



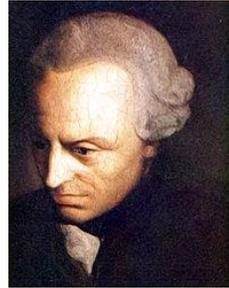
Plato & Aristotle



Descartes



Hume



Kant



de Beauvoir

Class Syllabus

Text: Introducing Philosophy, A Text with Integrated Readings, ed. Robert C. Solomon (Custom 5th Edition – ISBN 0-19-517191-8)

Office Hours & Contact Information:

Mondays & Wednesdays: 9:00-9:20a
 Tuesdays & Thursdays: 11:10a-12:30p (Also available by appointment)
 Office Location 433D
 Phone: (831) 479-6141
 E-Mail: clclose@cabrillo.edu / Website: <http://www.cabrillo.edu/~cclose/>
 Salsa Contact Page: <http://babyface.cabrillo.edu/salsa/listing.jsp?staffId=812>

Grading: 500 points total

How points are achieved:

Exam #1 Ethics.....	55
Exam #2 Metaphysics & Epistemology.....	55
Exam #3 Self, Mind/Body & Free Will	55
Exam #4 Justice & Politics.....	55
Case Study #1.....	105
Case Study #2.....	105
Quizzes & Homework.....	70

How grades are assigned:

A = 450 points and above	or	90% and above
B = 449-400 points	or	89 – 80%
C = 399-350	or	79 – 70%
D = 349-300	or	69 – 60%

Lecture Topics and Reading Assignments¹

Date	Topic	Reading
27 Jan	Intro to Class	
29 Jan	Argument & Evidence	pp1-44 ²

¹ Schedule is subject to change depending on students’ interest and/or difficulty with the material.

² These are the readings that should be completed **prior** to the corresponding class day

3 Feb	Begin Ethics –Relativism & Egoism	pp651-669
5 Feb	Aristotle’s Virtue Theory	pp670-684
10 Feb	Nietzsche’s Attack on Morality	pp726-735
12 Feb	Hume, Rousseau & Kant	pp684-709
17 Feb	Holiday	
19 Feb	Utilitarianism	pp709-722 & pp 774-779
24 Feb	Ethic of Care	pp722-726 & E ³
26 Feb	Exam #1	
3 Mar	Begin Metaphysics & Epistemology - Plato	pp72-87
5 Mar	Aristotle - Case Study #1 Due	pp87-101
10 Mar	Descartes	pp102-110 & pp159-171
12 Mar	Descartes, cont. – Begin Locke	pp171-186
17 Mar	Locke, cont.	pp171-186
19 Mar	Berkeley & Hume	pp186-210
24 Mar	Feminist & Buddhist Epistemology	pp210-212 & E
26 Mar	Exam #2	
31 Mar & 2 Apr	Spring Break	
7 Apr	Personal Identity: Descartes, Locke, & Hume, Kant & Michaels	pp439-464 & 483-486
9 Apr	Logical Behaviorism & the Identity Theory	pp486-505
14 Apr	Functionalism	pp510-520
16 Apr	Eliminative Materialism	pp505-510
21 Apr	Free Will-Fatalism & Hard Determinism	pp 574-577 & 583-86 & 591-603
23 Apr	Soft Determinism & Behavioral Conditioning	pp 603-628
28 Apr	Freedom: Sartre & Thich Nhat Hanh	pp 474-482 & pp 641-650
30 Apr	Exam #3	
5 May	Begin Justice – Rawls & Nozick	pp761-788
7 May	Legitimacy of the State & Social Contract Theory	pp788-806
12 May	Ind. Rights & Civil Disobedience	pp806-833 & E
	Case Study #2 Due - No Late Submissions Accepted!	
14 May	Communism, Fascism & Anarchism	pp833-857
21 May	Exam #4 – 8 am.	

³ E = An electronic document to be posted on my website or emailed prior to the lecture.

