



Introduction to Philosophy: Relationship of the Individual to the World

PHIL 1012-007/33109

(Dr. David Hildebrand, CU Denver, Fall 2018)

MW 11-12:30 p.m.

Room: Plaza M-108

One reason philosophy fascinates people is that it investigates everyday life in ways that are deeper and more systematic than most other disciplines. Philosophy often changes the way you look at something, *forever* and asks questions which, on their face, seem too *big* to ask: What makes life meaningful? Can human reasoning *prove* the existence of a supreme being? How is knowledge possible? Could reality simply be made up of ideas? This class will ask such questions and review various proposals to answering them.

Figures to be discussed include Plato, Anselm, Descartes, Berkeley, De Beauvoir, and others. The class will be run seminar-style, with an emphasis on discussion and close-reading of texts.

CORE COURSE AND CORE LEARNING OUTCOMES: This is a Core Course that fulfills a requirement in the Humanities. By the end of a general education course in the Humanities, students should be proficient in the following areas characteristic of critical thinking:

1. **Textual analysis:** Students analyze texts of a variety of types, distinguishing the various philosophical, historical, and/or literary elements. These activities are typical of “critical thinking.” Opportunities to show learning in this area will show up in: (a) in-class discussion, (b) short writings, and (c) exams.
2. **Interpretive skills:** Students engage with texts to develop supported meaningful readings. These activities are typical of “critical thinking.” Opportunities to show learning in this area will show up in: (a) in-class discussion, (b) short writings
3. **Context awareness:** Students identify the cultural, historical, and intellectual influences on a text. Opportunities to show learning in this area will show up in: (a) in-class discussion, (b) short writings
4. **Ethical thinking:** Students recognize various ethical situations and ideas, and distinguish viable ethical positions from simple opinions or self-interest. These activities are typical of “critical thinking.” Opportunities to show learning in this area will show up in: (a) in-class discussion, (b) short writings
5. **Verbalization.** Be able to summarize a philosophical position, without notes, using your own words. Be able to criticize a position this way. These activities are typical of “critical thinking.” Opportunities to show learning in this area will show up in: in-class discussion and presentations
6. **Conversation and Debate.** Be able to discuss issues in a focused and informed way with others in the class. This will involve listening closely to their points, then responding in a way that moves the discussion ahead. These activities are typical of “critical thinking.” Opportunities to show learning in this area will show up in: in-class discussion and occasional group projects.

Required Texts: Available at Tivoli bookstore.

(1) **(P)** *Plato: Five Dialogues* (Hackett Classics) Second Edition Edited by John M. Cooper

(2) **(FP)** *First Philosophy: Concise – Second Edition: Fundamental Problems and Readings in Philosophy* (Broadview Press) Edited by: Andrew Bailey (2012)

(3) **(OL)** ONLINE texts will be available free at our COURSE CANVAS SITE: <https://ucdenver.instructure.com>

YOU MUST PRINT OUT ANY ONLINE READING THAT IS ASSIGNED AND BRING IT TO CLASS.

Canvas/Website: There are two online sites related to this course. **Familiarize yourself with them right away.** Both will offer you access to information about the course such as study questions, announcements, grades, extra credit assignments.

1. The first and most important one is our course Canvas site: <https://ucdenver.instructure.com>. On this page are LOGIN INSTRUCTIONS. Please make sure you enroll right at the beginning of the class.
2. The second site is my home page at <http://www.davidhildebrand.org>. Here there are a variety of general study tips and resources in philosophy.

Time Management and Expectations about Reading/Understanding Material

Time Per Week: Many of us have responsibilities that compete with this class. Though I am sympathetic, these will not excuse poor attendance or late work. **Expect to spend approximately 5 hours per week on this course, out of class.** If short term, non-emergency illnesses or other contingencies create problems with attending class or completing assignments in a timely manner, students must notify me before class time by email or phone message. I will discuss the matter with students during the next class meeting or schedule an appointment at that time if needed. I will only consider an extension if I receive notification prior to the class or deadline except in cases of documented emergency.

Readings: It is expected that you have done the readings before we discuss them. As you read, copy out important points and questions you have onto a separate sheet of paper. (These will help you with your short reflection papers.) You may also want to note problem passages (e.g., with a "?" or "Q.") in your text as you read. These are good points for class discussion.

