THIS CLASS WILL BE HELD ASYNCHORNOUSLY)** - What Do I Know? An In-Depth Look at Rationalism!

- Period 1: “Meditation I” by Rene Descartes (pgs. 264 – 268)
  - **Due before class begins: LQ2**
  - **Reading Quiz #2 (Due before Period 1 begins)**
- Period 2: “Meditation II by Rene Descartes (pgs. 312 – 319)
  - **Reading Quiz #3 (Due before Period 2 begins)**

**NOTE: Due before end of day (@11:59 PM) on Friday 2/9 – Essay Part 1**

### Due Week 3:

- 1) **Lecture Quiz #2**
- 2) **Reading Quiz #2**
- 3) **Reading Quiz #3**

### Due Week 4:

- 1) **Monday 2/12 Lecture #3 (Posted to Canvas 2/9)**
  - 2) **Monday 2/12 Reading Quiz #4 (Posted to Canvas 2/9)**
  - 3) **Monday 2/12 Reading Quiz #5 (Posted to Canvas 2/9)**
  - 4) **Essay Part 1 Due (See Prompt and Submission Link in CANVAS)**
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Week 4: 2/12 – 2/16: **Does This Syllabus Exist?**

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

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

**Due Week 4:**

- 1) **Lecture Quiz #3**
- 2) **Reading Quiz #4**
- 3) **Reading Quiz #5**

**Due Week 6:**

- 1) **Monday 2/26 Lecture Quiz #4 (Posted to Canvas by 2/16)**
  - 2) **Monday 2/26 Reading Quiz #6 (Posted to Canvas by 2/16)**
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Week 5: 2/19 – 2/23 – President’s Day Holiday – No Class This Week

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Week 6: 2/26 – 3/1: **Freedom, Part I: Well ... At Least I’m Free, Right?**

- *Period 1: In-Class Exercise #2 (No Reading Due)*  
- **Due before class begins: LQ4**
- *Period 2: Free Will by Galen Strawson (pgs. 600 – 609)*  
- **Due before Period 2: RQ6**

**Due Week 6:**

- 1) **Lecture Quiz #4**
- 2) **Reading Quiz #6**

**Due Week 7:**

- 1) **Monday 3/6 Lecture Quiz #5 (Posted to Canvas by 3/1)**
  - 2) **Monday 3/6 Reading Quiz #7 (Posted to Canvas by 3/1)**
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Week 7: 3/4 – 3/8

**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 before class begins: LQ5**
- *Period 2: Sanity and the Metaphysics of Responsibility by Susan Wolf (pgs. 645 - 657)*  
- **Due Before Period 2: RQ7 (on readings for both periods)**

Due Week 7:

- 1) **Due by 11:59 PM on 3/8 – Part II of your Essay Assignment – See the Submission link in CANVAS**
- 2) **Lecture Quiz #5**
- 3) **Reading Quiz #7**

**Due Week 9:**

- 1) **Midterm Exam Week (No Quizzes Due) – Midterm Exam Study Guide Posted by 11:59 PM 3/4)**
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Week 8: 3/11 – 3/15 – **SPRING BREAK** – No Classes Held

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Week 9: 3/18 – 3/22

**Examination Week – Midterm Examination**

- *Period 1: Examination Review (Online Synchronous)*
- **Period 2: Midterm Examination (Online Asynchronous)**

**Due Week 10:**

- 1) **Monday, 3/25: RQ8**
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Week 10: 3/25 – 3/29: **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 Before Period 1: RQ8**
- *Period 2: Finish Locke and Start A Critique of Locke's Theory of Personal Identity by THOMAS REID (Posted in CANVAS)*

**Note: Friday: March 31<sup>st</sup> – Cesar Chavez Birthday – No Class Held**

**Due Week 10:**

- 1) **Reading Quiz #8**

**Due Week 11:**

- 1) **Monday 4/1: Due before start of class LQ7 (Posted 3/29)**
  - 2) **Monday 4/1: RQ9 (Posted 3/29)**
  - 3) **Monday 4/1: RQ10 (Posted 3/29)**
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Week 11: 4/1 – 4/5: **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 before class begins LQ7**

- **Due before period 1 begins - 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 before period 2 begins - RQ10**

