

Program Review
Philosophy Department
Sonoma State University
2023-2024

1. Program Context and Curriculum

The SSU Philosophy program underwent a complete overhaul in 2017, following several years of deliberation and our previous (2016) Program Review. At that time the department intentionally took a very specific turn. Normal practice in a generously staffed and “full service” philosophy department is to widely survey the history of philosophy as well as contemporary philosophy, and cover the full range of philosophical topics from metaphysics and epistemology to moral and political philosophy (and often across both the Analytic and Continental sub-traditions). It was decided that given our limited resources, distinctive faculty strengths, and SSU student interest, our department would take a more specific approach: the program would focus on theories (and applications of theories) of ethics, justice, and values, and cover other topics and historical figures only insofar as doing so is fruitful in teaching that moral and political philosophy. (Note that there are precedents for this sort of focus at PhD-granting institutions, as one sees for example at Arizona State University, University of Tennessee, and Bowling Green State University.)

At that time we also established the following Program Learning Outcomes:

- Analyze and Evaluate Arguments
- Develop ability to argue persuasively for a thesis based on scholarly research
- Apply philosophical theory and methods to daily life
- Articulate and argue for core values (moral and non-moral)

Thus the vision for our program is to achieve these learning outcomes within the context of a curriculum that is designed to focus primarily on the latest advances in moral philosophy, political philosophy, and value theory, while covering historical figures and other branches of philosophical theory (metaphysics, philosophy of language, epistemology, etc.) insofar as doing so informs our teaching our primary areas. The curriculum map appendix below indicates which courses serve which learning outcomes.

Now, several years later, we consider this program reorientation an unqualified success, along multiple dimensions. First, it is internally sustainable. Although we have a small staff of five tenure-stream faculty, we are able to offer a curriculum that both deeply and broadly focuses on ethics and values, in a way that does not compromise the quality of the education. By contrast, if we were still attempting to survey the history of philosophy and cover the full range of philosophical topics with our limited instructional resources, it would be (as it used to be) a curriculum with patchy and superficial coverage of philosophy. While we might sometimes pine for the days when the department had seven tenure-line faculty who could cover broader ranges of topics, we have adapted to our limited resources successfully: our specialization in moral and political philosophy is the best use of those resources.

Second, that focus on moral and political philosophy dovetails with student interest. While we sometimes have the occasional student who is eager to reach outside our wheelhouse into corners of the discipline that we do not cover, they are few and far between. Meanwhile, we have tremendous student engagement in topics of pressing moral and evaluative urgency,

including everything from how to distribute resources justly around the globe to ethical guidelines for emerging technologies to the values that undergird a good and meaningful life. This merging of programmatic, faculty, and student interests no doubt contributes to our healthy student numbers, outlined below.

Third, our mission as a department dovetails seamlessly with the broader goals of the university. The SSU “Strategic Plan 2025” outlines as its mission the following:

Sonoma State is a regionally serving public university committed to educational access and excellence. Guided by our core values and driven by a commitment to the liberal arts and sciences, Sonoma State delivers high-quality education through innovative programs that leverage the economic, cultural, and natural resources of the North Bay....

Our core values are an expression of who we are at Sonoma State. We proudly embrace integrity, respect, excellence, and responsibility as part of our Seawolf Commitment. Our core values include:

1. *Diversity and social justice*
2. *Sustainability and environmental inquiry*
3. *Connectivity and community engagement*
4. *Adaptability and responsiveness*

Due to its focus on ethics, political philosophy, and value theory, the Philosophy Department is an integral part of the effort to achieve that mission and advance those core values. *Diversity and social justice* are top of mind in our department, and in fact one of the four concentrations in the Philosophy Major is Social Justice. Students in that concentration, as well as those in other concentrations who take the Social Justice classes for their electives, examine the fundamental philosophical principles at issue in questions of distributive justice, social identities like race and gender, global ethics, and legal standards governing everything from speech to punishment.

Moreover, our focus on ethics and values has enabled a wide range of service-learning opportunities to develop students’ *connectivity and community engagement*. Three of our major’s five core courses (PHIL 202, PHIL 204, and PHIL 400) require service learning, so that our students earn credit toward graduation for their service. Other courses also use service learning on a one-off basis, and all of our courses examine the individual’s role in society.

Of course, no education in Philosophy is possible without fostering student *adaptability and responsiveness*. Our essential activity, and the general skill at the heart of all philosophy, is critical thinking, that is, using systematic standards of rationality to identify and solve problems through argumentative reasoning. The very thing we do is prime the mind to adequately adapt its positions to new information, sort the relevant from the irrelevant, and respond accordingly.

By contrast to the way critical thinking permeates every aspect of doing philosophy, *sustainability and environmental inquiry* are tended to in specific classes. For example, PHIL 204 often focuses on environmental ethics, with a particular eye towards food and agriculture. One

topic regularly covered in PHIL 203 is what principles of justice demand of us regarding climate change. PHIL 301 and 309 examine how to develop technologies in sustainable ways.

In sum, we believe that the Philosophy program's curriculum is tightly aligned with the mission and values of SSU as a whole. No education in the liberal arts¹ would be complete without philosophy, and we take that essential role seriously, aiming to provide our students with cutting edge scholarly thinking about important topics, with a model of academic excellence in teaching and research, and with a lens through which to evaluate a whole life by the standards of moral philosophy, political philosophy, and value theory.

Moreover, our program is aligned with several of the WASC Core Competencies. Obviously, written and oral communication are essential to a philosophical education, and our curriculum includes extensive written assignments as well as frequent oral presentations of various sorts (such as research presentations and debates) and informal oral communication. Even more obvious is that our classes advance critical thinking. Of our four student outcomes, "Analyze and Evaluate Arguments" just is, essentially, the outcome of acquiring critical thinking skills. This is the one outcome that is mapped to almost every class we offer. As can be seen in our Curriculum Map, all of our courses advance at least one of our program learning outcomes, and most (excluding Internship, Teaching Assistantship, our basic Critical Thinking class, and Introductory Logic) advance more than one.

The Philosophy Department is also a proud and robust contributor to SSU's General Education program. We regularly offer several lower-division courses that cover GE Area C2 (PHIL 120, 203, 212, 275), and one of those classes (275) also meets the Critical Race Studies overlay. Every semester we staff multiple sections of courses that meet A1 (PHIL 105) and A3 (PHIL 101). In order to serve first-year students in an engaging way, we have also developed three different First-Year Learning Communities out of our other lower-division GE offerings that have proven successful (PHIL 160A/B, 161A/B, and 165A/B). Finally, we offer multiple sections of an Upper-Division Area C course in PHIL 302. Since GE recertification began, we have let PHIL 102 (Introductory Logic) slip from our regular offerings, but we intend to propose to revive that as a B2 class.

We are able to offer so many GE seats in part because roughly a decade ago Philosophy intentionally set out to make itself resource-efficient. Beyond basic service classes like 101 (Critical Thinking) and 105 (Philosophy of Oral Communication), we realized that we could create a few classes (e.g., 203, 212, 275) to be truly exciting classes for majors while also serving the GE needs of the university at large. Consequently, our major is healthy, most of our courses are always fully or near-fully enrolled, and the parts of GE that we can help advance are well-supported by Philosophy.

Regarding external evaluations of our program, please note that Philosophy as a discipline has no national or other accrediting body.

