Big Questions
CTY Course Syllabus

Goal
Introduce students to philosophy, including major questions in: logic, ethics, applied ethics, social and political philosophy, metaphysics, philosophy of mind, epistemology, philosophy of language, and aesthetics.

Rationale
Through the use of a pre- and post-test, frequent class discussions, a journal, one quiz, and two essays, students will become critical thinkers and more adept at writing brief essays employing clear and focused arguments. These assessments will help further the student’s literacy in major issues in philosophy. The journal will be key to students remembering different philosophical questions that we’ve covered, and will serve often as the basis for a pre-reading discussion exercise. Students will be provided with rubrics for every paper assignment, as well as explicit instructions regarding group and collaborative work and what a good journal entry looks like.

Collaborative and Individual Work
This course offers daily exercises in both collaborative and individual work. Through collaborative work, it is the hope that both the cognitive and affective development of the students will be furthered. Small groups and pairs will be chosen randomly through popsicle sticks or notecards. Some days, students may have options to form their own groups. Alternatively, groups may be geographical. The collaborative activities will vary in terms of style; there may be group presentations, for example.

Democratic Classroom
Students will decide on what the rules are for the class. Moreover, students will vote on the time for the break, and how discussion style should occur where applicable. Students will feel a sense of ownership in their classroom, thus making the learning environment an open one.

Class Discussion
Much of the class will be spent in class discussion, where we discuss philosophical issues in a circle. Students will be invited to participate through the open environment and the establishment of the rules and the principles of charity and humanity.

Text

Additional Sources Used in the Creation of This Course
- Descartes. *Meditations*
- Plato. *The Republic*.
- White, David A. *Philosophy for Kids*
Course Schedule

Day 1: Introduction or “What is an argument?”

Objectives

1. Students will introduce themselves through an icebreaker.
2. Students will collaboratively come up with classroom rules.
3. Students will be able to define major branches of ‘philosophy’ through a discussion of what ‘wisdom’ means.
4. Students will be able to identify and create premises and conclusions.
5. Students will be able to identify and generate informal logical fallacies.

What/When/How

Morning

• Introduction (30 minutes)
  o Ice-breaker: Name Cards (20 minutes)
  o Democratic Classroom: Rules
    ▪ Students are asked to be co-creators of the classroom (10-15 minutes)
• Pretest
  o 30 minutes
• 15 Minute Break
• Journal (45 minutes)
  o Journal exercise, “What is wisdom?” and “What does it mean to call someone wise?” (15 minutes)
  o Discussion, “Wisdom and Philosophy” (30 minutes)
    ▪ Students should write down definitions of wisdom on a notecard.
    ▪ Collect definitions of “wisdom” for personal identity activity during week 2
• “Questions in Philosophy” (60 minutes)
  o Discussion/Lecture i.e. logic, epistemology, ethics, social and political, metaphysics, aesthetics (15-30 minutes)
  o Questions about wisdom and the relation to the
  o Show students example of a mindmap of philosophy
Afternoon

- Logic and Critical Thinking (60-90 minutes)
  - Group reading/discussion: “Other Thinking Beings” (138) (15-20 minutes)
  - “What is an argument?” discussion (15 minutes)
  - Lecture/Handout: Premises, Conclusions (20 minutes)
  - Handout: Analyze/break apart these arguments (15 minutes)
  - Group Reading: “The Surprise Quiz” (140) (30-45 minutes)
    - Model close reading
      - Encourage note taking
      - Ask questions while reading
      - Handouts for different kinds of note-taking/literacy

- Fallacies (~60 minutes)
  - “Should there be rules in using arguments?” Socratic discussion (15-20 minutes)
    - Rules: Principle of Charity, Principle of Humanity
  - Group work: Fallacy Handout, Inductive: Ad hominem, Slippery Slope, Straw Man, Appeal to Popularity, Appeal to Emotion (30-40 minutes)

Late Afternoon

- Review
  - Independent work on arguments and fallacies (15-20 minutes)
  - Journal entry: “How might logic be related to wisdom?” (10-15 minutes)

Day 2: Metaethics and Human Nature or “Where do right and wrong come from?” and “Are human beings intrinsically good or bad?”