Come to each class able to discuss the main issues of the reading. Your well-prepared participation is crucial for a successful class. Please see the *Tips for Understanding Philosophy* and for *Writing Philosophy Papers* on my home page. See also this page for tips on participating and reading.

Very important: please set aside about 10 minutes shortly before class to look back over (skim-review) the readings and whatever you have written for that day.

Philosophy needs to be re-read. Unlike some fiction, philosophy needs to be read slowly and deliberately. Don't rush through it -- think about issues as they are raised, going back and forth if necessary. And if you're burning out, take a break. You will find that a text can seem quite different the second time through.

Thomas Kuhn, a noted philosopher, wrote

“When reading the works of an important thinker, look first for the apparent absurdities in the text and ask yourself how a sensible person could have written them. When you find an answer, ...when these passages make sense, then you may find that more central passages, ones you previously thought you understood, have changed their meaning. (from *The Essential Tension*, p. xii.)”

Nietzsche wrote,

“In the midst of an age of 'work', that is to say, of hurry, of indecent and perspiring haste, which wants to 'get everything done' at once, including every old or new book: -this art [philosophy] does not so easily get anything done, it teaches to read well, that is to say, to read slowly, deeply, looking cautiously before and aft, with reservations, with doors left open, with delicate eyes and fingers.” (*Dawn*, Preface)

Course Requirements/Evaluation: 1000 total points can be accumulated for this course

- **Participation** 150 points (including visit with Dr. Hildebrand by **Sep. 10**)
- **Short writings (6)** 150 points (25 each; 3 due by **Oct. 10**; rest due by **Dec. 3**)
- **Brief Exam 1** 200 points (covering material *up to* first exam) on **September 26**.
- **Brief Exam 2** 200 points (covering material *after* first exam) on **October 29**.
- **Take-home Exam 3** 300 points (covering *entire semester*) due **December 11**.

Attendance: **Attendance is required.** Two *unexcused* absences over the course of the semester are permitted without penalty. An *excusable* absence is a medical illness or emergency that is completely unavoidable. It is the student's responsibility to talk to me about excusable absences ASAP after the absence. Each *additional* absence will lower your final course grade 30 points per absence. E.g., A student with 900 points at the end of the course (an A-) who also had 3 *unexcused* absences would lower their average 90 points to an 810 (a B-); and so forth.

PARTICIPATION (100 points): Active participation is part of the class grade: asking or answering pertinent questions, making insightful observations, presenting short writings, and participating in any group work. *Shyness is not an excuse—oral participation is part of your evaluation.*

Participation also includes a short visit with Dr. Hildebrand. (Completed by week 3, roughly September 10). This will be an informal 10-15 minute “hello” visit. We will share interests, background, and hopes for the class. It's a chance for you to tell me what you think may be your greatest challenges or areas of interest in the class so we can figure out, together, how to make the class a success for you. **You can sign up for the visit on Canvas.** Here's how: <http://guides.instructure.com/m/4212/1/354555-how-do-i-sign-up-for-an-appointment-using-the-scheduler>

SHORT WRITINGS (150 points): (6 total; 3 by Oct. 10, rest by December 3)

These assignments will help you understand and think critically about the readings. You will be expected to present them in class. Follow these instructions carefully, please.

What to write on short/critical reaction papers:

- Short papers should be: one-page, typewritten reactions or questions about some specific issue which you find compelling in the readings. Do **not** simply sum up the reading or repeat points made there. (No book reports) Instead, **raise a question or discuss some original insight.** This can be the examination of a key point, the application of a concept/idea to other texts or to an experience you've had. See: <http://www.davidhildebrand.org/teaching/tips-hints/paper-how-write-short-critical-response-paper/>
- ENSURE that the 1st paragraph summarizes in 1-2 sentences what the paper is about.
- NOTE THAT only papers written on a reading or topic that will be discussed in the class immediately coming up are acceptable. (E.g. the paper topic for a class on October 8th must discuss something we will be reading for October 8th.)

When to write short papers:

- You must do 6 critical papers total. 3 papers must be done by the course midpoint, October 10. Students who have not done 3 papers by this point will only be permitted to do 3 more papers and will get 0 for the ones not done.
- Only 1 paper can be handed in per class.
- **You must come to class for a paper to be accepted.**

Grading on short papers

- Grade: Papers either get an **S** (satisfactory for full credit), a **U** (unsatisfactory for 1/2 credit) or a **zero** for papers which totally miss the mark or are not turned in on time.
- **TWO MAKE-UPS:** Up to 2 Unsatisfactory papers may be revised and resubmitted. If this is done by the end of the semester and is satisfactory, the old grade will be dropped in favor of the revised paper's grade.

