# Course Description

This course offers a systematic introduction to some central concerns of men and women, both as individual persons and as social beings. It considers our complex nature, the many activities in which we engage, and the problems of our destiny, especially in relation to God and nature.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Describe the views and contributions of major philosophers.
* **CLO2:** Analyze major issues in philosophy.
* **CLO3:** Discuss the importance of philosophy in our lives.
* **CLO4:** Apply the philosophical method of argumentation to issues of daily life.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Feinberg, J., & Shafer-Landau, R. (2011). *Reason and responsibility: Readings in some basic problems of philosophy* (14th ed.). Boston, MA: Cengage Learning. ISBN: 978-1-4390-4694-4

You are required to watch one of a choice of movies for a learning team project during this course. You are responsible for procuring access to the movie you select. You may purchase, rent, or borrow the movie via the source most convenient to you.

**Suggested Point Values**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion Question 1: The Meaning of Philosophy | 2 |  |
|  | Discussion Question 2: Rationality | 2 |  |
|  | Logical Fallacies: Ad Hominem and Appeal to Emotion | 1 |  |
|  | Value of Philosophy Presentation | 10 |  |
| **Week 2** | |  |  |
|  | Discussion Question 1: Skepticism | 2 |  |
|  | Discussion Question 2: Existence | 2 |  |
|  | Logical Fallacies: Begging the Question and Slippery Slope | 1 |  |
|  | Skepticism Brochure | 10 |  |
|  | Movie Presentation Discussion Starters (due in Week 2, 3, or 4) | 5 |  |
| **Week 3** | |  |  |
|  | Discussion Question 1: The Mind–Body Problem | 2 |  |
|  | Discussion Question 2: Death | 2 |  |
|  | Logical Fallacies: Appeal to Authority and Burdon of Proof | 1 |  |
|  | Consciousness Paper | 10 |  |
|  | Learning Team Movie Presentation (due in Week 3, 4, or 5) | 10 |  |
|  | Learning Team Class Discussion (due in Week 3, 4, or 5) | 5 |  |
| **Week 4** | |  |  |
|  | Discussion Question 1: Free Will and Personal Responsibility | 2 |  |
|  | Discussion Question 2: The Mystery of Free Will | 2 |  |
|  | Logical Fallacies: Strawman and Anecdotal | 1 |  |
|  | Blog Comment | 10 |  |
| **Week 5** | |  |  |
|  | Discussion Question 1: The Search for Meaning | 2 |  |
|  | Discussion Question 2: The Meaning of My Life | 2 |  |
|  | Logical Fallacies: Bandwagon and Middle Ground | 1 |  |
|  | Final Paper | 15 |  |
| **Total Points** | | **100** |  |

