

Instructor: Sarah M. Babbitt	
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Course Info:	

N.B. The instructor reserves the right to alter this syllabus as needed throughout the course of the semester.

COURSE DESCRIPTION

This course is designed to introduce you to philosophy and to some of the most important philosophical discussions about what it means to be a person. The materials and topics we cover were selected to provide you with the resources needed to think critically about issues concerning personhood and social justice and to begin developing the skill of intellectual empathy. The course is organized into 5 units. These are:

- 1) *What is philosophy? What is it good for?*
- 2) *Persons & Knowledge: What can a person know?*
- 3) *Intellectual Empathy: Philosophical Tools for Knowing Yourself & Others*
- 4) *Persons & Being: What Defines a Person?*
- 5) *Persons & Value: Are Some Persons More Valuable Than Others? Are Some Lives More Valuable Than Others?*

You will examine the works of a variety of philosophers and experts to acquire an understanding of these complex ideas and questions as well as the core concepts and frameworks associated with them. You will have the opportunity to compare canonical philosophical discussions of these issues with alternative, contemporary perspectives. You will also be asked incorporate your own expertise and life experiences into your reflections on these philosophical issues.

This course will also provide you with guidance and practice in thinking and writing like a philosopher. These are highly underrated skills, but in the information age they are more important than ever. Many people working in diverse fields credit their sharpness of mind and clarity of expression to their undergraduate studies in philosophy. Philosophers are so proud of the many famous people who majored in philosophy they make and buy posters like these (zoom in for names):

WHO HAS A DEGREE IN PHILOSOPHY?

							
JOHN PAUL II Pope and Saint	BEVERLY MCLACHLIN Canadian Supreme Court Chief Justice	CARL ICAHN Investor	ALEX TREBEK Game Show Host	DAVID FOSTER WALLACE Novelist	PEARL S. BUCK Nobel Prize-winning Novelist	E. L. DOCTOROW Novelist	ANGELA DAVIS Civil Rights Activist
							
WES CRAVEN Director	KEN FOLLETT Author	PHILIP GLASS Composer	DAVID SOUTER Supreme Court Judge	PAUL MARTIN Canadian Prime Minister	TERRENCE MALICK Director	ETHAN COEN Director	SUSAN SONTAG Essayist
							
WES ANDERSON Director	RICKY GERVAIS Actor	MIGUEL DE UNAMUNO Novelist and Playwright	SUSAN SARANDON Actress	CHRISTOPHER HITCHENS Essayist	GENE SISKEL Film Critic	STEPHEN BREYER Supreme Court Judge	GEORGE SOROS Investor and Philanthropist
							
CHRIS HARDWICK Comedian and TV Host	ROBERT MOTHERWELL Artist	STOKELY CARMICHAEL Civil Rights Activist	PHIL JACKSON Basketball Coach	STUDS TERKEL Essayist	SIMONE DE BEAUVOIR Feminist and Essayist	ALEXANDER SOLZHENITSYN Nobel Prize-winning Novelist	IRIS MURDOCH Novelist and Essayist
							
AUNG SAN SUU KYI Nobel Peace Prize Winner	MARY HIGGINS CLARK Novelist	WALLACE SHAWN Actor and Playwright	MATT GROENING "Simpsons" Creator	JUAN WILLIAMS Journalist	ALBERT SCHWEITZER Nobel Peace Prize Winner	UMBERTO ECO Novelist and Essayist	JEAN-PAUL SARTRE Existentialist
							
WILLIAM BENNETT Pundit	PAUL DRAPER Winemaker	STEVE ALLEN Entertainer	VACLAV HAVEL President of Czech Republic	PATRICK BUCHANAN Political Columnist	LARRY SANGER Co-Founder of Wikipedia	PETER THIEL Co-Founder of PayPal	CARLY FIORINA CEO of Hewlett-Packard
EVEN A LITTLE PHILOSOPHY HELPS: WHO DIDN'T FINISH THEIR DEGREE?							
							
