



Introduction to Philosophy: Relationship of the Individual to the World

PHIL 1012 E01/30978 **ONLINE** Fall 2021

Instructor: Professor **David Hildebrand**,

COURSE DESCRIPTION:

Does life have meaning? This deceptively simple question will provide our entry point into philosophy.

In PART 1, we'll discuss why we even ask about the meaning of life and consider a couple of proposals -- life is meaningful if it's playful and life is naturally going to be one of suffering.

In PART 2 looks at the nature of happiness and the examined life with Plato's teacher Socrates; the connection between ethics and happiness is explored.

In PART 3 tees off of the infamous quip, "I shop therefore I am." What are the relationships between pleasure, happiness, and the way contemporary culture shapes our attitudes towards the things we consume and our relationships with one another? PART 4 examines why crises of meaning arise,

how they press for an answer about the purpose of life, and how religion may or may not provide an answer to this difficult situation.

Get involved! Your engagement is crucial. It is your experiences and comments on the readings of this class (via short papers and discussion threads) that will truly make this class meaningful.

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) 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) 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) 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) 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: discussion and any original writing or uploaded presentation(s)
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: discussion and occasional group projects.

CANVAS/WEBSITE:

Getting Started with Canvas: <https://www.ucdenver.edu/offices/office-of-information-technology/software/how-do-i-use/canvas>

IMPORTANT: All readings, assignments, discussion threads will be given out and collected on Canvas.

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. **Most important 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.

New to Zoom? Getting Started with Zoom:

<https://www.ucdenver.edu/offices/office-of-information-technology/software/how-do-i-use/zoom>

and

<https://support.zoom.us/hc/en-us/categories/200101697>

OFFICE HOURS WITH ZOOM LINK:

HOURS: Tuesdays 230-330 pm and by appointment. To attend Zoom office hours, you need to register in advance once (for the semester):

REGISTER HERE: https://ucdenver.zoom.us/meeting/register/tJEkde2vqTMrGteP_bYTJMMrrWWADaYdq0td

After registering, you will receive a confirmation email containing information about joining the meeting.

PATTERN OF WEEKLY CLASSES:

THROUGHOUT THE SEMESTER: All readings and general help will be available.

UNLOCKING WEEKLY:

By MONDAY MORNING: Every Monday a course module for the coming week will be unlocked. You should: (a) read the instructor's weekly announcement, (b) download the assigned reading (if you didn't download it earlier), and (c) begin working on your short paper. You should also, (d) read the Discussion prompt and start commenting.

By WEDNESDAY 11:59 p.m. Mountain Time: You should (a) upload any short papers which are due for that week, (b) complete any assigned quizzes, (c) check back on the discussion thread and add more comments if you have any.

REQUIRED TEXTS:

ALL TEXTS ARE FREE AND AVAILABLE ON OUR COURSE CANVAS SITE: <https://ucdenver.instructure.com>

TIME MANAGEMENT & EXPECTATIONS ABOUT READING/UNDERSTANDING MATERIAL

Minimum Amount of Time You'll Need to Spend on this Class Per Week = 5 hours/week.

Many of us have responsibilities that compete with this class. **To do well in this class, you can expect to spend a minimum 5 hours per week on this course.**

Extension Policy: 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. Extensions will only be granted if I receive notification prior to the class or deadline except in cases of documented emergency.

Readings: It is expected that you do the readings slowly, without distraction, and taking notes. 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 discussion threads or office hours.

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

Assignment Point Value (max)

- Discussion Posts Optional but **encouraged as helpful for learning the material.**
- Short papers (11) **220** points (20 pts. each)
- Exam 1 **200** points (covering material *up to* first exam) due by Wed. 10/06/21 11:59 p.m. on Canvas
- Exam 2 **260** points (covering material *after* first exam) due by Wed. 10/27/21 by 11:59 p.m. on Canvas
- Exam 3 **320** points (covering material *entire semester*) due by Wed. 12/15/21 by 11:59 p.m. to Canvas

DISCUSSION POSTS

OPTIONAL BUT ENCOURAGED

Traditional face-to-face philosophy classes engage in discussion; they train the mind and tongue to invent new ideas, think creatively, and engage with others. *Requiring* online discussion is not something I wish to do; however, I think it's beneficial for people to engage with others who are thinking about these very deep topics.

Thus, there will be discussion! Each week, a discussion "prompt" will be provided. You are encouraged to throw your hat into the ring and raise ideas. I will try to join in from time to time to answer questions and also take note of who in the class is participating in this way.