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Reason and Religious Belief | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the value of philosophy in your own life. | | CLO3 | |
| * 1. Explain the interrelated concepts of faith and proof. | | CLO1, CLO2, CLO4 | |
| * 1. Evaluate logical fallacies in writing. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **Read** the following sections in *Reason and Responsibility*:   * “The Nature and Value of Philosophy,” pp. 1–14 * “The Problems of Evil,” pp. 86–117 * “Reason and Faith,” pp. 117–144 | | 1.1, 1.2 | Lecture Activity = 1hr |
| **Faith and Reason**   * [Faith and Reason](http://www.iep.utm.edu/faith-re/) * [Faith vs. Reason? That’s Really Dumb](http://www.washingtonpost.com/local/faith-vs-reason-thats-really-dumb/2011/10/06/gIQAk33kSL_story.html)   **A Scientist’s Take on Philosophy**   * “[Neil Degrasse Tyson Returns Again](http://nerdist.com/nerdist-podcast-neil-degrasse-tyson-returns-again/)” (1:10:44) Start approximately 20 minutes into the podcast. * [Neil Degrasse Tyson and the Value of Philosophy](https://scientiasalon.wordpress.com/2014/05/12/neil-degrasse-tyson-and-the-value-of-philosophy/) (Response to Tyson’s appearance on the podcast) | | 1.1, 1.2 | Lecture Activity = .5hr |
| **Learning Team Movie Presentation and Discussion (Preparation)**  This course includes one learning team project in which you watch a film, analyze the philosophical themes, develop three to five discussion starters, and then lead an online discussion for the rest of your classmates. Note that teams must submit their discussion starters to the instructor one week before their presentation is due.  Weeks 3–5 each have a selection of movies on a particular theme. Sign up for whichever week and topic interests you. Once all students have signed up, your instructor will assign you to your team. Each team will choose one film to watch for the project.  During the 2 weeks your Learning Team is not presenting, you are individually responsible for reviewing the other teams’ presentations and participating in their discussion forums.  **Week 3: Science and Technology**   * *Frankenstein* ([1931](http://www.imdb.com/title/tt0021884/?ref_=nv_sr_6)) or ([1994](http://www.imdb.com/title/tt0109836/?ref_=nv_sr_4)) * [*2001: Space Odyssey*](http://www.imdb.com/title/tt0062622/?ref_=nv_sr_1) * *Robocop* ([1987](http://www.imdb.com/title/tt0093870/?ref_=nv_sr_4)) or ([2014](http://www.imdb.com/title/tt1234721/?ref_=nv_sr_2)) * [*Blade Runner*](http://www.imdb.com/title/tt0083658/?ref_=nv_sr_1) * [*Jurassic Park*](http://www.imdb.com/title/tt0107290/?ref_=nv_sr_2) * [*The Island*](http://www.imdb.com/title/tt0399201/?ref_=nv_sr_1) * [*Her*](http://www.imdb.com/title/tt1798709/?ref_=nv_sr_4) * [*Transcendence*](http://www.imdb.com/title/tt2209764/?ref_=nv_sr_4)   **Week 4: Free Will and Fate**   * [*Groundhog Day*](http://www.imdb.com/title/tt0107048/?ref_=nv_sr_1) * [*Minority Report*](http://www.imdb.com/title/tt0181689/?ref_=nv_sr_1) * [*Edge of Tomorrow*](http://www.imdb.com/title/tt1631867/?ref_=fn_al_tt_1) * [*The Truman Show*](http://www.imdb.com/title/tt0120382/?ref_=nv_sr_1) * [*Run, Lola, Run*](http://www.imdb.com/title/tt0130827/?ref_=nv_sr_1) * [*The Butterfly Effect*](http://www.imdb.com/title/tt0289879/?ref_=nv_sr_2) * [*We Need to Talk About Kevin*](http://www.imdb.com/title/tt1242460/?ref_=nv_sr_1)   **Week 5: Humanity, Morality, and the Meaning of Life**   * *Lord of the Flies* ([1963](http://www.imdb.com/title/tt0057261/?ref_=nv_sr_2)) or ([1990](http://www.imdb.com/title/tt0100054/?ref_=nv_sr_4)) * *Planet of the Apes* ([1968](http://www.imdb.com/title/tt0063442/?ref_=nv_sr_6)) or *Rise of the Planet of the Apes* ([2011](http://www.imdb.com/title/tt1318514/?ref_=nv_sr_2)) * *Invasion of the Body Snatchers* ([1956](http://www.imdb.com/title/tt0049366/?ref_=nv_sr_3)) or ([1978](http://www.imdb.com/title/tt0077745/?ref_=nv_sr_1)) * [*District 9*](http://www.imdb.com/title/tt1136608/?ref_=nv_sr_1) * [*Schindler’s List*](http://www.imdb.com/title/tt0108052/?ref_=nv_sr_2) * [*50/50*](http://www.imdb.com/title/tt1306980/?ref_=fn_al_tt_1) * [*Bucket List*](http://www.imdb.com/title/tt0825232/?ref_=nv_sr_1) | | NA | Lecture Activity = .5hr |
