

# PHIL 006 Introduction to Philosophy – Spr 2017

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## Instructor Information

### Contact Information

Jeff Dale (JD), adjunct professor, [www.JDphilosophy.com](http://www.JDphilosophy.com).  
[Jeff.Dale@csus.edu](mailto:Jeff.Dale@csus.edu), or use the email tool in the course's SacCT site.

### Class Meetings

TR 6:00 – 7:15 pm, MND3009 (class #30607).  
Final exam T 5/16, 5:15 – 7:15 pm, MND3009.

### Office Drop-Ins and Appointments

Office drop-ins:

- T 4:30 – 5:30 pm, open workspace around FLS1050.
- R 4:45 – 5:45 pm, MND3032.
- Exceptions: campus holidays and final exam week.

For other times, email for appointment.

### Communications

I generally reply to email within a day, and often much sooner, but I can't guarantee my availability at all times. Students should be proactive so as to avoid the need for last-minute email exchanges, in which I might be unable to give timely replies. Please do not leave me handwritten messages or try to reach me at the department, because my receipt of such communications may be delayed by several days.

### Special Note

All CSU employees are considered "mandated reporters" for suspected child abuse or neglect under the California Child Abuse and Neglect Reporting Act. Accordingly, I am bound by the requirements of CSU Executive Order 1083, available at [www.calstate.edu/eo/EO-1083.html](http://www.calstate.edu/eo/EO-1083.html).

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## Course Information

### Catalog Description

"Representative selection of philosophical problems will be explored in areas such as knowledge, reality, religion, science, politics, art, and morals." 3.0 units. No prerequisites.

### Texts and Readings

*The Norton Introduction to Philosophy*, Gideon Rosen, et al., 1<sup>st</sup> Edition (2015), ISBN 978-0-393-93220-1, available at the bookstore and elsewhere.

*Logical Reasoning*, Bradley H. Dowden, free via SacCT or online at [www.csus.edu/indiv/d/dowdenb/#logicalreasoning](http://www.csus.edu/indiv/d/dowdenb/#logicalreasoning).

Other readings free via SacCT or online.

## Level of Course

Students in this course are expected to have college-level writing skills, such as would be represented by successful completion of ENGL 005 or the equivalent. Students without that level of skill will probably need to work harder than average to meet the performance standards of this course.

## Statement on Philosophy and Pedagogy

Philosophy is not a “soft” subject. Some people think that philosophy is characterized mainly by vague but deep-sounding notions, and a philosophy class is about sharing our subjective reactions to such notions. This conception bears little resemblance to what you’ll generally find in academic philosophy.

In part, philosophy resembles science. We strive for clarity and precision. We aim for objective truth, as best we can determine it. We ask skeptical questions and carefully judge the quality of the answers. But whereas science analyzes things of the world (empirical data), philosophy analyzes *ideas* – including ideas about the nature of reality and of knowledge (the foundations of science), about the nature of ourselves, and about how to judge goodness, beauty, and truth, and how to defend those judgments. In some ways, this is easier than science – thought experiments don’t require expensive lab facilities or extensive data collection. But in its focus on the abstract rather than the concrete, and in its exploration of difficult questions of value, philosophy offers plenty of challenges for even the sharpest intellect.

Studying philosophy generally does not involve learning a large body of facts – we might spend an hour wrestling with a single idea. What it does involve is a sustained effort in improving the strength and agility of one’s thought – valuable brain training that’s hard to find elsewhere. Accordingly, I design my student assessment plans to be a 50-50 balance between (1) in-class testing and (2) exercises in homework, discussion, and essay writing to generate and reward the investment in thinking skill – philosophical astuteness both in the course and in life beyond the course. I will challenge you, but if you persevere, and seek help when you need it, you may be surprised at how much you can learn.