Grading Rubric for Short Papers

There are two grades: **Satisfactory** or **Unsatisfactory**. A paper deserving of an "S" will do at least the following:

Content/Ideas: The paper will raise and answer a question or offer a commentary on the reading. It must not be vague or confusing. It will likely include examples, though not necessarily.

Thesis/Argument: As mentioned below, the paper will offer an early, summary glimpse about the paper's topic and objectives.

Organization: Even though the paper is short, it should not ramble. It should have a beginning, middle, and end, and paragraphs should be in a clear sequence, leading one to another.

Grammar, Syntax, & Mechanics: Papers should not contain misspellings and grammar need not be perfect but it must not get in the way of the points being made. Papers which cannot be understood or are filled with spelling, grammar, and other mechanical errors will not be passed.

EXAMS (700 points, total): 3 Exams. Format is likely to be a mixture of short answers, multiple choice, and essay. Material on exams can include required readings and anything (lecture, film, assignment) done in class. **NO MAKE-UP EXAMS WILL BE GIVEN WITHOUT EXTENUATING CIRCUMSTANCES AND ARRANGEMENTS MADE PRIOR TO THE EXAM. A ZERO WILL BE GIVEN FOR ANY MISSED EXAM NOT ARRANGED FOR IN ADVANCE.** "Extenuating circumstances" include severe medical problems; talk to me about which other circumstances would count as "excusable."

GRADE DISSEMINATION AND SCALE: Papers and exams will be returned in class. As much as possible, I will update grades on Canvas, but please keep track of your grades, too. Final grades will be available on Canvas through UCD Access as soon as they're ready. **SCALE:** I use the plus/minus system. There are 1000 possible points for this class. An "A" for the course will be a body of work achieving at or above 930 points; an "A-" will be 900-929 points; a "B+" is 870-899 points, etc. Values for those letters, as well as the policies regarding other grades such as *Incomplete*, are available in the CU Academic Policies and Regulations section of the handbook. I have set out my standards of what a grade means on my FAQ section of my website.

Course Policies

Plagiarism/ Academic Dishonesty **Plagiarism** is a form of stealing. It occurs when an author uses the words or ideas of others as if they were the author's own original thought. (It may include word-for-word copying, interspersing one's own words with another's, paraphrasing, inventing or counterfeiting sources, submitting another's work as one's own, neglecting quotation marks on material that is otherwise acknowledged.) Plagiarism is often unintentional. It can be avoided by always acknowledging one's debt to others by citing the exact source of a quotation or paraphrase. Since plagiarism is such a serious violation of academic honesty, the PENALTY for it will be an AUTOMATIC "F" FOR THIS COURSE.

Academic dishonesty is the intentional disregard of course or university rules. This may include (but is not limited to) collaborating with others when rules forbid (such as on exams) or using sources/experts not permitted by an assignment. The CU handbook has a more complete description of plagiarism and academic dishonesty. Anyone caught violating the rules of an exam or an assignment can expect a failing grade for the assignment and possibly the course as well.

Access, Disability, Communication: UCD is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 1201 Larimer Street., Student Commons Building, Suite 2116, (303) 315-3510, email:

Disabilityresources@ucdenver.edu. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. [DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

Students called for military duty: If you are a student in the military with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

Course Communication: In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain an email address, check it regularly for messages, be sure it is working, and let me know if you change your email address.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.

Civility and Technology: Laptops are not permitted. Turn off cell phones during class. Text messaging, web surfing, and other electronic distractions may result in **expulsion** from class and will be counted as an "unexcused absence" from class. Students who are speaking deserve your attention and respect as much as I do. Listen to one another. Adherence to the Student Conduct Code is expected.

Contact Information and Office Hours

Phone : 303-315-7218

E-mail: david.hildebrand@ucdenver.edu **Website:** <http://davidhildebrand.org>

Office and Hours: Plaza M108 **Hours** MW 12:30 -1:30 or by appointment.

Purpose: I *strongly* encourage you to participate by dropping by during office hours. We can talk about the class readings and lectures, exams and papers, your progress, or just philosophy in general. Note: If you are a student with a disability, I will make myself available to discuss appropriate academic accommodations. Before accommodations will be made, you may be required to provide documentation. **Students with disabilities** will be accommodated. Students with disabilities are required to register disabilities with the CU Denver Disability Services Office, and are responsible for requesting reasonable accommodations at the beginning of the term.

