

PHIL 101: Introduction to Philosophy

Spring 2012, Coastal Carolina University

MWF 9:00-9:50 a.m., Wall 211

Professor	Dennis Earl
Email, phone	dearl@coastal.edu , (843-349-2787)
Office hours	Edwards 278: MWF 1:00-2:00, T/Th 10:00-2:00; also by appointment
Important web addresses:	Blackboard login page: https://learn.coastal.edu/ (for the blog, and for turning in tests 2, 3, and 4; also includes links to notes and handouts as they are created) My CCU webpages: http://ww2.coastal.edu/dearl (you can get to the syllabus and any handouts here, as well as through Blackboard)
Catalog description	This course is an introduction to the most central problems of philosophy. Topics include logic, God, mind, justice, personal identity, freedom and determinism, knowledge, skepticism, morality, and responsibility. The course provides an introduction to argumentation, critical thinking, conceptual analysis, and problem solving skills.
Course objectives (general things you should learn)	Objectives concerning philosophy itself—Upon successful completion of this course, you will understand... <ol style="list-style-type: none"> 1) what philosophy is, and what kinds of questions philosophers ask 2) how to go about answering such questions 3) how to critically evaluate both your own and others' answers to such questions Other objectives concerning rationality and critical thinking skills—Upon successful completion of this course, you will be better able to... <ol style="list-style-type: none"> 4) understand argumentative writing 5) critically evaluate arguments 6) express your own views, arguments, and criticism
Student learning outcomes (more specific things you should learn, on which you'll be evaluated):	By the end of this course you will be able to: <ol style="list-style-type: none"> 1) explain what philosophy is, including the value of it 2) identify philosophical questions and theses 3) explain the basic philosophical issues concerning the following areas of philosophical interest: <ol style="list-style-type: none"> a. epistemology, especially the definition of knowledge and the problem of the external world b. philosophy of mind, especially the nature of the mind and of mental states c. freedom and determinism d. ethics 4) explain the basic theories pertaining to the above issues 5) apply those theories to particular cases 6) critically evaluate some of the central arguments concerning the above issues and theories 7) formulate your own reasoned views concerning those issues and theories

Course requirements	<table border="1"> <thead> <tr> <th><i>Assignment</i></th> <th><i>Percentage</i></th> </tr> </thead> <tbody> <tr> <td>Tests (5 total): Test 1 (on logic and the nature of philosophy) (multiple-choice, test in class) Test 2 (on knowledge) (essay, turn in on Blackboard) Test 3 (on philosophy of mind) (essay, turn in on Blackboard) Test 4 (on freedom and determinism) (essay, turn in on Blackboard) Test 5/Final Exam (on ethics, and the whole course) (multiple-choice, test in class)</td> <td>45%</td> </tr> <tr> <td>Quizzes (all in class, with lowest two grades dropped)</td> <td>25%</td> </tr> <tr> <td>Weblog participation (on Blackboard)</td> <td>30%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </tbody> </table>	<i>Assignment</i>	<i>Percentage</i>	Tests (5 total): Test 1 (on logic and the nature of philosophy) (multiple-choice, test in class) Test 2 (on knowledge) (essay, turn in on Blackboard) Test 3 (on philosophy of mind) (essay, turn in on Blackboard) Test 4 (on freedom and determinism) (essay, turn in on Blackboard) Test 5/Final Exam (on ethics, and the whole course) (multiple-choice, test in class)	45%	Quizzes (all in class, with lowest two grades dropped)	25%	Weblog participation (on Blackboard)	30%	Total	100%
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Total	100%										
I reserve the right to make adjustments to the grading scheme, the number of assignments, due dates, and the overall course plan as necessary.											
Grading scale	A \geq 90%; 85% \geq B+ $>$ 90%; 80% \geq B $>$ 85%; 75% \geq C+ $>$ 80%; 70% \geq C $>$ 75%; 65% \geq D+ $>$ 70%; 60% \geq D $>$ 65%; F $<$ 60%										
Text	Lewis Vaughn (Ed.), <i>Great Philosophical Arguments</i> (Oxford, 2011).										
Attendance policy	Attendance is required. The CCU <i>University Catalog</i> states that “An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings.” I’ll take attendance, and if you miss more than 25% of our class meetings with unexcused absences, the penalty is an F for the course.										
Course description	<p>Our course is an introduction to the central issues and methods of philosophy. As for issues, philosophers consider some of the deepest or most basic questions around: Do we know anything? If so, what do we know? How much of “the world” can we know about? What exactly is the mind? Is it just your brain, or is it something more? Are we free? Are we morally responsible for what we do? What is morality, anyway? What makes good actions good? These are all basic questions that aren’t really considered by any other field.</p> <p>What are the “methods” of philosophy? It’s much the same as in any other field where we’re after knowledge or “the truth.” Philosophical views need reasons, or <i>arguments</i>, in defense of them. Philosophers give a lot of arguments and counterarguments, and those can come in lots of different types. But we’ll spend a lot of time looking at different philosophical arguments (that’s the title of the book, after all), and one main aim I have for the course is for you to learn how better to identify arguments and evaluate them, and then to come to some reasoned opinions of your own about our issues.</p> <p>How will this class help with other things? Learning how to be rational and self-reflective is essential to becoming a well-educated person, and learning how to think properly on your own is a general goal here. But you should also find our philosophical questions interesting in themselves, and that should motivate you to ask deeper questions about things in the future. Finally, if you make good progress here in improving your critical abilities, you can use those improved abilities in everything else you do from this point on.</p>										

