

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 300 – Introduction to Philosophy**

Section 05

Spring 2019

M/W 1:30 PM – 2:45 PM

Room: Mendocino Hall 1005

Satisfies General Education Area C2 (see course objectives/requirements below)

Instructor: J. P. Carboni

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Office Hours: **Monday 11:00 AM - 1:00 PM & Tuesday 9:20 - 10:20** & by Appointment
- Mendocino Hall 3032

● **Course Description:**

Course Catalogue: “Introduction to Philosophy: Knowledge, World and Self. Representative selection of philosophical problems will be explored in areas such as knowledge, reality, religion, science, politics, art and morals.”

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? Is there an absolute right and wrong or is right and wrong nothing but what we as individuals or cultures determine to be right and wrong? 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 in some measure 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 posted to Blackboard. See reading schedule for complete breakdown.

- **Philosophy 006 Learning Outcomes:**

- 1) Describe and distinguish key philosophical concepts in the main subfields of philosophy, including concepts such as free will, mind, knowledge, belief, reality, faith, reason, good, etc. and review a number of traditional and modern philosophical solutions to those problems.
- 2) Develop students' critical thinking abilities and analytic skills through analysis and critique of these problems and positions/solutions.
- 3) Read and comprehend philosophical texts, both classical and contemporary.
- 4) Discuss core philosophical problems, such as whether there is a god, what does it mean to be conscious, are we free to make choices, what is justice, etc.
- 5) Explain and defend a position on basic philosophical problems and demonstrate an overall understanding of the nature of philosophical questions and pursuits.
- 6) Write clear and concise explanations and arguments about basic philosophical problems.

- **General Learning Objectives Area C-2: (C2 Humanities: Literature, Philosophy, Languages Other than English)**

General Education Guidelines: This course satisfies General Education Requirements in Area C2. Student Learning Objectives for Area C2 courses can be viewed at:
<http://www.csus.edu/acaf/ge/ge%20assessment/area%20c2%20learning%20outcomes.pdf>

The learning objectives associated with C2 should focus on the human condition. Specifically, students completing C2 requirements should be able to:

- 1) Demonstrate knowledge of the conventions and methods of the study of the humanities.
- 2) Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
- 3) Compare and analyze various conceptions of humankind.

4) Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

These course objectives and general education guidelines will be satisfied through a variety of practical assessments including quizzes, group work, essay writing and verbal communication (class/group participation).

- **Student Standards of Conduct:**

Plagiarism and/or cheating will not be tolerated in this class. All those who engage in these activities will receive a zero on the associated assignment. In addition, all incidents of cheating and/or plagiarism will be reported to the department chair and to the Judicial Officer in the Office of Student Affairs. It is your responsibility to both know and adhere to Sac State's Academic Honesty Policy. This policy can be found at the following address:

<http://www.csus.edu/umannual/student/stu-0100.htm>

If you wish for more assistance/advice on the issue of plagiarism, please see the following CSUS library link <http://csus.libguides.com/home> (information on citing and researching)

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 (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. Please no non-emergency texting.

Email Correspondence: Monday through Friday I check my Sac State *and* Gmail accounts a minimum of two times each day (morning and evening). If I do not respond to an email that you have sent within one business day, please feel free to resend the email. All emails not structured in the following format will be answered last, so to ensure a prompt reply please see the following link:

<http://www.csus.edu/phil/guidance/how-to-correspond.html>

- **Disability Accommodations:**

If you have a disability and require accommodations, you will need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Information can be found at the following link: <http://www.csus.edu/sswd/ApplicationProcess-Forms.html>. 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 CSU, Sacramento 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 CSU Executive Order 1083 which can be found at the following link: <http://www.calstate.edu/eo/EO-1083.html>

- **Basic Needs Support:**

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit the Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

- **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. At the end of the semester, I will drop the lowest score received on each quiz type.
 - 1) Reading Quizzes:** The complete schedule of due dates on reading quizzes can be viewed in the class schedule below. All reading quizzes, unless otherwise noted, will be completed in CANVAS and **must** be completed no later than **10 minutes prior to the scheduled class time.** Each Reading Quiz will be made available on the date stated in the weekly breakdown and will be available until 10 minutes before that scheduled class. 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 said quiz.
 - 2) Lecture Quizzes:** 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 (on Friday) students will be required to complete a short quiz on the lecture material provided during the week. This quiz will be available in CANVAS on Friday before 11 PM and must be completed no later than 10 minutes before class on the following Monday (see schedule breakdown below). 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.