¹ While we appreciate that the SSU mission statement's reference to "liberal arts *and sciences*" may reflect an emerging linguistic trend in some corners of academia, we note that the traditional definition of "liberal arts" *includes* the sciences—no complete education for a free, engaged, and intelligent citizen could exclude the acquisition of scientific knowledge and appreciation of the scientific method—and so we adopt the traditional, non-redundant usage here.

In terms of past recommendations, our last program review (2016) called for a revision of Assessment practices. We consider this a site of ongoing improvement; see section 2, “Assessment,” below for details. The 2016 external reviewer recommended we streamline and simplify our program learning outcomes, and to center our assessment practices on the gains made by students between their time in PHIL 202 (“Becoming a Philosopher”) and 400 (“Senior Seminar”), both of which we have done.

The external reviewer from 2016 also noted that our curricular transition from the old curriculum to the new one completed in 2017 was at that point incomplete (including a more dedicated emphasis on “practical philosophy, i.e., on ethics, values, and justice); as of 2017, this program transition is complete. That reviewer also called for our department to improve our logic offerings; we note that due to lack of both student interest and direct applicability in other classes that we offer, along with our sharply curtailed resources for offering boutique classes, we do not see a viable path to increasing our logic offerings at this time. There was also a call to hire more faculty to support our revised curriculum; we are very pleased to have in 2018 hired Prof. Megan Burke, whose scholarship nicely complements the department’s existing strengths and allows us to fully staff our major’s four concentrations: Social Justice; Pre-Law and Applied Ethics; The Good Life; and Science, Technology, and Ethics. The last department-specific recommendation of the external reviewer was that leadership professional development support be provided to junior faculty. We are pleased to report that all the faculty, including the two most “junior” (now one Associate Professor and one Professor) feel adequately supported on the leadership front.

The prior external reviewer also made the broader, institution-wide recommendation that departments like ours should experiment in meeting our FTES targets, say by doubling enrollments in one class to support lower enrollments in another. We embrace this approach, but its support from the School and Academic Affairs is inconsistent, leaving us without enough security and stability to pursue such support measures with regularity and confidence. That said, we are always happy to pursue this option when the opportunity is there, as we concur with the reviewer that this is the most efficient way to leverage our limited resources.

2. Assessment

In our 2017 Program Revision, we embarked on a new assessment program. Partly because this system is new and partly because of the COVID-19 disruptions, this is still a work in progress.

Our assessment process is to collect and analyze data on student growth in program learning outcomes through two instruments, both implemented in Senior Seminar (PHIL 400), a class that all graduating majors must take. First, all graduating students take an online survey on departmental practices. Second, a rubric is applied to a sample of research papers from Senior Seminar. Our goal is to collect and assess these documents once per year, and then make curricular recommendations based on the results. Since the Program Revision, the departmental

Assessment Committee has conducted assessment for two academic years, 2019-20 and 2020-21.

In 2019-20, a sample of 7 papers (20% of the class) was used to evaluate Program Learning Outcome 1: Analyze and Evaluate Arguments, using a modified version of the AAC&U Critical Thinking Rubric. The evaluated papers were found to have a level of “proficiency.” In addition, that year’s survey results were combined with the previous year’s (2018-19) results. The Assessment Committee judged that no meaningful conclusions could be drawn from those data (11 students combined over the two years).

In 2020-21, the Assessment Committee evaluated the same Learning Outcome, using the same rubric. This year the committee judged that the evaluated papers were “above 50%.” The committee offered no report on the graduating student survey for that year.

No assessment was conducted by the Assessment Committee in 2021-22 or 2022-23.

Obviously, our assessment practices can be tightened up, in multiple ways. (1) Assessment Committees can use the same standard of evaluation from year to year (as opposed to alternating between “proficient” and a percentage-based approach). (2) We can conduct assessment every year. (3) We can assess other learning outcomes besides just our first. (4) We can gather graduation surveys more consistently.

We have not yet made any changes to the curriculum based on our assessments. We do not at present plan any new assessment strategies over the next seven years. Instead, we intend to redouble our efforts on the present course, try to secure more robust data sets, and see what we can learn from the results.

3. Faculty

We have several capable lecturers who regularly staff our sections of 101 and 105 (and occasionally other courses, including 302 and the special legal reasoning and LSAT course, PHIL 377). In addition to those faculty, we currently have five tenure-line (all tenured) faculty. While we are getting more senior than one might want for a well-balanced department, we think that we do have the number and kind of tenure-line faculty to best advance our goals. Our classes are regularly full at appropriate cap sizes (usually 25 students per class, with exceptions for PHIL 101 and 120) but not overcrowded, and when faculty take research leave or secure grant buyouts of classes, we are able to offer enough courses for our majors to still graduate in a timely manner. So the program is well-staffed, from that perspective. Since the last Program Review, we had one new hire (Prof. Burke) and no new departures of tenure-line faculty.

Our tenure-line faculty specialize and conduct research in distinctive domains that allow them to focus on one of the four concentrations within the major, while also serving the other concentrations and GE. Correlated to these specializations, each faculty advises within their “home” concentration:

Megan Burke was hired in 2018 and specializes in social and political philosophy, feminism, and philosophy of race. Prof. Burke advises the Social Justice concentration. Since 2018, Prof. Burke's publications include nine peer-reviewed journal articles, two book chapters, and one book, *When Time Warps: The Lived Experience of Gender, Race, and Sexual Violence* (Univ. of Minnesota Press, 2019). Prof. Burke is the author of the entry on Simone de Beauvoir for the *Stanford Encyclopedia of Philosophy* and has two books under contract, *Simone de Beauvoir: The Basics* (Routledge, 2024) and *Becoming a Woman: Simone de Beauvoir and the Politics of Trans Existence* (Polity Press, 2024).

Josh Glasgow specializes in ethical theory, value theory, social and political philosophy, and philosophy of race. Prof. Glasgow advises the Pre-Law and Applied Ethics concentration. In recent years, Prof. Glasgow's publications include multiple refereed and invited peer-reviewed articles and book chapters, as well as a couple of books, *What Is Race? Four Philosophical Views* (co-authored with Sally Haslanger, Chike Jeffers, and Quashawn Spencer, Oxford University Press, 2019) and *The Solace: Finding Value in Death through Gratitude for Life* (Oxford UP, 2020). He also has two other books currently in production with Oxford UP, *Disputed Moral Issues, 6th Edition*, co-edited with Mark Timmons, and *The Significance Impulse*.

Gillian Parker specializes in applied ethics and values. Prof. Parker advises half of the students in the Good Life concentration. In recent years, Prof. Parker's research activity includes work in food ethics and climate ethics. She also has an ongoing research project on diaspora and identity.

John Sullins specializes in philosophy of science and technology. Prof. Sullins advises in the Science and Technology Ethics concentration. In recent years, Prof. Sullins' publications include multiple peer reviewed publications in academic journals, book chapters, and proceedings, as well as the book, *The Great Philosophical Objections to Artificial Intelligence: The History and Legacy of the AI Wars* (Co-authors: Eric Dietrich, Chris Fields, Bram Van Heuveln, and Robin Zebrowski, Bloomsbury Academic Press, 2021, 2nd edition forthcoming in 2024).