Statement of Core Curriculum Goal 4	<p>This course satisfies Goal 4 of the Core Curriculum. That goal, together with its student learning outcomes (what you'll learn in the most general sense from the course) is stated like this in the CCU Catalog:</p> <p>4. Knowledge of Humanistic Concepts. Educated persons should gain the ability to recognize, interpret and evaluate humanistic thought and expression from a variety of viewpoints. This leads to an understanding of the philosophical, religious, literary, ethical, cultural, and other humanistic concepts through which human beings interpret and judge themselves and their world.</p> <p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the philosophical, religious, literary, ethical, cultural and other humanistic concepts through which educated people interpret and judge themselves and their world. 2. Demonstrate the ability to recognize varieties of humanistic thought and expression. 3. Demonstrate the ability to interpret varieties of humanistic thought and expression. 4. Demonstrate the ability to evaluate varieties of humanistic thought and expression.
Descriptions of course requirements	
Quizzes	<p>There will be a lot of these, all in class. Here are some of the different kinds of quizzes we'll have:</p> <ul style="list-style-type: none"> • Reading quizzes: You do the assigned reading, and I ask you things about it. Think true-false, multiple-choice, or short paragraph. This motivates you to do the reading carefully, and it helps me see what you understood and what you didn't. • "Were you listening in class?" quizzes: I ask you things on what we covered during class. • Argument extractions: I show you a passage, and you write out what the argument is. • Argument analysis: I show you an argument, and I ask you something about it. Maybe it's something about comprehending the argument, or maybe what would strengthen or weaken it, or maybe what its implications are. • Thesis analysis: Same as just above, only I'll ask you stuff about a particular claim or thesis instead. • I also give ungraded quizzes that might ask about what you found difficult in a lecture or reading, what you learned that day, further questions you have about the material, etc. This helps me make adjustments depending on how people are doing so far. (For example, if everyone says argument X is incomprehensible, then maybe we should spend a little more time on argument X.)
Blog participation	<p>Here is how the blog on Blackboard will work:</p> <ul style="list-style-type: none"> • We have five course topics overall: (1) logic and the nature of philosophy, (2) knowledge, (3) mind, (4) freedom, and (5) ethics. You'll get a blog grade for each of these general topics, with the average of those grades being worth 30% of the course grade. • For each general topic, there will be 4-5 different blog topics for you to