SHORT WRITINGS (11 total: see course schedule below)

220 points

The purpose of these assignments is to help you clarify your understanding of the readings and to help you think critically about the issues. Follow these instructions carefully, please.

What to write on short/critical reaction papers:

In summary, these are 1-page critical reactions on the reading for a given week. They should be your take on an important idea or application of a concept which is key to that that week's specific reading. These should not be book reports but rather carefully focused short essays that hone in on something important in the reading.

Here's an "explainer" on short papers: http://www.davidhildebrand.org/uploads/3/2/1/2/32124749/hildebrand_how_to_write_a_short_critical_paper.pdf

How to do well on these/rubric: Use this checklist for your paper. In most cases, doing ALL of these things will make the difference between a "passing" and "failing" paper:

1. ____ Is the paper **long enough**? It must be at least 200 words. (Can it be longer? Sure.)
2. ____ Is the paper **related to the readings**? Does it demonstrate understanding of the basics of the readings?
3. ____ Does the paper **introduce its topic** in the first 1-2 sentences a summary of what the paper is about.
4. ____ Is the paper **"critical"** as it should be? Do not just try to sum up the reading or repeat points made there. (I.e., no book reports, please.) By "critical" I mean the paper raises a question or discusses an original insight. Here are examples of how to go about this:
 - Focus on a claim or argument made; is it convincing or not? Does it offer some reasons or evidence for the position taken?
 - or
 - Point to an interesting concept/idea in the readings and relate it to an experience you have had; how does the concept illuminate your experience?
 - or
 - Describe an idea/concept in the readings and then show it might be extended -- trace out further implications of that idea, either in more theoretical or practical ways.
5. ____ Does the paper have these basic things?
 - **Clarity** -- paper makes a point or two clearly, perhaps illustrating with examples. It is NOT vague or confusing.

- **Organization** -- Paper has a beginning, middle, and end. Sentences and paragraphs should be in a clear sequence, leading one to another.
- **Grammar, Syntax, & Mechanics:** Spell check is used. Paper has been read over once for continuity and grammar. Papers which cannot be understood or are filled with spelling, grammar, and other mechanical errors will not be passed.

When to write short papers:

- **Due Date/Time:** Short papers must be turned in on Canvas by Wednesdays at 11:59 p.m. MST.
- **No short papers will be accepted after the deadline.**
- **Only papers written on that week's reading or topic are acceptable.**

Grading on short papers

- There are 11 required short papers.
- There are three possible grades.
 - o **S**-satisfactory (full credit or **20** points),
 - o **U**-unsatisfactory (half credit or **10** points), or
 - o **Zero (0)** if nothing (or next to nothing) is turned in on time.
- Very few comments will be put on short papers, but if they are not satisfactory, I will explain how to improve them.
- **TWO MAKE-UPS:** If you get a Unsatisfactory on up to two papers, you may revise and resubmit them. Use the rubric below and the comments on the paper as a guide to what needs improvement or see me. If the revised version is satisfactory, the old grade will be dropped in favor of the revised paper's grade.

EXAMS (3 exams, total; due dates: October 6, October 27, December 15).

There are 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) released as material required for class.

Warning: 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: I will update grades on Canvas as fast as possible; 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.

COURSE POLICIES

Calendar and Deadlines for University of Colorado Denver: <https://www.ucdenver.edu/student/registration-planning/academic-calendars/fall-2021>

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: The University of Colorado Denver 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), 177 Arts Building, phone (303) 315-3510, fax (303) 315-3515. 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: Conversations, whether in person or online, must be civil and respectful. Disagreement is fine, but personal attacks are not. Adherence to the Student Conduct Code is expected.

DIVERSITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture, etc. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.

- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Diversity, Equity & Inclusion, is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, including by me, please talk to me about it. (Again, anonymous feedback is always an option).

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class requirements conflict with your religious or other cultural events, please let me know so that we can make arrangements for you.

HEALTH AND WELLNESS

The necessary campus response to the pandemic emergency has impacted our entire campus community. We recognize that faculty, staff and students may be experiencing disruptions and challenges as temporary shifts in the ways we teach, learn, work and live have occurred.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, traumas, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. **If you or someone you know is struggling, you can find supportive campus and community resources at the Health Center at Auraria or the CU Denver Counseling Center. On weekends, holidays or after-hours you can contact the 24/7 Mental Health Crisis and Victim Assistance Line at 303-615-9999 or text Talk to 38255.**

CONTACT INFORMATION AND OFFICE HOURS

Zoom link : <https://ucdenver.zoom.us/j/91457126668>

Hours Tuesday 230-330 p.m. by Zoom and by appointment.