PLEASE NOTE: ALL COURSE REQUIREMENTS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.

Remember, course help is also available at my web address: <http://DavidHildebrand.org>

UNIVERSITY POLICIES

The following policies, procedures, and deadlines pertain to all undergraduate students in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar found on the [Registrar's website](#).

Schedule Verification

It is each student's responsibility to verify that their official registration and schedule of courses is correct in UCDAccess (not Canvas) before courses begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify post-census date adds. Access to a course through Canvas is not evidence of official enrollment.

Email

Students must activate and regularly check their official CU Denver email account for university related messages. Note: Canvas is not the location to access your CU Denver email account. Log into <http://myemail.ucdenver.edu/>

Administrative Drops

Students may be administratively dropped if they do not meet the pre- and/or co-requisites for a course as detailed in the UCDAccess registration system. Students may also be administratively dropped from a course if the course syllabus articulates attendance expectations prior to census date and they do not meet those attendance expectations. Please note: this procedure does not apply to all courses and students should not rely upon it; if students plan to no longer complete a course, they are responsible to drop or withdraw from the course by the established deadlines.

Post-Census Date Adds and Late Withdrawals

Post-census date adds (i.e., adding a course after census date) require a written petition, verifiable documentation, and dean's approval via CLAS Advising. Late withdrawals (i.e., withdrawing from one or more full-semester courses after the withdrawal deadline but before the late withdrawal deadline) require a [Late Withdrawal Petition](#) submitted to CLAS Advising (NC 1030 – 303-315-7100). CLAS requires a reflective statement but does not require documentation. If petitioning to late-withdraw from individual courses, instructor signatures are required; if petitioning to late-withdraw from the entire semester, instructor signatures are not required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information.

Co-Requisites and Drops/Withdrawals

Students dropping a course with co-requisite(s) before or by census date must drop the course and co-requisite(s). After census date, students withdrawing from a course with co-requisite(s) before or by the withdrawal deadline must withdraw from the course and co-requisite(s). After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course or co-requisite(s) based on instructor permission and approval of a [Late Withdrawal Petition](#).

Waitlists

The Office of the Registrar notifies students via their CU Denver email account if they are added to a course from a waitlist. Students will have access to Canvas when they are on a waitlist, but this does not indicate that the student is officially enrolled or guaranteed a seat in the course. If a student is not enrolled in a course after waitlists are purged, instructor permission is required for the student to enroll in the course. The student must complete a [Late Add Form](#) and submit it to the Registrar's Office (SCB 5005) by census date in order to enroll in the course.

[Schedule Adjustment Form](#)**Submit to Registrar (SCB 5005)**

Purpose:	Approval Signatures Required:	Dates:
Receive an academic credit hour overload	Student and CLAS Advising signatures	before Sep. 5 (5pm)
Receive a time conflict override	Student and instructor signatures	before Sep. 5 (5pm)
Designate a course pass/fail or no credit	Student signature	before Sep. 5 (5pm)
Withdraw from an intensive course before the withdrawal deadline	Student signature	Sep. 6 – Oct. 28 (5pm)

[Late Add Form](#)**Submit to Registrar (SCB 5005)**

Purpose:	Approval Signatures Required:	Dates:
Add a course after the add deadline but before census date	Student and instructor signatures	Aug. 26 – Sep. 5 (5pm)

Post-Census Date Add Petition**Visit CLAS Advising (NC 1030) for more information**

Purpose:	Approval Required:	Dates:
Petition to add one or more full-semester courses after census date (verifiable documentation required)		

Submitted petitions are reviewed by the CLAS Assistant Dean after Sep. 5

[Late Withdrawal Petition](#)**Submit to CLAS Advising (NC 1030)**

Purpose:	Approval Signatures Required:	Dates:
Petition to late-withdraw from a course after the withdrawal deadline but before the late withdrawal deadline	Student and instructor signatures	Oct. 29 – Dec. 5 (5pm)
Petition to late-withdraw from all courses in the semester after the withdrawal deadline but before the late withdrawal deadline	Student signature	Oct. 29 – Dec. 5 (5pm)


