Phil 1301: Introduction to Philosophy
Section 5001, 3 credit hours
El Centro College, Arts and Sciences Division

Prerequisite: College-level Reading

INSTRUCTOR INFORMATION

Name: Shamim Hunt; contact information: shunt@dccc.edu

Course Description: An introduction to the ideas about such things as the good life, reality, God, the acquisition and characteristics of knowledge, and the nature of humans. Students will evaluate both ancient and modern theories about these issues in terms of their logic, historical significance, and meaning in everyday life, as they practice the methods for doing philosophy.

Specific Course Learning Outcomes: Students will demonstrate an understanding of both the nuances and the gist of the philosophical positions presented in the texts. Students will exhibit analytical skill in uncovering and assessing implicit assumptions behind views and evaluating arguments presented for them. Students will acquire the ability to articulate and defend a philosophical position.

Evaluating this outcome: The final grade will be determined by two tests, one writing assignment, class participation and short answers on chapter questions. The tests will consist of Multiple-Choice questions. You papers will give you an opportunity to develop analytical skills and your tests will help you understand the basic tenet of philosopher and the different eras of the history of our Western Intellectual Tradition. You learn philosophy by doing philosophy. Class participation will provide this opportunity to formulate and articulate your views and you will learn to defend your own philosophical positions.

Course Objectives: The course will investigate a variety of influential philosophical perspectives, from Thales to the present day, on topics of perennial interest in epistemology, metaphysics and philosophy of
mind. We will ponder the following questions, among others: What weight should be given to the roles of
sense perception and abstract conceptual activity in our attempts to acquire knowledge of the world? Is
certainty possible? Can we attain genuine knowledge of anything beyond Nature? Are there any valid
proofs of the existence of God? What is the most reasonable attitude to take towards matters of faith?
What, exactly, does it mean to have a mind? What sort of relation obtains between mental states or events
and the physical dimension of our being? What sort of inquiry is philosophy?
Course Outline: El Centro wants this course to improve your intellectual competencies. So, in this course, you will read Sophie’s World and the Reader to expose yourself to the primary texts. We will learn important philosophical concepts, such as: metaphysics, free will, predestination, reality, sureality, God, cause and effect, nature, cosmos, and even space, and critically examine the implications of such ideas. The main objective of this course is to introduce you to the history and of evolution of such ideas from Pre-Socrates to our current era, and how these ideas have influenced and shape our culture,
politics, and our way of thinking. We will learn to think not only as being part of the world, but also as being other than the world. The observer of the world.

How this course fits into the Program in Philosophy and Religion?
- critically assess philosophical works and views
- Practical application of philosophy.
- Show an informed, open minded awareness of the scope and variety of views in philosophy.
- Demonstrate an understanding of philosophical views as expressions of values within social contexts.
- Demonstrate knowledge of the influence of philosophy on social history and individual experience.

It accomplishes the first by explicitly introducing students to the historical range of important Western philosophical texts and schools.

It accomplishes the second by emphasizing explicitly many different worldviews.

The third is attained by explicitly introducing these worldviews, and the many different styles and techniques in philosophy.

The course explicitly introduces the idea of worldviews, and of the sociology of knowledge.

And Introduction to Philosophy explicitly introduces information on the historical influence of philosophy on societies.

Associate’s of Arts Degree with Emphasis in Philosophy and Religion
Introduction to Philosophy is a required course for the Associate of Arts with Emphasis in Philosophy and Religion degree. This degree is closed to students who enroll after spring, 2012.

This Course: How It Fits in the Division of Arts and Sciences
The El Centro Division of Arts and Sciences seeks to promote excellence in a diverse community by providing quality academic and technical education in the Arts and Sciences. Introduction to Philosophy as a course in philosophy, is a part of academic education in the Arts;

Diversity is inescapable at El Centro, whether of the trivial, visible kind, the significant, invisible kind, or in course content. The content, social context, and assignments of the course will provide plenty of all three kinds.