## General Education Requirements

This course meets the university’s GE requirements for Area C2, Humanities, which can be found at [www.csus.edu/acaf/ge/ge%20assessment/area%20c2%20learning%20outcomes.pdf](http://www.csus.edu/acaf/ge/ge%20assessment/area%20c2%20learning%20outcomes.pdf), and are outlined here:

**C2 Humanities.** The learning objectives associated with C2 should focus on the human condition. Specifically, students completing C2 requirements should be able to do the following:

- A. Demonstrate knowledge of the conventions and methods of the study of the humanities.
  - a. In a course in philosophy, students will have the opportunity to learn about and begin to develop their skills at identifying arguments, premises, and fallacies in reasoning about important concepts, such as freedom, identity, god, good, etc., as well as develop their ability to reflect on their own view about these matters while learning about how philosophers have done it through a close and detailed study of representative philosophical positions.
  - b. Students will demonstrate this outcome in homework assignments, in-class tests, in-class activities, and the essay project.
- B. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
  - a. By (1) exposing students to a variety of philosophical positions on important subjects as free will, god, self-identity, the good, etc., from both the Western or European and the Eastern or Asian traditions, and (2) offering students an opportunity to discuss these topics, this course fosters in students the development of an understanding of and an appreciation for the diversity of the human community and condition. As this course is structured so as to incorporate both historical and contemporary viewpoints, students will have the opportunity explore the connection between historical context and philosophical reflection from within that context.
  - b. Students will demonstrate this outcome in homework assignments, in-class tests, and in-class activities.

- C. Compare and analyze various conceptions of humankind.
  - a. In an introductory philosophy course, among the underlying concerns is the identification and analysis of the various conceptions of humanity and human nature in various historical and contemporary philosophical traditions, including a consideration of the differences between these traditions. For example, a comparison between the ancient Greek conception of self, as present in Aristotle’s philosophy, and in Hume’s philosophy, and as present in Parfit’s allows students the opportunity to explore the implications of these differences on their respective understanding of humanity, culture, and the nature of human relationships.
  - b. Students will demonstrate this outcome in homework assignments, in-class tests, in-class activities, and the essay project.
- D. Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.
  - a. While this course is generally not structured historically, the required readings include samples from a variety of philosophical traditions which have long historical roots. The required readings also include contemporary philosophical explorations of these traditions and of the claims each makes about the nature of reality, human understanding, and ethics. Students will have the opportunity to explore these in appropriate detail and complexity.
  - b. Students will demonstrate this outcome in homework assignments, in-class tests, and in-class activities.

## Learning Objectives

Development of the following skills (LO#):

1. *Describing and distinguishing* key philosophical concepts in the main subfields of philosophy, including concepts such as free will, mind, knowledge, belief, reality, faith, reason, and good.
2. *Reading and comprehending* philosophical texts, both classical and contemporary.
3. *Discussion* of core philosophical problems, such as whether there is a god, what it means to be conscious, whether we are free to make choices, and whether morality is objective.
4. *Explaining and defending* positions on basic philosophical problems.
5. *Writing* clear and concise explanations and arguments about basic philosophical problems.

## Course Plan

- The first part of the course is for development of a framework of understanding for philosophical thinking, which is both to support student success in the remainder of the course and to provide a general philosophical education that non-majors might not get anywhere else: belief, knowledge, and objectivity, and the conduct of discussion (LO1); conceptual analysis, logical reasoning, and the formulation and analysis of arguments (part of LO5).
- The remainder of the course is in six parts to engage the following core philosophical topics: skepticism and the limits of knowledge, the nature of the mind, the nature of the self, the possibility of free will, the existence of God, and the foundations of morality (LO1, 2, 3).
- The course also includes a progressive exercise in argumentative essay writing: argument analysis, critique, thesis, outline, draft, and revision (remainder of LO5).

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## Student Work and Assessments

### Approach to Study

The course is designed to reward consistent engagement and study throughout the semester. Students are advised to ensure that they have mastered each unit of material before we move on to the next unit. When students fall behind, their grades tend to suffer in multiple ways as they struggle to understand the new material. The final exam is cumulative, and cramming to learn large blocks of previously neglected material in the days leading up to the final exam is unlikely to be adequate.

Students should review “How to Do Well in a College (Philosophy) Class,” by CSUS philosophy professor Matt McCormick, at [sites.google.com/site/mccormickphilosophy/home/how-to-do-well-in-a-college-philosophy-class](https://sites.google.com/site/mccormickphilosophy/home/how-to-do-well-in-a-college-philosophy-class).