Andy Wallace specializes in ethics, Buddhism, and philosophy of emotion. Prof. Wallace advises half of the students in the Good Life concentration. In recent years, Prof. Wallace's research activity focuses on contemplative studies, contemporary mindfulness, and pro-social dispositions, especially altruism and compassion. In 2022, Prof. Wallace received a grant from the Center for Compassion and Altruism Research and Education at Stanford University to develop an immersive curriculum on kindness for college freshman ("The Sense of Kindness"), which he taught in 2022-2023. Prof. Wallace lectures on compassion and mindfulness locally and regionally.

Given this range of specializations, we believe that the program's curriculum, mission, and quality of offerings are well cared for. The Philosophy faculty have expertise that covers all aspects of our curriculum, with each having specified responsibilities for distinctive parts of it. For those who are publishing, their research directly informs their teaching and advising: it is

how we have ended up with recent course additions like Global Justice and The Good Life, as well as overhauls of older classes such as Gender and Social Justice.

The Philosophy faculty feel well-supported in terms of professional development, with the exception of travel funding. Our main funding need is for conference travel, with one conference per year minimally adequate and two conferences per year optimal. Presently, the school travel allotment allows funding for one conference at up to \$2000, which is often insufficient for attending even just one domestic conference given the current costs of travel. We believe that this support is crucial not only for staying abreast of trends that we can incorporate in the classroom, but also for faculty scholarship and engagement.

4. Program Resources

The Philosophy Department mostly has the resources it needs to support our programming for students. Regarding advising, as mentioned in section 3, the five tenured faculty are each responsible (or share responsibility) for a distinct concentration within the major. Thus major advising is adequately staffed. As of the writing of this review, the Chair advises incoming majors, prospective majors, and minors. Within this framework, each faculty member offers comprehensive advising, not only for major requirements but also for pathways to graduation and for post-graduate success in career or graduate school.

We do not perceive any shortcomings in funding for campus support services more generally, including everything from tutoring to health services to library assistance, to community engagement opportunities.

Technological equipment adequately supported, with three exceptions. One is that PHIL 309 (Roboethics) needs an equipment refresh. The second is that two of our faculty (one Professor, one Lecturer) would like to see more opportunities for teaching in HyFlex classrooms. They presently would like to offer some classes as HyFlex classes that are not currently being offered in that modality due to a lack of appropriately equipped classrooms. Finally, one of our lecturers would like wireless microphones for recording on Zoom.

We have excellent support staff, which we share with COMS in the case of Shelly Stephens (who administers everything except for expenses) and ENGL in the case of Kate Sims (who administers our expenses). We would like to keep working with them as long as possible. The School of Arts and Humanities also provides excellent administrative support.

No new significant funding needs are anticipated that could impact program success. We note, however, that the looming reorganization of Academic Affairs does threaten our program effectiveness in the form of introducing new and significant inefficiencies by removing or reducing its support for a Chair who is based in our department and can adequately understand our needs and be an effective advocate and administrator. We think this reduction in support for department-based chairs is a mistake. But because it is out of our hands, we are working with

our Dean and the Provost to try to minimize the impact of this threat by letting us continue to do the Chair's work internally by distributing that work to each of the tenure-line faculty with reduced support in the form of the Chair's course releases. In the worst case scenario where Philosophy ends up being forced to merge with one or more other departments and on-board a chair from another department who has little knowledge of our program, department, discipline, and faculty, we anticipate that this merger will result in increased workload to educate an external chair about departmental needs, inadequate representation in School- and University-wide settings, scheduling problems, and other infelicities that will, as a downstream effect, result in less optimal offerings for our students and depressed faculty morale.

Changes in personnel processes have also introduced new inefficiencies that depress faculty morale. Specifically, just two years ago our then-Dean instructed the Philosophy Department (and other departments) to refresh its Lecturer Pool. While this was an onerous process, the Department invested considerable resources in this effort in order to re-evaluate the capabilities of our current Lecturers and to open the door to new Lecturers with additional capabilities that could serve our students. We achieved these aims, refining our list of what our current Lecturers are eligible to teach while also identifying other talent in the region that can offer what our current Lecturers cannot effectively teach. Unfortunately just a year later, new staff in Academic Affairs decided to scuttle all such pools and instead ask that Departments go through the time-consuming hiring process every time they want to hire a new Lecturer—effectively reopening the pool and relaunching a national search every time we have a single new class to staff. The Philosophy faculty find this discouraging, as it unnecessarily rendered our recent and substantial efforts a waste of time and increases our unnecessary administrative workload going forward. We also find it unprofessional and embarrassing to ask people who recently applied to a position, and who were approved for that position, to apply again for that work. Finally, we work in a discipline in which many job candidates are underemployed and thus will invest considerable resources in any job search, and we find it unethical to openly advertise for positions—costing the most vulnerable portion of our professional community scarce time and money—when we already know what Lecturers we want to use to staff our classes.

Given these last two points, it is perhaps fair to say in summation of our Resources Review that while the Philosophy Department has mostly adequate *funding*, there are *administrative structures* that regrettably result in avoidable inefficiencies and morale depletion, negatively impacting our program, our staff, and our students. Those problems can be remedied, given sufficient wherewithal from the office of Academic Affairs.

5. Student Success

Over the last five years, as SSU experienced a severe downturn in overall population and also a reconfiguration of its demographics (both becoming an HSI and re-focusing recruitment on our service area within California), the population of Philosophy majors and minors has changed as well. Here are the last several years' worth of data for Philosophy:

Majors: overall and by concentration

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Philosophy	None	23	24	19	11	4
	Good Life	6	9	12	13	15
	Social Justice	4	7	10	7	5
	Pre-Law & App Ethics	45	36	34	35	29
	Sci, Tech, & Ethics	2	5	4	6	7
	None			1	1	1
Total		80	81	80	73	61

Minors

Minors in Philosophy

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Philosophy	PHIL-MIN	24	46	59	54	53	39	37	26	21

Demographic Trends

Majors in Philosophy by Race/Ethnicity

			Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Philosophy	PHIL-BA	AmerInd Only				1					
		Asian Only	5	4	1	2	1	4	2	3	5
		Black Only	3	4	2	3	2	4	6	8	4
		Hisp/Lat	13	14	19	28	30	30	37	28	33
		Mult races		3	6	7	7	6	4	3	1
		Unknown	4	7	5	4	4	3	4	6	4
		White Only	20	19	30	38	45	33	27	31	25
	PHIL-OBA	White Only								1	1
Grand Total		45	51	63	83	89	80	80	80	73	

Majors in Philosophy by Gender

			Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Philosophy	PHIL-BA	F	19	22	28	33	41	44	46	50	39
		M	26	29	35	50	48	36	34	29	33
	PHIL-OBA	M								1	1
Grand Total		45	51	63	83	89	80	80	80	80	73

First-time freshman and transfer majorsFirst-time

Department

Fall 19 Fall 20 Fall 21 Fall 22 Fall 23

Philosophy	Applicants	132	120	91	87	74
	Admitted	121	104	87	81	73
	Deposited	20	11	10	16	10
	Enrolled	18	9	10	13	10