Please Note: There will be no make-up quizzes if you miss a quiz (either 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. **Also Note:** If you have any issues during the quiz (like, for example, a system freeze) please do not email me about the issue. Please speak to me either in my office hours or after class.

- **Essays:**

There will be two essays 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. Essays 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.

Essay #1 Assigned: 2/13
Essay #2 Assigned: 4/10

Essay #1 Due: 2/17
Essay #2 Due: 5/1

Basic Essay Guidelines:

Students are expected to adhere to the guidelines posted in both “Writing Guidelines” & “How to Analyze a Philosophical Essay” that are located on the CSUS Department of Philosophy webpage. This information will be reviewed in class on *Monday of Week 5* (prior to the first essay being due). Below is the link to the webpage:

<http://www.csus.edu/phil/guidance/writing%20guidelines.html>

Below is a link to the department’s outline of proper philosophic analysis:

Philosophical Analysis: <http://www.csus.edu/phil/guidance/how-to-analyze.html>

Please Note: I follow the Departmental Grading Standards. Below is a link to the Department Grading Guidelines: <http://www.csus.edu/phil/guidance/grading-standards.html>

- **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

Extra Credit: *There will be one extra credit assignment offered in the Spring 2019 term. This assignment, which will be announced during Week 2, will involve attending a CSUS Philosophy Speaker Series Event or another Speaker Event sponsored by the Department of Philosophy (see link below for details). Detailed instructions will be provided for this assignment, including specific event details, during the second week of class. Below is the link to the Ethics Center homepage, which will list all upcoming speaker dates once announced:*

Center for Practical and Professional Ethics: <http://www.csus.edu/cppe/>

• **Grading Scale**

All essays will be graded based upon an 80-point scale according to the following breakdown:

A Outstanding (75 - 80 pts)

B+ Above Satisfactory (68.5 - 71 pts)

B- Below Satisfactory (64 - 67 pts)

A- Very Good (72 - 74 pts)

B Satisfactory (67 - 68 pts)

C+ Above Average (61 - 63 pts)

C Average (58 - 60 pts)
D+ Poor High (53 - 55.5 pts)
F Unacceptable (47 and lower pts)

C- Below Average (56 - 57 pts)
D Poor Low (48 - 52 pts)

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

A Outstanding (100 - 95 pts)
B+ Above Satisfactory (89 - 86 pts)
B- Below Satisfactory (82 - 80 pts)
C Average (75 - 73 pts)
D+ Poor High (69 - 66 pts)
F Unacceptable (59 and lower pts)

A- Very Good (94 - 90 pts)
B Satisfactory (83 - 85 pts)
C+ Above Average (79 - 76 pts)
C- Below Average (72 - 70 pts)
D Poor Low (65 - 60 pts)

• Total Points Breakdown

- **Quizzes:**
 - 1) **Reading (17 x 10) 170 Points (160 after dropped quiz)**
 - 2) **Lecture (12 x 10) 120 Points (110 after dropped quiz)**
- **Essay #1: 80 possible pts**
- **Essay #2: 80 possible pts**
- **Examinations: 200 possible pts**
- **In Class Group Work: 30 possible points**

Total Points Possible 680 – 660 (after two dropped quizzes)

Final Grade Breakdown: A 680/660 – 631 pts; A- 630 – 591 pts; B+ 590 – 565 pts; B 564 – 545 pts; B- 543 - 525 pts; C+ 523 – 499 pts; C 498 - 479 pts; C- 478 – 459 pts; D 458 – 393 pts; F 392 or lower points

• Detailed Weekly Reading/Assignment Schedule

Week 1: (1/21 – 1/25)
Class Introduction – What Is Philosophy and Why We Are Not Entitled to Our Opinions?

- *For Mon: Martin Luther King, Jr. Day – No Classes Held*
- *For Wed: Course Overview and In-Class Assignment #1 (No Reading Due)*

Week 2: (1/28 – 2/1)
Do you have an opinion about what do philosophers do?

