

*College of Eastern Idaho Syllabus*

**Course Number/Section:** PHIL 101 | Introduction to Philosophy | Credits: 3

**Course Date(s):** Fall 2020, 8/24/2020 through 12/11/2020  
  
**Course Meeting Times:** MW 10:30 AM to 11:50 AM  
  
**Course Location:** College of Eastern Idaho, Building 5, Room 525  
  
**Instructor:** **Zachary Fruhling**

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Office Hours: After class and by appointment

**Course Description:** An introduction to the concepts and methods of deductive and inductive logic, with special emphasis on the use of logical methods to identify, analyze, construct, and evaluate everyday arguments.

**Course Materials:**

* Textbook Title: [*Archetypes of Wisdom: An Introduction to Philosophy*, 9th edition](https://amzn.to/2EfwpRe) by Douglas J. Soccio
* ISBN: [9781285874319](https://amzn.to/31iwuwc)
* Publisher: Cengage

**COVID-19 Mask/Face Covering Policy:** Students will be required to wear face coverings or masks in buildings at all times. Masks are available for free at the Kiosk desk in Building 3. Specific details are available at <http://www.cei.edu/covid19-information/>.

**Institutional Student Learning Outcomes:**

CEI has established a blueprint for academic success based on three institutional student learning outcomes that are incorporated throughout the curriculum. All students are expected to attain proficiency in each of these areas as part of any associate degree. The institutional student learning outcomes which are incorporated into this course appear in bold text below:

Critical Thinking:

1. Identify a problem.
2. Identify and articulate what is known.
3. Seek additional information as needed.
4. Generate possible solution strategies.
5. Evaluate Solutions.

Communication:

1. Use of Sources
2. Rhetorical Knowledge
3. Critical Sender/Receiver
4. Process Knowledge

Civic and Global:

1. Ethical Conduct
2. Civic Learning
3. Responsible Citizenship
4. Diverse Perspectives

**Ways of Knowing Outcomes:**

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
2. Perceive and understand formal, conceptual, and technical elements specific to philosophy.
3. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
4. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

**Arts & Humanities**

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| Recognize and describe humanistic, historical, or artistic works or problems within patterns of the human experience. | Distinguish and apply terminologies,  Methodologies, processes, epistemologies, and traditions specific to the discipline(s). | Perceive and understand formal, conceptual, and technical elements specific to the discipline. | Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts. | Interpret artistic and/or humanistic works through the creation of art or performance. | Develop critical perspectives or arguments about the subject matter, grounded in evidence based analysis. | Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. |

**Mathematical**

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| Read, interpret, and communicate mathematical concepts. | Represent and interpret information/data. | Select, execute and explain appropriate strategies/procedures when solving mathematical problems. | Apply quantitative reasoning to draw appropriate conclusions and support them. |

**Oral Communication**

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| Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding. | Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors. | Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts. | Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy. | Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others. | Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication. |

**Scientific**

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| Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. | Understand the scientific method and apply scientific reasoning to critically evaluate assertions. | Interpret and communicate scientific information via written, spoken, and/or visual representations. | Describe the relevance of specific scientific principles to the human experience. | Form and test a hypothesis in the laboratory, classroom, or field using discipline-specific tools and techniques for data collection and/or analysis. |

**Social & Behavioral**

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| Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social or Behavioral Science discipline. | Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas. | Utilize Social or Behavioral Sciences approaches, such as research methods, inquiry, or problem- solving, to examine the variety of perspectives about human experiences. | Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions. | Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time. |

**Written Communication**

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| Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts. | Adopt strategies and genre that are appropriate to the rhetorical situation. | Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context. | Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others. | Address readers’ biases and assumptions with well-developed evidence-based reasoning. | Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style. | Read, interpret, and communicate key concepts in writing and rhetoric. |

**General Education Program Outcomes**:

1. Demonstrate effective oral and written communication.
2. Demonstrate the ability to use critical thinking.
3. Be able to find, understand and critically use information.
4. Be able to use technology effectively and appropriately.

**Course Outcomes:**

1. At the end of the semester you will have an increased understanding of important theories and concepts in philosophy.
2. At the end of the semester you will have had experience with applying different philosophical approaches to your own understanding of the world.
3. At the end of the semester you will have enhanced your ability to critically assess your own thoughts and motivations, and the thoughts and motivations of others.
4. At the end of the semester you will have an enhanced appreciation of the similarities and differences in how individuals and different cultures have understood their world both historically and today.