**Due Week 11:**

- 1) **Lecture Quiz #7**
- 2) **Reading Quiz #9**
- 3) **Reading Quiz #10**

**Due Week 12:**

- 1) **Monday 4/10: Lecture Quiz #8 (Posted on 4/5)**
- 2) **Monday 4/10: Reading Quiz 11 (Posted on 4/5)**
- 3) **Due by 11:59 PM on 4/12 – Essay Part III (See Submission Link in Canvas)**

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Week 12: 4/8 – 4/12: **Mind Games Continued and Is Your Phone A Person? And, What Is It Like To Be A Phone Anyway?**

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

**Due Week 12:**

- 1) **Lecture Quiz #8**
- 2) **Reading Quiz #11**
- 3) **Friday 4/12 by 11:59 PM – Essay Part III**

**Due Week 13:**

- 1) **Monday 4/15: Lecture Quiz #9 (Posted to Canvas 4/12)**
- 2) **Monday 4/15: Reading Quiz 12 (Posted to Canvas 4/12)**
- 3) **Monday 4/15: Reading Quiz 13 (Posted to Canvas 4/12)**

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Week 13: 4/15 – 4/19

**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 before class begins - LQ9**
  - **Due before period 1 begins - 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 before Period 2 begins - RQ13**

**Due Week 13:**

- 1) **Lecture Quiz #9**
- 2) **Reading Quiz #12**
- 3) **Reading Quiz #13**

**Due Week 14:**

- 1) **Monday 4/22: Reading Quiz 14 (Posted by 4/19)**
- 2) **Final Writing Assignment (by 11:59 PM on 4/26)**

Week 14: 4/22 – 4/26: **Justice for Justice Sake ... Whatever That Means**

- *Period 1: Leviathan* by Thomas Hobbes (pgs. 1036 – 1045) –
  - **Due before Period 1 begins - RQ14**
- *Period 2: Two Principles of Justice, from A Theory of Justice* by John Rawls (pgs. 1125 – 1134)
  - **Due before Period 2 begins RQ15**

**Due Week 14:**

- 1) **Due by 11:59 PM on 4/26: Final Writing Assignment – Part IV (Submission link in CANVAS)**
- 2) **Reading Quiz #14**
- 3) **Reading Quiz #15**

**Due Week 15:**

- 1) **Monday 4/29: Reading Quiz #1 (Posted by 4/26)**
- 2) **Monday 4/29: Lecture Quizzes 10 & 11 (One Quiz – Posted 4/26)**

Week 15: 4/29 – 5/3

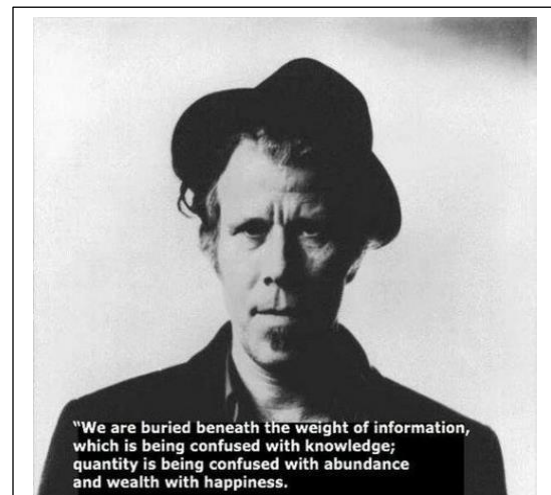
**Picking Up The Pieces ... What Does It All Mean? Review and a Quiz!**

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

**Due:**

- 1) **Monday 5/8: Lecture Quiz 12 (Posted 5/3)**
- 2) **Provided 5/3: Final Exam Study Guide**

Week 16: 5/6 – 5/10 – Last day of class 5/9



- *Period 1: In-Class Assignment and Final Exam Review*  
- **Due before class begins: LQ 12**
  - *Period 2: Asynchronous Class Assignment*  
(see assignment prompt)
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Week 17: 5/11 – 5/15 – **Final’s Week (Starts on Saturday the 11<sup>th</sup>)**

- **Our final exam will be held on Monday, 5/13**

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**NOTE: Final Grades Due by 11:59 PM on Thursday, May 23<sup>th</sup>**

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

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**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 1<sup>st</sup> 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 2<sup>nd</sup> 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**