Objectives

1. Students will be able to identify Ethical questions and define ‘Ethics’.
2. Students will be introduced to ethical dilemmas and use argument and critical thinking to solve them.
3. Students will journal about whether they believe humanity is intrinsically ‘good’ or ‘bad’.
4. Students will journal as to whether or not morality is objective or subjective.
5. Students will discuss the possible origins of morality.
6. Students will begin their ethics/social and political philosophy paper.
What/When/How

Morning

• Ethics Discrepant Event (60 minutes)
  o Groupwork: Lifeboat Dilemma (30 minutes)
    ▪ Handout for different characters on your lifeboat
    ▪ Students must decide who to push off of the lifeboat to avoid sinking
    ▪ Class will discuss and decide as a group who to kick out of the lifeboat
  o Journal: “Is killing ever justified? Why was this a hard activity?” (10-15 minutes)
  o Discussion: “Is killing ever justified? Why was this a hard activity?” (15-20 minutes)
• 15 Minute Break
• “What is ‘Ethics’?” (30 minutes)
  o Lecture/discussion
    ▪ What are rules?
    ▪ What is utility?
    ▪ What are virtues?
    ▪ What does it mean to lead a “Good life”?
• Poll: Are people good or bad overall? (2 minutes)
• Journal: Are people good or bad overall? (5 minutes)
• Discussion (15 minutes)

Afternoon / Early Evening

• “Are people naturally good or bad?” (90 minutes)
  o Read aloud: “Ring of Gyges” (146) (30 minutes)
    ▪ Close reading, asking questions throughout
  o Discussion of Gyges (15 minutes)
  o News Article: “Invisible Bank Robber” (15 minutes)
  o Journal: “Do you agree or disagree with Plato?” (10 minutes)
  o Discussion: “Do you agree or disagree with Plato?” (20 minutes)
• Poll: “Are right and wrong a matter of opinion or a matter of fact?” (Write tally on board)
• “Where does Ethics come from?” (Write tally on board)
• Poll:
  o Emotions
Reason (define)
Culture
Government

Metaethics (1 hour 30 minutes)
Lecture: Concepts: Objectivity/Subjectivity (15 minutes)
Journal Question: “Is right and wrong a matter of opinion (subjective) or a matter of fact (objective)? Why?” (15 minutes)
Nagel Reading/Discussion “The Objectivity of Morality” (1 hour)

Conclusion of Class (15 minutes)
Journal Question, “Do ethics come from reason, emotions, the government, or our culture and parents?”

Day 3: Utilitarian and Deontological Ethics or “What is right and wrong?”

Objectives
1. Students will be able to differentiate between utilitarian and deontological versions of ethics.
2. Students will grasp the three formulations of the categorical imperative.
3. Students will grasp and use the utilitarian calculus.
4. Students will create objections to utilitarianism while wearing their WWKD (What Would Kant Do?) bracelets.
5. Students will create objections to deontology based on utilitarianism (taking off their WWKD bracelets).
6. Students will generate objections to deontology based on utilitarianism.

What/When/How
Morning
Review: “How do we know right and wrong?” or “What are the influences on our moral decision making?” (60 minutes)
Write down student theories
Draw diagrams
15 minute break
Lying and Kant, Part I (90 minutes)
Journal: Should rules have exceptions? (15 minutes)
Discussion (30 minutes)
Discussion: Are ethics rules to live by or duties to follow? How might we come up with these rules or duties? (15-20 minutes)
  ▪ Handout for Kant’s Categorical Imperative
  ▪ Students will individually outline the three iterations of the categorical imperative (45 minutes)

Afternoon
• Utilitarianism (60 minutes)
  o Reading: Jameson’s and Regan’s “Terrorist Tank” (166) (20 minutes)
    ▪ Notes/Draw an image of the terrorist tank
  o Discussion: “Could Kant solve the Terrorist Tank?” (20 minutes)
  o Lecture: Bentham and the Utilitarian Calculus (20 minutes)
    ▪ Bentham Handout

Day 4: Utilitarianism and Kant Debate

Objectives
  1. Students will create objections to utilitarianism while wearing their WWKD (What Would Kant Do?) bracelets.
  2. Students will create objections to deontology based on utilitarianism (taking off their WWKD bracelets).
  3. Students will generate objections to deontology based on utilitarianism.