As for excellence and quality…

Philosophy as Part of an El Centro Education
Why does El Centro College offer courses in philosophy, including Introduction to Philosophy?

Courses such as Introduction to Philosophy help the College carry out its mission, namely: changing lives through higher education.

Introduction to Philosophy has social value to individuals as citizens, workers and entrepreneurs, and consumers of disciplined, critical thinking. Secondly, introduction to philosophy has personal value to individuals as meaning-making beings with individual and group identities and foundational intellectual and life project commitments.

Courses such as Introduction to Philosophy conform to the College’s purpose, to wit, providing:
Continuing adult education programs for occupational or cultural enrichment; and Freshman courses in the liberal arts.

Thus, this course channels the College’s vision, viz.:
To recognize the unique opportunity offered by an urban multicultural college—in this case, of learning both how to
understand the presuppositions and worldviews of diverse others, and the pedigree of their views and one’s own;
To purposefully promote a global perspective, transcultural values and competencies, and responsible citizenship;
and
To focus on student success and lifelong learning.
It embodies the College’s values, viz.:
By providing exemplary and innovative instruction, and improving instruction by measuring student learning
outcomes over time;
By challenging individuals to embrace diversity through broadened concepts of self, and by expanding their views of
the world and recognizing their roles in a global society;
By valuing academic freedom and respecting the rights and views of each individual; and by encouraging an honest, respectful, and continual exchange of views among students and faculty; and
By creating high standards of performance through the acquisition of new knowledge and a commitment to constant responsiveness to the needs of our community of learners.
And this course helps the College attain its goals, viz.:
By June 2015, increase the number of Associate Degrees awarded to 530 compared to a 2008-2009 baseline of 481 degree. Introduction to Philosophy is a Tier Two option for many Associate’s degrees; (Goal 1, Student Success, Objective 4.) and
By 2015, increase by 33% the number of students earning core requirements for transfer over the 2008-09 baseline
of 124 students to 164; Introduction to Philosophy is a District Core Curriculum course in the area of “Humanity, Creativity, and the Aesthetic Experience.” (Goal 1, Obj. 5.)

Quality Enhancement Plan (QEP)
El Centro College’s QEP theme is critical thinking in the context of student readiness at each level of learning.
Introduction to Philosophy introduces students to the notion that all views, values, and practices may be appreciated critically, and that explicit attention to one’s thoughts and beliefs, and those of others, is necessary in a diverse, complex global society.

This Course: What the Dallas County Community College District Wants
The mission of the DCCCD is to equip students for successful living and responsible citizenship in a rapidly changing local, national and world community. Courses in philosophy such as introduction to philosophy and Ethics, contribute to several of the District’s current goals, viz.:
Students who transfer to a baccalaureate degree granting institution will be prepared to attain their educational goals.
Introduction to Philosophy introduces students to analysis of concepts, alerts them to unexamined presuppositions, and provides them with a history of the ideas both routine and contested in society today. All of these skills play into educational and life success.
Students will have opportunities to participate in extra- and co-curricular programs and services that support accomplishment of their learning, educational, employment, and career goals. In Introduction to Philosophy, we learn to appreciatively and critically evaluate sources of information and opinion available to world citizens.
DCCCD will collaborate with private, public, and community partners to identify and respond to recruitment, training, and educational needs. Critical thinking, for which Introduction to Philosophy sets the context, is routinely mentioned by external stakeholders as a primary desideratum from the College.
Dallas County Community College District Core 2009
In addition, Introduction to Philosophy is, like all Philosophy courses, a Tier Two course in the Core Domain of Humanity, Creativity, and the Aesthetic Experience. This domain enables students to critically analyze and form artistic judgments about the arts and humanities.

This Course: What the State of Texas Wants.
Intellectual Competencies and Educational Objectives
The state wants this course to improve your intellectual competencies [ICs]. So, in this course you will at least:

Read Sophie’s World and Sophie’s Reader.
Participate in analysis and discussion.
Write online entries on every chapter of the books, and Write a five-page paper (ten-page for honors).
Listen to others speak their minds, and you will Speak your own in class discussion.
Think Critically about the views discussed in the course, including your own.