## Grading

Semester scores will be calculated according to the following distribution: Discussion 10%; Homework 15%; Essay Project 25%; Quizzes 25%; Final Exam 25%.

Each assessment will be scored on a 100-point scale. The semester score will be a weighted average, with letter grades according to the following minimums:

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
|    |    | 87 | B+ | 75 | C+ | 60 | D+ |
| 93 | A  | 83 | B  | 70 | C  | 55 | D  |
| 90 | A- | 80 | B- | 65 | C- | 50 | D- |

CSUS doesn’t assign A+ grades. The department discourages grade inflation and fixed grading curves. To earn a B or better will require better than satisfactory performance. The course grade distribution is not predetermined, but will reflect actual performance of the students in the class.

## Discussion

Class discussion contributes significantly to students’ understanding of the material. Discussion credit is available for students’ productive use of class time, as reflected in (1) participation in class discussion by contribution of relevant questions or comments, and (2) reading checks to demonstrate preparation for class discussion. A student can earn a high discussion score by excelling in *either* participation *or* reading preparation.

Scoring for participation rewards contribution to multiple class meetings rather than multiple contributions within class meetings, thus encouraging participation in a variety of topics and enabling less talkative students to score highly without having to keep pace with the more talkative students. A student who earns (at least) one participation credit per 200 minutes of class time can expect an A in discussion regardless of reading check scores.

Most class meetings start with a reading check. A student who averages (at least) seven correct out of every twelve reading check questions can expect an A in discussion regardless of participation. Students may find this average difficult to attain without careful and repeat reading.

## Homework

The homework is intended to build upon students’ learning, as well as to provide structure to students’ questions for best use of our class meetings. Accordingly, multiple submissions will be accepted for many of the homework assignments, so that students can attempt the homework before class discussion, prepare questions to bring to class meetings, and attempt the homework again afterward.

Students will earn credit for their 12 highest-scoring homework submissions. There will be 20 homework opportunities: one for academic integrity, 17 relating to the material, and two for write-ups on philosophy events attended. All homework assignments will be distributed and submitted via SacCT.

## Essay Project

There will be an argumentative essay of about five pages, to be graded on both content and mechanics. The overall essay project score will reflect the essay and three related submissions assigned for the development of the essay, whose due dates will be prior to the start of work on the essay itself. These related submissions are used to scaffold students’ work in development of the essay, so that weaknesses in the foundation can be fixed before the essay is built upon them. All essay project assignments will be distributed and submitted via SacCT.

Students will have the opportunity to submit a completed essay (*not* a “rough draft”) by an earlier deadline in order to receive detailed comments, which can then be used to revise or rewrite the essay for final submission. Students are advised not to underestimate the value of this opportunity, and the likely cost of putting inadequate effort into the essay. Competent philosophical writing requires more precision than what many students have yet

experienced, even in other classes' college-level writing. Students starting the essay the day before it's due are likely to find the task more complex and challenging than they expected; the risk of a serious hit to the semester grade is high, and the temptation to cheat (making matters even worse) may be high as well.

The following two links from the CSUS philosophy department are very useful, so I recommend that you refer to them periodically as you write: [www.csus.edu/phil/guidance/writing%20guidelines.html](http://www.csus.edu/phil/guidance/writing%20guidelines.html) and [www.csus.edu/phil/guidance/how-to-analyze.html](http://www.csus.edu/phil/guidance/how-to-analyze.html). The grading standards of the CSUS philosophy department are applicable to this course: [www.csus.edu/phil/guidance/grading-standards.html](http://www.csus.edu/phil/guidance/grading-standards.html). Students who need individual assistance with writing should contact the University Reading and Writing Center ([www.csus.edu/writingcenter](http://www.csus.edu/writingcenter)) well ahead of deadlines.

## Quizzes and Final Exam

There will be six in-class quizzes, from which each student's top five scores will count toward the semester grade, and an in-class final exam. Students will not need to bring a blue book, Scantron form, or other paper to these tests unless otherwise informed. The final exam will be comprehensive; students should study consistently throughout the semester rather than relying on cramming at the end.