August 20	Beginning of Semester – First day of classes.
August 26 (11:59 pm)	Add Deadline – Last day to add or waitlist a course using UCDAccess. After the add deadline but before census date, instructor permission on a Late Add Form is required to add courses.
August 27 (11:59 pm)	Drop Deadline – Last day to drop a course without \$100 drop fee for each course dropped, including changing to a different section (e.g., a different day or time) of the same course. Students may drop courses using UCDAccess. No Adding of Courses is Permitted Today Waitlists Purged – All waitlists are eliminated today. Students should check their schedule in UCDAccess to confirm the courses in which they are officially enrolled. Canvas does not reflect official enrollment.
September 3	Labor Day – No classes. Campus closed.
September 5 (5 pm)	Final Add Deadline (Instructor Permission Required) Last day to add full-semester courses. To add a full-semester course between the first add deadline and census date, instructor permission on a Late Add Form is required. Students may submit a completed Late Add Form to the Registrar’s Office (SCB 5005). After census date, a written petition, verifiable documentation, and dean’s approval via CLAS Advising (NC 1030 – 303-315-7100) are required to add a full-semester course. If a student’s post-census date add petition is approved, the student will be charged the full tuition amount. College Opportunity Fund (COF) may not apply to courses added late, and these credits may not be deducted from students’ lifetime hours.
Census Date	Final Drop Deadline Last day to drop full-semester courses with a financial adjustment. Each course dropped, including section changes, between the first drop deadline and census date generates a \$100 drop fee. Students may drop courses in UCDAccess. After census date, withdrawal from courses appears on transcripts with a grade of “W,” and no financial adjustment is made. After census date but before the withdrawal deadline, students may withdraw from full-semester courses using UCDAccess (instructor permission is not required). Graduation Application Deadline Last day to apply for graduation. Undergraduates are expected to make an appointment to see their academic advisors before census date to apply for graduation. Graduate students must complete the Intent to Graduate and Candidate for Degree forms. Pass/Fail, No Credit Deadline – Last day to request No Credit or Pass/Fail grade for a course using a Schedule Adjustment Form .
October 28 (11:59 pm)	Withdrawal Deadline After census date, students may withdraw from full-semester courses using UCDAccess (instructor permission is not required). To withdraw from an intensive course, students may use a Schedule Adjustment Form . Withdrawal from courses appears on transcripts with a grade of “W” and no financial adjustment is made. After the withdrawal deadline but before the late withdrawal deadline, students may late-withdraw by submitting a Late Withdrawal Petition to CLAS Advising (NC 1030 – 303-315-7100). Contact CLAS Advising (NC 1030 – 303-315-7100) for more information. After census date, students withdrawing from a course with co-requisite(s) before or by the withdrawal deadline must withdraw from the course and co-requisite(s). After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course or co-requisite(s) based on instructor permission and approval of a Late Withdrawal Petition .
November 19 - 25	Fall Break – No classes. Campus open.

December 5 (5 pm)	Late Withdrawal Deadline Last day to petition to late-withdraw from one or more full-semester courses. Students may petition to late-withdraw by submitting a Late Withdrawal Petition to CLAS Advising (NC 1030 – 303-315-7100). CLAS requires a reflective statement but does not require documentation. If petitioning to late-withdraw from individual courses, instructor signatures are required; if petitioning to late-withdraw from the entire semester, instructor signatures are not required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information. After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course with co-requisite(s) based on instructor permission and approval of a Late Withdrawal Petition . After the late withdrawal deadline (or after grades are posted, whichever is sooner), only retroactive withdrawals are considered and verifiable documentation is required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information on retroactive withdrawals.
December 10 - 15	Finals Week
December 15	End of Semester; Commencement Ceremony
December 20	Final Grades Available – Official grades available in UCDAccess and transcripts (tentative). Canvas does not display final grades.
Dec. 25 – Jan. 1	Winter Break – No classes. Campus closed.
January 31	Degrees Posted – Degrees posted for graduating students on transcripts.

Course Schedule: Readings, Assignments, Focal Questions

What do I read and when? Where do I find it? (1) If the schedule says **(P)** then it's from the little Plato book; **(FP)** is in the Broadview "First Philosophy" textbook; readings listed as "Online" will be on the class Canvas site. **Note:** This is a **rough** schedule. Subject to revision. I will let you know in each class what is coming up.