| **Total** |  |  | **2hrs** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **AdobeConnect Live Class Session: Course Introduction**  **Prepare** to review the topics, readings, and homework for this week in a 1-hour live class session via AdobeConnect, to be scheduled by the instructor. If you are unable to attend the live session, you are encouraged to submit any questions to your instructor at least 2 hours before the live session begins. | | 1.1, 1.2 | Lecture Activity = 1hr |
| **Total** |  |  | **1hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1: The Meaning of Philosophy**  **Watch** “[What is Philosophy](https://www.youtube.com/watch?v=OfYw9OqD8YA)” (4:35).  **Pos**t a clear and logical response in 150 to 200 words to the following questions, and provide specific examples to support your answer.   * Describe your understanding of philosophy. Did the readings or video influence your understanding of the nature or study of philosophy? If so, in what way? * What two questions would you ask the speaker about philosophy?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion Board = 1hr |
| **Discussion Question 2: Rationality**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, and provide specific examples to support your answer.   * Is it rational to believe in God? * What is your experience with faith and proof?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Discussion Board = 1hr |
| **Logical Fallacies: Ad Hominem and Appeal to Emotion**  **Go to** [Your Logical Fallacy is](https://yourlogicalfallacyis.com/).  **Review** the following examples. Briefly explain why each one is an illogical argument, as well as how you might refute or respond to it:   * **Ad Hominem:** Green Peace’s strategies are not effective because they are all dirty, lazy hippies. * **Appeal to Emotion:** Power lines cause cancer. I met a little boy with cancer who lived just 20 miles from a power line who looked into my eyes and said, in his weak voice, “Please do whatever you can so that other kids won’t have to go through what I am going through.” I urge you to vote for this bill to tear down all power lines and replace them with monkeys on treadmills.   **Submit** your explanations through Blackboard. | | 1.3 | Problem Solving = 1hr |
| **Value of Philosophy Presentation**  **Develop** a 10- to 12-slide PowerPoint presentation in which you address the points below. Your audience is your classmates, so be sure to maintain an appropriately formal and academic tone.   * Which of these philosophers do you most relate to? How do their ideas reflect the value of philosophy in your own life?   + Aquinas   + Hume   + Dostoyevsky   + Clark   + Roe   + Swinburne   + Rand * What would your chosen philosopher say about the reality and meaningfulness of religious faith? Why is this meaningful for you? * Which philosopher’s writings would you recommend to a friend or colleague who has questions about the role of religious faith in their life? Why would you recommend them?   **Format** your presentation in an attractive, concise format. Use bulleted words and phrases in the slides. Use complete sentences in the speaker notes area to explain and expand on the content of the slides. Supplement your presentation with images, videos, links, or other resources appropriate for your audience.  **Submit** your presentation through Blackboard. | | 1.1, 1.2 | Presentation = 1hr |
| **Total** |  |  | **7hrs** |
| **Notes** |  | | |