**Instructional Methods:**

The vast majority of our time together in-class will be devoted to exploring the various philosophical topics and problems—along with the positions and arguments of the philosophers that make up the content of the course. The course is designed to give you the broadest possible exposure to philosophical topics possible, to help you make connections between philosophy, your own interests, and your future areas of study.

Equally important to the course are ongoing improvements to your verbal and written communication skills. As such, attendance and participation in class discussions are required, making up a nontrivial portion of your grade for the course by means of your responses to written daily attendance questions (5 points each for a total of 155 points).

The largest portion of your grade in this course will result from four philosophical essays (100 points each) that you will compose throughout the course, due on Thursday of Week 4, Week 8, Week 13, and Week 17, respectively. We will devote some time to the nature and requirements of good philosophical writing (even if the vast majority of philosophers in the history of philosophy themselves don’t meet those standards!). I expect to see improvement and development in the quality of your philosophical writing and thinking over the course of composing these four papers.

The remaining portion of your grade for the course will result from daily reading response assignments that you will construct while completing the various readings for the course (5 points each for a total of 145 points). Details of the reading response assignments will be provided to you on the first day of class and in Blackboard.

You are invited and encouraged to actively participate in the course’s Blackboard discussion forums. I have set up a separate discussion forum for each topic in the course to make it easy to discuss and debate the course materials with your fellow students.

For any given class session, I have the following expectations:

1. Read the **assigned readings** for that class session **before** coming to class. Although we will often be walking through the key arguments and important passages from the readings in class, it is up to you to come to class prepared having already read the assigned readings. (It will quickly be evident to me and to your classmates during class discussions if you have not done the assigned readings!) I don’t expect you to have a full or complete understanding of the material based on your initial reading, but I *do* expect you to have done the readings and to come to class prepared to discuss them—especially with your own questions and counterarguments that we can consider during our in-class discussions.
2. Complete and submit your daily **reading response** assignment for a particular topic with the course’s Blackboard system **before** coming to class. The purpose of the reading response assignments is to help you in coming to class prepared and with a basic understanding of the material, again in the interest of improving the quality of our in-class discussions and so I can see that you are keeping up with the reading—and reading thoroughly.
3. Be **respectful** and willing to entertain views other than your own, along with the reasons for those views (and your own!). Constructive disagreement and dialogue are at the very heart of philosophy and philosophical discussion. Taking the reasons for views other than your own seriously does not mean you must give up your existing views—but being willing to modify your views based on reasons, evidence, and considering possible objections to your own views is an essential part of academic and intellectual honesty.
4. Come to class **on-time** so we can start the class promptly at 10:30 AM. I will be taking attendance by means of written daily attendance questions at the beginning of each class session. Print your name legibly on your response to the daily attendance question so I know you were in attendance on any given day.
5. Your four philosophical essays are due **on paper and within the course’s Blackboard system** at the beginning of class on the due dates listed in the schedule below.

**Grading & Assignments:**

As discussed above, your final grade in this course will be a result of the following components:

* **Paper #1:** 100 points
* **Paper #2:** 100 points
* **Paper #3:** 100 points
* **Paper #4:** 100 points
* **Written Daily Attendance Questions:** 5 points per day (155 points total)
* **Reading Response Assignments:** 5 points each (145 points total)
* **Total Points Possible:** 700 points
* **Note:** I will provide one or more opportunities for extra credit, to be announced, although you should *not* rely on extra credit for your grade in the course!

**CEI grading scale (refer to CEI catalog)**

**EXAMPLE of a grading scale:**   
A 95-100 Outstanding performance  
A- 90-94 Superior   
B+ 87-89 Excellent   
B 85-86 Very good   
B- 80-84 Good   
C+ 77-79 Better than satisfactory   
C 75-76 Satisfactory

C- 70-74 Below Satisfactory   
D+ 67-69 may not pass requirements

D 65-66 may not pass requirements

D- 60-64 may not pass requirements  
F 0-59 Not passing

I Incomplete (OPTIONAL: include your policy on incompletes.)

W Withdrawal (policy at CEI)

**Academic Integrity:**

Academic integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism and maintenance of academic standards. Maintaining academic integrity involves: creating and expressing your own ideas in course work; acknowledging all sources of information; completing assignments independently or acknowledging collaboration; accurately reporting results when conducting your own research or with respect to labs; and honesty during exams.

All CEI students are expected to display appropriate conduct while on campus or attending college-sponsored activities. The College will take appropriate action for any demonstration of academic dishonesty. Academic dishonesty is defined as a willful perversion of truth, stealing, cheating, or defrauding in instructional matters. Students will have engaged in academic dishonesty: If they have copied the work of another without attribution, willfully allowed another to copy their work, falsified information, participated in unauthorized collaboration, obtained an examination prior to its administration, used unauthorized aid(s) during an examination, knowingly assisted someone else during an examination, submitted the work of another as though it were their own, committed other acts of plagiarism, or actions deemed to be dishonest by the instructor.