HARRISON FORD Actor	STEVE MARTIN Comedian and Actor	RICHARD GERE Actor	T. S. ELIOT Poet and Essayist	PAULINE KAEI Film Critic	LANA DEL REY Musician	BORIS PASTERNAK Nobel Prize-winning Poet	MOBY Musician

DEPARTMENT OF PHILOSOPHY

Poster by Catherine Moore, 2014

LEARNING GOALS

Students successfully completing this course should be able to:

- demonstrate understanding of the difficulty and complexity of the concepts and questions discussed by philosophers of metaphysics, epistemology, and various areas of value theory;
- summarize various historical and contemporary responses to those questions;
- better understand the significance of race, class, gender, and ability differences for social justice issues;
- exercise critical thinking and self-awareness of their roles and responsibilities as individuals and as members of communities;
- articulate their own philosophical positions, thoughts, and questions more clearly;
- develop metacognitive skills through self and peer assessment.

IDEA FORM OBJECTIVES

- Gaining a basic understanding of the subject
- Developing ethical reasoning
- Learning to analyze and critically evaluate ideas, arguments, and points of view

REQUIRED TEXTS

Intellectual Empathy: Critical Thinking for Social Justice, Maureen Linker

All other texts posted to Sakai

COURSE ASSIGNMENTS

1) **Class Activities:** Most days you will be asked to turn in a brief writing assignment. This might be a reading check at the beginning of class or work that you've completed during class as part of a class activity or discussion. You are expected to complete the reading before you come to class so that you are prepared to discuss the assigned materials and to participate in class activities. Some of these class activities have been scheduled in advance and are marked on the syllabus as "Assigned." These "assigned" class activities are mandatory. If you miss any of the unscheduled class activities ("TBD" on syllabus), you will *not* be allowed to make it up, however, you may miss up to 3 of these without your grade being affected.

Daily Reading Checks: On any given day you might be asked to complete a short reading check to ensure that you have done the reading for the day. Because many of the readings will be difficult, I do not expect you to have a full understanding of the texts, only to demonstrate that you made a solid effort to understand them.

2) **Quizzes:** There will be five quizzes. Some quizzes will consist of short essay questions, and others will consist of multiple-choice, true/false, fill-in-the-blank, and short answer questions. Quizzes are taken on Sakai, so you need to bring a laptop or tablet to class on quiz days, unless otherwise noted. Laptops are available for free rentals from the Digital Media Lab in the IC. A study guide for each exam will be distributed in class or via Sakai.

3) **Reflection Essays:** You will complete two reflection essays this semester. Each essay will prompt you to take a bigger picture perspective of this class and what you've been learning. Further instructions and grading criteria will be distributed via Sakai.

4) **Intellectual Empathy Handbook:** As we work through Linker’s book *Intellectual Empathy*, you will be creating a companion text as a guide to fostering intellectual empathy in yourself and in others. You will be creating short guides to each chapter. More details and grading criteria for this project will be available on Sakai.

- Your handbook must be submitted as a PDF document to “Assignments” on Sakai (tab in left-side toolbar) as well as Turnitin (Sakai will prompt for this upon submission to Assignments).

5) **Citizenship:** You will also be graded on how you conduct yourself as a member or “citizen” of our class’ community. See Citizenship policy below for more details.

Assignment	Due	Value
Class Activities	<i>TBD except...</i> <u>Assigned</u> Syllabus quiz, 1/17 <i>Homework:</i> “What is Philosophy?” 1/19 Argument & Inference Types Exercise, 1/24 Guided Reading & Analysis Exercise, 1/26 Mandatory Class Activities: Weeks 12-15	10 points each = 150 <i>(subject to change)</i>
Quizzes	Quiz 1, 1/29 Quiz 2, 2/14 Quiz 3, 3/16 Quiz 4, 4/4 Quiz 5, 5/5, 3pm	30 points each = 150
Reflection Essays	Reflection Essay 2, 4/27, by 11pm Reflection Essay 1, 3/2, by 11pm	40 points each = 80 points
Intellectual Empathy Handbook	3/16, 11pm	50 points
Citizenship	<i>TBD except...</i> Student profile, 1/17 (5 points)	20 points
Total	<i>Total points subject to change based on CA’s</i>	450 points

