Course Objectives and Student Learning Outcomes:
The primary goal of this course is to give students the opportunity to think about philosophical issues and apply a critical perspective to philosophical problems. Students should begin the class with certain intuitions and should leave the class with the tools to begin to assess these intuitions. What we think of as good or right should not be something taken for granted. Students should be able to express in clear terms these different philosophical theories and understand how they may have some implications in current political and moral issues. They will be able to argue and analyze different philosophical positions, both orally and through written assignments.

COURSE EXPECTATIONS:
- As a proactive class participant, you are expected to complete all assigned readings and handouts.
- Attendance and vocal participation in class is required.
- To be a positive classmate.

ASSIGNMENTS:
- There will be several short writing assignments.
- We will have at least two debates in class.
- We will complete an end of session project on a philosophical issue of your choice. Each student will present their paper to the class.
Day One (Monday): **Philosophical Methods**

**Morning**
- Introduction: Welcome to Philosophy!
- Pre-test
- What is philosophy?
  - Group Definitions of philosophy
  - Exercise: Philosophical Health Check, from “Do You Think What You Think You Think?”
  - Exercise: Food for thought (p. 10) in *Ultimate Questions*
- Read: Bertrand Russell, “What is the Value of Philosophy?” [Handout]
  - In Class Discussion
- Read together and discuss “Logical Consistency” from *Ultimate Questions*

**Afternoon**
- Read: p. 19-35 on arguments from *Ultimate Questions*
  - What is an argument?
  - Movie Clip: Monty Python’s Argument Clinic
- As a group answer exercises from *Ultimate Questions*
- Lecture: Deductive versus Inductive Arguments
- Lecture: Valid, Invalid Arguments
  - Exercise: Deductive/Inductive Arguments

**Evening**
- Continue reading: “How to Read Philosophy”, p. 3-20 from *Writing Philosophy: A Student’s Guide to Writing Philosophy Essays*, Lewis Vaughn
- “How to Read An Argument”, p. 21-42 from *Writing Philosophy: A Student’s Guide to Writing Philosophy Essays*, Lewis Vaughn
- “Avoiding Fallacious Reasoning”, p. 85-95, from *Writing Philosophy: A Student’s Guide to Writing Philosophy Essays*, Lewis Vaughn

Day Two (Tuesday): **Philosophical Methods**

**Morning**
- Review evening reading, “How to Read Philosophy” from *Do You think What You Think You Think?*
- Exercise: “So You Think You’re Logical?” (p. 25-29) from *Do You think What You Think You Think?*
  - Review Answers in class and discuss tensions in answers
- Fallacies Worksheet, on your own
- Fallacies as a group discussion

**Afternoon**
• Review Major Concepts
• Reading: “The Allegory of the Cave” Part II, Ch. 1
  o Exercise: Drawing the Cave

Evening
• Journal: Write down reflection of thoughts for the day.
• Reading: Finish Writing Philosophy: A Student’s Guide (pp 3-42)
• Reading: Ultimate Questions on Epistemology, p. 42-77

Day Three (Wednesday): Epistemology

Morning
• Epistemology overview (Key concepts: epistemology, skepticism, rationalism, empiricism, Kantian transcendentalism)
• Descartes, Meditation 1 (Handout, Bennett Translation)
  o Exercise: Students use reading guide for Meditation 1
  o Group Activity: Review of reading guide

Afternoon
• Descartes, Meditation 2 [Handout]
• Begin with Descartes: Cogito Argument
• Exercise: Review Reading Guide Questions as a class
• Writing: Complete Descartes Reading Guide

Evening: Epistemology
• John Locke: “The Senses as the Basis of Knowledge” Part 1, Ch. 5 in Western Philosophy: An Anthology
• John Locke, “Qualities and Ideas”, Part II, Ch. 4, in Western Philosophy: An Anthology
• Immanuel Kant: “Experience and Understanding” Part 1, Ch. 8, in Western Philosophy: An Anthology
• Immanuel Kant, “Metaphysics: Old and New” Part II, Ch. 8., in Western Philosophy: An Anthology
• George Berkeley, Part II, Ch. 6, in Western Philosophy: An Anthology
• Journal: Write Down Reflection for today

Day Four (Thursday) (Epistemology)