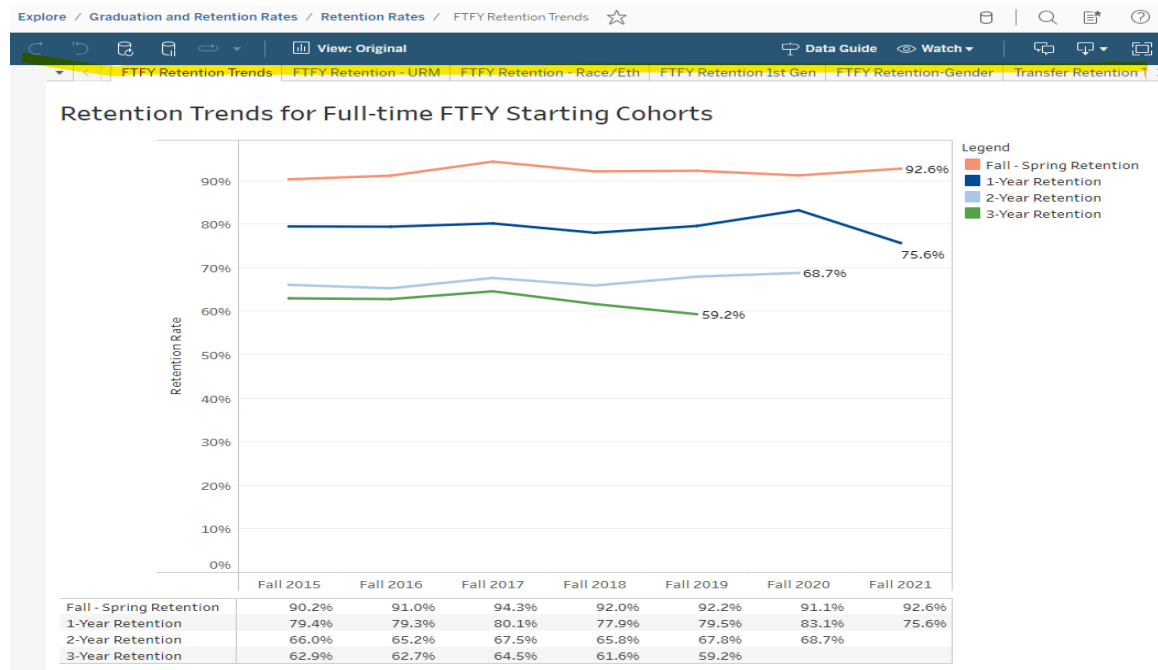
Transfer

Philosophy	Applicants	39	37	55	37	32
	Admitted	27	32	47	28	24
	Deposited	5	6	11	3	9
	Enrolled	5	6	11	3	8

FTES at Census, FTEF, SFR (Student Faculty Ratio)

Measure	F 14	F 15	F 16	F 17	F 18	F 19	F 20	F 21	F 22
Census FTES	211.2	221.4	208.9	216.1	168.3	195.1	184.6	155.0	124.0
FTEF	8.7	8.7	8.7	8.7	7.4	8.43	6.95	6.94	5.63
SFR	24.3	25.5	24.1	24.8	22.7	23.1	26.6	22.3	22.0

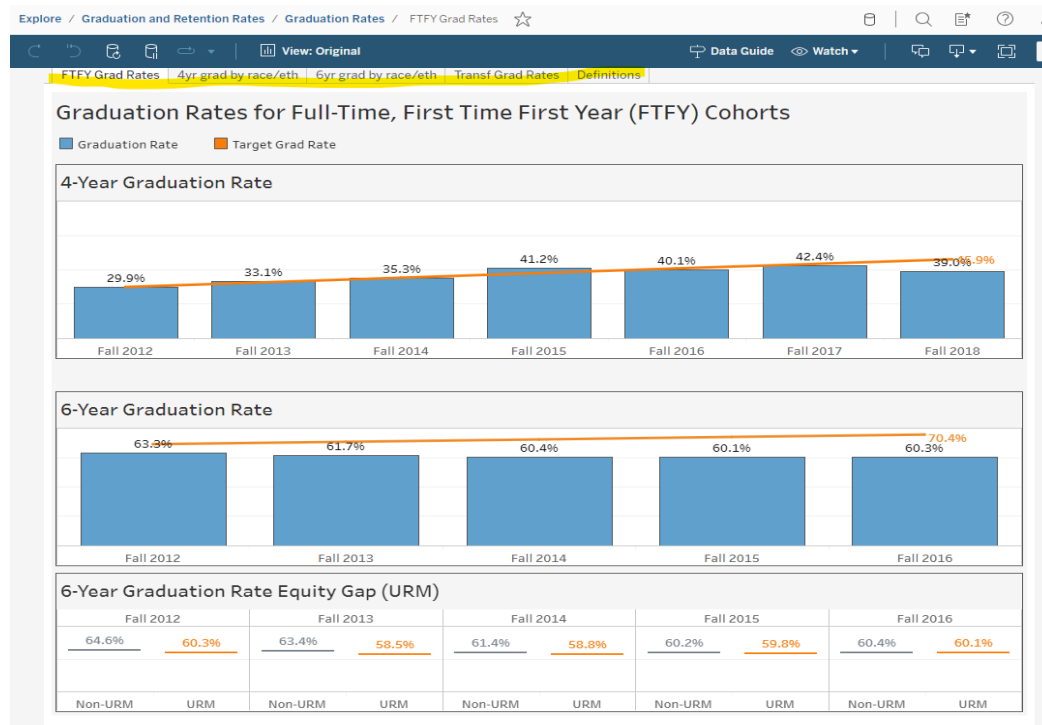
Retention rates



Graduation Rates

Degrees Awarded (including second majors)

Acad Plan Degr	AY Completion								
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
PHIL-BA	12	6	18	11	15	27	25	21	19



While we strive to highlight career pathways for our majors, we do not think that careerism is the right way to look at a Liberal Arts degree in general, nor Philosophy in particular. We are designed to help students become more complete people, with well-honed critical thinking skills and a value orientation to become fully engaged citizens—a goal which is valuable in and of itself, in addition to the enormous employment premium it delivers. The feedback we get from our alumni (which though sometimes solicited admittedly comes from self-selecting respondents) is uniformly positive.

6. Reflection and Plan of Action

Overall, the Philosophy Department at SSU is healthy. We have a vibrant program, serving both a robust major and a number of GE areas. The faculty resources are proportionate to student demand.

While the number of Philosophy majors has undergone a downturn, the magnitude of this downturn is roughly parallel to the overall decline in numbers in SSU students, so we do not take this to reflect a trouble spot for our program specifically. (In fact, the Philosophy major has

experienced a *smaller* population reduction than the university as a whole, so we take our program to be relatively resilient.) We do note that we are *slightly* below our target graduation rate, but we are unsure why that is. Because we are so close to the target (per the graph above), we are content to take a wait-and-see approach to this portion of the data before rushing to a conclusion.

We are also pleased with the diversity within our major. Philosophy is famously one of those majors that in the United States attracts a disproportionately high number of white, male students. That is no longer the case at SSU. We work hard to be inviting to students from a range of backgrounds, and we are pleased to see that after years of replicating the disciplinary trend of skewing towards an excess of men, our gender breakdown the last several years now tilts slightly toward having more women than men, in keeping with the overall ratio of women to men at SSU. Moreover, as of [Fall 2022, SSU](#) as a whole was roughly 42% white, non-Latino. Our population of majors in that demographic has over the last several years consistently fallen lower than that number, indicating that we are reaching students from across the university. In particular, as SSU is an HSI, it is worth noting that the Philosophy major is regularly about 35% Latinx.