CALCULATING GRADES: Your final grade is figured out of a total of 450 possible points. Add up how many points you have earned and divide your total by 450 to figure out your percentage ($\text{Point Total} \div 450 = \text{Percentage Value \%}$). The grading scale below indicates what letter grade corresponds to your percentage value. For example, a student who earns 405 points has a 90% ($400 \div 450 = .90$ or 90%) and so receives a A- in the class. A student who earns 430 points has a 95% ($430 \div 450 = .95$ or 95%) and so receives an A in the class. And so on.

Grading Scale:

94-100:	A	77-79:	C+
90-93:	A-	74-76:	C
87-89:	B+	70-73:	C-
84-86:	B	67-69:	D+
80-83:	B-	60-66:	D
		0-59.99:	F

POLICIES

Citizenship

Consider yourself a citizen of this class' community. When interacting in person or online, such as in group-work or on discussion boards, all students should be constructive and respectful to other members of the community (including the professor). Your first act as an official citizen of this class is to fill out a student profile on the first day and to introduce yourself to some of your classmates. Going forward, you will demonstrate good citizenship by being an active and engaged member in the class, by participating in class activities and discussion in a respectful manner, by fully participating in group-work, and by helping your fellow classmates if called upon to do so.

Late Work

The instructor will consider late work on a case-by-case basis and use her own discretion in making exceptions. If you have special circumstances and believe you'll need to turn in an assignment late, you need to arrange this with the instructor *before* the assignment is due. In the event of serious emergency, contact your instructor as soon as possible so that you can make alternate arrangements for completing your coursework. In most cases, you will need to provide the instructor with some kind of documentation of the emergency or extreme circumstances that prevented you from turning in the assignment on time.

Academic Integrity (On cheating and plagiarism)

You are responsible for doing your own work in this class. You must cite any work that you are quoting or paraphrasing in your writing. Plagiarism or cheating will result in a zero on that assignment, and the incident will be reported to the academic dean's office. If you are caught plagiarizing or cheating a second time, you will receive an 'F' in the course and will (again) be reported to the dean's office. If you have questions about what counts as plagiarism or cheating, you should consult with the instructor and review the university's academic integrity policy: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

Special Needs

If you have a documented condition or chronic illness that will require special academic accommodations, please contact the *Services for Students with Disabilities Office* (773-508-3700 and SSWD@luc.edu) as soon as possible. Then either the SSWD office or you should make sure the instructor is fully informed about your needs. You are not required to disclose your personal information with the instructor. Visit <http://www.luc.edu/sswd/> for more details.

Student Well-Being + Faculty Mandatory Reporting

If the instructor becomes aware of any incidents or threats of violence, physical assault, sexual abuse and/or other gender-based misconduct (e.g. sexual harassment, dating/domestic violence, stalking, etc.) involving LUC students, she is *required* to report these to the university (even if it happened off campus). Your instructor is a safe person to turn to, but be aware that even if you tell the instructor something in confidence, she is required by LUC and by law to report the incident to the university (though the victim usually makes the decision whether or not to pursue any further actions). If you experience or learn of any such misconduct, please know that LUC has many programs and resources to help you find safety, acquire personal support, or simply report an issue.

- **CARE** – Offers guidance and support for all students who are experiencing personal or financial crises, health or mental-health issues, or who are feeling hopeless and overwhelmed for other reasons. Info: <http://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>
- **Behavioral Concerns Team (BCT)** – Offers resources and guidance for addressing students who exhibit behavior which disturbs the community and/or present a danger to themselves or others. Info: <http://www.luc.edu/dos/services/behavioralconcernsteam/bct/>
- **Gender-Based Misconduct (Title IX)** – Offers guidance and support for gender-based misconduct involving LUC students. This includes but is not limited to the examples mentioned above. Info: <http://www.luc.edu/dos/services/gender-basedmisconducttitleixservices/>
- **EthicsLine Hotline** – Offers you the opportunity to anonymously report ethics and/or LUC policy violations committed by administrators, faculty, staff, or students. Info: <https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html>