	<p>consider, with the due date for that set of topics being around two class days before each test.</p> <ul style="list-style-type: none"> • For each set of blog topics, you are expected to make three contributions: Post <u>once</u> on one topic, and comment <u>twice</u> on posts by other students. (This entails doing 15 items over the whole semester: Three contributions per topic X five topics = 15 posts/comments.) • If you do the right number of posts and comments for a given set of topics, and everything is “substantial” (see below), that’s a 100 for that set of topics. If your work doesn’t meet the expectations for being substantial, or if you don’t post once and comment twice, you’ll get a lower grade. 																								
Grading for particular posts and comments	<p>Each post or comment gets a grade of either a U (unsubstantial), S (substantial), or S+ (exemplary). Those grades are defined like this:</p> <table border="1" data-bbox="464 632 1382 1707"> <thead> <tr> <th data-bbox="464 632 646 751"></th> <th data-bbox="646 632 886 751">S+ (All of the below must be satisfied for an S+.)</th> <th data-bbox="886 632 1127 751">S</th> <th data-bbox="1127 632 1382 751">U (Any of the below is sufficient for a U.)</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 751 646 1062">How clear is the post or comment overall, especially its basic point or thesis?</td> <td data-bbox="646 751 886 1062">The post or comment is very clear and comprehensible, with an easily identifiable point.</td> <td data-bbox="886 751 1127 1062">Generally there is a clear thesis or point being made, and the discussion is generally comprehensible. The point or the arguments could be clearer.</td> <td data-bbox="1127 751 1382 1062">The point is extremely unclear or nonexistent, or the discussion is generally incomprehensible or off topic, or it merely restates material from other posts or comments.</td> </tr> <tr> <td data-bbox="464 1062 646 1247">Is the terminology of philosophy used properly and when necessary?</td> <td data-bbox="646 1062 886 1247">The post or comment uses the correct terminology where appropriate, and in all cases.</td> <td data-bbox="886 1062 1127 1247">The post or comment generally uses the correct terminology where appropriate.</td> <td data-bbox="1127 1062 1382 1247">The post or comment shows an extensive misunderstanding of the terminology of the course.</td> </tr> <tr> <td data-bbox="464 1247 646 1432">Is the reasoning clear?</td> <td data-bbox="646 1247 886 1432">The reasoning is very clear, with easily comprehensible premises given in support of its thesis.</td> <td data-bbox="886 1247 1127 1432">The reasoning is clear, but more support for the point was appropriate.</td> <td data-bbox="1127 1247 1382 1432">The reasoning for extremely unclear or unintelligible, or there isn’t any apparent reasoning present at all.</td> </tr> <tr> <td data-bbox="464 1432 646 1583">Are the basic rules of writing being followed?</td> <td data-bbox="646 1432 886 1583">The post has one or no fatal errors per 150 words. See below for what a fatal error is.</td> <td data-bbox="886 1432 1127 1583">The post has three or fewer fatal errors per 150 words.</td> <td data-bbox="1127 1432 1382 1583">The post has more than three fatal errors per 150 words.</td> </tr> <tr> <td data-bbox="464 1583 646 1707">How long is the post or comment?</td> <td data-bbox="646 1583 886 1707">The post or comment is at least 150 words in length.</td> <td data-bbox="886 1583 1127 1707">The post or comment is at least 150 words in length.</td> <td data-bbox="1127 1583 1382 1707">The post or comment is under 150 words.</td> </tr> </tbody> </table>		S+ (All of the below must be satisfied for an S+.)	S	U (Any of the below is sufficient for a U.)	How clear is the post or comment overall, especially its basic point or thesis?	The post or comment is very clear and comprehensible, with an easily identifiable point.	Generally there is a clear thesis or point being made, and the discussion is generally comprehensible. The point or the arguments could be clearer.	The point is extremely unclear or nonexistent, or the discussion is generally incomprehensible or off topic, or it merely restates material from other posts or comments.	Is the terminology of philosophy used properly and when necessary?	