That said, we do see three key areas for improvement that we have a measure of control over:

- Recruiting into the minor. We used to have a more robust minor than we do—the size of that population has dropped by almost 65%. Not only is this bad for the students who are missing out on our excellent Philosophy minor, it also hampers our ability to keep our non-GE classes at adequate enrollment levels. We intend to redouble our efforts to recruit new minors out of our 100-level courses. One piece of this renewed effort is that we have recently developed bookmarks with summaries of the minor and major and a QR code that takes students directly to the page where they can declare Philosophy as a minor (or major). Because these are small and relatively cheap, we can distribute them liberally, and although it debuted just last year we already know of students who have enrolled in the minor through this bookmark.
- Boosting our two smallest major concentrations, *Social Justice* and *Science, Technology, and Ethics*. Both of these concentrations have relatively few students, and so sometimes their classes struggle to make minimum enrollment targets. We both want to secure ways to strengthen those enrollments and, not coincidentally, increase the number of students in those concentrations. One pillar of support for class enrollments is that some of those classes now get recognized by other majors (e.g., 376 for Women & Gender Studies; 301 and 309 for Computer Science). To continue to build out that support, we can pursue other strategies. For instance, we are in discussions to explore the possibility of developing a Technology Ethics Minor or Certificate. We can also develop strategies to scaffold students from one class to the next *across* our concentrations (such as advising them to take at least one elective outside their concentration, or marketing our underenrolled classes more effectively), so that students in more popular concentrations explore currently underexplored classes (for example, from Philosophy of Law to Gender and Social Justice). Finally, we would like to find ways to re-invigorate PHIL 205, our one-unit ethics lecture series class. This was a

remarkably successful class until it lost its base constituency when certain parties on campus determined, against our objections, that one-unit classes should no longer receive GE credit. We continue to hope to see that mistaken policy change reversed, but while it is in place, we would like to find ways to boost its enrollment, as it served as a feeder course for our minor and major.

- Collecting assessment data. We need more data from our assessment practices to draw any meaningful conclusions. Hopefully by the time of the next Program Review, we will have such data.

Other than that, we intend to stay the course with our thriving Philosophy program.

Appendices

1. Curriculum Map
2. Syllabi from AY 2022-2023 (n.b. Prof. Burke was on sabbatical this academic year)

Appendix 1. Curriculum Map

PHILOSOPHY STUDENT LEARNING OUTCOMES	Analyze and evaluate arguments	Argue persuasively for a thesis based on scholarly research	Apply philosophical theory and methods to daily life.	Articulate and argue for core values (moral and non moral)
PHIL 101	X			
PHIL 102	X			
PHIL 120	X		X	X
PHIL 160B	X		X	X
Phil 201	X		X	X
PHIL 203	X		X	X
PHIL 204	X	X	X	X
PHIL 207	X			
PHIL 212	X		X	X
PHIL 273	X	X	X	
PHIL 275	X		X	X
PHIL 276	X		X	X
PHIL 301	X	X		
PHIL 302	X			X
PHIL 303	X			X
PHIL 306	X			
PHIL 307	X			
PHIL 309	X		X	X
PHIL 312	X		X	X
PHIL 375	X		X	
PHIL 377	X			
PHIL 400	X	X		
PHIL 470				
PHIL 499			X	

Appendix 2: Syllabi, 2022-2023

(n.b. Prof. Burke was on sabbatical this year)

PHIL 101: Critical Thinking

Fall 2022

Instructor: Adam Dietz, PhD

Office hours: by appointment M-Th in person or Zoom

Contact email: dietza@sonoma.edu

Phone: Mobile 415-948-7276

Email is the preferred method. Text for more urgent/time sensitive communication.

Course Description

This course will introduce you to the philosophical tradition of examining life and thinking critically. We will engage the works of influential thinkers from both Eastern and Western traditions and analyze how their methods meet contemporary times and daily life. We will also look at a variety of specific techniques and tools that developed from this lineage, helping us as communicators and active listeners.

Course Modality and General Expectations

This is a primarily in-person course. This course will be delivered primarily in-person with support through the learning management system, Canvas. You will use your SSU username and password to log in to the Canvas course.

In Canvas, you will access, course materials, and resources. At designated times throughout the semester, we will participate in self-paced activities using Canvas. Activities may consist of online assignments, discussion forums, and announcements.

Goals and Learning Objectives

1. Engage critically with ideas analyzing and evaluating modes of reasoning, such as, scientific, rhetorical, inductive and deductive.
2. Identify and evaluate assumptions from daily life, current events and contemporary discussions.
3. Produce coherent, original and persuasive arguments in support of a sincere main idea.
4. Develop communication and active listening skills in classroom discussions.

Required Course Materials

-Lewis Vaughn, *Concise Guide to Critical Thinking* (Oxford UP, 2018)

-Readings linked to via our course Canvas page

Assignments

-*Class participation* appropriate, respectful and informed engagement is expected and monitored: 100 points of your final grade

-You start with 70 points for this category; 100 is the maximum. Your score will be bumped up or down according to your engagement level as an active listener and participant in the class. In addition to the classroom environment, there will be online opportunities to contribute toward this participation requirement. (This item will, at the instructor's discretion, be used to justify "bumping up" borderline overall grades.)

-*Philosophy Journal*: 75 points

-There will be brief weekly assignments for you to indicate engagement with readings and class discussion as related to contemporary life events. Prompts will include creating a persuasive argument, recognizing cognitive biases, and many others based on classroom content and key concepts from the reading.

-*Quizzes*: 25 points x4 = 100 points total

-There will be quizzes consisting of fill in, multiple choice, matching and short answer questions taken from the readings and classroom discussions.

-*Signature Assignment*: 25 points

-There will be one final paper based on your philosophy journal

Grading Scale (Percentages)

A 93-100 A- 90-92 B+ 87-89

B 83-86 C 73-76

B- 80-82 C+ 77-79 C- 70-72

D+ 67-69 D 60-66

F 59 and below

General Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. (Go to this URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>). A few notes:

- Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students.
- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: <http://policies.sonoma.edu/policies/cheating-and-plagiarism>. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. ***Any academic dishonesty will be taken to warrant an overall "F" grade for the course.***
- Late work will not be accepted, except in cases of extreme emergencies.
- Respectfulness expectation: Proper classroom behavior is required at all times. No talking outside of the main class discussion. No sleeping. No music. No eating noisy food. **No using cell phones, tablets, or other devices unless specifically authorized. Laptops may not be used during class, except when otherwise indicated for specific meetings.** If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop?>
- Any work that is unclaimed past the summer after this class ends may be shredded.

SSU University Policies

DSS

If you are a student with a disability and think you may need academic accommodations, please contact Disability Services for Students (DSS) located in Schulz 1014A. Please contact DSS as early as possible in order to avoid a delay in receiving accommodation services. The use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](#).