The state also wants this course to attain some exemplary educational objectives [EEOs]. So the College wants you to come out of this course:
I. able to demonstrate an awareness of the scope and variety of the humanities;
II. able to understand the humanities in their breadth and depth as an expression of historically-situated, cultural human values;
III. able to respond to these values critically;
IV. to demonstrate a knowledge of the influence of philosophy;
V. and able to articulate an informed personal reaction to it.

My intention is that Sophie’s World, Sophie’s Reader, class lectures, and class discussion will expose you to the humane vision of philosophy, and will begin to convince you that, whatever else philosophical beliefs are, they are the beliefs of human beings who do stuff, have values, and who make and share history and culture. The quizzes and final exam will test how well I have initiated you some awareness and understanding of this. Similarly, the class discussions and papers will enable you to respond to the values expressed in the history of philosophy, and indicate its influence in your own areas of interest, articulating your own personal reactions to it.

Texas Higher Education Coordinating Board Core Curriculum 2014
Introduction to Philosophy not only meets the criteria for any course in higher education in Texas, but specifically meets the criteria for courses which are part of the statewide Core Curriculum.
The state of Texas defines its Core2014 area relevant to Introduction to Philosophy as:

   (i) Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
   (ii) Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.
   (iii) The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

This area has the following student Core objectives:
4.B.28.(2) Core Objectives. Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:
   (A) Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
   (B) Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
   (E) Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making; and
   (F) Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

4.B.28.2.A: Philosophy in general is the home of critical thinking.
4.B.28.2.B: Philosophy specializes in precisely valid generalizations, and occurs in a written and oral environment of
By enabling people to free their minds from the inevitability of inheritance and the overwhelming nature of contemporary culture, it requires personal responsibility.

Introduction to Philosophy shows how to find common ground with even enemies, and how to make careful distinctions even with friends, and in so doing, inculcates social responsibility.

Assessment: The Practice—Assignments.

The way to tell if any given objective has been met is through assessment. The primary mode of assessment in a content- and critique-oriented discipline is through professional judgment based on personal interaction. Many different techniques and assignments can be used to accomplish the overall pedagogical demands of the course. However, in this course, your achievement of the five student learning objectives will be assessed when you…

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<th>Objective</th>
<th>Assignment(s)</th>
<th>Rubric</th>
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<td></td>
<td>Take two multiple choices exams.</td>
<td>Critical Thinking, Inquiry and Analysis</td>
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<tr>
<td></td>
<td>Write a five-page term paper, participate in class.</td>
<td>Communication, Critical Thinking, Inquiry and Analysis</td>
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<tr>
<td></td>
<td>Online chapter forums to participate in class.</td>
<td>Professional judgment, Communication</td>
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Assessment: The Practice: Rubrics—Qualitative Descriptions of Achievement Standards.

The American Association of Colleges and Universities understands education to be the formation of intellectual and social virtues in citizens. The basic educational values, as identified by the AAC&U, which are developed here include participation in learning, critical thinking (including inquiry and analysis), communication, personal responsibility, and social responsibility. Since this course uses the AAC&U rubrics as its own, the following correlations pertain:

- Participation is judged solely by the instructor.
- Otherwise, rubrics are available online:


Assignments

- Quizzes. Objective / explanatory tests of course content, objective II.
- Online discussion forums. Brief, prompted thought experiments which require student expression of personal views, objective V.
- Term Paper. Formal, academic persuasive essay debating a particular philosopher’s views. Objective III.
- Final. A test of one’s ability to integrate content, practices, and skills on demand.

All student learning objectives.

Grading

- Rubrics by Student Learning Objective

Student Learning Objective I: describe the ongoing debate inherited from Plato and Aristotle as to whether what we see is all there is—the metaphysics of reality—and whether things are as they should be or not—the essential or conventional nature of ethics. Assessment: Pretest-Posttest.