The post or comment uses the correct terminology where appropriate, and in all cases.	The post or comment generally uses the correct terminology where appropriate.	The post or comment shows an extensive misunderstanding of the terminology of the course.	Is the reasoning clear?	The reasoning is very clear, with easily comprehensible premises given in support of its thesis.	The reasoning is clear, but more support for the point was appropriate.	The reasoning for extremely unclear or unintelligible, or there isn’t any apparent reasoning present at all.	Are the basic rules of writing being followed?	The post has one or no fatal errors per 150 words. See below for what a fatal error is.	The post has three or fewer fatal errors per 150 words.	The post has more than three fatal errors per 150 words.	How long is the post or comment?	The post or comment is at least 150 words in length.	The post or comment is at least 150 words in length.	The post or comment is under 150 words.
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<p>What a “fatal error” is</p>	<p>A fatal error in writing is a significant error with respect to basic writing, and professional writing by college-educated people shouldn't have such mistakes. I'll allow you a few errors on your blog posts and comments. But to receive an S, a post or comment has to have three or fewer significant errors per 150 words, so proofread your work before you hit 'submit' on Blackboard. Better yet, compose your work in a word processing program and proofread it there. These are fatal errors:</p> <ul style="list-style-type: none"> • misspelled words • run-on sentences and sentence fragments • errors using the comma • errors using the apostrophe • agreement errors (especially for use of verbs and pronouns) • mistakes in capitalization <p>I reserve the right to count other mistakes as fatal too, but these are the main ones to always avoid.</p>									
<p>Grading for sets of posts and comments</p>	<p>Each set of posts and comments (one set per general topic of the course) is graded like this:</p> <table border="1" data-bbox="464 825 1385 926" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">3 S = 100</td> <td style="padding: 5px;">2 S = 75</td> <td style="padding: 5px;">1 S = 50</td> </tr> <tr> <td style="padding: 5px;">2 S + 2 U = 90</td> <td style="padding: 5px;">1 S + 2 U = 65</td> <td style="padding: 5px;">2 U = 40</td> </tr> <tr> <td style="padding: 5px;">2 S + 1 U = 80</td> <td style="padding: 5px;">1 S + 1 U = 55</td> <td style="padding: 5px;">1 U = 30</td> </tr> </table> <p>If other combinations occur, I'll create a standard and apply it consistently. If you do more than the required number of items, I'll count your best post and your best two comments.</p> <p>S+ grades: For any of your posts or comments that receive an S+, that's worth an extra five points added to the grade for that set of blog topics. Example: Say you have two S's and one S+ for one set of posts and comments. That's three satisfactory posts in all. But it's worth a 105 for the grade since one of the S grades is an S+. Yes, a 115 is possible.</p>	3 S = 100	2 S = 75	1 S = 50	2 S + 2 U = 90	1 S + 2 U = 65	2 U = 40	2 S + 1 U = 80	1 S + 1 U = 55	1 U = 30
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<p>Tests and final exam</p>	<p>There are five tests, with the last one also counting as the final exam. The format differs somewhat from test to test:</p> <ul style="list-style-type: none"> • Test 1 (on logic and the nature of philosophy): This is a multiple-choice test you'll take in class. There will be 30 questions (some on vocabulary, most requiring you to exercise your rational abilities) • Test 2 (on knowledge): This is an essay test you'll turn in on Blackboard. There will be four questions, each requiring half of a single-spaced page (or a full double-spaced one, about 250-300 words). • Test 3 (on philosophy of mind): This has the same format as test 2. • Test 4 (on freedom and determinism): This has the same format as tests 2 and 3. • Test 5/Final Exam: The exam is comprehensive, but will have a good chunk of questions on ethics (the last section of the course). This is a multiple-choice test with 50 questions, and you'll take it in class during the scheduled time for our final exam. 									