Week		Projected Schedule <i>(subject to change)</i>
1	1/(15) 17 – 19	<p>Introductions and syllabus</p> <hr/> <p>Unit 1 – The What & Why of Philosophy</p> <hr/> <p>What is philosophy? What is it good for?</p> <ul style="list-style-type: none"> • “Philosophy: A brief guide for undergraduates,” APA (skip “Philosophy Curriculum” section) • “What is Philosophy? An Omnibus of Definitions From Prominent Philosophers,” Maria Popova (Brainpickings) • Videos: <ul style="list-style-type: none"> “What is philosophy for?” School of Life “How to Argue – Philosophical Reasoning” Crash Course “How to Argue – Induction & Abduction” Crash Course ○ <i>Republic</i>, Book VII, 514 a, 2 to 517 a, 7 (The Allegory of the Cave), Plato [<i>In-Class Reading</i>] <p>Due: Student profile, 1/17 Syllabus quiz, 1/17 <i>Homework/Class Activity:</i> “What is Philosophy?”</p>
2	1/22 – 1/26	<p>Basic training for new philosophers</p> <ul style="list-style-type: none"> • Argument & Inference Types Exercise (Deduction, Induction, Abduction) • “How to Read Philosophy,” Handout (H) <ul style="list-style-type: none"> ○ Guided Reading & Analysis Exercise - “Caring and Epistemic Demands,” Linda Zagzebski <p>*Visit Sakai for additional recommended materials on writing summaries and analyzing and evaluating arguments</p> <p>Due: Class Activity: Argument & Inference Types Exercise, 1/24 Class Activity: Guided Reading & Analysis Exercise, 1/26</p>
3	1/29 – 2/2	<p>Quiz 1, 1/29</p>

		<p>Unit 2 - Persons & Knowledge: What Can a Person Know?</p> <p>Evidence & Credulity: Having confidence in what you believe and know</p> <ul style="list-style-type: none"> • “Credulity and Circumspection...” Susan Haack • “Evidence,” David Oldham
4	2/5 – 2/9	<p>Rationalism vs Empiricism: The Limits of What We Can Know</p> <ul style="list-style-type: none"> • <i>Meditations on First Philosophy</i>, René Descartes (pp 110-113) • <i>An Essay Concerning Human Understanding</i>, John Locke (Intro on 114, §“Of Our Knowledge of the Existence of Other Things” pp 118-121) • “Rationalism and Empiricism: Will the debate ever end?” Benjamin Murphy <p>Traditional Philosophical Accounts of Knowledge: What is Knowledge?</p> <ul style="list-style-type: none"> • “What Is Knowledge?,” A. J. Ayer (pp 88-90) • “Is Justified True Belief Knowledge?,” Edmund L. Gettier (pp90-91) <p>New Accounts of Knowledge: Context & Situated Knowledge</p> <ul style="list-style-type: none"> • “Feminist Standpoint Theory,” Tracy Bowell (§ 2-6, bottom p1—top p5) • <i>The Epistemology of Resistance</i>, Jose Medina (excerpts)
5	2/12 – 2/16	<p>New Accounts of Knowledge, cont’d</p> <ul style="list-style-type: none"> • “Feminist Standpoint Theory,” Tracy Bowell (§ 2-6, bottom p1—top p5; Sakai) • <i>The Epistemology of Resistance</i>, Jose Medina (excerpts) <p>Quiz 2, 2/14</p> <p>Unit 3 – Philosophical Tools for Knowing Yourself & Others</p> <p><i>Intellectual Empathy: Critical Thinking for Social Justice</i> -Introduction: Putting Up Walls</p>
6	2/19 – 2/23	<p><i>Intellectual Empathy: Critical Thinking for Social Justice</i> cont’d</p> <ul style="list-style-type: none"> -The Web of Belief -The Usual Suspects: Keeping People Engaged
7	2/26 – 3/2	<p><i>Intellectual Empathy: Critical Thinking for Social Justice</i> cont’d</p> <ul style="list-style-type: none"> -Arguments and the Adversary Method -Cognitive Biases