Rubric: Critical Thinking.

Benchmark: information not recognized (less than 50% correct)
Milestone: identifies some information (51-69%)
Milestone: recognizes by interpreting (over 70%)
   Advancing: sees connections (over 90%)

Student Learning Objective II: compare and contrast the American to the Roman situation with respect to being able to explain how Hellenistic positions on the issue of diversity in a cosmopolitan society might inform our own dreams and struggles. Assessment: Quiz, and optional question on final.
Rubric: Intercultural Knowledge and Competence.
   Benchmark: shows minimal awareness (less than 50% correct of information)
   Milestone: identifies, with some awareness (51-69%)
   Some cross-cultural imagination (51-74%)
   Milestone: recognizes new applications of perspectives (75-89%)
   Advancing: sometimes uses more than one worldview (90-100%)

Student Learning Objective III: critically assess a given philosophy with reasons. Assessment: Term Paper.
Rubric: Critical Thinking, Inquiry and Analysis.
   Benchmark: Wide topic; irrelevant sources; unorganized; unsupported conclusion.
   Little clarification; no interpretation of sources; some awareness of own context; flat assertion of own position.
   Milestone: Overly narrow topic; relevant but minimal information; overly general conclusion.
   Topic addressed, but not for any explained reason; little questioning of sources; some assumptions questioned; conclusion thin but related to argument.
   Milestone: Appropriately-focused, relevant topic; several relevant sources; some notion of methodology; some substantive organization; conclusion based on argument.
   Advancing: Focused, relevant topic; some synthesis of information; some overt methodology; insight into patterns; states a conclusion that is a logical extrapolation from the inquiry’s findings; notes limitations of paper.Clearly demarcates project; uses standard or essential sources; assumptions questioned; some imagination in the position taken; conclusions / outcomes logically discussed.

Student Learning Objective IV: be able to identify the components of the modern worldview. Assessment: quizzes
Rubric: Critical Thinking.
   Benchmark: Shows minimal awareness of present assumptions (x < 50%)
   in own worldview (51-69%).
   in our culture (70-89%).
   Advancing: States clearly and describes thoroughly the nature and role of modernity, as far as the course content allows (90-100%).

Student Learning Objective V: state one’s own views on at least one major question in philosophy and defend it reasonably (that is, with evidence, criteria, thought experiments, and arguments).
Assessment: Online Discussion forums.
Rubric: Critical Thinking.
Benchmark: unclear statement of issue; viewpoints and experiences treated as matters of fact with no or unquestioned interpretation; begins to identify contexts of positions; state’s own position, but simplistically; vague or irrelevant conclusion untied to argument or evidence.
Milestone: issue stated with undetermined terms, boundaries, or background; some questioning of viewpoint or acknowledgment of other viewpoints; some questioning of assumptions; own position acknowledges that there are other views; conclusion is generally clear and related, but consequences and implications are absent or minimal.
Advancing: clear, self-knowing statement of issue; self and others' views, data, and assumptions intensely questioned; adequate contextualization of issue and of self; limits of authentic position acknowledged; reasoned stance taken.

Plagiarism Warning:
Plagiarism will not be tolerated, and will result in course failure.
Recording Class Sessions:
Please do not record me on any device without my consent. Taking notes on a laptop is permitted, but websurfing is not allowed during class.
Make-Ups:
Quizzes are online and you will have a week to take the quizzes at your convenience. If you miss the deadline you will not be able to take the quiz. There will no extension for paper and exam deadlines.

Turning In Papers and format:
Papers are only accepted online through e-campus.
Paper format should be double-spaced, Times New Romans, 1 inch Margins, 12 font. Paper and take home quizzes should be typed in 12 font Times New Roman.
Amendments to the Syllabus:
If I make any changes to the syllabus, I will e-mail you the new syllabus.

Required Material

Evaluation Procedures: You will be evaluated on your ability to think critically. I will only know this by your class participation, quizzes and papers.

