PHIL 1301.5002 Introduction to Philosophy

Three credit hours

Fall, 2012

Tuesdays and Thursdays, 11:00am-12:20pm

El Centro College, Program in Philosophy and Religion

Room A752

Mark Thames, Ph.D., Instructor

mthames@dcccd.edu

Prerequisites: college-level reading.

Contact me: via email; or: office, C352 (in suite C340). Phone 214 860 2697. Hours: M 3:30-5:00p; T 9:00-10:00a, 3:00-4:00p; W 9:00-10:00a, 7:00-8:00p; Th 9:00-10:00a.

Catalogue 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.

This Course: What You Want

You want credit for the course. Okay.

(1) Show up. If you aren’t here, you aren’t part of the course.
(2) Participate. Philosophy is a discussion; figure out your way to engage in that.
(3) Do the quizzes and final. I don’t know what you know if you don’t tell me.
(4) Write assigned papers. You won’t get heard if you can’t express yourself.

Do these four, perform them adequately, and you will pass and get credit. Course completion at El Centro is a D; course success is a C.

You want me to give you good value for your time and money. I will. I will be on time and prepared. I’ll stick to the syllabus. I won’t waste time. I assign and recommend books worth reading. I love discussion, and put myself into it.

You may want some mental tools: critical thinking when it comes to national politics and international affairs, or an ability to think through ethical issues at your job. If we talk with each other so that I know what you want, I will work to see to it that, as much as possible given the nature of the course, you will get what you want.

If You Want an Honors Option: Do the above, plus:

(1) Meet with me and other honors students in a public venue twice outside class hours for in-depth discussion.
(2) Your paper will be eight pages or more, with more room for advanced topics.
(3) At least a B- for the paper and the course and file the appropriate paperwork.

This Course: What I Want

I want you to get the gist of three ideas, and make two efforts.

1) First is the idea that everyone in the world has a way that they look at the world. You—me—everybody—think some things are important and others aren’t. Everyone has opinions about what all is out there in the universe, how it got there, where it’s going, and what it’s all for. So you already have a philosophy of life even if you’ve never thought about it. Everyone also has (some) common sense, thinks some reasons are compelling and others aren’t, and so on. That is, you already have the potential to think critically about your own life. What you need is the tools to do the job and some time to do it.
2) I want you to see that you are not alone in trying to make sense out of your life. Other people have done things like this before. So you can learn from them—pick up ideas, avoid others’ mistakes. What you need is stories and examples of other people, and then both the discussion time and time to think for yourself as to how you might apply what you learn.

3) I want you to see that, since you’re the same person in all the different things you do and relationships you have, integrating your life so that you act consistently with your values will make you more reliable and trustworthy to others, and less tense and stressed yourself. What you need is good questions that can help you tie together your basic beliefs with your habits, choices, and actions, and chances to practice integrity, to work on expressing who you really are.

As for efforts I want you to make,

A) the first is to see why it is that other people do what they do—namely, because of how things look to them. You do this by reading and listening; I check on your progress in this area via tests and class discussion.

B) The other effort I want you to make is to begin to tease out for yourself where you actually stand or are headed: what you think, and what you want to think, about the major issues in your life and our world. You do this by writing and speaking; I check on this via class discussion and papers.

**This Course: How It Fits into the Program in Philosophy and Religion**

Introduction to Philosophy is a freshman-level course which assists students to

- Appreciatively and critically assess philosophical works and views, and
- Engage in an existential process comprehending the demands of philosophy on people’s lives.
- Show an informed, unprejudiced 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. Secondarily, 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 logic, 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 Core2009

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.*

Logic explains and articulates what critical analysis is, for any discipline.

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*.
- **SPEAK** in classroom analysis and discussion.
- **WRITE** five in-class opinion papers and 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.

Introduction to Philosophy does in fact enable students to achieve these Core objectives, viz.:

- 4.B.28.2.A: Philosophy in general is the home of critical thinking.
- 4.B.28.2.E: By enabling people to free their minds from the inevitability of inheritance and the overwhelming nature of contemporary culture, it requires personal responsibility.
- 4.B.28.2.F: 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.
Course Objectives

A number of objectives related to the course may be in the mind of the instructor which are not included here: for example, instructor’s learning objectives. And students may have many objectives, some related to learning, some not. However, there are several categories of objectives in this section of this course as taught by this instructor which are very much in mind:

- Student Adult Competencies, such as time management, self-control in the midst of disagreement, and successful socialization into the community of inquirers which the section aspires to become.
- Course Design Effectiveness, such as the suitability and utility of texts, assignments, and pedagogical techniques to lead students to succeed at defined student learning objectives.
- Student Learning Objectives of the instructor.