# Faculty Notes

**Learning Team Movie Presentation and Discussion**

* The number of students in your course will determine how many learning teams are appropriate. It is recommended that each learning team include 2–4 students. Assign students into small groups using the Groups feature in Blackboard, and post a message in the Announcement Forum communicating group assignments. Blackboard is set up with 6 group forums to allow for 2 groups per week, if needed.
* Faculty may adjust the movie list at their discretion.

**AdobeConnect**

* Students should be encouraged to post any and all questions they have to the Announcements forum. Instructors will need to respond to those questions regularly throughout the week, even if they indicate to students that a topic or concept will be covered more during the live class session.
* The instructor can then utilize those questions that come up in the first part of the week to tailor the live AdobeConnect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the content. All AdobeConnect sessions should be recorded; a link to the recording should be posted to the course page allowing any student who miss a session to review the session later in the week.
* *Note*. It is the instructor’s choice as to what day they will schedule the AdobeConnect Live Session, but it is recommended that they schedule this session for Wednesday so students have plenty of time to review their homework prior to the deadline on Sunday.

**Logical Fallacies**

* Examples are taken from [Logical Fallacies](https://owl.english.purdue.edu/owl/resource/659/03/) and [Logically Fallacious](http://www.logicallyfallacious.com/).

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| Week Two: Human Knowledge and Skepticism | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how the concept of skepticism operates in philosophy and philosophical thought. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Explain how knowledge relates to perception. | | CLO2, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **Read** the following sections in *Reason and Responsibility*:   * “Skepticism,” pp. 153–166 * “The Nature of Knowledge,” pp. 167–174 * “The Method of Science,” pp. 237–295 | | 2.1, 2.2 | Lecture Activity = 1hr |
| **Skepticism**   * “[Skepticism and Philosophy](https://www.youtube.com/watch?v=0XiBsNuvf3g)” (45:53) * [What Skepticism Reveals about Science](http://www.scientificamerican.com/article/what-skepticism-reveals/) | | 2.1 | Lecture Activity = .5hr |
| **How to Create a Brochure**   * [How to Create an Effective Brochure](http://ianrpubs.unl.edu/live/g2028/build/g2028.pdf) * “[How to Create a Brochure using MS Word 2013](https://www.youtube.com/watch?v=posOVuZgXE8)” (10:12) | | NA | NA |
| **Total** |  |  | **1.5hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1: Skepticism**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, and provide specific examples to support your answer.   * Is skepticism a reasonable view for a contemporary person? Why or why not? * Do you find any of this week’s readings particularly challenging? Why or why not?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1 | Discussion Board = 1hr |
| **Discussion Question 2: Existence**  **Watch** “[Changing Nature of Knowledge](https://www.youtube.com/watch?v=YMcTHndpzYg)” (3:33)  **Pos**t a clear and logical response in 150 to 200 words to the following question, and provide specific examples to support your answer.   * Do you accept the following view: If I do not see it, or taste it, or hear it, or feel it, or smell it, it does not exist? * Choose one side, and defend your argument.   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.2 | Discussion Board = 1hr |
| **Logical Fallacies: Begging the Question and Slippery Slope**  **Go to** [Your Logical Fallacy is](https://yourlogicalfallacyis.com/).  **Review** the following examples. Briefly explain why each one is an illogical argument, as well as how you might refute or respond to it:   * **Begging the Question:** Filthy and polluting coal should be banned. * **Slippery Slope:** If we ban Hummers because they are bad for the environment, eventually the government will ban all cars, so we should not ban Hummers.   **Submit** your explanations through Blackboard. | | 1.3 | Problem Solving = 1hr |
| **Skepticism Brochure**  **Develop** a tri-fold brochure about skepticism that you could provide to your coworkers. See the resources for developing a brochure in Microsoft Word.   * How would you explain skepticism to your colleagues? * How could familiarity with skepticism benefit your colleagues and business culture? How could you integrate it into the workplace? * Which philosopher would you recommend for people who want to learn more about skepticism?   **Submit** your brochure through Blackboard. | | 2.1 | Paper = 1hr |
| **Science and Technology Movie Presentation Discussion Starters**  (For learning teams presenting on science and technology movies in Week 3 only)  **Choose** one the following movies to watch and analyze with your team:   * *Frankenstein* ([1931](http://www.imdb.com/title/tt0021884/?ref_=nv_sr_6)) or ([1994](http://www.imdb.com/title/tt0109836/?ref_=nv_sr_4)) * [*2001: Space Odyssey*](http://www.imdb.com/title/tt0062622/?ref_=nv_sr_1) * *Robocop* ([1987](http://www.imdb.com/title/tt0093870/?ref_=nv_sr_4)) or ([2014](http://www.imdb.com/title/tt1234721/?ref_=nv_sr_2)) * [*Blade Runner*](http://www.imdb.com/title/tt0083658/?ref_=nv_sr_1) * [*Jurassic Park*](http://www.imdb.com/title/tt0107290/?ref_=nv_sr_2) * [*The Island*](http://www.imdb.com/title/tt0399201/?ref_=nv_sr_1) * [*Her*](http://www.imdb.com/title/tt1798709/?ref_=nv_sr_4) * [*Transcendence*](http://www.imdb.com/title/tt2209764/?ref_=nv_sr_4)   **Discuss** the philosophical themes in the movie, and develop three to five discussion starters you can use to elicit discussion from your classmates. Your presentation and discussion should not focus on the plot; instead, frame the discussion around the philosophical themes explored in the movie. Even if your classmates do not watch the movie, they should be able to participate in the discussion.  **Submit** your three to five discussion starters to your instructor for feedback. *Note*. Only one student must upload the discussion starters. | | 3.1 | Learning Team Project = 2hrs |
| **Total** |  |  | **7.5hrs** |
| **Notes** |  | | |