Grading Scale: Quizzes 40%: A midterm Quiz, and a final exam, 25% each. Paper 25%: One Term paper worth 25% of your grade. Discussions: 25%: Discussion Board answers to chapter questions and your comments on 10 chapters out of 30 worth 25% of your final grade.
Exams and Assignments: You class discussion will prepare you for your exams and papers, so do participate. There will also be 2 quizzes, discussion sections, and a term paper.

Attendance Policy: You will be expected to be present before 11:15. The class begins at 11:15. Please do not be late to class because I will take the attendance sharply at 11:15. If you are late you will be considered absent for that day. Please read the assigned readings for the day, and come to class prepared for discussion. You are allowed to miss only 3 classes. So, use them wisely for emergencies. If you have to miss more than 3 class, you will have to make up for that class by writing a paper. You can only do this for five missed classes. Each additional class missed will result in one letter grade drop from your final grade. So, please do not miss classes, nor be late for classes.
INSTITUTIONAL POLICIES

**ADA Statement:** If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office.

Room A110; 214.860.2411; 5dsso@dcccd.edu

**Absences for observance of a religious holy day are excused.** A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student notified the instructor of each class scheduled on the date that the student would be absent for a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under section 11.20, Tax Code. The notice shall be in writing and shall be delivered by the student personally to the instructor, with receipt acknowledged and dated by the instructor or by certify mail, return requested, addressed to the instructor. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

**Academic Honesty:** Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.
Withdrawal Policy (with drop date): If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by (semester’s drop date). Failure to do so will result in your receiving a performance grade, usually an "F."

If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped.

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For information, you may access: https://www1.dcccd.edu/coursedrops

Repeating this Course: Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More
information is available at: https://www1.dcccd.edu/catalog/ss/oep/third_attempt.cfm.

Financial Aid: Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

The instructor reserves the right to amend this syllabus as necessary.

CLASS POLICIES: Everyone will be expected to respect each other when discussing views. No name calling
or profanities will be tolerated.

**E-Campus:** E-campus is the web interface used to access Internet-based distance education courses. You will need to have your student Id number to login. Your course section already exists on e-campus. I will be posting announcements, assignments, course information on e-campus. Go to http://www.elcentrocollege.edu/ecampus/

**E-Connect:**

E-connect is the web interface that provides online student services which allow students to search, register, and pay for credit classes, view final grades and financial aid status. Go to https://econnect.dcccd.edu/eConnect You must have an e-mail address on file with the college to access e-Connect. You may use a DCCCD e-mail address, which is free if you are eligible, or you may use a commercial e-mail address. If you have a question contact eConnect@DCCCD.Edu

**Computer use Policy:** This class will require you to utilize campus computers. Please see the computer use policy for the district under the student code of conduct at https://www1.dcccd.edu/cat0809/ss/computer.cfm?loc=5

**Student Handbook**
The student handbook with additional information for students is available at https://www1.dcccd.edu/cat0809/ss/computer.cfm?loc=5 or http://www.elcentrocollege.edu/studentservices/spar/
Children: El Centro College recognizes the need to provide for the safety and security of minor children under the age of sixteen (16) present on campus; yet, at the same time, the college also recognizes the need to maintain for all students maximum access to programs, services, and facilities, and an environment conducive to learning. Therefore, the presence of children at El Centro College will be governed by the following guidelines:

- No individual under the age of 16 shall be allowed access to any college facility above the second floor of the “A” building or above the first floor of the “B” and “C” buildings, unless that individual is participating in a program sponsored by the college.
- Minor children will not be allowed in the Student Center unless their parents or guardians are conducting college business in the following offices: Financial Aid, Student Programs and Resources, Workforce, Special Services or the Middle College.
- Minor children will not be permitted in the Library, College Computer Center, Learning Center or Testing Center at any time!
- Minor children who are present on campus in the authorized areas must be under the direct supervision and control of their parent or guardian at all times.
- Disruptions resulting from the presence of any minor child on campus will result in the student being asked to leave the campus along with the minor child.
- Students who are in violation of this policy will be referred to the Campus Police and issued a warning citation (information pertaining to available child care resources will also be given to the student at that time). A second occurrence will result in the student’s receiving a letter from the Dean of Students indicating that a third occurrence will result in the student’s suspension from El Centro College until child care services can be arranged.
- Information will be provided by the Adult Resource Center to assist students in locating affordable child care services.