Only those student learning objectives of the instructor relevant to student assessment and grading will be defined here.

Course-Level Student Learning Objectives

The international discipline of philosophy, the federal government, the regional accrediting agencies in the United States, the state of Texas, the Dallas Community College District, El Centro College, the particular instructors and students involved, and many others have an interest in our enterprise. All of these stakeholders may have objectives for education in general and perhaps this course in particular. Many of these objectives will not be educational—keeping taxes low, hoping to find a marriage partner, and so on. Moreover, any of a number of various kinds of specific learning objectives might exercise the specifically educational competencies and achieve the strictly educational course objectives. In this version of this course, the baseline for assessing course success is mastery of the following learning objectives. [State Core objectives in italicized brackets.] At the end of this course you should be able to:

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; [Critical Thinking.]

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; [Intercultural Knowledge and Competence; Social Responsibility.]

III. critically assess a given philosophy with reasons; [Critical Thinking, Inquiry and Analysis.]

IV. be able to identify the components of the modern worldview; [Critical Thinking.]

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). [Critical Thinking; Personal Responsibility.] [Communication is implicated in all student learning objectives. Objectives III, IV, and V also involve Inquiry and analysis. See the rubric below.]
**Assessment: The Context Requires Competence and Accountability**

Assessment involves the student, the instructor, the course, the Program, and the College, all of which engage in assessment, and are in turn assessed by various stakeholders in various ways for various reasons.

In the humanities in general and in philosophy in particular, assessment fundamentally rests in the professional judgment of the instructor. This means that assessment is simultaneously objective and subjective, and the instructor’s judgment is final for the purpose of the course.

Moreover, there are many varieties of assessment for a variety of purposes, just as there are many different kinds of objectives operative, or potentially operative, in any given course or section. This course is assessed as a freshman, undergraduate, tertiary educational (i.e., collegiate) effort which introduces and emphasizes certain concepts, practices, and skills.

- Concepts include that of a worldview and its basic components (metaphysics, ethics, epistemology, politics), the notion that ideas have histories, and the notion of worldview diversity (only one world, but several different, sometimes incompatible, ways of making sense of it).
- Practices inculcated include basic tools of philosophical thinking, and the art of faithful listening and expressing oneself with integrity on substantive, often controversial issues.
- Skills in which students are trained include an introduction to academic research and discriminating use of information resources, and an introduction to serious persuasive / explanatory writing in the humanities.

Since the El Centro College Program in Philosophy and Religion attempts to

- explicitly introduce students to the historical range of important Western philosophical texts and schools;
- emphasize explicitly many different worldviews;
- explicitly introduce these worldviews, and the many different styles and techniques in philosophy;
- explicitly introduce the very concept of worldviews, and of the sociology of knowledge; and
- explicitly introduces information on the historical influence of philosophy on societies,

this course

- uses a historically-structured primary and secondary text;
- draws explicit attention to differences in indigenous, classical, medieval, and modern worldviews;
- uses a secondary text with primary readings from widely diverging points of view;
- provides students with conceptual frameworks for organizing a comparative understanding of the common features of their own and others’ views; and
- relates philosophies of life to life as it has been lived throughout.
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…

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment(s)</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>take a pretest and a posttest.</td>
<td>Local standard</td>
</tr>
<tr>
<td>II.</td>
<td>Take five short-answer quizzes and an essay final.</td>
<td>Critical Thinking, Inquiry and Analysis</td>
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<tr>
<td>III.</td>
<td>Write a five-page term paper, participate in class.</td>
<td>Communication, Critical Thinking, Inquiry and Analysis</td>
</tr>
<tr>
<td>IV.</td>
<td>Take a pretest and posttest, participate in class.</td>
<td>Professional judgment</td>
</tr>
<tr>
<td>V.</td>
<td>Write five opinion papers, and participate in class.</td>
<td>Communication</td>
</tr>
</tbody>
</table>

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:

Linked with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Assignments

- **Quizzes.** Objective / explanatory tests of course content, objective II.
- **Opinion papers.** 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)
Mineral competence (less than 50% applying to today)
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.
Rationale for topic and approach to it given; relevant and sufficient sources; questions own and philosopher’s assumptions; takes specific position and argues for it; reaches related conclusion.
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:* Pretest-Posttest, questions on quiz and final. *Rubric: Critical Thinking.*

**Benchmark:** Shows minimal awareness of present assumptions \( x < 50\% \)

**Milestone:** Shows some awareness of modernity’s place in own worldview (51-69%).

**Milestone:** Has basic grasp of worldview and its place 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:* opinion papers. *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 acknowledgement 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.