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## Policies

### Reading and Preparation for Class Meetings

Students are expected to do *all* of the assigned reading *before* the first class meeting for which it's assigned, and to come to class prepared to ask questions and discuss the material. Class meetings are conducted with the assumption that students have done the reading. Students should anticipate that careful and repeat reading will be needed for adequate understanding, and are encouraged to jot down questions while reading and to bring them to class meetings.

### Conduct of Discussion

Doing philosophy involves the open and critical discussion of ideas. Even the expression of a mistaken idea may be useful in advancing understanding. And no idea is so good as to be above challenge or exempt from justification. Good discussion requires an environment in which all participants feel safe and valued. *People deserve respect, but ideas do not.* Harassment, personal attacks, and contemptuous behavior will not be tolerated. Any student with concerns about classmates' behavior should inform me as soon as practical.

Doing philosophy also requires concentration and careful thought. Accordingly, students should take care to minimize distractions, to themselves and to others, in class meetings. We will try to keep the rules casual about arrival and departure, use of electronics, and classroom procedure.

### Staying Informed

Students are responsible for attending class meetings (and obtaining notes from other students for classes missed), for regularly checking email at the student's SacLink address, for referring to this syllabus regularly and following the class schedule, and for following updates to content in the course's SacCT site.

### Use of Technology

Each student is responsible for maintaining regular and reliable access to SacCT and campus email, for understanding these systems' use, and for verifying successful electronic submission of work. I cannot provide technical support or accommodations for technical difficulties. Students encountering technical difficulties are advised to make alternate arrangements (such as the use of a friend's computer or an on-campus computer lab) and/or to communicate with campus technical support personnel ([www.csus.edu/irt](http://www.csus.edu/irt)) as needed.

Turnitin compares each written submission with an extensive database of prior submissions, links, and publications, and displays possible matches and a "similarity score." It does not determine whether plagiarism has

occurred; that determination is made upon a thorough assessment for which the similarity report is merely a tool. Turnitin is very good at detecting patterns of text even when deliberately obscured. Submissions to Turnitin should not include names or other identifying info; Turnitin stores submissions anonymously, and links to student accounts are accessible only to me. Submissions are retained in Turnitin's database for future comparisons.

Video or audio recording of any portion of our class meetings is not permitted, except in accordance with properly documented disability accommodations or as may be required by law.

## Late Work and Missed Tests

All assignments, with one exception (discussed below), are scored at zero if not submitted by their due dates. Quizzes and the final exam generally cannot be taken after the class meetings in which they are scheduled, and will be scored at zero if missed.

The final essay version may be submitted after its due date, but at a scoring reduction of 10 points out of 100 per *calendar* day, rounded up. (For example, if the essay would've been scored at 75 on its merits, it'll be scored at 65 if submitted late by up to one calendar day.) All other essay-related submissions, including the initial essay version, are scored at zero if not submitted by their due dates.

Students who, for some good reason, need an exception to any of the policies about late work and missed tests should request an exception in advance, with appropriate documentation. Exceptions are subject to my sole judgment of what counts as a good reason. (An exception is not needed for a final essay version to be accepted late, but would be needed to avoid the applicable scoring reduction.)

## No Extra Credit

Students should not anticipate opportunities for extra credit to compensate for poor performance, poor use of class time, or missed assessments. Students are responsible for exerting sufficient effort for the assessments described above, which are designed to be a fair reflection of student performance.

## Disability Accommodations

Students needing disability accommodations should provide me the appropriate documentation from the Office of Services to Students With Disabilities ([www.csus.edu/sswd](http://www.csus.edu/sswd)) by the end of the third week. Without timely notification, I might be unable to provide you timely accommodation.

## Academic Integrity

Cheating, including plagiarism, is a serious offense. Students bear full responsibility for understanding and complying with university and course policies on academic integrity. The university policy is at [www.csus.edu/umannual/student/STU-0100.htm](http://www.csus.edu/umannual/student/STU-0100.htm). Students should also review the CSUS library's plagiarism info site at [library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353).