Fall Semester, 2012

August 27 (M) Classes Begin
September 3 (M) Labor Day Holiday
September 10 (M) 12th Class Day
November 15 (R) Last Day to Withdraw
November 22 (R) Thanksgiving Holidays Begin
November 26 (M) Classes Resume
December 10-13 (M-R) Final Exams
December 13 (R) Semester Ends

Grading: The final grade will be determined by two tests each worth 25% of the final grade. That is 50% of your grade will come from these two tests. The tests will consist of Multiple-Choice and T/F questions only. The other 25% of your grade will
depend on the Discussion Board postings on 10 chapter forums of your choice. A term paper worth 25% of you grade on a choice of given topics. Note: You can access the first four chapters from the Sophie's World online from e-campus so you can start reading and posting your answers right away before the forum closes. The forums open and close dates are based on the calendar below. Follow the calendar to keep up with these daily assignments.

Quizzes 50%: A midterm Quiz, and a final exam, each worth 25%.
Participation 25% on discussion board.
Term paper 25%: It will be minimum 3 pages and maximum 5 pages, double spaced Times New Romans, 12 font, 1 inch margin all sides.

**Calendar**

August 27 Syllabus. Introduction to the course.


10 World. “Democritus,” “Fate.” pp. 41-55

*Certification Day*

You can read Apology online: [http://classics.mit.edu/Plato/apology.html](http://classics.mit.edu/Plato/apology.html)

You can read book VII on the following site: [http://www.constitution.org/pla/repub_07.htm](http://www.constitution.org/pla/repub_07.htm)

You can read the Metaphysics online: [http://classics.mit.edu/Aristotle/metaphysics.4.iv.html](http://classics.mit.edu/Aristotle/metaphysics.4.iv.html)
24  World: “Hellenism,” “The Postcards.”  
Reader: Epicurus. “Maxims.”  
http://www.epicurus.net/en/principal.html  
http://classics.mit.edu/Antoninus/meditations.4.four.html

26  Classical and Hellenistic Philosophy.  
World: “Two Cultures.”

26  October 1  
Reader: Augustine. Confessions. Book XI, #s xii-xxviii. You can read Book XI online 
http://www.newadvent.org/fathers/110111.htm

3  World: “The Middle Ages.”  
Reader: Aquinas: Summa Theologica:I.Q.2.“The Existence God,”pp. 129-136. You can read Aquinas online:  
http://www.newadvent.org/summa/1002.htm

8  The Medieval World.  
Reader: Bacon. The New Organon. Book I, #s38-44. You can find it here:  
http://www.earlymoderntexts.com/pdfbits/bacno11.pdf From page 7
Reader: Hobbes. Leviathan. Ch. 13. You can find it here on page 19  

10  World: “Descartes.”
Reader: Descartes. Meditations on First Philosophy, #2. You can find this here on page 4  

15  **Midterm: Please see the Assignment Tab on Ecampus for Quiz**
    You can find it here


7  World: “Freud” pp. 429-446.

    Read the preface here
    http://records.viu.ca/~johnstoi/Nietzsche/genealogypreface.htm
    http://praxeology.net/twilight.htm

    http://www.theintellectualviewpoint.com/reading/existentialismisahumanism-
    sartre.pdf

November 15th, Last day to Withdraw (with W grade)

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<th>Date</th>
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<tr>
<td>6</td>
<td><strong>Final paper due:</strong> Please see the Assignment in E-Campus</td>
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<tr>
<td>December  7-12</td>
<td><strong>Final Exam: See the Assignment Tab For Exam</strong></td>
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