**Milestone:** issue stated well enough to avoid significant confusion; own and others’ viewpoints and assumptions identified and subject to some questioning; some defense of own viewpoint against alternatives.
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.

Grade Allocation

Class participation 20% READ, LISTEN, SPEAK; Objectives I, II, III, and V.
Paper Proposal and Draft: 2.5% each.
Pretest and Posttest: 2% each.
Syllabus Quiz: 1%.
Discussion, reading, interaction: 10%

Quizzes 25% (i.e., 5% each) THINK CRITICALLY; Objectives I, II, and IV.
Opinion Papers 15% (2.5% for all but #3, 5%) WRITE; Objective V.
5-page Paper 20% WRITE, THINK CRITICALLY; Objectives III, V.
Final 20% THINK CRITICALLY, WRITE; Objectives I, II, III, and IV.

Course Life Details

Prerequisites

Students are required to have demonstrated college-level reading and writing skills prior to enrolling in academic transfer core courses. In philosophy you read and write.

Style Guide and Plagiarism Warning

Please use the Chicago Humanities (Turabian) method of paper formatting, citation, and bibliography. Plagiarism will not be tolerated, and will result in anything from one letter grade to course failure, at the discretion of the instructor. A prompt for the paper will be posted in ecampus. Receive needed assistance from Learning Center and Library.

Recording Class Sessions

Please do not record me on any device without my written consent. Taking notes on a laptop only by written permission. No websurfing / emailing / blogging / friending / unfriending / flaming / napping during class. No visible or audible cell phones or any other electronic devices. No texting during class, please. Texts and calls are not valid reasons for leaving class. They can live without you for 80 minutes.

Make-Ups

No quiz makeups without a documented medical or legal excuse. All testing materials returned. Makeups done in the testing center. No rescheduling or makeup of the final.

Turning In Assignments

Papers turned in late lose 2/3 of a letter grade for each calendar day late up to five days.
Papers must be stapled; unstapled papers will not be accepted. No email submissions.

Stationery for Quizzes, Papers, and Final

Quizzes will be answered on the test sheet. The final exam will be answered on blue books. Papers should be double-spaced on (one side only of) letter-size (8 1/2” x 11”) white paper. Write in #2 pencil or blue or black ink only. Papers must be typed or machine-printed.

Amendments to the Syllabus

If I make any changes to the syllabus, I will do so in writing, distributed in class to you.
Attendance
Is always taken. Excuses must be medical or legal and documented. Excused absence for religious holidays is by personal statement, due September 10, 2012.

Course Completion
Failure to attend is reported on census day, September 10, 2012. Drops and withdrawals by College policy. Failure to attend after last day to withdraw will result in a grade of NF. There is a six-drop maximum in the state of Texas. Course grades are reported via the student’s econnect.

Disability Accommodation
Any student who may need accommodations due to a disability should contact the Disability Services Office. Written notice to the instructor from Disability Services will result in appropriate mitigations if received by September 10, 2012.

Grievances
Seek to resolve any conflict with the person concerned, not going behind or above them. Everyone in this course section counts as an adult. If the problem remains, see me, or if it is with me, see the College Ombudsperson.

Guests
With respect, your minor children may not be brought to class. Please make arrangements. If you have an exceptional request for an adult family member or friend to attend, you must obtain my explicit permission.

Academic Integrity
By attending, you claim that you seriously intend to participate in education. It is therefore appropriate for others to expect you to act accordingly. Obviously this applies to egregious problems such as class disruptiveness, electronics usage, honesty, ethics, and plagiarism. It also applies to more common-sense matters such as courtesy to others, not eating during class, flirting, attendance and attention, notifying your instructor of matters affecting your attendance or performance, and the like. The point is to respect yourself, the other students, your instructor, and the task before us to help create an environment in which learning can occur. When the pupil is ready, the teacher will appear.

Computing
All students have a College email address and must have an email address-of-record with the College. If I need to contact you, this is how I will do it. Also, all students have access to computers and printing services on campus, so lack of equipment or internet access at home is not an acceptable excuse for noncompletion of assignments.