Students should understand that plagiarism includes not only direct quotation without quotation marks or attribution, but also paraphrasing without attribution, or otherwise using the ideas of others (including me or fellow students) as though they were one's own. Note also that plagiarism can result from the careless error of copying another's ideas or words and forgetting to cite the source. Students are urged to protect themselves by developing the habit of citing all sources *immediately* upon copying or jotting down other people's words or ideas, even in an outline or rough draft that's not intended to be seen by anyone else.

Students should also understand that facilitating other students' cheating is itself a form of cheating. For example, if Student #1 gives a copy of his/her essay to Student #2, and #2 plagiarizes the essay, #1 may be accused of cheating. Students are urged to protect themselves by never risking their work being copied in this way. Note also that students can be penalized *after* leaving the class, including the rescinding of their recorded grades in the class, if they facilitate the cheating of students in later semesters.

The department takes academic integrity very seriously. A violation may result in a failing grade in the course, communication of the incident to the department chair, and the filing of a report to Student Affairs for possible administrative sanctions up to and including expulsion from the university.

### Academic Integrity Homework Requirement (AIHR)

Completion of assigned academic integrity homework is required in order to be eligible for a non-failing grade in the course. The primary opportunity to fulfill the AIHR is by completion of homework assignment #1 (up to three attempts) with a score of at least 70. Students not fulfilling the AIHR in this way will be given a writing assignment alternative. Delay in fulfillment of the AIHR may result in other assessments being scored at zero.

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### Tentative Schedule

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| 1 | T 1/24  | In-class material: course introduction; overview of philosophy.   |
|   | R 1/26  | <p>Read before class: the university’s academic honesty policy: <a href="http://www.csus.edu/umannual/student/STU-0100.htm">www.csus.edu/umannual/student/STU-0100.htm</a>.</p> <p>Read before class: this syllabus.</p> <p><b>Philosophical Framework</b></p> <p>Read before class: “Belief” and “Objectivity,” Jeff Dale, in SacCT.</p> <p>Read before class: “No, you’re not entitled to your opinion,” Patrick Stokes, <a href="http://theconversation.com/no-youre-not-entitled-to-your-opinion-9978">theconversation.com/no-youre-not-entitled-to-your-opinion-9978</a>, or <a href="http://www.iflscience.com/brain/no-youre-not-entitled-your-opinion">www.iflscience.com/brain/no-youre-not-entitled-your-opinion</a>.</p> |
| 2 | T 1/31  | <p>Read before class: “Knowledge,” Jeff Dale, in SacCT.</p> <p>Read before class: Dowden chapter 2, “Claims, Issues, and Arguments,” only the sections up to and including “Conditionals and the Word <i>If</i>.”</p>   |
|   | R 2/2   | <p>Read before class: “Who Are You and What Are You Doing Here?” Mark Edmundson, <a href="http://www.oxfordamerican.org/magazine/item/486-who-are-you-and-what-are-you-doing-here">www.oxfordamerican.org/magazine/item/486-who-are-you-and-what-are-you-doing-here</a>.</p> <p>Read before class: Dowden chapter 2, “Claims, Issues, and Arguments,” remaining sections starting with “Deductively Valid and Inductively Strong.”</p>  |
|   | F 2/3 * | <p>Due in SacCT by 11:59 pm: Homework #1 (AIHR – see above) and #2.</p> <p>Deadline for adds without petition.</p>  |