**Logical Fallacies**

* Examples are taken from [Logical Fallacies](https://owl.english.purdue.edu/owl/resource/659/03/).

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| --- | --- | --- | --- |
| Week Three: Mind and Its Place in Nature | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the nature of the human consciousness. | | CLO1, CLO2, CLO4 | |
| * 1. Explain how to differentiate between faith-based and philosophical perspectives. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **Read** the following sections in *Reason and Responsibility*:   * “The Mind-Body Problem,” pp. 303–335 * “Can Non-Humans Think?,” pp. 335–373 * “Personal Identity and the Survival of Death,” pp. 373–414 | | 3.1, 3.2 | Lecture Activity = 1hr |
| **Read** the following articles:   * “[Questioning the Hype About Artificial Intelligence](http://www.theatlantic.com/technology/archive/2015/05/the-humanists-paradox/391622/)” * “[Data Doppelgangers and the Uncanny Valley of Personalization](http://www.theatlantic.com/technology/archive/2014/06/data-doppelgangers-and-the-uncanny-valley-of-personalization/372780/)” * “[Can Computers Really Grade Essay Tests?](http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/04/25/can-computers-really-grade-essay-tests/)” | | 3.1 | Lecture Activity = .5hr |
| **Watch** the following videos:   * “[Why Human Replicas Creep Us Out](https://www.youtube.com/watch?feature=player_embedded&v=8ar7WO1T5Cs)” (3:10) * “[Building ‘Self-Aware’ Robots](https://www.ted.com/talks/hod_lipson_builds_self_aware_robots)” (6:13) * “[What Happens When Our Computers Get Smarter Than We Are?](https://www.ted.com/talks/nick_bostrom_what_happens_when_our_computers_get_smarter_than_we_are)” (16:31) * “[Our shared condition – Consciousness](https://www.ted.com/talks/john_searle_our_shared_condition_consciousness)” (14:59) * “[Is there a real you?](https://www.ted.com/talks/julian_baggini_is_there_a_real_you)” (11:59) * “[How do you explain consciousness?](https://www.ted.com/talks/david_chalmers_how_do_you_explain_consciousness)” (18:37) | | 3.1 | Lecture Activity = .5hr |
| **Total** |  |  | **2hrs** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **AdobeConnect Live Class Session: Checkpoint**  **Prepare** to review the topics, readings, and homework for this week in a 1-hour live class session via AdobeConnect, to be scheduled by the instructor. If you are unable to attend the live session, you are encouraged to submit any questions to your instructor at least 2 hours before the live session begins. | | NA | Lecture Activity = 1hr |
| **Total** |  |  | **1hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1: The Mind–Body Problem**  **Watch “**[William Hasker: The Mind-Body Problem” (4:42)](https://www.youtube.com/watch?v=Qwq-_Z79-iU).  **Pos**t a clear and logical response in 150 to 200 words to the following questions, and provide specific examples to support your answer.   * Did the speaker make sense? Do you particularly agree or disagree with any of his points? * Do you have any experience with this topic? How have you responded when confronted with this topic?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1 | Discussion Board = 1hr |
| **Discussion Question 2: Issues Around Death and Dying**  **Pos**t a clear and logical response in 150 to 200 words to the following question, and provide specific examples to support your answer.   * Is the issue of human death one that philosophy should speak to, or is it a matter that should be left to religious leaders? On what do you base your opinion?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.2 | Discussion Board = 1hr |
| **Logical Fallacies: Appeal to Authority and Burdon of Proof**  **Go to** [Your Logical Fallacy is](https://yourlogicalfallacyis.com/).  **Review** the following examples. Briefly explain why each one is an illogical argument, as well as how you might refute or respond to it:   * **Appeal to Authority:** My 5th-grade teacher once told me that girls will go crazy for boys if they learn how to dance. Therefore, if you want to make the ladies go crazy for you, learn to dance. * **Burden of Proof:** Of course leprechauns exist. Has anyone ever proven otherwise?   **Submit** your explanations through Blackboard. | | 1.3 | Problem Solving = 1hr |