Violations of academic integrity may be subject to the Student Conduct process. Please see the Student Handbook at <http://www.cei.edu/current-student>.

**CEI Student Affairs**

**Policies & Catalog:**CEI’s student-related policies and procedures can be found in the following places:

1. The CEI catalog has updates on all of our student-related procedures. “Catalog-rights” are given when students are admitted to specific programs. Visit: [www.cei.edu/catalog](http://www.cei.edu/catalog).
2. Some CEI Policies impacting students can be found at [www.cei.edu/hr/policies-procedures](http://www.cei.edu/hr/policies-procedures). Policies specifically impacting students: [www.cei.edu/hr/policies-procedures/student-affairs](http://www.cei.edu/hr/policies-procedures/student-affairs)*.*
3. Your student handbook has bylaws, policies, procedures and the links above.
4. Students can send any concern to [Student.Concern@cei.edu](mailto:Student.Concern@cei.edu) or 208-524-3000 (Option 4).

The catalog includes information regarding auditing a class, incomplete grade contracts, transfer credits and withdrawals. For additional information contact the Registrar’s Office: 208-524-3000 (Option 4) or [assistant.registrar@cei.edu](mailto:assistant.registrar@cei.edu).

**Student General Services:**

* 1. **Center for New Directions (CND):** BLDG 5, RM# 591 / 208-535-5363.
  2. **Counseling Center:** [www.cei.edu/counseling-center](http://www.cei.edu/counseling-center) / 208-535-5622 to schedule an appointment.
  3. **Equity & Title IX:** [www.cei.edu/hr/policies-procedures/student-affairs/view?p=602](http://www.cei.edu/hr/policies-procedures/student-affairs/view?p=602). / 208-535-5491
  4. **Financial Aid:** BLDG 3, RM# 353 / 208-535-5374 / [financial.aid@cei.edu](mailto:financial.aid@cei.edu) / [www.cei.edu/financial-aid](http://www.cei.edu/financial-aid).
  5. **Student Life:** Student Life office located in Building 3, RM#351.
  6. **Transfer & Transitions:** <http://www.cei.edu/programs-of-study/general-education/transfer-transitions>.

**Equity & Title IX:**   
Equal rights and access are paramount to the student experience at CEI and is the law. “Title IX” specifically refers to a gender equity law passed in 1972 which states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” A link to all equity, Title IX, and all student-related policies can be found at [www.cei.edu/hr/policies-procedures/student-affairs](http://www.cei.edu/hr/policies-procedures/student-affairs) as well as several policies and procedures in our CEI Catalog: [www.cei.edu/catalog](http://www.cei.edu/catalog), which is updated yearly.

CEI Title IX policy: [www.cei.edu/hr/policies-procedures/student-affairs/view?p=602](http://www.cei.edu/hr/policies-procedures/student-affairs/view?p=602).

**Title IX contact information for students:** [Student.Concern@cei.edu](mailto:Student.Concern@cei.edu) OR 208-524-3000 (Option 4).

**Disability Resource Center (Located inside Center for New Directions):   
ADA Policy –** CEI is committed to providing educational opportunities to all qualified individuals. CEI complies with the Americans with Disabilities Act of 1990 (ADA) as amended in 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973, which states that no qualified person shall, because of their disability, be denied access to, participation in, or the benefits of, any program or activity operated by the College.  
  
Students with questions about accessibility or requesting reasonable accommodations should contact the Disability Resource Center: Building 5, Room 591, 208-535-5462 / [disability.resources@cei.edu](mailto:disability.resources@cei.edu).

**Information Technology (I.T.) – Help Desk:**The I.T. Help Desk is here to provide computer and software support for students. CEI IT Help Desk They can also help with password resets. Their website is [www.cei.edu/mycei/help-deskit](http://www.cei.edu/mycei/help-deskit) or call 208-535-5444.

**Library:**The CEI Library provides books, periodicals, audio-visual materials, and online resources designed to support the College’s academic programs and courses. The library includes a computer lab and two group study spaces. Fast, free interlibrary loan is available. The library’s catalog and databases can be accessed at <http://www.cei.edu/library>. Contact information: Nathan Brown, College Librarian: 208-535-5349 or [nathan.brown@cei.edu](mailto:nathan.brown@cei.edu); Circulation desk phone number: 208-535-5312.