What/When/How

Morning
• Problems with Utilitarianism (60 minutes)
  o Journal: “What is responsibility?” (15 minutes)
• Reading: Williams’s “Jim in South America” (158) (20-30 minutes)
• Journal/Discussion Activity (~30)
  o Journal “What does it mean to live a happy life?” (10 minutes)
  o Discussion (20 minutes)
    ▪ Attribute activity on the board: “What are possible definitions of happiness?”
• 15 minute break
• Review of Kant v. Utilitarianism (45 minutes)
• Poll: What’s better: Kant or Utilitarianism?
**Afternoon**

- “Is lying wrong?” debate (4 hours)
  - Students will be assigned into groups
  - They will have to generate arguments for and against the permissibility of lying
  - Students will create a poster and generate questions for the other side
- Debate

**Day 5: Eudaimonia**

**Objectives**

1. Students will evaluate what “the good life” means.
2. Students will analyze and create definitions of happiness.
3. Students will distinguish between Aristotle’s definition of *eudaimonia* and *eudaimonia* according to Epictetus.
4. Students will journal about their experience living as a Stoic for three days.
5. Students will criticize Nozick’s Experience Machine, generating reasons not to “plug-in”.
6. Students will complete an outline for part one of their portfolio.

**What/When/How**

**Morning**

- Review of the debate from yesterday (45 minutes)
- 15 Minute Break
- Experience Machine (~70-90 minutes)
  - Activity: Write down three hobbies or past-times that you enjoy/make you happy or content (5 minutes)
  - Share one activity (5 minutes)
  - Group read: “Nozick’s Experience Machine” (160) (10 minutes)
  - Lecture: Experience Machine (10 minutes)
  - Journal “What are some reasons that we shouldn’t plug into the experience machine?” (5-10 minutes)
  - Discussion: “Why shouldn’t we plug into the machine?” (20-30 minutes)

**Afternoon**

- Aristotle (90 minutes)
  - Lecture: *Eudaimonia* vs. The Experience Machine (10 minutes)
Day 6: Philosophy of Mind or “How do your minds work?”

Objectives

1. Students will review major concepts of the week by naming and describing issues that were discussed.
2. Students will define different schools in the philosophy of mind.
3. Students will analyze ways in which our minds are and are not similar to computers.
4. Students will analyze and criticize the Turing Test.
5. Students will examine and criticize Searle’s Chinese Room.
6. Students will evaluate whether we can know what it’s like for a bat to be a bat.
7. Students will highlight the discrepancies of the possibility of being a brain in a vat.
8. Students will analyze the problem of other people’s minds.
9. Students will be assessed through a short answer quiz and through an essay.

What/When/How

Morning
- Review of the previous week (30-45 minutes)
- Test (30 minutes)
- Lecture: Philosophy of Mind [a brief history of animus/psyche]—introduce Materialism and Dualism (15 minutes)
- Group Activity: Presentations (1 hour)
  - Nagel’s Bat
  - Leibniz’s Machine
  - Rorty’s Antipodeans
  - Students will create a poster and ask the class questions to present their ideas

Afternoon
- Group Activity (Continued) 2 hours
- Collaboration with BSEN
- Putnam’s Brain in a Vat (90 minutes)
  - “Putnam’s Brain in a Vat” (62) (30 minutes)
  - Discussion: “Could we brains in a vat?” (20 minutes)
  - Review of Materialism, Dualism, Idealism
  - Lecture: Putnam’s Answer (10 minutes)

Day 7: Metaphysics or “What is reality?”

Objectives
1. Students will analyze the world through an idealist’s perspective.
2. Students will be able to criticize and question Berkeley's arguments.
3. Students will analyze and diagram Plato’s Allegory of the Cave.
4. Students will question whether or not we are living in The Matrix by examining The Cave.
What/When/How

• Presentation of Philosophy of Mind Posters (30 minutes)

• Discrepant Event: Berkeley's Idealism (30 minutes)
  o Students will analyze whether or not the 4-Square ball exists if we cannot perceive it.
  o Students will debate whether or not idealism is viable.