Course Comments

"Too often we enjoy the comfort of opinion without the discomfort of thought." (John F. Kennedy)

"Philosophy begins when one learns to doubt - particularly to doubt one's cherished beliefs, one's dogmas and one's axioms." (Will Durant)

Philosophy is not something one has; it is something one *does*. Philosophy is a discipline which focuses on the need for developing and analyzing clear reasons for acting. It is the logical predecessor of the sciences and has sometimes been called, "The art of wondering." Philosophy asks questions with which you may already be struggling and, questions with which you might wonder why any sane person would even bother! As with science, sometimes progress is marked not by the answers but by asking better questions.

This course is designed to address some to the key topics in Philosophy and will include both classical as well as modern attempts to resolve these issues. These key topics include issues which underwrite our most basic assumptions about life. I interpret my task as a coach or guide helping you navigate very diverse and often contradictory arguments, not as a missionary seeking converts. I will avoid as much as possible ever revealing my personal position on the topics we cover. If you end this class not only confused about what you think that I think but also about what you, yourself think, then I will have succeeded in my task.

Core Competencies & Anticipated Learner Outcomes

This class offers opportunities to expand one's skills in all of Cabrillo's four core competency areas:

- I. Communication
- II. Critical Thinking and Information Competency
- III. Global Awareness
- IV. Personal Responsibility and Professional Development



By the conclusion of class, I hope each of you will be able to:

1. demonstrate a familiarity with the vocabulary and concepts associated with classical and modern philosophy,
2. critically evaluate philosophic arguments identifying the structure and strategy employed,
3. construct expository and argumentative essays.

The in-class exams are designed to help further develop your comprehension skills while the writing exercises will stretch your ability to articulate complex and often alien concepts.

Exams⁴

There are four non-comprehensive tests. They will each be objective tests composed of true/false & multiple choice questions. You have been provided with study questions to prepare for these exams and periodic reviews will be conducted in class. The exam questions are designed to stimulate thought and

⁴ Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student Services, Room 810, 479-6379, or Learning Skills Program, Room 1073, 479-6220.

measure comprehension, not short-term memory skills. These are closed-book exams however I will allow you to bring notes on **one** 8 ½ by 11 inch sheet double-sided to use during the tests. You will need four Apperson ABF-A200 scan forms (light blue rectangles) which can be purchased at the campus bookstore. **No make-ups will be offered without very compelling reasons** and subject to my approval.

Case Studies

These two assignments have been included in order to more closely link what we are studying to current events in the world. These are designed to give you an opportunity to stretch your skills in raising relevant questions and applying theoretical principles to contemporary contexts. Complete instructions, topics and criteria will be posted on the website well before the due date for each assignment. In each case I will be happy to read rough drafts of your answers for revision prior to handing them in for grading. There will be **no** option to rewrite your paper after it is graded.

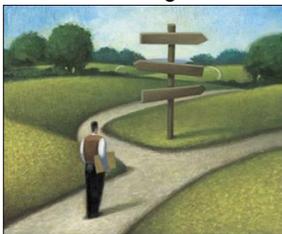
All cases are to be printed, hard copy on plain white paper, single spaced, using a **fresh** printer ribbon with black ink. Double sided printing saves paper and is desirable though not required but if printed on single sheets they should be fastened with a stapler in the upper left hand corner. **I will not accept hand-written work nor will I accept emailed submissions.** My late policy for the first assignment is 15% off the total possible points for the first class day late with an additional 10% off for each subsequent class day the assignment is not turned in. **I will not accept late submissions for the second assignment.**

Quizzes/ Homework/Group Projects

I have included several short assignments, some of which may be offered in-class and others as take-home. Some of these are designed to give students the opportunity to work on recognizing, explicating, evaluating and constructing arguments. Others will work on simply understanding the theories studied. These assignments have been added to the course in response to prior semester students' requests for more opportunities to practice the skills they need to succeed with the readings and writing exercises. As these assignments are also designed to stimulate regular attendance, **no makeups will be allowed for these assignments without very compelling reasons** and subject to my approval. I will offer an extra assignment to give you the opportunity make-up missed points or, for those who complete all the assignments, as extra-credit opportunities.