- *For Mon: 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: Lecture Quiz #1 (Due no later than 10 minutes prior to class on Monday, January 28th – Posted to CANVAS on Friday, 1/25)**

- *For Wednesday: What is Philosophy and Why Is It Valuable?*
 - *Reading: “The Value of Philosophy” by Bertrund Russell (Posted to Blackboard)*

- **Due: Reading Quiz #1 (Due 10 minutes before class begins – posted to CANVAS on 1/25)**

Week 3: (2/4 – 2/8)

What Do I Know? Rationalism

- *For Mon: “Meditation I” by Rene Descartes*
 - **Due: Lecture Quiz #2 (Due Monday, 2/4 – Posted to CANVAS on Friday, 2/1)**
 - **Due: Reading Quiz #2 (Due Monday, 2/4 - Posted to CANVAS on 2/1)**
- *For Wed: “Meditation II by Rene Descartes*
 - **Due: Reading Quiz #3 (Due Wednesday, 2/6 - Posted to CANVAS on 2/11)**

Week 4: (2/11 – 2/15)

Does This Syllabus Exist? Skeptical Empiricism and the Existence of the External World

- *For Mon: “Of Scepticism with Regard to the Senses” by David Hume*
 - **Due: Lecture Quiz #3 (Due Monday, Sept. 11th – Posted to CANVAS 2/8)**
 - **Due: Reading Quiz #4 (Posted to CANVAS 2/8)**
- *For Wed: Finish Hume (from Monday) and begin “Proof of an External World” by George Edward Moore*
 - **Due: Reading Quiz #5 – on Moore’s article (Posted to CANVAS 2/11)**
 - **Assign and Review: Essay #1 (2/13)**

Week 5: (2/18 – 2/22)

Freedom, Part I: Well ... At Least I’m Free, Right?

- *For Mon: Free Will by Galen Strawson*
 - **Due: Lecture Quiz #4 (Posted to CANVAS 2/15)**
 - **Due: Reading Quiz # 6 (Posted to CANVAS 2/15)**
- *For Wed: Human Freedom and the Self by Roderick Chisholm*
 - **Due: Reading Quiz #6 (Posted to CANVAS 2/18)**

Week 6: (2/25 – 3/1)

Freedom, Part II: “I believe I have free will. I have no choice.” - Isaac Bashevis Singer

- *For Mon: Asymmetrical Freedom by Susan Wolf*
 - **Due: Lecture Quiz #5 (Due no later than 10 minutes prior to class on Monday, Oct. 2nd)**
 - **Due: Reading Quiz #7 (Posted to CANVAS 2/22)**
- *For Wed: In-Class Exercise*
 - **Due: Essay #1 (2/27)**
 - **Midterm Study Guide Provided**

- Week 7: (3/4 – 3/8): Examination Week
- For Monday: Midterm Review
 - **Due: Lecture Quiz #6 (Due no later than 10 minutes prior to class on Monday, Oct. 9th)**
 - For Wednesday: Midterm Exam
 - **There will be no Lecture Quiz due week after midterm week**
- Week 8: (3/11 – 3/15)
- When I Look in the Mirror, I See Something There**
- For Mon: *Of Identity and Diversity, from An Essay Concerning Human Understanding* by John Locke
 - **No quizzes due 3/11**
 - For Wed: Finish Locke and Start *A Critique of Locke's Theory of Personal Identity* by THOMAS REID (Posted in Blackboard under Additional Readings)
 - **Due: Reading Quiz #8 (On Locke and Reid – Posted to CANVAS 3/11)**
- Week 9: (3/18 – 3/22): **Spring Break – No Classes Held**
- Week 10: (3/25 – 3/29)
- Mind Games: What is a Mind and How Does it Relate to the Body?**
- For Mon: *Descartes' Myth from The Concept of Mind* by Gilbert Ryle and start *Sensations and Brain Processes* by J.J.C. Smart
 - **Due: Lecture Quiz #7 (Posted to CANVAS 3/22)**
 - **Due Reading Quiz #9 (Posted to CANVAS 3/22)**
 - For Wed: Finish *Sensations and Brain Processes* by J.J.C. Smart and review *The Nature of Mental States* by Hilary Putnam
 - **Due Reading Quiz #10 (Posted to CANVAS 3/25)**
- Week 11: (4/1 – 4/5)
- Mind Games Continued and the Intricate Study of Consciousness ...**
- For Mon: *Can Computer's Think? From Minds, Brains, and Science* by John Searle
 - **Due Lecture Quiz #8 (Posted to CANVAS 3/29)**
 - **Due: Reading Quiz #11 (Posted to CANVAS 3/29)**
 - For Wed: *What is it Like to be a Bat* by Thomas Nagel
 - **No Reading Quiz Due**
- Week 12: (4/8 – 4/12)
- Is There A God Problem?**
- For Mon: *Building a God Exercise (In-Class Assignment)*
 - **Lecture Quiz #9 (Posted to CANVAS 4/5)**
 - For Wed: *The Ontological Argument from Proslogian* by Anselm of Canterbury and a Review of Descartes' version of the argument (Reading for Descartes' version posted to CANVAS under additional readings)