Morning:
• Lecture: Rationalism to Empiricism
• Discuss Locke and Kant (or Hume) on Sense Experience
  o Exercise: Drawing Their Ideas
  o Activity with Water
Afternoon

- Prepare for Debate
- Debate on Locke, Plato and Descartes

Evening

- Reading: Philosophy of Mind Readings
  - Answer Study/Reflection Questions
- Journal: Write Down Reflection for today

**Day Five (Friday) (Metaphysics) – Philosophy of Mind**

**Morning**

- Exercise: What is your philosophy of mind?
- Lecture: Introduce the Mind/Body Problem (Key concepts: Dualism, physicalism, consciousness, intentionality)
- Read together: Descartes, Meditation 6, Cartesian Dualism [Handout]
  - Group Activity: Raising Objections to Cartesian Dualism

**Afternoon: AI**

- Chinese Room Argument

**Day Six (Sunday): Ethics**

**Evening: Ethics**

- Experience Machine, Robert Nozick [Handout]

**Day Seven (Monday): Ethics - Theory**

**Morning**

- Lecture: Introduction to Ethics
- Relativism, Subjectivism and Egoism
  - Report back to class on ethical issues from group work

**Afternoon**

- Discussion of Nozick’s Experience Machine (finish reading if did not the night before)
- In Class Reaction to Hedonism, Rejections of Hedonism
Day Eight (Tuesday) Ethics

Morning

- Exercise: Ring of Gyges [Handout]
- Consequentialism Introduction
  - Trolley Problems
  - Discussion of Mill

Afternoon

- Virtue Ethics: Read Selection from *Nicomachean Ethics* in *Western Philosophy*, p. 492-495.
- In Class Exercise on the Virtues
- Kwame Appiah [Handout] Selection from *Experiments in Ethics*, Situationist Challenges

Evening

Reading: Care Ethics, Kant, reading

- Kant: Groundwork Selections

Day Nine (Wednesday) Ethics

Morning

- Discussion on Kant: Trolley Problems Revisited
- Exercise from *Moral Development and the Ethics of Care*

  Reading from Carol Gilligan

Afternoon

- Ethics Skit

Evening

- Applied Ethics Reading – Topic voted on for class: Genetic Enhancement

Day Ten (Thursday)

Morning

Applied Ethics: Genetic Enhancement
• Is Gene Line Therapy a Form of Eugenics? By John Harris
• Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con by Dan Brock

Afternoon

Applied Ethics Debate on the moral permissibility of Genetic Enhancement, Gene Line Therapy, and Designer Babies

Evening: Personal Identity

• Reading: “The Problem of Personal Identity” in Ultimate Questions, p. 104-125
• David Hume, “The Self as Bundle”, in A Treatise of Human Nature, in Western Philosophy, p. 285-290

Day Eleven (Friday): Metaphysics-Personal Identity

Morning

• Discussion and Comparison of Locke, Hume and Freud on the Self
  o Exercise: Drawing the self

Afternoon

• Parfit and Perry Discussion
  o Read Parts of “The First Night” from Perry together as a class and map the arguments

Day Twelve (Sunday) Philosophy of Religion Reading

Evening: Reading, Philosophy of Religion


Day 13 (Monday): Philosophy of Religion

Morning

• Exercise from Do You Think What You Think You Think? “The Do-It-Yourself Deity” (p. 55-61)
• Aquinas, “The Five Proofs of God” in Western Philosophy: An Anthropology, p. 348-350
  [Cosmological]
• Ontological, Cosmological, Argument from Design and Teleological Arguments

Afternoon

• Implications of Religious Arguments, The Problem of Evil

Evening: Political Philosophy Reading
Day Fourteen (Tuesday): Political Philosophy

Morning:
- Hobbes and Locke on the Social contract
- Prisoner’s Dilemma Exercise

Afternoon
- Rawls and Nozick
- Rawls game on justice

Evening
- Wilt Chamberlain Exercise

Day Fifteen (Wednesday): Aesthetics

Morning
- Outline paper ideas
- Visit computer lab to research articles

Afternoon
- Work on Final Paper Projects
- Review for Post-Test

Evening
- Take Post-Test
- Work on Final Paper Projects

Day Sixteen (Thursday): Final Debate/Paper Presentations

Day Seventeen (Friday): Final Class Meeting