Grading

I'm adding your points not averaging them. I also am not curving the class scores. This means that *every* point counts – the last thing you would want me to do is to drop your lowest score! The 90 quiz/homework/group project points are critical; they can make the difference of an entire letter grade. You can give yourself daily updates on your progress in this class by simply adding the number of points you have earned and subtracting that from the minimum total needed for the grade for which you're aiming. Take that number and subtract it from the number of points still to come and you'll know whether you're on track for that grade. See the example provided:



Target grade = A => minimum points	450
Number of points earned after 2 nd exam & 1 st case incl. quiz scores:	<u>235</u>
Number of points needed	215

Number of points still possible = 250 => A is possible if 86% of remaining points is earned.

Policy on Cheating & Plagiarizing:

I encourage studying together but I expect that assignments handed in will be your own original work. Except when specifically assigned as such, I will not accept group efforts. If I find that the answers in two or more assignments or exams are too similar then none of the answers in question will receive any points. If you are found plagiarizing⁵ or cheating in any other way on any of the exams or exercises, you will receive no credit for the assignment and could face further disciplinary actions which may include dismissal from the class and possible suspension from Cabrillo College.

Enrollment and Classroom Etiquette

It is the student responsibility to drop this class in Web-Advisor if you choose not to stay in this class.

If you must miss a class, here's a short list of do's and don'ts:

- Do contact me via email to check if you missed a take-home quiz. If you miss class on the day I hand out the quiz but will return to class on the day it is due, I am happy to send you an electronic copy of the quiz and you may then print it out, complete it and hand it in on time with the rest of the class. Note that this offer does not include quizzes that are done in class on the day you missed.
- Do contact me ahead of time if it is a planned and unavoidable absence so we can strategize how you can stay caught up on the work and determine what can be done if the absence will occur on an exam day. I am far more charitable towards those students who make responsible and proactive plans.
- Do contact another student in the class – forming collaborative connections and cooperative learning communities is a great strategy for success – and ask if there were important announcements made, to get notes and to find out whether we are still on track with the schedule
- Do look to see if your schedule will allow you to attend another section of this class– I teach three sections of Philo. 4 and try to keep them all as close as possible on the same lectures. In this way you catch up on the material we've covered and any work you would have missed – like an in-class quiz or group assignment.
- Do review the power-points for the lecture you've missed – they are all online on my website. If you cannot attend another section, the notes from that other student plus the power-points should help you catch up.
- Don't ask me to reprise lectures. One of the most dreaded and clueless kinds of questions instructors sometimes hear is, "I wasn't here for the last class, what did I miss?"
- Don't just assume that the power-points include all the relevant information you will need.

If you are a bit delayed arriving to class, just enter as quietly as possible and if there is a quiz due that day, hand it to me immediately before you sit down. Some of the do's and don'ts from above will reasonably apply depending on how late you are. If you have an appointment or job conflict and must leave early, you must tell me before the beginning of the class and then try to leave as unobtrusively as possible. I will give you a copy of the quiz if there is a take-home in advance if you talk to me about your need to leave early. If you just get up and leave for any reason other than an emergency, I will view this behavior as not only

⁵ Plagiarism is the conscious or inadvertent failure to identify the contributions of others. It occurs when someone borrows any part of another's work and submits it as his or her own work without crediting its author. (Cabrillo College Faculty Resource Guide)

impolite and uncivil but also potentially disruptive and may report your behavior as such to the Dean of Student Services.

While I welcome the use of tablets and laptops for notes, etc., I do not tolerate the use of cell phones or any other electronics in the classroom that is not directly relevant to the material we are covering. Prohibited uses include but are not limited to texting, phoning, social media, watching movies, playing games, etc.

Regarding classroom management, student behavior expectations and progressive consequences go to the following link: <http://go.cabrillo.edu/studentreports>, any question regarding Classroom Management and information on this link, please contact Sesario Escoto Ext. 6525.