Course policies	
Excused absences and extensions	<p>The <i>Catalog</i> states that “Absences will be excused for documented cases of:</p> <ul style="list-style-type: none"> a) incapacitating illness, b) official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity), c) death of a close relative, and d) religious holidays.” <p>I’ll decide on other types of circumstances as they might arise, but please don’t expect me to be accommodating concerning what goes much beyond those given in the <i>Catalog</i>. The reason for the policy concerning excused absences is this: <u>Quizzes missed due to excused absences will not be included in the final quiz grade calculation (and thus your other quiz grades will count proportionately more). Quizzes missed due to unexcused absences will receive a grade of zero.</u></p>
Late assignments	<p>For the essay tests, late tests will be accepted. But there is a ten-point deduction for a test’s being late, with an additional ten points each calendar day the test is late.</p> <p>Late blog posts and comments will be accepted within 24 hours of the due date, but each late post or comment will receive a U. Anything late more than 24 hours won’t receive any credit at all.</p>
Academic misconduct	<p>The <i>CCU Student Code of Conduct</i> (URL: http://www.coastal.edu/conduct/documents/codeofconduct.pdf) includes a statement of community standards for academic integrity, which reads as follows:</p> <p style="padding-left: 40px;">Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.</p> <p>You’re expected to observe the correct standards of academic integrity for everything you turn in: That includes the quizzes, the tests, and the blog discussions. <u>The penalty I assign for any academic infraction is an FX grade for the entire course. See the Code of Conduct for examples of plagiarism and cheating, as well as procedures and your rights as a student regarding charges of misconduct.</u></p>
Civility	<p>Our class meetings need to be focused on our material, with very few distractions. Important maxims to keep in mind are these:</p> <ul style="list-style-type: none"> • Come to class prepared, having read the material for the day very carefully. I aim to have quizzes very often. • Put your phone away before class starts. • Don’t arrive late or leave early, unless you’ve cleared it with me beforehand. • Be ready to participate in class and discuss our material actively and critically. You need to be ready to be called upon, both for facilitating discussion and for my gauging your understanding of our material. If you’re not attentive, I’ll let you know. • I’ll handle excessive or perspicuous cases of incivility as a violation of the <i>Student Code of Conduct</i>.