• 15 Minute Break

• What is Metaphysics? (15 minutes)
  o Lecture: The meaning of “Metaphysics” and the questions behind it (15 minutes)

• TA Presentation

• Plato’s Allegory of the Cave (3 hours) Students will be assigned small groups and be given Plato’s Allegory of the Cave (45 minutes)
  o Draw a diagram of the cave
  o Students will answer the questions related to the cave (30 minutes)
    ■ It may be good for the groups to divide up the work accordingly and collaborate between the art and the answers
    ■ Discussion of answers and analysis of the cave (45 minutes)

• Students will evaluate different scenes from The Matrix (1 hour)

• 15 minute break

Conclusion of class (30 minutes)
• Summary of the arguments related to whether or not we are living in The Matrix, whether or not we are brains in a vat, whether or not we are in the experience machine, etc.

Day 8: Free Will and Determinism or “Are we free?”

Objectives

1. Students will journal about whether or not we are in control of our lives.
2. Students will analyze and criticize Goldman’s, Frankfurt’s, Taylor’s and James’ ideas about free will/determinism.
3. Students will prepare for a debate as to whether or not.
4. Students will debate whether we make free choices or not.

What/When/How

• Are we free? (30 minutes)
  o Journal Activity: “Are we in control of our lives?” (5-10 minutes)
Discussion (20-25 minutes)

• Introduction (10 minutes)
  o Lecture: Free Will (10 minutes)
    ▪ Concepts: Determinism, Free Will, Compatibilism

• Break (15 minutes)

• Debate Preparation (11:00-3:00)
  o The debate will consist of the following format:
    (1) Opening Statements (5 Minutes)
      a. You should read your team’s texts and try to think of the argument that you can make that would be the strongest.
      b. Consider explaining a thought experiment to them.
    (2) Responses (5 minutes)
      a. You should read your opponents’ texts and try to think of the arguments they will make.
    (3) 3 Questions
    (4) Concluding Remarks (5 minutes)

• Students will create posters.

• 15 minute break

• Debate (3:15-4:00)

Day 9: Personal Identity or “Do we change or remain the same over time?” and “Can we know ourselves?”

Objectives

1. Students will journal about how they might have changed since the beginning of CTY.
2. Students will analyze what is important in how they identify themselves.
3. Students will analyze the Ship of Theseus and its relationship to personal identity.
4. Students will analyze and criticize Locke’s, Parfit’s, Williams’, and Perry’s notions of identity.
5. Students will create a letter to their future selves, making predictions about their future selves at the end of CTY.
6. Using their notes and their journals, students will outline the arguments for a potential paper on “Personal Identity.”
What/When/How

Morning

• Review debate from the previous evening
• Journal Activity: “Do we change?”
• Discussion (25 minutes)
• “Ship of Theseus” (20 minutes)
  o Lecture/drawing on board: “Ship of Theseus” 10 minutes)
  o Discussion: “Which ship is the original ship of Theseus?” (10 minutes)
• (15 minute break)
• Wisdom Notecard Activity “What is ‘wisdom’?” (30 minutes)
  o Have students write down their definition of wisdom (5 minutes)
  o Journal: Compare with the definition of wisdom from the first day of class (5 minutes)
  o Discussion: “Has the definition changed? Have you changed?” (20 minutes)

Afternoon

• John Locke: “Prince and the Cobbler” (30 minutes)
  o Lecture/drawing on board: “Prince and Cobbler” alternatively: Teacher and TA (10 minutes)
  o Journal/Discussion: “Are our bodies an important aspect of we are?” (20 minutes)
• Group Work: Each group will create a poster engendering their thought experiments. (3 hours)
• Williams “Charles and Guy Fawkes”: Student groups: draw a comic of the text
  o Discussion: “Why can’t Charles be Guy Fawkes?”
  o Lecture to clarify points, introduce Robert
• “Parfit’s Teletransporter”
  o Student groups: draw a comic of the text
  o Drawing on board: Person 1 and Person 2
  o Discussion: “Are physical and psychological characteristics enough to say who you are?”
• Perry’s Divided Self
  o Lecture/Class discussion: “Is a ‘person’ a ‘lifetime’?”
• Letter To Your Future (Post-CTY) Self (30 minutes)
  o Students will write a note to their future selves after CTY that I will give to them at the end of week 3. They will write down the following
Day 10: Social and Political Philosophy or “What is Justice?”