- **Due: Reading Quiz #12 (Posted to CANVAS 4/8)**
- **Review Essay #2 Assignment (4/10)**

Week 13: (4/15 – 4/19)

Pascal Loved to Gamble but What if God Doesn't Know How to Play the Game?

- *For Mon: The Wager from Pensees by Blaise Pascal*
 - **Due: Reading Quiz #13 (Posted to CANVAS 4/12)**
 - **No Lecture Quiz Due**
- *For Wed: "The Euthyphro Problem" by Plato (Posted to CANVAS under Additional Readings)*
 - **No Reading Quiz Due**

Week 14: (4/22 – 4/26)

The Nature of Justice and the State

- *For Mon: Leviathan by Thomas Hobbes*
 - **Due: Lecture Quiz #10 (Posted to CANVAS 4/19)**
 - **Due: Reading Quiz #14 (Posted to CANVAS 4/19)**
- *For Wed: The Social Contract by Jean Jacques Rousseau*
 - **No Reading Quiz Due**

Week 15: (4/29 – 5/3)

Justice for Justice Sake ... Whatever That Means

- *For Mon: On Liberty by John Stuart Mill*
 - **Due: Lecture Quiz #11 (Posted to CANVAS 4/26)**
 - **Due: Reading Quiz #15 (Posted to CANVAS 4/26)**
- *For Wed: Two Principles of Justice, from A Theory of Justice by John Rawls*
 - **Due: Reading Quiz #16 & 17 (20 Points total) (Posted to CANVAS 4/29)**
 - **Due: Essay #2 (Wednesday, 5/1)**

Week 16: (5/6 – 5/10)

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

- *For Mon: "The Problem of the Point of View" by James Rachels (Posted on CANVAS)*
- *For Wed: In-Class Assignment and Final Exam Review*
 - **Due: Lecture Quiz #12 (Taken in Class on 5/8)**

Week 17:

Finals Week – Final Exam Date TBA

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General Assignment/Due Dates Breakdown

***DUE NO LESS THAN 10 MIN
BEFORE CLASS ON THE DATE
LISTED BELOW***

RQ = Reading Quiz

RQ1 – 1/30
RQ2 – 2/4
RQ3 – 2/6
RQ4 – 2/11
RQ5 – 2/13
RQ6 – 2/20
RQ7 – 2/25
RQ8 – 3/13
RQ9 – 3/25
RQ10 – 3/27
RQ11 – 4/1
RQ12 – 4/10
RQ13 – 4/15
RQ14 – 4/22
RQ15 – 4/29
RQ16 – 5/1
RQ17 – 5/1

***DUE 10 MINUTES PRIOR TO CLASS ON
THE DATE LISTED BELOW***

LQ = Lecture Quiz

LQ1- Monday, 1/28 by 1:20 PM
LQ2- Monday, 2/4 by 1:20 PM
LQ3- Monday, 2/11 by 1:20 PM
LQ4- Monday, 2/18 by 1:20 PM
LQ5- Monday, 2/25 by 1:20 PM
LQ6- Monday, 3/4 by 1:20 PM
LQ7- Monday, 3/25 by 1:20 PM
LQ8- Monday, 4/1 by 1:20 PM
LQ9- Monday, 4/8 by 1:20 PM
LQ10- Monday, 4/22 by 1:20 PM
LQ11 – Monday, 4/29 by 1:20 PM
LQ12 – Monday, 5/8 In-Class

ESSAY ASSIGNMENTS DUE:

ESSAY #1: 2/17

ESSAY #2: 5/1

EXAMINATIONS:

MIDTERM EXAM: Wednesday 3/6

FINAL EXAM: TBA