WHAT IS PHILOSOPHY? WHAT ARE ARGUMENTS?			
Day	Date	Reading	Theme/Focal Questions
M	8/20	First day: philosophy and argument	
W	8/22	Read: FP Chapter 1, pp. 1-14.	Arguments and critical thinking
PRACTICING PHILOSOPHY TO LIVE A GOOD LIFE			
M	8/27	FP: 395-409	Ethics and the problem of Plato's <i>Republic</i> . Read and think about "Suggestions for Critical Reflection" (401).
W	8/29	(P) <i>Euthyphro</i>	Philosophy-in-action: seeking the definition of a virtue. Plato's dialogue seeks to show us how two people attempt to define a virtue (the virtue of piety). How does this attempt at definition lead to larger questions about ethics? What does it reveal about Euthyphro's character? Notice that a dialogue can terminate with no "answers" and yet change participants by making them more prepared for further dialogue.
M	9/3	LABOR DAY — NO CLASS	
W	9/5	(P) <i>Euthyphro</i>	
M	9/10	(P) <i>Apology</i>	Philosophy as tool for criticizing concepts: the search for knowledge is different than persuasion. Philosophy as tool for changing society and the anger provoked by asking deep questions.
W	9/12	(P) <i>Apology</i>	
M	9/17	FP: Midgley 526-534.	Read and think about Critical Questions (526).
W	9/19	Seminar Day: Review material from previous classes.	Be ready: bring (1) written comment about recent material, (2) review the material from recent sessions, and (3) be ready to present your thoughts in class.
DOES GOD EXIST?			
M	9/24	FP: Introduction of question and Anselm (17-23)	Read and think about "Suggestions for Critical Reflection" (20-21).
W	9/26	Brief Exam 1: on Plato and Midgley material (not on Anselm)	Guest proctor
M	10/1	FP: Anselm and Gaunilo reply; Anselm rebuttal (23-32)	

W	10/3	FP: St. Thomas Aquinas: <i>Summa Theologiae</i> , Part I, Question 2, The Existence of God (In Three Articles): 32-42.	Read and think about “Suggestions for Critical Reflection” (37-38)
M	10/8	FP: Aquinas	
W	10/10	FP: Hume 1: <i>Dialogues Concerning Natural Religion</i> , Introductory material and Parts II-V (43-64)	Read and think about “Suggestions for Critical Reflection” (48)
M	10/15	FP: Hume 2: Parts VII-IX (64-71)	
W	10/17	FP: Hume 3: Parts X-XI (71-82)	
M	10/22	FP: J.L. Mackie “Evil and Omnipotence” (82-91) Online, Recommended: Kurt Baier "The Purpose of Man's Existence" UPLOAD	Read and think about “Suggestions for Critical Reflection” (83-84)
W	10/24	Film: “Advertising at the Edge of the Apocalypse” https://ucdenver.kanopy.com/welcome/video/advertising-edge-apocalypse	Ethics and religion are concerned with values. But most often, we hear stories about values told by advertising. How do the patterns of advertising communicate what happiness is? How are those things we take to be beyond our individual pleasure (society, morality) affected by the construction of reality that advertising creates? Is this reality-portrait of advertising ethical? Is it spiritual? And what about the environment?
M	10/29	Review and Brief Exam 2	
WHAT IS REAL? CAN WE KNOW THE WORLD?			
W	10/31	FP: Descartes, <i>Meditations</i> Introduction and I (111-124)	Read and think about “Suggestions for Critical Reflection” (119)
M	11/5	FP: Descartes, <i>Meditations</i> II-III (124-135)	
W	11/7	FP: Descartes, <i>Meditations</i> III (reread 128-135)	
M	11/12	FP: Berkeley, <i>Dialogues</i> 1, pp. 168-184 (up to “I give up the point for the present”)	Read and think about “Suggestions for Critical Reflection” (172-173)
W	11/14	FP: Berkeley, <i>Dialogues</i> 2, pp. 184-193.	
M/W	11/19 & 21	FALL BREAK	
M	11/26	FP: Berkeley, <i>Dialogues</i> 3 (reread entire selection)	
W	11/28	CLASS MATERIAL TBD	<i>Stay tuned...I'll let you know.</i>
M	12/3	FP: De Beauvoir <i>The Second Sex</i> (619-635)	Read and think about “Suggestions for Critical Reflection” (622-623)
W	12/5	FINAL Seminar Day and Exam Review	Be ready: Review material from semester you found most challenging and we'll discuss your questions.
T	12/11	FINAL TAKE HOME EXAM DUE BY NOON IN DEPARTMENT OFFICE Hildebrand Mailbox	