**Tutoring Center:**

The tutoring center provides services for math, science and writing. Make an appointment on our website: [www.cei.edu/tutoring-center](http://www.cei.edu/tutoring-center). Email [tutoringcenter@cei.edu](mailto:tutoringcenter@cei.edu) to see how we can help you succeed! The tutoring center is located in Building 1, Room 125. Call 208-535-5490.

**Disclaimer:**Changes to this schedule may be necessary as this course progresses. When a need to change the schedule arises students will be informed in advance via an announcement in Blackboard.

**Tentative Course Schedule:**

Weekly assignments are due in Blackboard by 11:59 PM on Sunday night of the weekend following each week. See the assignment instructions in Blackboard for specific textbook exercises and instructions for each weekly assignment.

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| Week 1 |
| **Monday 8/24—First Day of Class**   * Topic: What Is Philosophy? * Review syllabus * Purchase textbooks   **Wednesday 8/26**   * Topic:   + Module 1: Presocratic Philosophy * Readings:   + Soccio: Introduction   + Soccio: Overview of Classical Themes   + Soccio, Chapter 2: The Presocratic Sophos   + Soccio, Chapter 3: The Sophist: Protagoras * Assignments Due:   + Reading Response (Blackboard) |
| Week 2 |
| **Monday 8/31**   * Topic:   + Module 2: Socrates, Part 1 * Readings:   + Soccio, Chapter 4: The Wise Man: Socrates   + Plato, *Five Dialogues*: Euthyphro (Blackboard)   + Plato, *Five Dialogues*: Apology (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 9/2**   * Topic:   + Module 3: Socrates, Part 2 * Readings:   + Review Soccio, Chapter 4: The Wise Man Socrates   + Plato, *Five Dialogues*: Crito (Blackboard)   + Plato, *Five Dialogues*: Phaedo (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 3 |
| **Monday 9/7 (Labor Day; no class)**  **Wednesday 9/9**   * Topic:   + Module 4: Plato * Readings:   + Soccio, Chapter 5: The Philosopher-King: Plato   + Plato, *Republic* (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 4 |
| **Monday 9/14**   * Topic: Module 5: Aristotle * Readings   + Soccio, Chapter 6: The Naturalist: Aristotle   + Aristotle, *Posterior Analytics* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 9/16**   * Topic:   + Module 6: The Stoics * Readings:   + Soccio, Chapter 7: The Stoics: Epictetus and Marcus Aurelius   + Marcus Aurelius, *Meditations* (Blackboard)   + Seneca, *Letters from a Stoic* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   + Paper #1 (Blackboard) |
| Week 5 |
| **Monday 9/21**   * Topic:   + Module 7: Medieval Philosophy * Readings:   + Soccio, Chapter 8: The Scholar: Thomas Aquinas   + Solomon, *The Big Questions*, Chapter 3: God (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 9/23**   * Topic:   + Module 8: Modern Philosophy, Part 1: Origins of Modern Philosophy; Continental Rationalism * Readings:   + Soccio: Overview of Modern Themes   + Soccio, Chapter 9: The Rationalist: René Descartes   + Descartes, *Meditations on First Philosophy* (Blackboard)   + Clayton, The Problem of God in Modern Thought, Chapter 2 (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 6 |
| **Monday 9/28**   * Topic:   + Module 9: Modern Philosophy, Part 2: British Empiricism * Readings:   + Soccio, Chapter 10: The Skeptic: David Hume   + Hume, *An Enquiry Concerning Human Understanding*, I–VII (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 9/30**   * Topic:   + Module 10: Kant * Readings:   + Soccio, Chapter 11: The Universalist: Kant   + Kant, *Prolegomena to Any Future Metaphysics* (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 7 |
| **Monday 10/5**   * Topic:   + Module 11: Nietzsche * Readings:   + Soccio, Chapter 16: The Anti-Philosopher: Friedrich Nietzsche   + Nietzsche, *On Truth and Lies in a Nonmoral Sense* (Blackboard)   + Nietzsche, *The Gay Science* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 10/7**   * Topic: Module 12: Foucault * Readings:   + No Soccio Reading!   + Foucault, *Power/Knowledge* (Blackboard)   + Foucault, *The Archaeology of Knowledge* (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 8 |
| **Monday 10/12**   * Topic:   + Module 13: Wittgenstein * Readings:   + Soccio, Chapter 17: The Twentieth Century: Ludwig Wittgenstein and Martin Heidegger   + Wittgenstein, *Philosophical Investigations* (Blackboard)   + Wittgenstein, *On Certainty* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 10/14:**   * Topic:   + Module 14: Heidegger * Readings:   + Soccio, Chapter 17: The Twentieth Century: Ludwig Wittgenstein and Martin Heidegger   + Heidegger, *Being and Time* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   + Paper #2 (Blackboard) |