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

Purpose: I *strongly* encourage you to participate by Zooming in during office hours or making an appointment. 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 UCD 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.

Week	Dates	Section	Read	Watch/Listen	Assignments
1.	Mon. 8/23 to Sun. 8/29	Welcome to the Class! Who are you? Why are you here? Why ask about the meaning of life?	No readings!	3 short videos 1. DeBeauvoir 5 min https://youtu.be/Ws2Y2cWme8c 2. Camus: https://youtu.be/vPtzpjC7TF4 3. Ollie on Philosophy Tube 9 minutes https://youtu.be/DV_nwUq6uQI	DISCUSSION POST: What makes your life fun and meaningful? (a) Take a picture of yourself and/or something that makes life worthwhile. (b) Give a brief explanation of the picture (c) Say a few things about why you're taking this class. Feel free to like your favorite objects or posts from others on this topic
2.	Mon. 8/30 to Sun. 9/5	PART 1 Approaching the Question and a couple Big Guesses about the Meaning of Life	On the Meaning of Life by Schlick	Video lecture on Schlick	Short paper on Schlick DISCUSSION POST
3.	Mon. 9/6 to Sun. 9/12	PART 1 Approaching the Question and a couple Big Guesses about the Meaning of Life	"The Vanity and Suffering of Life" by Schopenhauer	Video lecture on Schopenhauer	Short paper on Schopenhauer DISCUSSION POST
4.	Mon. 9/13 to Sun. 9/19	PART 2 Socrates: The Value of One's Life Depends on Living Virtuously	" Lavine Socrates to Sartre--on Plato and Socrates.pdf" & Plato's <i>Euthyphro</i>	Video lecture on Plato's Euthyphro	Short paper on The Euthyphro DISCUSSION POST

5.	Mon. 9/20 to Sun. 9/26	PART 2 Socrates: The Value of One's Life Depends on Living Virtuously	Plato's <i>Apology</i>	Video lecture on Plato's <i>Apology</i>	Short paper on Plato's <i>Apology</i> DISCUSSION POST
6.	Mon. 9/27 to Sun. 10/3	PART 2 Socrates: The Value of One's Life Depends on Living Virtuously	Plato's <i>Crito</i>	Video lecture on Plato's <i>Crito</i>	Short paper on Plato's <i>Crito</i> DISCUSSION POST
7.	Mon. 10/4 to Sun. 10/10	PART 3 Pleasure, Happiness and Consumer "Bliss"	(a) Study guide Advertising and the End of the World (in class) (b) Hildebrand Lecture on Advertising	FILM: <i>Advertising at the Edge of the Apocalypse</i>	EXAM 1 DUE BY WEDNESDAY 10/06/21 by 11:59 p.m. on Canvas NO Short paper THIS WEEK. DISCUSSION POST
8.	Mon. 10/11 to Sun. 10/17	PART 3 Pleasure, Happiness and Consumer "Bliss"	(a) "The Experience Machine" by Nozick and (b) "Pleasure and Desire," an excerpt from Plato's <i>Gorgias</i> (c) Short video, Alan Watts on freedom: https://youtu.be/RsdoJ9x8IBs	Video lectures on Nozick and on Plato's <i>Gorgias</i> excerpt	Short paper on Nozick and/or Gorgias excerpt DISCUSSION POST

9.	Mon. 10/18 to Sun. 10/24	PART 3 Pleasure, Happiness and Consumer "Bliss"	Study guide on Kilbourne's film.	Kilbourne on women and advertising https://ucdenver.kanopy.com/video/killing-us-softly?pos=1	Short paper on Kilbourne DISCUSSION POST
10.	Mon. 10/25 to Sun. 10/31	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	Study questions on The Seventh Seal by Ingmar Bergman	FILM: The Seventh Seal by Ingmar Bergman HERE: https://ucdenver.kanopy.com/video/seventh-seal	EXAM 2 DUE BY WEDNESDAY 3/22/21 by 11:59 p.m. on Canvas NO Short paper THIS WEEK. DISCUSSION POST
11.	Mon. 11/1 to Sun. 11/7	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"Pensées" by Pascal	Video lecture on "Pensées" by Pascal	Short paper on "Pensées" by Pascal DISCUSSION POST
12.	Mon. 11/8 to Sun. 11/14	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"The Purpose of Man's Existence" by Baier	Video lecture on "The Purpose of Man's Existence" by Baier	Short paper on "The Purpose of Man's Existence" by Baier DISCUSSION POST
13.	Mon. 11/15 to Sun. 11/21	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"Man Against Darkness" by Stace	Video lecture on "Man Against Darkness" by Stace	Short paper on "Man Against Darkness" by Stace DISCUSSION POST
	Mon. 11/22 to Sun. 11/28	Thanksgiving	Break	No Readings	No Assignments
14.	Mon. 11/29 to Sun. 12/5	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"What I Believe" by John Dewey	Video lecture on "What I Believe" by John Dewey	Short paper on "What I Believe" by John Dewey DISCUSSION POST
15.	Mon. 12/6 to Sun. 12/12	WRAP UP WEEK	No readings or other material.	Review threads and zooms will be available to help you review for the final.	