Objectives
1. Students will journal about what it means to be a fair and just person in relationship to their experiment of behaving like a stoic.
2. Students will analyze and criticize Socrates’ and Thrasymachus’ conversation about justice.
3. Students will distinguish between ‘private property’ and ‘common property’.
4. Students will analyze and criticize Nozick’s view of distributive justice.
5. Students will adopt Rawls’ veil of ignorance to come up with principles of fairness and justice.
6. Students will criticize Rawls’ veil of ignorance through the understanding of the concepts of ‘self-interest’ and further clarify what their definition of ‘justice’ may be.
7. Using their notes and their journals, students will outline their paper for Portfolio part II, choosing to write an expository essay on one thought experiment.

What/When/How

Morning
- Ask a Philosopher (60 Minutes)
- Interview with Dr. Minerva Ahumada
- (15 minute break)
- Introduction (45 minutes)
  - Handout based on Q1 from Philosophy for Kids: Is it fair or just to give your crazed friend back his weapon?

Afternoon
- What is justice? (15 minutes)
- Classroom Experiment: Distribution of Resources
- Rawls’s “Veil of Ignorance” (50-60 minutes)
  - Pre-reading: Fair Agreement Exercise (20-30 minutes)
    - Divide the class into two groups
- Explain that I have a bag of candy, but it is up to the groups to come to an agreement as to how the candy is distributed
- Ask the groups to talk amongst themselves and to come up with a plan for distribution
- Both groups must agree on the distribution
- Discussion: “How did you come up with the principles to reach an agreement?”
  - Group reading Rawls: “Veil of Ignorance” (10-15 minutes)

- John Locke: “What is property?” (40 minutes)
  - Class reading: John Locke’s “Acorns and Apples” (200) (5 minutes)
  - Discussion (10 minutes)
  - Lecture *Common Property vs. Private Property* (10 minutes)

- Nozick on Private Property: “Wilt Chamberlain” (~30 minutes)
  - Quick-write Activity: “Is it fair that people make very different amounts of money in a society?” (2-5 minutes)
  - Class reading: Nozick “Wilt Chamberlain” (208) (10 minutes)
  - Lecture on Chamberlain (10 minutes)
  - Discussion: “Is it fair that people make very different amounts of money in society?” (10 minutes)

**Week 2 Portfolio**

**Week 2 Potential Essay Topic (1 hour)**

- Students will outline a thought experiment and their conclusion about it (30 minutes)
- Students will share their arguments in peer review, and will incorporate feedback into their argument. (30 minutes)

**Day 11: Epistemology or “What do we know?”**

**Objectives**

1. Students will analyze Plato’s Allegory of the Cave through the lens of truth and knowledge
2. Students will distinguish between the two competing theories of knowledge: a priori (innate ideas) and a posteriori (habit).
3. Students will evaluate whether or not we can trust our senses through a reading of Descartes.
4. Students will be critically read Descartes, forming premises and conclusions about the text and understanding key terms like “Firm and Constant Knowledge” and “Archimedean Point”, allowing them to discover the cogito.

5. Students will collaboratively create their own thought experiment.

**What/When/How**

**Morning**
- Journal question: “What is truth?” (5 minutes)
- Discussion (20 minutes)
- Journal question: “What innate knowledge might we possess?” (5 minutes)
- Discussion (20 minutes)
- 15 Minute Break
- Discussion/Lecture: Epistemology (20 minutes)
  - Knowledge
    - Innate Ideas
    - a priori vs. a posteriori
  - Habit