| Week 9 |
| **Monday 10/19**   * Topic:   + Module 15: Existentialism, Part 1: Kierkegaard and Camus * Readings:   + Soccio, Chapter 14: The Existentialist: Søren Kierkegaard   + Camus, *The Myth of Sisyphus* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 10/21**   * Topic:   + Module 16: Existentialism, Part 2: Sartre * Readings:   + Soccio, Chapter 18: Philosophy as a Way of Life   + Sartre, *Existentialism is a Humanism* (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 10 |
| **Monday 10/26**   * Topic:   + Module 17: Moral Philosophy, Part 1: Virtue Ethics * Readings:   + Review Soccio, Chapter 6: Aristotle   + Aristotle, *Nicomachean Ethics* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 10/28**   * Topic:   + Module 18: Moral Philosophy, Part 2: Deontological / Rule-Based Ethics * Readings:   + Review Soccio, Chapter 11: The Universalist: Immanuel Kant   + Kant, *Grounding for the Metaphysics of Morals* (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 11 |
| **Monday 11/2**   * Topic: Module 19: Moral Philosophy, Part 3: Consequentialism / Utilitarianism * Readings:   + Soccio, Chapter 12: The Utilitarian: John Stuart Mill * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 11/4**   * Topic:   + Module 20: Postmodernism, Part 1 - Lyotard * Readings:   + No Soccio Reading!   + Lyotard, *The Postmodern Condition* (Blackboard) * Assignments Due:   + Reading Response (Blackboard) * No Class! (Spring Break) |
| Week 12 |
| **Monday 11/9**   * Topic:   + Module 21: Postmodernism, Part 2 - Baudrillard * Readings:   + No Soccio Reading!   + Baudrillard, *Simulations* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 11/11**   * Topic:   + Module 22: Theories of Truth and Philosophy of Science * Readings:   + No Soccio Reading!   + Solomon, *The Big Questions*, Chapter 5, The Search for Truth (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   + Paper #3 (Blackboard and in class) |
| Week 13 |
| **Monday 11/16**   * Topic:   + Module 23: Political Philosophy: The State of Nature - Locke and Hobbes * Readings:   + No Soccio Reading!   + Locke, *Second Treatise of Government* (Blackboard)   + Hobbes, *Leviathan* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 11/18**   * Topic:   + Module 24: Transcendentalism - Thoreau * Readings:   + Thoreau, *Walden*   + Thoreau, *Walking* (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 14 |
| **Monday 11/23**   * Topic:   + Module 25: The Mind and Consciousness, Part 1: Dualism (Revisited) * Readings:   + Soccio, Chapter 9: The Rationalist: René Descartes   + Descartes, *Meditations on First Philosophy*, Meditation VI (Blackboard)   + Chalmers, *Zombies on the Web* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 11/25**   * Topic:   + Module 26: The Mind and Consciousness, Part 2: Materialist Theories of Consciousness * Readings:   + No Soccio Reading!   + Identity Theory (Blackboard)   + Behaviorism (Blackboard)   + Functionalism (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 15 |
| **Monday 11/30**   * Topic:   + Module 27: The Mind, Part 3: Non-Reductive Physicalism and Emergence * Readings:   + No Soccio Reading!   + Mind and the Causal Exclusion Problem (Blackboard)   + Clayton, *Mind and Emergence* (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 12/2**   * Topic:   + Module 28: Free Will and Determinism * Readings:   + No Soccio Reading!   + Solomon, *The Big Questions*, Chapter 7: Freedom (Blackboard) * Assignments Due:   + Reading Response (Blackboard) |
| Week 16 |
| **Monday 12/7**   * Topic:   + Module 29: Science and Religion * Readings:   + Griffin, *The Reenchantment of Science*, Chapter 1: Introduction by David Ray Griffin (Blackboard)   + Griffin, *The Reenchantment of Science*, Chapter 2: The Cosmic Creation Story by Brian Swimme (Blackboard) * Assignments Due:   + Reading Response (Blackboard)   **Wednesday 12/9**   * Topic:   + Last Day of Class—Takeaways * Readings:   + None * Assignments Due:   + Paper #4 (Blackboard) |

The Registrar’s Office recommends reviewing the following ([www.cei.edu/catalog](http://www.cei.edu/catalog)):

* Last day to add/drop
* Last day to withdraw from regular full-term courses
* Last day to withdraw from short-term courses