| **Consciousness Paper**  **Write** a 1- to 2-page paper in which you address the following:   * Am I solely my physical body, or is there something else about me that I cannot see but operate through, which some call a spirit or soul? * What distinguishes humans from other animals: consciousness, or something else? What does that say about the status of humans?   **Avoid** logical fallacies in your writing.    **Format** your paper according to APA guidelines for academic language.  **Submit** your paper through Blackboard. | | 3.1, 3.2 | Paper = 1hr |
| **Free Will and Fate Movie Presentation Discussion Starters**  (For learning teams presenting on free will and fate in Week 4 only)  **Choose** one the following movies to watch and analyze with your team:   * [*Groundhog Day*](http://www.imdb.com/title/tt0107048/?ref_=nv_sr_1) * [*Minority Report*](http://www.imdb.com/title/tt0181689/?ref_=nv_sr_1) * [*Edge of Tomorrow*](http://www.imdb.com/title/tt1631867/?ref_=fn_al_tt_1) * [*The Truman Show*](http://www.imdb.com/title/tt0120382/?ref_=nv_sr_1) * [*Run, Lola, Run*](http://www.imdb.com/title/tt0130827/?ref_=nv_sr_1) * [*The Butterfly Effect*](http://www.imdb.com/title/tt0289879/?ref_=nv_sr_2) * [*We Need to Talk About Kevin*](http://www.imdb.com/title/tt1242460/?ref_=nv_sr_1)   **Discuss** the philosophical themes in the movie, and develop three to five discussion starters you can use to elicit discussion from your classmates. Your presentation and discussion should not focus on the plot; instead, frame the discussion around the philosophical themes explored in the movie. Even if your classmates do not watch the movie, they should be able to participate in the discussion.  **Submit** your three to five discussion starters to your instructor for feedback. *Note*. Only one student must upload the discussion starters. | | 4.1, 4.2 | Learning Team Project = 2hrs |
| **Science and Technology Movie Presentation**  (For learning teams presenting on science and technology movies in Week 3 only)  **Review** your instructor’s feedback on your discussion starters, and revise if needed.  **Develop** a 10- to 12-slide PowerPoint presentation that includes the following:   * Provide a brief synopsis of the movie. Your classmates may not have seen the movie, so provide sufficient information that they can engage in discussion. Consider linking to specific scenes if they are available on YouTube or Vimeo. Include a link or navigation instructions to the full movie. * Explain the philosophical themes and how they are addressed or illustrated in the movie.   **Format** your presentation in an attractive, concise format. Use bulleted words and phrases in the slides. Use complete sentences in the speaker notes area to explain and expand on the content of the slides. | | 3.1, 3.2 | Learning Team Presentation = .5hr |
| **Science and Technology Movie Class Discussion**  (For learning teams presenting on science and technology movies in Week 3 only)  **Submit** one copy of the PowerPoint presentation. *Note*. Only one student must upload the PowerPoint presentation.  **Create** one thread for each discussion starter in Blackboard by **Day 4**. This will ensure that the rest of the class has time to respond and engage in discussion by **Day 7**. Learning team members must facilitate the class discussion within the group forum.  (For students not presenting with their teams this week)  **Review** the PowerPoint presentation posted by the presenting team and respond to each of their discussion starters. | | 3.1, 3.2 | Learning Team Presentation = .5hr |
| **Total** |  |  | **10hrs** |
| **Notes** |  | | |

# Faculty Notes

**Logical Fallacies**

* Examples are taken from [Logically Fallacious](http://www.logicallyfallacious.com/) and [Philosophy of Religion](http://www.qcc.cuny.edu/socialsciences/ppecorino/phil_of_religion_text/CHAPTER_5_ARGUMENTS_EXPERIENCE/Burden-of-Proof.htm).

