

*“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 07

Spring 2020

T/Th 6:30 – 8:15 PM

Room: Harney Science Center 430

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

## • **Instructor Info**

**Instructor: J. P. Carboni**

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

Mailbox: Department of Philosophy, Kalmanovitz Hall 161 (outside of the office door)

Office Hours: **Gleeson Library, 4<sup>th</sup> Floor (For the time being I will be in the Adjunct Office. If there is no one at the front desk, please email and I will let you in – come and see me!)**

Personal Website: <https://joshuapcarboni.weebly.com/>

## • **Important Dates**

- Semester Start Date: Tuesday, January 21<sup>st</sup>
- First Course Date: Tuesday, January 21<sup>st</sup>
- Last Day to Add Course: Monday, January 27<sup>th</sup>
- Last Day to Drop Course: Monday, April 6<sup>th</sup>
- Final Day of Class: Thursday, May 7<sup>th</sup>
- Final Exam Period: Saturday, May 9<sup>th</sup> – Thursday, May 14<sup>th</sup>
- Final Grades Due: Thursday, May 21<sup>st</sup>

## • **No Classes Held**

- 2/17: President's Day
- 3/9 – 3/13: Spring Recess
- 4/9: Easter Holiday begins at 4:00 PM (no classes held after 4 PM)
- 4/10: Easter Holiday – 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**

***Note: There will be some additional readings which I will post to CANVAS in the folder “Additional Required Readings.” 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
- 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](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 (which will be discussed) 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 in all in-class discussions.

- ***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. I also ask that no student engage in any non-emergency texting. In-class computer use is permitted, but I ask that such use be limited only to course related materials during class.

- ***Email Correspondence:*** Monday through Friday I check both of my above accounts a *minimum* of two times each day (morning and 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>

In addition to these linked guidelines, all emails sent to one of your instructors should include: *Your name, your class, 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://mysf.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 three types of quizzes in this class.

- (1) **Reading Quizzes:** Prior to each *new section* lecture/new topic, there will be a 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 20 minutes to complete it.
- (2) **Lecture Quizzes:** This course is scheduled to meet Tuesday and Thursday evenings. As illustrated in the weekly breakdown below, each class session will involve a lecture/class discussion on the material assigned for that class. At the end of each week (after Thursday’s lecture each week) students will be required to complete a short quiz on the lecture material provided. This quiz will be available in CANVAS on Friday by 11:59 PM and must be completed no later than 6:20 PM on the following Tuesday. Once you begin a quiz, you will have 20 minutes to complete it. Like each Reading Quiz, the Lecture Quizzes will be multiple choice and/or true and false. Each Lecture quiz will be worth 10 Points.
- (3) **In-Class Quizzes:** All in class quizzes (10 in total) will be taken in class only and will be administered immediately once class begins. In-Class Quizzes will not be announced

until administered (they are, effectively, pop-quizzes). You will have no more than 10 minutes to complete an In-Class Quiz. **No make-ups will be given for any missed In-Class Quizzes.** *All quizzes will be completed using either a laptop computer or a cell-phone.* If a class period has an In-Class Quiz, you will be provided with a one-time code that must be submitted in CANVAS and will allow you to begin the quiz. All In-Class quizzes will consist of no more than 2 multiple choice and/or true and false questions. Each quiz will be worth a total of 5 points (totaling 50 points at the end of the term). **If you are late to class and miss the quiz, you will not be allowed to complete that In-Class Quiz – be on time to 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.

- **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 handed in at 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, 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: Thursday, 2/13**

**Essay #2 Assigned: Thursday, 4/7**

**Essay #1 Due: Thursday, 2/27**

**Essay #2 Due: Thursday, 4/30**

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>

- **Examinations:**

There will be two examinations in this class (a midterm and a final exam). 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, car not starting, not feeling like it, etc. A doctor’s note (or something similar) will be required to schedule a make-up exam.

**Midterm Exam: Week 8**  
**Final Exam: TBA**

### • Grading Scale

*All essays will be graded based on a 100-Point scale according to the following breakdown:*

<b>A</b> Outstanding (100 - 95 pts)	<b>A-</b> Very Good (94 - 90 pts)
<b>B+</b> Above Satisfactory (89 - 86 pts)	<b>B</b> Satisfactory (83 - 85 pts)
<b>B-</b> Below Satisfactory (82 - 80 pts)	<b>C+</b> Above Average (79 - 76 pts)
<b>C</b> Average (75 - 73 pts)	<b>C-</b> Below Average (72 - 70 pts)
<b>D+</b> Poor High (69 - 66 pts)	<b>D</b> Poor Low (65 - 60 pts)
<b>F</b> Unacceptable (59 and lower pts)	

### • Total Points Breakdown

- **Quizzes:**
  - 1) **Reading (16 x 10) 160 Points (150 after dropped quiz)**
  - 2) **Lecture (12 x 10) 120 Points (110 after dropped quiz)**
  - 3) **In-Class (10 x 5) 50 Points (45 after dropped quiz)**
- **Essay #1: 100 possible pts**
- **Essay #2: 100 possible pts**
- **Examinations: 220 possible pts (110/per exam)**
- **In Class Group Work: 50 possible points**