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| 3 | T 2/7    | <p>Read before class: “Philosophy’s True Home,” Scott Soames, <a href="http://opinionator.blogs.nytimes.com/2016/03/07/philosophys-true-home">opinionator.blogs.nytimes.com/2016/03/07/philosophys-true-home</a>.</p> <p>Read before class: “The Myth of the Unemployed Humanities Major,” Wilson Peden, <a href="http://www.aacu.org/leap/liberal-education-nation-blog/myth-unemployed-humanities-major">www.aacu.org/leap/liberal-education-nation-blog/myth-unemployed-humanities-major</a>.</p> <p>Read before class: Dowden chapter 12 (“Aristotelian Logic and Venn-Euler Diagrams”), only the section “Aristotle’s Logic of Classes.”</p> <p>Continued discussion of Dowden chapter 2.</p> |
|   | W 2/8 *  | Due in SacCT by 11:59 pm: Homework #5 (out of numeric sequence).   |
|   | R 2/9    | <p><b>Knowledge</b></p> <p>Read before class: “Meditation I: What Can Be Called into Doubt,” from <i>Meditations on First Philosophy</i>, René Descartes (Norton 299).</p> <p>Read before class: “Meditation II: The Nature of the Human Mind, and How It Is Better Known Than the Body,” from <i>Meditations on First Philosophy</i>, René Descartes (Norton 356). (“Meditation IV” is not assigned.)</p> <p>Discussion of homework #5.</p>   |
|   | F 2/10 * | <p>Due in SacCT by 11:59 pm: Homework #3 and #4.</p> <p>Deadline for documentation of disability accommodations.</p>   |
| 4 | T 2/14   | <p>Continued discussion of “Meditations I and II.”</p> <p>In class: <b>Quiz #1: readings on belief, objectivity, and knowledge; Dowden chapters 2 and 12.</b></p>  |
|   | R 2/16   | Read before class: “Skepticism and Inference to the Best Explanation,” Jonathan Vogel (Norton 328).  |
| 5 | M 2/20 * | Due in SacCT by 11:59 pm: <b>Essay Argument Analysis.</b>  |
|   | T 2/21   | <p>Discussion of Essay Argument Analysis. (Essay Argument Critique due M 3/6.)</p> <p>In class video: “Wrongology,” Matt McCormick.</p>  |
|   | R 2/23   | <p>Read before class: “Is Justified True Belief Knowledge?” Edmund Gettier (Norton 108).</p> <p>Read before class: Dowden chapter 6, “Writing to Convince Others.”</p>   |
| 6 | T 2/28   | <p><b>Mind</b></p> <p>Read before class: “They’re Made Out of Meat,” Terry Bisson, <a href="http://www.terrybisson.com/page6/page6.html">www.terrybisson.com/page6/page6.html</a>.</p> <p>Read before class: Introduction to Norton chapter 8, “Is Mind Material?” (Norton 351).</p> <p>Due in SacCT by 11:59 pm: Homework #6, #7, and #8.</p>   |
|   | R 3/2    | <p>In-class material: physicalism vs. dualism; referent, meaning, and identity. No reading assigned.</p> <p>Continued discussion of introduction to Norton chapter 8.</p> <p>In class: <b>Quiz #2: knowledge topic readings; Dowden chapter 6.</b></p>   |