**Afternoon**
- Innate Knowledge: Plato (45 minutes)
  - Quick Write: Are we born with ideas or knowledge? (5 minutes)
  - Discussion: Are we born with ideas or knowledge? (10 minutes)
  - Plato “Equal Portions of Wood and Stone” (106) (10 minutes)
    - Demonstration of ‘Equal Portions’ on board
  - Quick write: “Does our idea of perfect equality prove innate ideas?” (5 minutes)
- Molyneux’s Blind Man: Empiricism (45 minutes)
  - Large Group Close Reading: Molyneux (110) (15 minutes)
    - Answer the question: “How does Molyneux argue against innate ideas? Is he correct?”
  - Discussion (15 minutes)
- Molyneux’s Blind Man: Empiricism (45 minutes)
  - Small Group Close Reading: Molyneux (110) (15 minutes)
    - Answer the question: “How does Molyneux argue against innate ideas? Is he correct?”
Discussion (15 minutes)

- Mill’s Chaotic World (45 minutes)
  - Journal Question: “How do we know that the sun will rise tomorrow morning?” (5 minutes)
  - Discussion (15 minutes)
  - Small group reading: “Constant Conjunction” (114) (10 minutes)
  - Class discussion/Lecture (15 minutes)

- Computer Lab: Portfolio Part I (60 minutes)

**Day 12: Epistemology or “What do we know?”**

**Objectives**

1. Students will analyze the difference between belief and truth, making distinctions between knowledge, belief, and justification.
2. Students will outline the arguments in Skyrms and Harman, allowing them to outline and craft a response about knowledge vs. belief.
3. Students will criticize justified beliefs and truth through a reading of Goldman.
4. Students will evaluate whether or not we can trust our senses through a reading of Descartes.
5. Students will be critically read Descartes, forming premises and conclusions about the text and understanding key terms like “Firm and Constant Knowledge” and “Archimedean Point”, allowing them to discover the *cogito*.

**What/When/How**

- Summary of yesterday (45 minutes)
- Lecture: Epistemology (15 minutes)
  - Belief (belief that x is true)
  - Justification (evidence)
  - Knowledge (true, justified belief)
- Fire drill (20 minutes)
- 15 Minute Break
- Harman’s False Report (30 minutes)
  - Class reading: Harman’s “False Report” (124) (10 minutes)
    - Pairs will share their opinions with the rest of the class in an informal presentation
    - Outline major argument
- Answer Does Jill *know* that the political reader has been assassinated?
- What differentiates knowledge from belief?
- What makes for ‘good’ evidence or justification?
  - Discussion (20 minutes)
- Goldman’s “Fake Barns” (25 minutes)
  - Think-Pair-Share: “Goldman's Fake Barns” (126) (10 minutes)
  - Students will have one question on a handout to focus their reading, including: “What is the relationship between truth and justified beliefs?”
  - Discussion/Lecture: “What is the relationship between truth and justified beliefs?” (15 minutes)
- Bonjour's “Clairvoyants” (20 minutes)
  - Paired reading: Bonjour (128)
  - Discussion (10 minutes)

**Day 13: Philosophy of Language or “How does language affect us?”**

**Objectives**

1. Students will analyze the complexity of a word like ‘game’, highlighting the lack of specificity with words and language.
2. Students will be introduced to major concepts of the philosophy of language, including: meaning, reality, and cognitive content.
3. Students will consider whether or not there exists such a thing as a private language.
4. Students will judge whether or not it is possible to understand what another person means through the reading of Quine.
5. Students will attempt to think about ‘nothing’, highlighting that cognitive content is always present.
6. Students will attempt to solve the Liar’s Paradox.
7. Students will collaboratively create their own thought experiment

**What/When/How**

**Morning**

- Computer: Portfolio 2 (1 Hour)
- Discrepant Activity: “Games” (45 minutes)
  - Student groups will be given a handout listing several different games
    - Tic-Tac-Toe
- Soccer
- Single-player videogame
- Monopoly
- Jump-rope

  - Students will attempt to come up with a catch-all definition of ‘game’ (20 minutes)
    - This is a precursor to Wittgenstein’s “Games” (92)

- Lecture: Philosophy of Language (20 minutes)
  - Meaning
    - Private/Public Language
  - Cognitive Content
    - Intension / Sense
  - Reality
    - Extension / Reference