**Science and Technology Movie Presentation:**

* Instructors must monitor the group discussion forum to ensure that the learning teams are facilitating the class discussion.
* Blackboard is set up with group collaboration sections for teams to create the PowerPoint presentation, and separate discussion forums for teams to post their presentation and facilitate the class discussion.

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| --- | --- | --- | --- |
| Week Four: Determinism, Free Will, and Responsibility | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between the concepts of free will, fate, and determinism. | | CLO1, CLO2, CLO4 | |
| * 1. Determine the source of your sense of personal responsibility. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **Read** the following sections in *Reason and Responsibility*:   * “The Mysteries of Free Will,” pp. 421–430 * “Hard Determinism,” pp. 351–469 * “Freedom and Moral Responsibility,” pp. 481–504 | | 4.1, 4.4 | Lecture Activity = 1hr |
| **Read** the following articles:   * “[Free Will is an Illusion, but You’re Still Responsible for Your Actions](http://chronicle.com/article/Michael-S-Gazzaniga/131167/)” * “[On Free Will, Fate, and a Science that Sways Juries](http://www.psmag.com/politics-and-law/free-will-fate-science-sways-juries-85325)” * “[The Problem With Personal Responsibility](http://www.acslaw.org/acsblog/the-problem-with-personal-responsibility)” | | 4.1 | Lecture Activity = .5hr |
| **Watch** the following video:   * “[The Psychology of Evil](https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil)” (23:16) | | 4.1 |  |
| **Total** |  |  | **1.5hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1: Free Will and Personal Responsibility**  **Pos**t a clear and logical response in 150 to 200 words to the following questions, and provide specific examples to support your answer.   * Is free will a reality for human beings or is it a tale told by fools? * Do you believe in fate? Why or why not? * Where does your sense of personal responsibility come from?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | Discussion Board = 1hr |
| **Discussion Question 2: The Mystery of Free Will**  **Watch** “[Some Interesting Issues to Think About When It Comes to the Mystery of Free Will](https://www.youtube.com/watch?v=4arOKZvuZK4)” (3:14).  **Pos**t a clear and logical response in 150 to 200 words to the following questions, and provide specific examples to support your answer.   * Did the speaker make sense? Do you particularly agree or disagree with any of his points? * Do you have any experience with this topic? How have you responded when confronted with this topic?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Discussion Board = 1hr |
| **Logical Fallacies: Strawman and Anecdotal**  **Go to** [Your Logical Fallacy is](https://yourlogicalfallacyis.com/).  **Review** the following examples. Briefly explain why each one is an illogical argument, as well as how you might refute or respond to it:   * **Strawman:** People who do not support the proposed state minimum wage increase hate the poor. * **Anecdotal:** Smoking is not harmful. My grandfather smoked a pack a day and lived until 97.   **Submit** your explanations through Blackboard. | | 1.3 | Problem Solving = 1hr |
| **Blog Comment**  **Read** “[Life in Prison for Selling $20 of Weed](http://www.thedailybeast.com/articles/2015/02/27/fate-vincent-winslow-got-life-in-prison-for-20-worth-of-weed.html).”  **Write** a 200- to 350 word blog comment in which you express your perspective on the following:   * Is prison an appropriate punishment for nonviolent repeat offenders? * Is your opinion on prison tied to your opinion on responsibility and free will?   **Avoid** logical fallacies in your writing.  **Submit** your response to your instructor. (*Note*. You are not required to submit your comment to the actual blog.) | | 4.1, 4.2 | Blog = 1hr |
| **Humanity, Morality, and the Meaning of Life Movie Presentation Discussion Starters**  (For learning teams presenting on humanity, morality, and the meaning of life in Week 5 only)  **Choose** one the following movies to watch and analyze with your team:   * *Lord of the Flies* ([1963](http://www.imdb.com/title/tt0057261/?ref_=nv_sr_2)) or ([1990](http://www.imdb.com/title/tt0100054/?ref_=nv_sr_4)) * *Planet of the Apes* ([1968](http://www.imdb.com/title/tt0063442/?ref_=nv_sr_6)) or *Rise of the Planet of the Apes* ([2011](http://www.imdb.com/title/tt1318514/?ref_=nv_sr_2)) * *Invasion of the Body Snatchers* ([1956](http://www.imdb.com/title/tt0049366/?ref_=nv_sr_3)) or ([1978](http://www.imdb.com/title/tt0077745/?ref_=nv_sr_1)) * [*District 9*](http://www.imdb.com/title/tt1136608/?ref_=nv_sr_1) * [*Schindler’s List*](http://www.imdb.com/title/tt0108052/?ref_=nv_sr_2) * [*50/50*](http://www.imdb.com/title/tt1306980/?ref_=fn_al_tt_1) * [*Bucket List*](http://www.imdb.com/title/tt0825232/?ref_=nv_sr_1)   **Discuss** the philosophical themes in the movie, and develop three to five discussion starters you can use to elicit discussion from your classmates. Your presentation and discussion should not focus on the plot; instead, frame the discussion around the philosophical themes explored in the movie. Even if your classmates do not watch the movie, they should be able to respond participate in the discussion.  **Submit** your three to five discussion starters to your instructor for feedback. *Note*. Only one student must upload the discussion starters. | | 5.1, 5.2 | Learning Team Project = 2hrs |
| **Free Will and Fate Movie Presentation**  (For learning teams presenting on free will and fate movies in Week 4 only)  **Review** your instructor’s feedback on your discussion starters, and revise if needed.  **Develop** a 10- to 12-slide PowerPoint presentation that includes the following:   * Provide a brief synopsis of the movie. Your classmates may not have seen the movie, so provide sufficient information that they can engage in discussion. Consider linking to specific scenes if they are available on YouTube or Vimeo. Include a link or navigation instructions to the full movie. * Explain the philosophical themes and how they are addressed or illustrated in the movie.   **Format** your presentation in an attractive, concise format. Use bulleted words and phrases in the slides. Use complete sentences in the speaker notes area to explain and expand on the content of the slides. | | 4.1, 4.2 | Learning Team Presentation = .5hr |
| **Free Will and Fate Movie Class Discussion**  (For learning teams presenting on free will and fate movies in Week 4 only)  **Submit** one copy of the PowerPoint presentation. *Note*. Only one student must upload the PowerPoint presentation.  **Create** one thread for each discussion starter in Blackboard by **Day 4**. This will ensure that the rest of the class has time to respond and engage in discussion by **Day 7**. Learning team members must facilitate the class discussion within the group forum.  (For students not presenting with their teams this week)  **Review** the PowerPoint presentation posted by the presenting team and respond to each of their discussion starters. | | 4.1, 4.2 | Learning Team Presentation = .5hr |
| **Total** |  |  | **8.5** |
| **Notes** |  | | |