Miscellaneous
The course is governed by College policy, the student handbook, the syllabus and addenda, common sense and common courtesy, and the discretion of the instructor. I am here to educate, in a cooperative effort with you.

This Course: What You Need
Text

Recommended Writing Guide (Some Guide Is Required)
<table>
<thead>
<tr>
<th>Calendar</th>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>28</td>
<td>Syllabus. Philosophy’s World. <strong>Pretest.</strong></td>
</tr>
<tr>
<td>August</td>
<td>30</td>
<td><strong>Syllabus Quiz Due. First Opinion Paper Due: “What Is It?”</strong></td>
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<td><em>Sophie’s World:</em> “The Garden of Eden,” “The Top Hat.”</td>
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<td><em>Sophie’s Reader:</em> “Welcome Inside,” “Ancient Philosophy.”</td>
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<td>pp. 1-20.</td>
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<td><strong>Syllabus Quiz Due. First Opinion Paper Due: “What Is It?”</strong></td>
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<td>September</td>
<td>4</td>
<td><em>World:</em> “The Myths,” “The Natural Philosophers.”</td>
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<td></td>
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<td><em>Reader:</em> “Welcome Inside,” “Ancient Philosophy.”</td>
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<td></td>
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<td>pp. 20-40.</td>
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<td>6</td>
<td><strong>Second Opinion Paper Due: “What’s Going On?”</strong></td>
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<td></td>
<td></td>
<td><em>World:</em> “Democritus,” “Fate.”</td>
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<td><em>Reader:</em> “Atomism,” #s 1,5,9-12,16-17, 20, 25-26, 28-32.</td>
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<td>pp. 11-18.</td>
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<td>11</td>
<td><strong>First Quiz: Early Greek Thinking.</strong></td>
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<td><em>World:</em> “Socrates.”</td>
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<td><em>Reader:</em> Plato. <em>Apology.</em></td>
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<td>pp. 19-38.</td>
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<td><em>World:</em> “Athens,” “Plato.”</td>
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<td><em>Reader:</em> Plato. <em>Republic.</em> Book VI.,</td>
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<td>pp. 39-60.</td>
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<td>pp. 61-67.</td>
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<td>20</td>
<td><strong>3rd Opinion Paper Due: “The Lifeboat.”</strong></td>
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<td><em>World:</em> “Hellenism,” “The Postcards.”</td>
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<td>*Coursepack: Diogenes of Sinope.</td>
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<td><em>Reader:</em> Epictetus. “Maxims.”</td>
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<td>pp. 79-86.</td>
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<td><strong>Second Quiz: Classical and Hellenistic Philosophy</strong></td>
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<td><em>World:</em> “Two Cultures.”</td>
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<td>pp. 113-125.</td>
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<td><em>World:</em> “The Middle Ages.”</td>
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<td>27</td>
<td><em>World:</em> “The Middle Ages.”</td>
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<td>pp. 129-136.</td>
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October 2 Third Quiz: The Medieval World.

4 World: “Descartes.”

9 4th Opinion Paper Due: “Telling Dreams.”
World: “Spinoza,” “Locke,” “Hume”
Coursepack: Locke.

Reader: Berkeley. *Of the Principles of Human Knowledge*

16 World: “Enlightenment,” “Kant.”

18 Fourth Quiz: Modernity.
World: “Romanticism.”

23 Evolution I: Hegelian Progress.
World: “Hegel.”
Coursepack: Hegel. *Phenomenology of Spirit*.

World: “Kierkegaard.”
Reader: Kierkegaard. *Concluding Unscientific Postscript*.

30 Evolution II: The Social Determinism of Marx.
World: “Marx,”
Reader: Marx. *Communist Manifesto*.

November 1 Fifth Opinion Due: You Decide. Modern empiricism.
World: “Freud”

World: “Darwin,”
8   Evolution IV: The Pragmatism of Peirce.
Coursepack: Peirce. “Evolutionary Love.”

13   Reaction to Progress: Nietzsche and the end of modernism?

15   Nietzsche, continued.

20   **Fifth Quiz:** Hegel and Those Who Have Followed Him.
    Introduction to Contemporary Philosophy.

27   **Paper due.** Existentialism and Feminism.

29   The Story continues.

December 4   **Extra Credit Due. Posttest.** Sophie’s world and ours.

6   Review.

11   **Final.** 11:00am-1:00pm (to be confirmed).