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Total Points Possible: 800 (775 after dropped quizzes)

**Final Grade Breakdown:** A 800/790 – 750; A- 749 – 716; B+ 715 – 684; B 683 – 652; B- 651 – 632; C+ 631 – 597; C 596 – 580; C- 579 – 556; D+ 555 – 525; D 524 – 500; D- 499 – 476; F 475 or Lower Points

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

- Note: (1) All **Reading Quizzes** will be posted to CANVAS and must be completed before class begins.
- (2) All **Lecture Quizzes** will be posted to CANVAS on Friday by 11:59 PM when assigned – Due before class the following Tuesday.
- (3) 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.

- Week 1: (1/20 – 1/24) - **Class Introduction – Welcome Back ... Course Overview**
- For Tues: *Course Overview (No Reading Due) & In-Class Assignment #1*
  - For Thurs: *Everyone has an opinion, but are they worth a damn thing?*
    - Reading Posted to CANVAS in “Additional Readings Folder” – Titled “Do You Have an Opinion about Opinions?”

**Due: Tuesday 1/28 Lecture Quiz #1 (Posted to Canvas on Friday 1/24)**

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- Week 2: (1/27 – 1/31) - **Do You Have An Opinion About What Philosophers Do?**
- For Tues: *What is Philosophy and Why Is It Valuable?*
    - “The Value of Philosophy” by Bertrund Russell (Posted to CANVAS) - **LQ1 & RQ1**
  - For Thurs: *What is Philosophy and Why Is It Valuable? Part 2*
    - “Why Philosophy? Five Views” (xxvii) & “A Brief Guide to Logic and Argumentation” (xxxiii) – **No Quiz Due**

**Due: Tuesday 1/28 Reading Quiz #1 (Posted to Canvas Friday 1/24)**  
**Tuesday 2/4 Lecture Quiz #2 (Posted to Canvas Friday 1/31)**

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- Week 3: (2/3 – 2/7) - **What Do I Know? An In-Depth Look at Rationalism!**
- For Tues: “Meditation I” by Rene Descartes (pgs. 264 – 268) – **LQ2 & RQ2**
  - For Thurs: “Meditation II by Rene Descartes (pgs. 312 – 319) – **RQ3**

**Due: Tuesday 2/4 Reading Quiz #2 (Posted to Canvas Friday 1/31)**  
**Thursday 2/6 Reading Quiz #3 (Posted to Canvas Tuesday 2/4)**  
**Tuesday 2/11 Lecture Quiz #3 (Posted to Canvas Friday 2/7)**

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- Week 4: (2/10 – 2/14) - **Does This Syllabus Exist? Skeptical Empiricism and the Existence of the External World**
- For Tues: “Of Scepticism with Regard to the Senses” by David Hume (pgs. 268 – 278) – **LQ3 & RQ4**
  - For Thurs: *Finish Hume (from Monday) and begin “Proof of an External World” by George Edward Moore (pgs. 278 – 284) – **RQ5***

**Due: Tuesday 2/11 Reading Quiz #4 (Posted to Canvas Friday 2/7)**  
**Thursday 2/13 Reading Quiz #5 (Posted to Canvas Tuesday 2/11)**  
**Tuesday 2/18 Lecture Quiz #4 (Posted to Canvas Friday 2/14)**

**Assigned: Writing Assignment #1 (2/13)**

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- Week 5: (2/17 – 2/21) - **Freedom, Part I: Well ... At Least I'm Free, Right?**
- For Tues: *In-Class Exercise #2 (No Reading Due)* – **LQ4**
  - For Thurs: *Free Will* by Galen Strawson (pgs. 600 – 609) – **RQ6**

**Due: Thursday 2/20 Reading Quiz #6 (Posted to Canvas Tuesday 2/18)**  
**Tuesday 2/25 Lecture Quiz #5 (Posted to Canvas Friday 2/21)**

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- Week 6: (2/24 – 2/28) - **Freedom, Part II: “I believe I have free will. I have no choice.” - Isaac Bashevis Singer**
- For Tues: *Human Freedom and the Self* by Roderick Chisholm (pgs. 610 – 617) – **LQ5 & RQ7**
  - For Thurs: *Sanity and the Metaphysics of Responsibility* by Susan Wolf (pgs. 645 – 657) - **No Quiz Due**

**Due: Tuesday 2/25 Reading Quiz #7 (Posted to Canvas Friday 2/21)**  
**Thursday 2/27: Writing Assignment #1**  
**Tuesday 3/2 Lecture Quiz #6 (Posted to Canvas Friday 2/28)**

**Provided: Midterm Exam Study Guide (Thursday, 2/27)**

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- Week 7: (3/2 – 3/6) - **Examination Week**
- For Tues: Midterm Review - **LQ6**
  - For Thurs: Midterm Exam - **No Quiz Due (Exam is due ...)**