# Faculty Notes

**Logical Fallacies**

* Examples are taken from [Logical Fallacies](https://owl.english.purdue.edu/owl/resource/659/03/) and [Truly Fallacious](http://www.trulyfallacious.com/).

**Blog Comment**

* Faculty may choose another article.

**Free Will and Fate Movie Presentation**

* Instructors must monitor the group discussion forum to ensure that the learning teams are facilitating the class discussion.
* Blackboard is set up with group collaboration sections for teams to create the PowerPoint presentation, and separate discussion forums for teams to post their presentation and facilitate the class discussion.

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| --- | --- | --- | --- |
| Week Five: Morality and Its Critics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain your understanding of the meaning of life. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Differentiate between the concept of objective morality and subjective morality. | | CLO1, CLO2 | |
| * 1. Determine your source of morality. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **Read** the following sections in *Reason and Responsibility*:   * “Challenges to Morality,” pp. 514–539 * “Proposed Standards of Right Conduct,” pp. 561–579 * “The Meaning of Life,” pp. 664–687 | | 5.1, 5.2, 5.3 | Lecture Activity = 1hr |
| **Watch** the following videos:   * “[Why believe in others](https://www.ted.com/talks/viktor_frankl_youth_in_search_of_meaning)” (4:21) * “[My daughter, my wife, our robot, and the quest for immortality](https://www.ted.com/talks/martine_rothblatt_my_daughter_my_wife_our_robot_and_the_quest_for_immortality)” (21:04) * “[Science can answer moral questions](https://www.ted.com/talks/sam_harris_science_can_show_what_s_right)” (23:06) * “[Moral behavior in animals](https://www.ted.com/talks/frans_de_waal_do_animals_have_morals)” (16:52) * “[We need a “moral operating system](https://www.ted.com/talks/damon_horowitz)” (16:18) | | 5.1, 5.2, 5.3 | Lecture Activity = 1hr |
| **Total** |  |  | **2hrs** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***AIE*** |
| **AdobeConnect Live Class Session: Course Closing**  **Prepare** to review the topics, readings, and homework for this week in a 1-hour live class session via AdobeConnect, to be scheduled by the instructor. If you are unable to attend the live session, you are encouraged to submit any questions to your instructor at least 2 hours before the live session begins. | | 1.1, 1.2 | Lecture Activity = 1hr |
| **Total** |  |  | **1hr** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1: The Search for Meaning**  **Watch** “[Viktor Frankl Man’s Search for Ultimate Meaning](https://www.youtube.com/watch?v=Gc_COGWKKg8)” (15:09).  **Pos**t a clear and logical response in 150 to 200 words to the following questions, and provide specific examples to support your answer.   * Did the speaker make sense? Do you particularly agree or disagree with any of his points? * Do you have any experience with this topic? How have you responded when confronted with this topic?   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2 | Discussion Board = 1hr |
| **Discussion Question 2: The Meaning of My Life**  **Pos**t a clear and logical response in 150 to 200 words to the following prompt, and provide specific examples to support your answer.  **Complete** the following sentence:   * My life has meaning because…   *Note*. Initial answers to the question are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Discussion Board = 1hr |
| **Logical Fallacies: Bandwagon and Middle Ground**  **Go to** [Your Logical Fallacy is](https://yourlogicalfallacyis.com/).  **Review** the following examples. Briefly explain why each one is an illogical argument, as well as how you might refute or respond to it:   * **Bandwagon:** A 2005 Gallup Poll found that an estimated 25% of Americans over the age of 18 believe in astrology—or that the position of the stars and planets can affect people's lives. That is roughly 75,000,000 people. Therefore, there must be some truth to astrology! * **Middle Ground:** Ok, I am willing to grant that there might not be angels and demons really floating around Heaven or hanging out in Hell, but you must grant that there has to be at least one God. Is that a fair compromise?   **Submit** your explanations through Blackboard. | | 1.3 | Problem Solving = 1hr |
| **Final Paper**  **Write** a 3- to 5-page paper on the following:  **Part A**  **Answer** the following questions in an objective, logical manner:   * Does philosophy have value in modern American culture? Why or why not? * Can a culture or society exist in which morality is strictly subjective? Does there need to be a subjective moral standard?   **Part B**  **Provide** a personal reflection on the following questions:   * What is the value of philosophy in your life? * How does your perspective on faith and proof influence your view of modern American culture? * What are your thoughts on personal responsibility?   **Avoid** logical fallacies in your writing.  **Support** your paper with at least two reputable resources.  **Format** your paper according to APA format. Include a title page and reference page.  **Submit** your paper through Blackboard. | | 5.2, 5.3 | Paper = 1.5hr |
| **Humanity, Morality, and the Meaning of Life Movie Presentation**  (For learning teams presenting on humanity, morality, and the meaning of life movies in Week 5 only)  **Review** your instructor’s feedback on your discussion starters, and revise if needed.  **Develop** a 10- to 12-slide PowerPoint presentation that includes the following:   * Provide a brief synopsis of the movie. Your classmates may not have seen the movie, so provide sufficient information that they can engage in discussion. Consider linking to specific scenes if they are available at YouTube or Vimeo. Include a link or navigation instructions to the full movie. * Explain the philosophical themes and how they are addressed or illustrated in the movie.   **Format** your presentation in an attractive, concise format. Use bulleted words and phrases in the slides. Use complete sentences in the speaker notes area to explain and expand on the content of the slides. | | 5.1, 5.2 | Learning Team Presentation = .5hr |
| **Humanity, Morality, and the Meaning of Life Movie Class Discussion**  (For learning teams presenting on humanity, morality, and the meaning of life movies in Week 5 only)  **Submit** one copy of the PowerPoint presentation. *Note*. Only one student must upload the PowerPoint presentation.  **Create** one thread for each discussion starter in Blackboard by **Day 4**. This will ensure that the rest of the class has time to respond and engage in discussion by **Day 7**. Learning Team members must facilitate the class discussion within the group forum.  (For students not presenting with their teams this week)  **Review** the PowerPoint presentation posted by the presenting team and respond to each of their discussion starters. | | 5.1, 5.2 | Learning Team Presentation = .5hr |
| **Total** |  |  | **7.5hrs** |
| **Notes** |  | | |

# Faculty Notes

**Logical Fallacies**

* Examples are taken from [Logically Fallacious](http://www.logicallyfallacious.com/).

**Humanity, Morality, and the Meaning of Life Movie Presentation**

* Instructors must monitor the group discussion forum to ensure that the learning teams are facilitating the class discussion.
* Blackboard is set up with group collaboration sections for teams to create the PowerPoint presentation, and separate discussion forums for teams to post their presentation and facilitate the class discussion.

# Breakdown of Academic Instructional Equivalencies

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| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 6 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 7.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 9 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 7.5 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 38.5 |
| **Total Supplemental Hours** |  | 3 |
| **Total Hours** |  | 41.5 |