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| 7  | M 3/6 *  | Due in SacCT by 11:59 pm: <b>Essay Argument Critique.</b>  |
|    | T 3/7    | Discussion of Essay Argument Critique. (Essay Thesis and Outline due M 3/13.)  |
|    | R 3/9    | Read before class: "Functionalism," from Internet Encyclopedia of Philosophy, Thomas W. Polger, <a href="http://www.iep.utm.edu/functionalism/">www.iep.utm.edu/functionalism/</a> .<br><b>Self</b><br>Read before class: Introduction to Norton chapter 12, "What Is Personal Identity?" (Norton 538).  |
| 8  | M 3/13 * | Due in SacCT by 11:59 pm: <b>Essay Thesis and Outline.</b>   |
|    | T 3/14   | Discussion of Essay Thesis and Outline. (Essay Version 1 due Su 4/2.)<br>Continued discussion of introduction to Norton chapter 12.<br>Due in SacCT by 11:59 pm: Homework #9 and #10.  |
|    | R 3/16   | Read before class: "A Dialogue on Personal Identity and Immortality," John Perry, in SacCT.<br>In class: <b>Quiz #3: mind topic readings.</b>  |
|    | Week     | Campus holiday.  |
| 9  | T 3/28   | In class: essay workshop.  |
|    | R 3/30   | Read before class: "The Dualist Theory," from <i>Personal Identity</i> , Richard Swinburne (Norton 551).   |
|    | Su 4/2 * | Due in SacCT by 11:59 pm: <b>Essay Version 1.</b> (After your score is posted, email me if you want comments. Essay Version 2 due F 4/28.)   |
| 10 | T 4/4    | Read before class: "Personal Identity," from <i>Reasons and Persons</i> , Derek Parfit (Norton 558).   |
|    | R 4/6    | <b>Free Will</b><br>Read before class: Introduction to Norton chapter 13, "Do We Possess Free Will?" (Norton 583).<br>Read before class: "Freedom and Necessity," A.J. Ayer (Norton 605).  |
|    | F 4/7 *  | Due in SacCT by 11:59 pm: Homework #11 and #12.  |
| 11 | T 4/11   | Continued discussion of "Freedom and Necessity."<br>In class: <b>Quiz #4: self topic readings.</b>   |
|    | R 4/13   | Read before class: "Human Freedom and the Self," Roderick Chisholm (Norton 598).   |
| 12 | T 4/18   | <b>God</b><br>Read before class: "Unmoved Mover," Adam Lee, section "The Ontological Argument," <a href="http://www.patheos.com/blogs/daylightatheism/essays/unmoved-mover">www.patheos.com/blogs/daylightatheism/essays/unmoved-mover</a> .<br>Read before class: "Unmoved Mover," Adam Lee, section "The Cosmological Argument," <a href="http://www.patheos.com/blogs/daylightatheism/essays/unmoved-mover">www.patheos.com/blogs/daylightatheism/essays/unmoved-mover</a> .<br>Due in SacCT by 11:59 pm: Homework #13 and #14. |
|    | R 4/20   | Continued discussion of the ontological and cosmological arguments.<br>In class: <b>Quiz #5: free will topic readings.</b>   |

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| 13 | T 4/25   | Read before class: “Unmoved Mover,” Adam Lee, section “The Design Argument,” <a href="http://www.patheos.com/blogs/daylightatheism/essays/unmoved-mover">www.patheos.com/blogs/daylightatheism/essays/unmoved-mover</a> .<br>Discussion of other arguments for the existence of God.  |
|    | R 4/27   | Read before class: “The Problem of Evil and Some Varieties of Atheism,” William L. Rowe (Norton 15).  |
|    | F 4/28 * | Due in SacCT by 11:59 pm: <b>Essay Version 2.</b>   |
| 14 | T 5/2    | Read before class: “Why God Allows Evil,” Richard Swinburne, in SacCT.  |
|    | R 5/4    | Read before class: “Pascal’s Wager Against Infinite Possibilities,” Jeff Dale, in SacCT.<br><b>Morality</b><br>Read before class: “Does Morality Depend on Religion?” James Rachels, <a href="http://faculty.uca.edu/rnovy/Rachels%20--%20Does%20Morality%20Depend%20on%20Religion.htm">faculty.uca.edu/rnovy/Rachels%20--%20Does%20Morality%20Depend%20on%20Religion.htm</a> . |
| 15 | T 5/9    | Read before class: “The Challenge of Cultural Relativism” James Rachels, <a href="http://faculty.uca.edu/rnovy/Rachels--Cultural%20Relativism.htm">faculty.uca.edu/rnovy/Rachels--Cultural%20Relativism.htm</a> .<br>Continued discussion of “Does Morality Depend on Religion?”<br>Due in SacCT by 11:59 pm: Homework #15 and #16.   |
|    | R 5/11   | Continued discussion of “The Challenge of Cultural Relativism.”<br>In class: <b>Quiz #6: God topic readings.</b>  |
|    | F 5/12 * | Due in SacCT by 11:59 pm: Homework #17 and #18.   |
|    | T 5/16   | <b>5:15 – 7:15 pm in regular classroom: Final Exam (comprehensive).</b>   |

\* Non-meeting day.

Philosophy events for homework credit

List of approved events in Homework folder of SacCT will be kept updated. Let me know of other events you find; I’ll approve them if they seem to have substantial philosophical content.

Write-ups due in SacCT by 11:59 pm, *same day of event*; refer to write-up instructions in Homework folder of SacCT. Homework credit for up to two submissions.