Communications	<p>If I need to contact you, I'll use your <i>coastal.edu</i> address unless I'm replying to a message you've sent me using another address. Use your <i>coastal.edu</i> account or have its email forwarded to an account you check regularly. ("Regularly" means "daily at least.") Email I send to everyone in the class will go to your <i>coastal.edu</i> address.</p> <p>As for contacting me, emailing me at dearl@coastal.edu is the best option. I'll usually respond to messages requiring a reply within twenty-four hours, often much less. In emailing me, please observe the standards of professional writing.</p>
Special needs	<p>If you have a physical or documented mental disability, see me to make the appropriate arrangements for you to complete the course in a way suitable for you. In order to receive such compensation, you need to register with the Services for Students with Disabilities Office (in the Student Counseling Center, 204 University Blvd., phone 349-2305, website http://www.coastal.edu/counseling/disabilityservices.html).</p>

Course schedule		
<ul style="list-style-type: none"> All readings are in the textbook unless otherwise specified. Readings are listed in the right column of table below, and are listed by the day the reading in question will be discussed in class. For example, January 13 lists a reading by Bertrand Russell as the reading for the day. So read that article by Russell for that day's class meeting. Other supplemental materials may be handed out in class, posted online at our course webpage and on Blackboard, or linked to from the same. 		
Date	Main topics/main questions	Readings/activities/assignments due
M, Jan. 9	Introduction to the course	This syllabus
W, Jan. 11 ¹	<p>Philosophy and Logic What is philosophy? The nature of philosophy What kinds of philosophical questions are there? Branches of philosophy</p>	This syllabus (again—there will be a quiz!) Ch. 1: Philosophical Work (pp. 1–5)
F, Jan. 13	<p>Is philosophy valuable? If so, how?</p>	Bertrand Russell, "The value of philosophy" (pp. 32–35)
M, Jan. 16	Martin Luther King, Jr. holiday	
W, Jan. 18	<p>Logic What is an argument? How do you identify an argument? Parts of an argument Argument indicator words</p>	"Philosophy and arguments" (pp. 5–7, down to the paragraph starting with "Assuming...")
F, Jan. 20	<p>What is a deductive argument? Deductive argument forms Extracting arguments from passages, part I</p>	"Philosophy and arguments" (pp. 7–11, just to the very top of p. 11 with the sentence ending with 'invalid')

¹ Thursday, January 12 is the last day to add the course or to drop with no academic record.

M, Jan. 23	What is a valid argument? What is a sound argument? Extracting arguments from passages, part II	Blog discussions for logic and the nature of philosophy due by 11:30 p.m.
W, Jan. 25	What is an inductive argument? What is a strong argument? What is a cogent argument? Inductive argument forms Extracting arguments from passages, part III	“Philosophy and arguments” (pp. 11–14)
F, Jan. 27	Test 1	Test 1 (in class)
M, Jan. 30	Knowledge and Skepticism What is knowledge? What types of knowledge are there?	Introduction to Chapter 3 (pp. 167–169, and stop at the end of the third paragraph down on p. 169)
W, Feb. 1	Descartes’ skeptical arguments What are the foundations of knowledge? Is sensation foundational?	“Descartes’ dream and evil genius arguments” (pp. 171–172) René Descartes, <i>Meditations on First Philosophy</i> , Meditation I (Don’t read the version in the book. Instead, read the online version at http://www.earlymoderntexts.com/pdfbits/dm1.pdf).
F, Feb. 3	Descartes, continued	Descartes, Meditation I (read it again)
M, Feb. 6	Could you be in the Matrix? Could you know that you’re not in the Matrix?	Chris Grau, “Bad dreams, evil demons, and the experience machine: Philosophy and <i>The Matrix</i> ” (pp. 175–182)
W, Feb. 8	continued	Blog discussions on knowledge due by 11:30 p.m.
F, Feb. 10	What can you know with certainty?	René Descartes, <i>Meditations on First Philosophy</i> , Meditation II (Read the online version at http://www.earlymoderntexts.com/pdfbits/dm1.pdf).
M, Feb. 13	Test 2	Test 2 due on Blackboard by 11:30 p.m.
W, Feb. 15	Philosophy of Mind What is the mind? Is the mind physical or not? The mind-body problem	Introduction to Ch. 4 (pp. 257–262)
F, Feb. 17	Descartes’ conceivability argument for substance dualism	“Descartes’ conceivability argument for dualism” (pp. 262–263) René Descartes, excerpt from <i>Discourse on Method</i> (pp. 263–264)
M, Feb. 20	Objections to Descartes’ argument, and to dualism	Paul Churchland, “Dualism” (pp. 264–273)
W, Feb. 22	What are mental states? Are they physical or not? Physicalist views of mental states, view 1 (the identity theory) Physicalist responses to arguments for property dualism	J.J.C. Smart, “Sensations and brain processes” (pp. 283–291)