		<p>-Logical Fallacies</p> <ul style="list-style-type: none"> • “Biases and Fallacies” (H) <p>Due: Reflection Essay 1, 3/2, by 11pm</p>
8	3/5 – 3/9	Spring Break
9	3/12 – 3/16	<p><i>Intellectual Empathy: Critical Thinking for Social Justice</i> cont’d</p> <ul style="list-style-type: none"> -Finding Common Ground Through Intellectual Empathy -Taking Intellectual Empathy Out Into the World -Conclusion: From Conversations to Coalitions <p>Quiz 3, 3/16</p> <p>Due: Intellectual Empathy Handbook, 3/16, 11pm</p>
10	3/19 – 3/23	<p>Unit 4 - Persons & Being: What Defines a Person?</p> <p>Minds, Bodies, and Personal Identity Over Time</p> <ul style="list-style-type: none"> • “Personal Identity,” Crash Course (Video) • “The Problems of Personal Identity,” Stanford Encyclopedia of Philosophy • “Locke and Descartes on Persistence” (H) <p>Narrative Personhood</p> <ul style="list-style-type: none"> • “Stories, Lives, and Basic Survival,” Marya Schechtman (pp162-167) • “The Strange Case of the Woman Who Can't Remember Her Past—Or Imagine Her Future,” Erika Hayasaki
11	3/26 – 3/30 <i>Holiday 3/30</i>	<p>A Relational Self</p> <ul style="list-style-type: none"> • “The African Ethic of <i>Ubuntu/Bonho</i>,” Thaddeus Metz and Joseph B.R. Gaie (pp273-280) <p>The Moral Status of Persons</p> <ul style="list-style-type: none"> • “Criteria of Personhood,” David Shoemaker • “The Concept of Personhood,” Center for Health Ethics <p>Easter Holiday – No Class Friday</p>
12	4/2 – 4/6 <i>Holiday 4/2</i>	<p>Easter Holiday – No Class Monday</p> <p>Quiz 4, 4/4</p>

		<p>Unit 5 – Persons & Value: Are Some Persons More Valuable Than Others? Are Some Lives More Valuable Than Others?</p> <p>Gender and Race</p> <ul style="list-style-type: none"> • Introduction to Philosophy of Race, Hand-out • “How Hospitals Are Failing Black Mothers,” Annie Waldman • Documentary: “The House I Live In” (Independent Lens, PBS) <p>Due: Mandatory Class Activity</p>
13	4/9 – 4/13	<p>Economic Injustice</p> <ul style="list-style-type: none"> • <i>The Communist Manifesto</i>, Karl Marx and Friedrich Engels • “Yes Virginia, There is an Alternative” David Schweickart • Clip of an interview with Richard Wolff <i>will be viewed in class:</i> “How Capitalism is Killing Itself...” <p>Due: Mandatory Class Activity</p>
14	4/16 – 4/20	<p>Disability & Enhancement</p> <ul style="list-style-type: none"> • “The Moral Obligation to Create Children With the Best Chance at the Best Life,” Julian Savulescu and Guy Kahane • “Reconciling the disability critique and reproductive liberty: The case of negative genetic selection,” Melinda Hall <p>Due: Mandatory Class Activity</p>
15	4/23 – 4/27	<p>Animals and Artificial Intelligence: Future Persons?</p> <ul style="list-style-type: none"> • “All Animals Are Equal,” Peter Singer (Ch 1, <i>Animal Liberation</i>) • “On Ableism and Animals,” Sanaura Taylor • “When Does Artificial Intelligence Become a Person?” Corin Faife • Film: <i>Ex Machina</i> (Must watch on your own time! Available to stream via Loyola’s library, Netflix, Amazon, iTunes) <p>Due: Reflection Essay 2, 4/27, by 11pm Mandatory Class Activity</p>
Finals	4/30 - 5/5	<p>Quiz 5, 5/5, 3pm</p>