16.	Wed. 12/15/2021	EXAM 3 (final)			EXAM 3 Due by 11:59 p.m. on Tuesday May 11th to Canvas
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SYLLABUS SCHEDULE IN TEXT ONLY FORMAT

WEEK 1 MON. 8/23 TO SUN. 8/29

THEME/SECTION: Welcome to the Class! Who are you? Why are you here? Why ask about the meaning of life?

READ No readings!

WATCH/LISTEN

1. DeBeauvoir 5 min <https://youtu.be/Ws2Y2cWme8c>
2. Camus: <https://youtu.be/vPtzpjC7TF4>
3. Ollie on Philosophy Tube 9 minutes https://youtu.be/DV_nwUq6uQI

ASSIGNMENTS: :

DISCUSSION POST: What makes your life fun and meaningful?

- Take a picture of yourself and/or something that makes life worthwhile.
- Give a brief explanation of the picture
- Say a few things about why you're taking this class.

Feel free to like your favorite objects or posts from others on this topic

WEEK 2 MON. 8/30 TO SUN. 9/5

THEME/SECTION: PART 1 Approaching the Question and a couple Big Guesses about the Meaning of Life

READ On the Meaning of Life by Schlick

WATCH/LISTEN Video lecture on Schlick

ASSIGNMENTS: :

- short paper\ on Schlick
- DISCUSSION POST

WEEK 3 MON. 9/6 TO SUN. 9/12

THEME/SECTION: PART 1 Approaching the Question and a couple Big Guesses about the Meaning of Life

READ "The Vanity and Suffering of Life" by Schopenhauer

WATCH/LISTEN Video lecture on Schopenhauer

ASSIGNMENTS: :

- short paper on Schopenhauer
- DISCUSSION POST

WEEK 4 MON. 9/13 TO SUN. 9/19

THEME/SECTION: PART 2 Socrates: The Value of One's Life Depends on Living Virtuously

READ "Lavine Socrates to Sartre--on Plato and Socrates.pdf" and Plato's *Euthyphro*

WATCH/LISTEN Video lecture on Plato's *Euthyphro*

ASSIGNMENTS: :

- short paper on The *Euthyphro*
- DISCUSSION POST

WEEK 5 MON. 9/20 TO SUN. 9/26

THEME/SECTION: PART 2 Socrates: The Value of One's Life Depends on Living Virtuously

READ Plato's *Apology*

WATCH/LISTEN Video lecture on Plato's *Apology*

ASSIGNMENTS: :

- short paper on Plato's *Apology*
- DISCUSSION POST

WEEK 6 MON. 9/27 TO SUN. 10/3

THEME/SECTION: PART 2 Socrates: The Value of One's Life Depends on Living Virtuously

READ Plato's *Crito*

WATCH/LISTEN Video lecture on Plato's *Crito*

ASSIGNMENTS: :

- short paper on Plato's *Crito*

- DISCUSSION POST

WEEK 7 MON. 10/4 TO SUN. 10/10

THEME/SECTION: PART 3 Pleasure, Happiness and Consumer “Bliss”

READ (a) Study guide Advertising at the Edge of the Apocalypse (in class), (b) Hildebrand Lecture on Advertising

WATCH/LISTEN FILM: *Advertising at the Edge of the Apocalypse*

ASSIGNMENTS: :

- EXAM 1 DUE BY WEDNESDAY 10/06/21 by 11:59 p.m. on Canvas
- NO short paper THIS WEEK.
- DISCUSSION POST

WEEK 8 MON. 10/11 TO SUN. 10/17

THEME/SECTION: PART 3 Pleasure, Happiness and Consumer “Bliss”

READ (a) “The Experience Machine” by Nozick and (b) “Pleasure and Desire,” an excerpt from Plato's *Gorgias*

WATCH/LISTEN (c) Short video, Alan Watts on freedom: <https://youtu.be/RsdoJ9x8IBs> Video lectures on Nozick and on Plato's *Gorgias* excerpt

ASSIGNMENTS: :

short paper on Nozick and/or Gorgias excerpt

DISCUSSION POST

WEEK 9 MON. 10/18 TO SUN. 10/24

THEME/SECTION: PART 3 Pleasure, Happiness and Consumer “Bliss”

READ Study guide on Kilbourne's film.