F, Feb. 24	Class cancellation—I'll be at a conference	
M, Feb. 27	Smart, continued	
W, Feb. 29	Physicalist views of mental states, view 2 (functionalism)	Reread the parts of Ch. 4's introduction having to do with functionalism, from the paragraph starting at the bottom of p. 260, over to just before the paragraph starting with "The lesson..." on p. 261 Jerry Fodor, "The mind-body problem" (just from the right side of p. 312, starting with "The intuition underlying functionalism," to the right side of p. 314, ending just before the paragraph starting with "Functionalism has fared much better...")
F, Mar. 2	Functionalism, continued	Blog discussions on philosophy of mind due by 11:30 p.m.
M, Mar. 5	Chalmers' zombie argument against materialism	"Chalmers' zombie argument against materialism" (p. 292) David Chalmers, "The logical possibility of zombies" (pp. 293–296)
W, Mar. 7	Test 3	Test 3 due on Blackboard by 11:30 p.m.
F, Mar. 9	<u>Freedom and Determinism</u> Are freedom and determinism compatible? Are we free? Are our actions determined? Positions on the issues	Introduction to Ch. 5
M, Mar. 12- F, Mar. 16	Spring Break	
M, Mar. 19	An argument for incompatibilism	Peter van Inwagen, "The incompatibility of free will and determinism" (pp. 404–408)
W, Mar. 21 ²	An argument for hard determinism	"Argument for hard determinism" (pp. 337–338) Baron d'Holbach, "Of the system of man's free agency" (pp. 339–343)
F, Mar. 23	An argument for libertarianism	"Indeterminist argument for free will" (pp. 361–362) "Argument against libertarianism" (pp. 408–409) Randolph Clarke, "Toward a credible agent-causal account of free will" (pp. 409–419)
M, Mar. 26	An argument for compatibilism	"Argument against compatibilism" (p. 374) W.T. Stace, "The problem of free will" (pp. 375–380)
W, Mar. 28	Compatibilism, continued	Blog discussions on freedom and determinism due by 11:30 p.m.
F, Mar. 30- S, Mar. 31	Celebration of Inquiry	
M, Apr. 2	Test 4	Test 4 due on Blackboard by 11:30 p.m.
W, Apr. 4	<u>Ethics</u> How do you identify moral claims?	Introduction to Ch. 6 (pp. 427–428, ending just before the paragraph starting with "What is the connection... on p. 428)
F, Apr. 6	Student holiday	

² Thursday, March 22 is the last day to drop with grade of 'W'.

M, Apr. 9	A tour through ethical theory	Introduction to Ch. 6 (pp. 428–437, starting with where you left off last time)
W, Apr. 11	Is ethics “relative”? An argument for ethical relativism	“Argument for cultural relativism” (pp. 437–438) Ruth Benedict, “The case for moral relativism” (pp. 438–442)
F, Apr. 13	Arguments against ethical relativism	Russ Shafer-Landau, “Ethical relativism” (pp. 443–448)
M, Apr. 16	Is utilitarianism the right ethical theory? Utilitarianism	John Stuart Mill, “Utilitarianism” (pp. 489–493)
W, Apr. 18	Utilitarianism, continued	
F, Apr. 20	Objections to utilitarianism	E.F. Carritt, “Criticisms of utilitarianism” (pp. 493–495) Blog discussions on ethics due by 11:30 p.m.
M, Apr. 23 ³	Is Kantian deontology the right ethical theory?	Immanuel Kant, excerpt from <i>Foundation for the Metaphysics of Morals</i> (read the introduction, pp. 495–496, and the following sections of the Kant reading on pp. 503–505: “First formulation of the categorical imperative: universal law” and “Four illustrations”)
W, Apr. 25	Kant’s ethics, continued	Immanuel Kant, excerpt from <i>Foundation for the Metaphysics of Morals</i> (“Second formulation of the categorical imperative: humanity as an end in itself,” p. 505, ending just before the paragraph starting with “...Looking back”)
M, Apr. 30	Test 5/Final Exam (begins at 1:30 p.m. in our normal classroom) ⁴	

³ Tuesday, April 24 is the last day to drop with a grade of ‘WF’.

⁴ The complete final exam schedule for Spring 2012 is at http://www.coastal.edu/registrar/documents/12SP_Exam_Schedule.pdf.