- Phone: (707) 664-2677
- Phone TTY/TDD: (707) 664-2958
- [DSS Website](#)

Counseling and Psychological Services (CAPS)

- Phone: (707) 664-2153

- [CAPS Website](#)



Fall/2022

DETAILS ABOUT YOUR COURSE

Phil 101, 3, MW 9:30AM - 10:45AM, Schulz 3001

DETAILS ABOUT YOUR PROFESSOR

Office: Zoom Conference Calls and Nichols 313

Phone: 707 664-2277

E-mail: John.Sullins@Sonoma.edu

Office hours: Wednesdays 1-2 and by Appointment

COURSE DESCRIPTION

“I cannot teach anybody anything. I can only make them think”
— Socrates

This course is designed to increase your ability to think critically and more properly assess the quality of sources of information that you use to make decisions throughout your academic and professional careers. Critical thinking skills considered one of the primary skills sets that employers are looking for. Your ability to use and communicate these skills will be vital to your future success. Specifically, this course will expose you to different kinds of informal and inductive reasoning techniques where important decisions have to be made using the best information available, even when it is incomplete or uncertain. Some of the fields of study that rely on this kind of reasoning are: business, marketing, economics, science, politics, law, advertising, psychology, education, social sciences, and public policy, just to name a few.

This class satisfies the A3 General Education requirement. *A3 Critical Thinking*, is designed to provide students with the level of writing, analytical, and speaking proficiency appropriate for a university education. Towards this end we will focus on the following learning objectives:

- Identifying arguments and the use of logic in language, definition of argument, deduction, induction and validity.
- Categorical Logic and formal fallacies.
- Fallacy Identification.
- Philosophical Issues in Critical Thinking, (throughout the course)
- Science vs. Pseudoscience.

Sample topics that this class will introduce are (but are not limited to): Identifying arguments, Formal and informal reasoning, fallacies in reasoning, cognitive biases in reasoning, scientific reasoning, legal reasoning, assessing ethical arguments, what makes an explanation adequate. How reasoning affects current events and politics.

GENERAL EDUCATION LEARNING OUTCOMES

Upon Completion of this General Education Course the student will be able to:

- Iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically toward a creative, informed synthesis of ideas (Information Literacy)
- Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry (Argument)
- Engage in critical reading

GENERAL EDUCATION ASSESSMENT

All undergraduates will participate in assessment of SSU's general education program. Assessment helps the university community understand how well students are learning and helps us change the curriculum to better meet student needs. All general education courses will include a signature assignment, a key assignment that is mapped to one or more of the learning outcomes listed above. Student work products for those signature assignments will be submitted (without identifying names or other information) to faculty groups who will evaluate student learning and make recommendations for curricular change. Student participation in these processes is as simple as turning in your course work—it is automatic and confidential.

COURSE OBJECTIVES

In this course students will

- Identify arguments and the use of logic in language, understand the threshold concepts of: argument, deduction, induction, and validity
- Build facility with systems of logic and quantitative reasoning such as: Categorical Logic and formal fallacies, Truth Functional (Propositional) Logic, proof methods used in mathematics
- Understand the foundational role of logic in science and technologies
- Analyze, construct, and critique, legal, political, and ethical arguments, in an interdisciplinary context

The course will focus on the following General Education Learning Objectives

https://ge.sonoma.edu/sites/ge/files/approved_2018-11-16_-_learning_outcomes.pdf

- **Critical Reading:** Actively analyze texts in a variety of forms, genres, and disciplines.
- **Argument:** Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry
- **Disciplinary and Interdisciplinary Knowledge:** Identify, interpret, and apply methods, intellectual approaches, and fundamental concepts from disciplines within the social sciences, physical and life sciences, arts, and humanities.
- **Creative Problem Solving:** Apply knowledge, skills, and multiple perspectives in new situations to analyze and formulate solutions to complex problems with confidence and creativity.

REQUIRED TEXTS

1. *CT: Lewis Vaughn, The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims, 2018. Note; we are using the 6th edition 2018, there are other editions, so be careful in buying used books.*
2. *ATC: Rolf Dobelli, The Art of Thinking Clearly.*
3. Additional readings found on Canvas

CLASS STRUCTURE

Critical Thinking a skill that has to be developed through practice and repetition. This is a hybrid online/in person flipped lecture style class with recorded lectures and videos viewed on Canvas on your own time followed by active discussion and work on the homework encouraged during class time. When we use our time wisely, the student will

not have any homework to be done outside of class but any homework left undone in class will be the responsibility of the student to complete outside of class. During class time we will work collaboratively to clarify and solve difficult problems and build our skills as thinkers and team members solving important problems.

Please also note the following logistics:

- All PowerPoint Lectures are posted on Canvas. The deadline for viewing them is always at 11:59PM the day before your class meets.
- homework submissions are via Canvas or an online homework system that comes with your text. The reading list below outlines the requirements and submission deadlines for this class. The final deadline for homework is always at 11:59PM the day before we begin the next section of homework, as noted on the class schedule.
- Exams are done online in class on their scheduled dates.

GRADED REQUIREMENTS

- *Three cumulative exams.* Together the exams will be worth 30% of your final grade. Questions will come from the reading materials, homework and from questions written by the instructor.
- *Online homework assignments* count for 20% of your grade. Questions will come from the reading materials and from questions written by the instructor.
- *Signature Assignment* counts for 30%. Students will work in a small group that will present a report on cognitive bias and fallacious reasoning in current events. The report will be written in the style described in chapter 12 (Argumentative Essays) in our text, “The Concise Guide to Critical Thinking.” The first draft will be due during week 9, there will be a round of peer reviews and revision that will conclude during week 12 and the results of your report will be presented to the class on weeks 13-16. On week 16 each student will reflect on the results and report how successful they and their group members were on their project.
- *Attendance* will count for 20% of your grade.
 - o Note that due to emergency events, in-person classes may be substituted by online Zoom sessions as needed.

Grade Scale

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D

87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	0-59	F

Please keep track of your grades on Canvas and consult with me if you have concerns

CLASS POLICIES

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. (Go to this URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>).

A few notes:

- Please let me know if you have any disabilities that require accommodation. [Disability Services for Students \(DSS\)](#) provides assistance to students.
- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Plagiarizing will be taken to warrant an "F" for the course.**
- Late work will not be accepted, except in cases of extreme emergencies.
- Respectfulness expectation: proper classroom behavior is required at all times. No talking outside of the main class discussion. No sleeping. No music. No eating noisy food. No Zoom bombing or changing your name on Zoom to sock puppet other students. No using cell phones, tablets, or other devices unless specifically authorized. Computers may not be used during class, except when otherwise indicated for specific meetings. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>

Tutors and Campus Resources

There are a number of campus resources available to enhance your study. The instructor will provide you with the names and contact information for peer mentors/tutors who have volunteered to help you with homework and comprehension. Additionally, the University operates a tutor center (Salazar Hall 1040), where you can get free tutoring in logic and critical thinking. The instructor also holds weekly office hours, (see above for times and dates) and you are invited to come and discuss your class work. Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

Class and Reading Schedule

DATE	Lecture Topic	Reading for next class	Homework Assignment
Week 1 08/22	Introduction, review syllabus		All assignments will be done in class. Due dates listed on Canvas
08/24 (Live)	Facts v. Feelings: Why Critical Thinking Matters	1) Ch1, Pgs. 1-8	1.1, 1.2, 1.3
Week 2 08/29	Claims, Reasons, and Arguments	1) Ch1, Pgs. 9-end	1.4, 1.5, 1.6
08/29	Survivor Bias	2) Ch 1	
08/31	Psychological Obstacles to Critical Thinking	1) Ch 2 all	2.1 even, 2.2 even, 2.3 even
Week 3 09/05	Identifying Arguments	1) Ch 3 Pgs. 58-71	3.1 even, 3.2, odd, Writing Question 3
09/05	Swimmer's Body Illusion	2) Ch2	
09/07	Assessing Arguments	1) Ch 3 Pgs. 72-end	3.3 odd, 3.4 even
Week 4 09/12	Reasons for belief and doubt	1) Ch 4 Pgs. 109-127	4.1, 4.2, 4.3
09/12	Clustering Illusion	2) Ch 3	
09/14	Reasons for belief and doubt Continued	1) Ch 4 127-143	Ch 4.4 Writing Assignment 3
Week 5 09/19	Fallacies and Persuaders	1) Ch 5 Pgs. 151-166	5.1, 5.2
09/19	Social Proof	2) Ch 4	
09/21	Fallacies and Persuaders Continued	1) Ch 5 Pgs. 166-186	5.3, 5.4
Week 6 09/26	Deductive Reasoning: Propositional Logic	1) Ch 6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6