**Due: There will be no Lecture Quiz due week after midterm week**

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**Week 8: (3/9 – 3/13) – Spring Break, No Classes Held - No Quizzes Due**

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- Week 9: (3/16 – 3/20) - **When I Look in the Mirror, I See Something There**
- For Tues: *Of Identity and Diversity, from An Essay Concerning Human Understanding* by John Locke (pgs. 505 – 512)
  - For Thurs: *Finish Locke and Start A Critique of Locke's Theory of Personal Identity* by THOMAS REID (Posted in CANVAS under Additional Readings) – **RQ8**

**Due: Thursday 3/19 Reading Quiz #8 (Posted to Canvas Tuesday 3/17)**  
**Tuesday 3/24 Lecture Quiz #7 (Posted to Canvas Friday 3/20)**

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Week 10: (3/23 – 3/27) - **Mind Games: What is a Mind and How Does it Relate to the Body?**

- For Tues: *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) – **LQ7 & RQ9**
- For Thurs: 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) – **RQ10**

**Due: Tuesday 3/24 Reading Quiz #9 (Posted to Canvas Friday 3/20)**  
**Thursday 3/26 Reading Quiz #10 (Posted to Canvas Tuesday 3/24)**  
**Tuesday 3/30 Lecture Quiz #8 (Posted to Canvas Friday 3/27)**

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Week 11: (3/30 – 4/3) - **Mind Games Continued and the Intricate Study of Consciousness ...**

- For Tues: Finish *Can Computer's Think? From Minds, Brains, and Science* by John Searle – **LQ8 & RQ11**
- For Thurs: *What is it Like to be a Bat* by Thomas Nagel (pgs. 356 – 365) – **No Quiz Due**

**Due: Tuesday 3/31 Reading Quiz #11 (Posted to Canvas Friday 3/27)**  
**Tuesday 4/7 Lecture Quiz #9 (Posted to Canvas Friday 4/3)**

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Week 12: (4/6 – 4/10) - **Is There A God Problem?**

- For Tues: *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 – **LQ9 & RQ12**
- For Thurs: *No Classes Held after 4:00 PM*

**Due: Tuesday 4/7 Reading Quiz #12 (Posted to Canvas Friday 4/3)**

**Assigned: Writing Assignment #2 (Tuesday 4/7)**

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Week 13: (4/13 – 4/17) - **Pascal Loved to Gamble but What if God Doesn't Know How to Play the Game?**

- For Tues: *The Wager* from *Pensees* by Blaise Pascal (pgs. 68 – 71) & *Time permitting - Building a God Exercise (In-Class Assignment)* – **RQ13**
- For Thurs: *"The Euthyphro Problem"* by Plato (Posted to CANVAS under *Additional Readings*) - **No Quiz Due**

**Due: Tuesday 4/14 Reading Quiz #13 (Posted to Canvas Friday 4/10)  
Tuesday 4/21 Lecture Quiz #10 (Posted to Canvas Friday 4/17)**

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Week 14: (4/20 – 4/24) - **The Nature of Justice and the State**

- For Tues: *Leviathan* by Thomas Hobbes (pgs. 1036 – 1045) - **LQ10**

- For Thurs: *The Social Contract* by Jean Jacques Rousseau (pgs. 1046 – 1056) – **RQ14**

**Due: Thursday 4/21 Reading Quiz #14 (Posted to Canvas Friday 4/21)  
Tuesday 4/28 Lecture Quiz #11 (Posted to Canvas Friday 4/24)**

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Week 15: (4/27 - 5/1) - **Justice for Justice Sake ... Whatever That Means**

- For Tues: *On Liberty* by John Stuart Mill (pgs. 1086 – 1096) – **LQ11 & RQ15**

- For Thurs: *Two Principles of Justice, from A Theory of Justice* by John Rawls (pgs. 1125 – 1134) – **RQ6**

**Due: Tuesday 4/28 Reading Quiz #15 (Posted to Canvas Friday 4/24)  
Thursday 4/30 Reading Quiz #16 (Posted to Canvas Tuesday 4/28)  
Thursday 4/30 Writing Assignment #2**

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Week 16: (5/4 – 5/8) - **Picking Up The Pieces ... What Does It All Mean? Review and a Quiz!**

- For Tues: *Are We Living in a Computer Simulation? By Nick Bostrom* (pgs. 442 – 452 – **RQ16 taken in class**)

- For Thurs: *In-Class Assignment and Final Exam Review - No Quiz Due*

**Due: Tuesday 5/5 Reading Quiz #16 (Taken In-Class Tuesday 5/5)  
Tuesday 5/11 Lecture Quiz #12 (Posted to Canvas Thursday 5/7)**

**Provided: Final Exam Study Guide (Tuesday 5/5)**

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Week 17: (5/11 – 5/15)

**Finals Week – Final Exam Date TBA**

**Lecture Quiz 12 is due on 5/12 before 6:30 PM**

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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.**

## **Addendum #1: 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.