WATCH/LISTEN Kilbourne on women and advertising <https://ucdenver.kanopy.com/video/killing-us-softly?pos=1>

ASSIGNMENTS: :

- short paper on Kilbourne
- DISCUSSION POST

WEEK 10 MON. 10/25 TO SUN. 10/31

THEME/SECTION: PART 4: Existential Crisis: Is Faith the Answer -- or Not?

READ Study questions on The Seventh Seal by Ingmar Bergman

WATCH/LISTEN FILM: The Seventh Seal by Ingmar Bergman HERE: <https://ucdenver.kanopy.com/video/seventh-seal>

ASSIGNMENTS: :

- EXAM 2 DUE BY WEDNESDAY 3/22/21 by 11:59 p.m. on Canvas
- NO short paper THIS WEEK.
- DISCUSSION POST

WEEK 11 MON. 11/1 TO SUN. 11/7

THEME/SECTION: PART 4: Existential Crisis: Is Faith the Answer -- or Not?

READ "Pensées" by Pascal

WATCH/LISTEN Video lecture on "Pensées" by Pascal

ASSIGNMENTS: :

- short paper on "Pensées" by **Pascal**
- DISCUSSION POST

WEEK 12 MON. 11/8 TO SUN. 11/14

THEME/SECTION: PART 4: Existential Crisis: Is Faith the Answer -- or Not?

READ "The Purpose of Man's Existence" by Baier

WATCH/LISTEN Video lecture on "The Purpose of Man's Existence" by Baier

ASSIGNMENTS: :

- short paper on "The Purpose of Man's Existence" by Baier
- DISCUSSION POST

WEEK 13 MON. 11/15 TO SUN. 11/21

THEME/SECTION: PART 4: Existential Crisis: Is Faith the Answer -- or Not?

READ "Man Against Darkness" by Stace

WATCH/LISTEN Video lecture on "Man Against Darkness" by Stace

ASSIGNMENTS: :

- short paper on "Man Against Darkness" by Stace
- DISCUSSION POST

HOLIDAY Mon. 11/22 to Sun. 11/28 Thanksgiving Break No **READ** ings No **ASSIGNMENTS:**

WEEK 14 MON. 11/29 TO SUN. 12/5

THEME/SECTION: PART 4: Existential Crisis: Is Faith the Answer -- or Not?

Read "What I Believe" by John Dewey

WATCH/LISTEN Video lecture on "What I Believe" by John Dewey

ASSIGNMENTS: :

- short paper on "What I Believe" by John Dewey
- DISCUSSION POST

WEEK 15 MON. 12/6 TO SUN. 12/12

THEME/SECTION: WRAP UP WEEK

No readings or other material.

Review threads and zooms will be available to help you review for the final.

FINALS WEEK Wednesday 12/15/2021

Assignment:

FINAL EXAM Due by 11:59 p.m. on Tuesday May 11th to Canvas

READING LIST IN ONE PLACE

PART 1:

On the Meaning of Life by Schlick

"The Vanity and Suffering of Life" by Schopenhauer

PART 2:

“Lavine Socrates to Sartre--on Plato and Socrates.pdf”

Plato’s Euthyphro

Plato’s Apology

Plato’s Crito

PART 3:

“The Experience Machine” by Nozick

“Pleasure and Desire,” an excerpt from Plato's *Gorgias*

Study guide Advertising and the End of the World (in class)

Hildebrand Lecture on Advertising

Study guide on. Kilbourne on women and advertising FILM

PART 4:

"Pensées" by Pascal

"Man Against Darkness" by Stace

"The Purpose of Man's Existence" by Baier

"What I Believe" by John Dewey

END

FILM LIST (LONGER FILMS, NOT INCLUDING SHORT ONES OR FILM CLIPS)

Advertising at the Edge of the Apocalypse

Killing us Softly 4

The Seventh Seal