DATE	Lecture Topic	Reading for next class	Homework Assignment
09/26	Sunk Cost Fallacy	2) Ch 5	
09/28	Deductive Reasoning: Propositional Logic Continued	1) Ch 6	6.7, 6.8, 6.9, 6.10
Week 7 10/03	Deductive Reasoning: Categorical Logic	1) Ch 7	7.1,7.2 even, 7.3 even
10/03	Confirmation Bias 1	2) Ch 6	
10/05	Deductive Reasoning: Categorical Logic Continued	1) Ch 7	7.4 even,7.6 odd, 7.7 odd
Week 8 10/10	Midterm 1 Review		
10/12	Midterm 1		
Week 9 10/17	Inductive Reasoning	1) Ch 8	8.1even, 8.3, 8.4, 8.6
10/17	Confirmation Bias 2	2) Ch 7	Signature Assignment Draft due
10/19	Inductive Reasoning Continued	1) Ch 8	8.8 Even, 8.10
Week 10 10/24	Inference to the Best Explanation	1) Ch 9	9.1, 9.2 even, 9.5
10/24	Authority Bias	2) Ch 8	
10/22	Inference to the Best Explanation Continued	1) Ch 9	9.6, 9.7, 9.9 even
Week 11 10/31	Judging Scientific Theories	1) Ch 10	10.1, 10.5
10/31	Contrast Effects	2) Ch 9	Peer Reviews of Signature Assignment due!
11/02	Judging Scientific Theories, Continued	1) Ch 10	10.7, 10.9 even, 10.10
Week 12 11/07	Midterm 2 Review		

DATE	Lecture Topic	Reading for next class	Homework Assignment
11/09	Midterm 2		
Week 13 11/14	Critical Thinking in Morality and Law	1) Ch 11	11.1, 11.2, 11.3 even
11/14	Availability Bias	2) Ch 10	
11/16	Critical Thinking in Morality and Law	1) Ch 11	11.4 even, 11.5, 11.6
Week 14 11/21	Signature Assignment First groups	Student Presentations	
11/23-25	T-Day Holiday		
Week 15 11/28	Signature Assignment Second groups	Student Presentations	
11/30	Signature Assignment Third groups and Final Review	Student Presentations	
Week 16 12/05	Signature Assignment reflection	Your reflection on you signature assignment is due	
12/08	Final 12/14/2022	0800-1000AM	On Canvas

Other Information

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.
10. Please leave the room if you need to use your phone in any way.
11. All discussions both online and in person will be held in accordance with the SSU Statement on Civility and Tolerance. www.sonoma.edu/crvd

Anthony S. Wright, PhD Darwin 30: Tuesday/Thursday 1PM-2:15PM

Philosophy 105-003-FA22: Philosophy of Communication

Sonoma State University

Philosophy Department

Fall 2022

Anthony S. Wright, PhD

Hours: By Appointment, Please contact me to schedule a zoom or phone appointment.

Telephone: 415-721-9977 (voicemail)

email: wright@sonoma.edu

Class Schedule: Fall Semester 2022, UNLESS OTHERWISE ANNOUNCED

Class meets In Darwin 30, Tuesdays and Thursdays, from Tuesday, August 23, 2022 to Thursday, December 8th, 2022, from 1:00 PM to 2:15 PM.

IN-PERSON ATTENDANCE IS REQUIRED FOR THIS COURSE UNLESS OTHERWISE ARRANGED WITH THE INSTRUCTOR.

More information will be available as the class progresses.

Course Description:

Philosophy 105 is a 3-Unit General Education course

Learning Outcomes:

Course Goals and Student Learning Objectives

General Education Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1: COMMUNICATION: Communication: communicate clearly and eloquently in written, oral and/or performative forms in a variety of genres and disciplines.

GELO 2: INFORMATION LITERACY: iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically toward a creative informed synthesis of ideas.

GELO 3: CRITICAL READING: actively analyze texts in a variety of forms, genres and disciplines.

GENERAL EDUCATION ASSESSMENT:

All undergraduates will participate in assessment of SSU's general education program. Assessment helps the university community understand how well students are learning and helps us change the curriculum to better meet student needs. All general education courses will include a **signature assignment**, a key assignment that is mapped to one or more of the learning outcomes listed above. Student work products for those signature assignments will be submitted (without identifying names or other information) to faculty groups who will evaluate student learning and make recommendations for curricular change. Student participation in these processes is as simple as turning in your course work—it is automatic and confidential.

Required Texts:

Fujishin, Randy. 2016. *Art of communication - improving your fundamental communication skills*. Third Edition, New York, Rowman & Littlefield. ISBN: 978-1-4422-6623-3

Duarte, Nancy. 2010. *Resonate: Present Visual Stories that Transform Audiences*. John Wiley and Sons. ISBN-13 : 978-0470632017

Paul, Richard, and Linda Elder. 2009. *The miniature guide to critical thinking: concepts and tools*. ISBN: 978-1538134948

Grading

Final grades are final except when a calculation error has been made. Incompletes are rarely allowed. A missed assignment will be a zero (0) grade, unless prior arrangements have been made.

- **Class participation: 70% of Course Grade**
 - Graded Discussions 25%
 - Final Oral Presentation (Part of Signature Assignment) 25%
 - Signed-in Class attendance 18%
 - Graded Surveys 2%
- **Writing assignments: 30% of Course Grade**
 - Important Ethical Issue 5%
 - Mid-Term 2-3 page paper 10%
 - Final formally formatted academic term paper (Chicago/Turabian) (5 Pages)(Part of Signature Assignment) 15%
- **Course Assignments in Detail**

You will find further information about assignments for this course [here](#).

Reading and Assignment Schedule:

- Please see Reading and Assignment schedule on Canvas and as included with this syllabus. This schedule will be updated on an ongoing basis. The class schedule is tentative and may be adjusted to meet the needs of learners.

Other Information:

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone 707-664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please contact me, to make a phone appointment or during office hours.
3. A grade of Incomplete will be granted only in extreme circumstances.
4. Missed exams or presentations will count as a zero grade for that section.
5. **If you want to take this class pass/fail**, register accordingly at the very beginning of the semester. The University Registrar is adamant about not allowing re-registration for pass/fail after the deadlines have passed.
6. It is the student's responsibility to drop themselves from this class.
7. Students who do not respond to discussions, assignments, and surveys in the class by the end of the second week of class will be dropped from the class, by the instructor.
8. Appropriate online classroom behavior is expected. Treat the classroom as you would working at a position for an employer. See the rules of [Netiquette](#) in the Getting Started module for this class.
9. Cheating and plagiarism will cause an automatic fail of the course and may involve being brought up on charges before the University Honesty Committee. Ask me about Turnitin and cryptomnesia.
10. **I require all students to address others with *respect* and in *good faith*. Our online classroom MUST be a safe place to express ourselves, whatever the circumstances.** Acts or threats of violence towards anyone in the class will result in the initiating student being dismissed from the class.
11. I highly suggest getting a dictionary app, for its etymological references. Again, please treat the online classroom as a business environment.
12. Our class is a group collaboration between thoughtful people. I look forward to working together with you for an inspiring class!