- Wittgenstein: ‘Games’ (30 minutes)
  - Paired reading: “Games” (92) (15 minutes)
  - Question for discussion: “Does all of our language lack exact meaning?” (15 minutes)

- 15 minute break

- A Private Language?: Wittgenstein: ‘S’ (30 minutes)
  - Journal: “Is language private or is it related to a community who can understand it?” (10 minutes)
  - Paired reading: “S” (94)
    - Notes/Outline argument (10 minutes)
  - Lecture: Wittgenstein 'S' and Private vs Public Language (10 minutes)

- Private Language?: Ayer’s Robinson Crusoe (50 minutes)
  - Journal Question: “How does experience shape the way we use language?” (10 minutes)
  - Individual reading: “Ayer’s Robinson Crusoe” (96) (20 minutes)
    - Questions: If Robinson Crusoe names different things that he sees, is this private or public?
    - How should we define ‘language’?
  - Discussion (20 minutes)
  - Lecture on clarifying points between Ayer vs. Wittgenstein
Afternoon

- Exploring Meaning: Quine’s Gavagai (98) (45 minutes)
  - Class reading: Gavagai (98)
  - Handout: Native Language Terms vs. Our Possible Translation (15 minutes)
  - Class Discussion: “Can the linguist ever come to know what ‘Gavagai’ means?” (20 minutes)
  - Lecture: Quine and Interdependence of Language (10 minutes)
- Cognitive Content to Language: Thinking about Nothing (45 minutes)
  - Journal Question: “Can you think about nothing at all?” (10 minutes)
    - Discussion (20 minutes)
  - Lecture: 15 minutes
    - Reference
    - Parmenides
- 30 minutes Group Project; Portfolio Part III
- 1 Hour Computer Lab

Day 14: Aesthetics or “What is art?”

Objectives

1. Students will attempt to define “art” while being given examples of specific pieces of art.
2. Students will examine a pragmatist definition of art through Dewey’s “finely wrought object.”
3. Students will apply some of the ideas of identity and Dewey to figure out whether Danto’s Randomly Generated Object is art.
4. Students will evaluate Ziff’s argument about the indefinability of art.
5. Students will evaluate Maria Abramovic’s “The Artist Is Present” and whether or not it is art.
6. Students will attempt to define art under circumstances through Carroll’s Loathe Letter.
7. Students will complete and present their thought experiments.
What/When/How

Morning

- Group Thought Experiment Work (60 minutes)
- Group Presentations (30 minutes)
- Group definition challenge: “What is art?” (45 minutes)
  - Groups will attempt to come up with an all-encompassing definition of art. (20 minutes)
    - Instructor and TA will give each group a different piece of art so that the group will have to somehow incorporate it into their definition
      - Performance Art
      - Graffiti
      - Abstract sculpture
  - Discussion (25 minutes)
- Lecture: Aesthetics (15 minutes)
  - What is beauty?
  - What is art?
- Dewey: Finely Wrought Object (30 minutes)
  - Individual reading: Dewey (222) (20 minutes)
    - Questions to answer:
      - Is the object a work of art?
      - Is the object beautiful? (15 minutes)
  - Discussion (15 minutes)

Afternoon

- Maria Abramovic “The Artist Is Present” (Youtube Video) (45 minutes)
  - Journal: “What would Dewey, Danto, and Ziff say about Abramovic’s ‘The Artist Is Present’? Who do you agree with?” (10 minutes)
  - Discussion: (20 minutes)
  - Lecture: Summary of viewpoints (15 minutes)
- Post-test (30 minutes)
- 15 minute break
Evening

- Week 3 Quiz Show: Aesthetics (60 minutes)
  - Students, in groups, will have a few minutes to respond to works of art shown and to summarize viewpoints of different philosophers discussed today.

Day 15: Final Review

Objectives

1. Students will complete their post-test.
2. Students will complete the learning environment by leaving one another positive notes.

What/When/How

- Farewell Lecture on Wisdom and the Journals (20 minutes)
- TA Farewell Lecture (20 minutes)
- End-of-class Activities (1 hour)
  - Individual Posters
    - Students will draw their hand on a piece of paper, write their name in the center, and everyone will go around and write something on everyone’s paper
  - Class Poster
- Pass back letters