Course Assignments in Detail

Course Assignments in Detail

This is an expanded explanation of the required assignments for this course from the Grades portion of the Syllabus. These assignments will also be in the course schedule as it is updated.

There will be no exams in this course.

Grading

Final grades are final except when a calculation error has been made. Incompletes are rarely allowed. A missed assignment will be a zero (0) grade, unless prior arrangements have been made.

- *Class participation: 70% of Course Grade*
 - *Graded Discussions 25%*
 - *Final Oral Presentation (Part of Signature Assignment) 25%*
 - *Daily Course Attendance by Sign-in Sheet 18%*
 - *Graded Surveys 2%*
- *Writing assignments: 30% of Course Grade*
 - *Important Ethical Issue 5%*
 - *Mid-Term 2-3 page paper 10%*
 - *Final formally formatted academic term paper (5 Pages)(Part of Signature Assignment) 15%*

Class participation

70% of Course Grade. Students are expected to show up and participate in bi-weekly presentation practice sessions with graded role survey in graded discussions, and final oral presentation (part of signature assignment).

This grade will be based on the quantity and quality of each student's discussions of the readings and media, and their sharing of insights, questions, and opinions with other participants. ([See graded discussion Rubric.](#))

- **Graded Discussions:** 25% of Participation portion of course grade.
 - While the graded discussions are valued at 25 points each, the final weighted score of Graded Discussions will be 25% of the Course Grade.
- **Practice Presentations & Daily Class Attendance:** 18% of Participation portion of course grade.
 - Practice presentations will follow a specific presentation format, each student will make 3 distinct practice presentations (Ice-breaker, Important Ethical Issue, Opposition), and fulfill one (or more) of the 5 practice presentation roles in each practice presentation session.
- **Daily Class Attendance is required for this course.**
 - Daily Class Attendance will be accounted for by student signature on **daily Sign-in sheet**. If, for any reason, you must be absent, **please send me an email within 24 hours of the absence** with reason for absence, and in most cases I will grant credit for notified absences. If you wait until the end of the semester to let me know why you were absent on a particular day, I may be less flexible in offering credit for that notification of an absence.
- **Graded Surveys 2%**

- This survey and Plagiarism Pledge will assist me in assessing what information you know at the beginning of the course.
- **Final Oral Presentation (one of two Signature Assignments)**
 - **Each student will make a 7 to 10 minute oral presentation on the Important Ethical Issue of their choice, using presentation techniques and ethical theories covered in class.** The presentation will be essentially a version of the final paper in presentation format. (see criteria for final paper below). 25% of Participation portion of Course Grade.
 - Final Oral presentations can be in different formats, such as a video recorded on Yuja or Youtube, a powerpoint presentation with a voice-over, or using Google Slides. Class members will be invited but not required to comment on fellow student presentations.
 - A presentation sign-up roster will be made available at mid-term. The final weeks of class will be devoted to the viewing and discussions around student presentations.

Writing assignments

30% of Grade. All writing assignments to be turned in on Canvas Learning Management System. Deadline for turning in Assignments is the Friday by 11:59 PM of *the week the assignment is due*. Late assignments will scored as a zero, for that assignment.

- **First Assignment: Selecting the Important Ethical Issue** with 3 Values to support it. (5% of Course Grade) .
 - All I want is an initial Important Ethical Issue (as ONE statement), and 3 Values (as 3 statements) to support it. You will expand on this Important Ethical Issue and the supporting values in 2-page informal paper.
- **One, 2-3 page informal (non-academic format) paper due at mid term dates:** (10% of Course Grade.)
 - **Opposition Interview**
 - Students will personally interview someone with an opposite view to their own on their important ethical issue. Due to Covid-19 restrictions, if a personal interview is not possible, 3 sources of opposition from print and other media will be accepted, along with an evaluation by the student for validity according to evidence, and one source considered invalid, and reasons why.

- **Informal Paper:**

The informal paper will be due at mid-term. This paper will state and unfold your Important ethical Issue and 3 supporting values beyond the first assignment where you selected the Important Ethical Issue. A bit more developed and thesis statement/question beyond the first assignment will be expected.

This paper addresses in depth, argument in advocacy of the Important Ethical Issue, and your argument on **one or more** of the 3 values from the first assignment, with the inclusion of **opposition viewpoints to these values (as described above)**, and evidence that supports your argument beyond the opposition viewpoints.

- **5 page term paper:**

15% of Grade. This paper can be a compiling of your presentations and essay. Formal Academic Format: Chicago. This paper is due by the last two weeks of class. **Talk to me about topic. It is OK to change the topic during the course.**

- **Term Paper (one of two Signature Assignments):**

The term paper must be

- A clear, focused Thesis question/statement, that is comprehensive and easy to understand, in advocacy about the Important Ethical Issue.
- Values and initial evidence to support the argument in advocacy of the thesis question/statement.
- Respectfully presented opposition viewpoints about the Values and evidence you use to support your argument.
- A final wrap-up in concluding your arguments, with evidence that further respectfully refutes opposition arguments.
- Formatted in Chicago/Turabian([Links to an external site.](#)) Academic format with citations, notes, and references list.

INTRODUCTION TO PHILOSOPHY
Dr. Gillian Parker
Fall 2022

DETAILS ABOUT YOUR COURSE AND PROFESSOR

Phil 120, Section 001, Tuesday and Thursday, 4:00PM-5:15PM

E-MAIL: parkerg@sonoma.edu

Office Hours: After class on Zoom or set up a phone call via an e-mail request

REQUIRED TEXTS

Traversing Philosophical Boundaries, 3rd Edition, Max O. Hallman, or any inexpensive edition.

If you have not done so already, please buy yourself a copy of this book immediately. If you cannot find the 3rd Edition, any other will do. You can access readings you might not have in your edition in "PDFs of Missing Readings" on our course Files page.

COURSE DESCRIPTION

This class is an exciting and dynamic introduction to some of the big philosophical questions human beings have wondered about since the beginning of our species. You have probably thought about these questions yourself: Who am I? What am I? What happens to me after I die? Does life, my life, have any meaning? If there is meaning to life, am I living my life meaningfully or am I just on auto-pilot? Am I a truly good person? Am I good just because I don't want to be punished? Since I'm born into a society do I have duties and responsibilities to other people and to society itself? Philosophers are people who have thought about these questions a lot and most of them have written down their ideas to share with us. In this class, we will be thinking about these questions ourselves and reading the works of Philosophers to help guide us in forming our own answers to these big questions.

CLASS STRUCTURE

This is a class where you will be largely responsible for teaching yourself the course material by keeping up with the reading and listening to the PowerPoint lectures. The lectures are captured in PowerPoint presentations with voiceovers by me and can be found on Canvas.

BECAUSE THE CLASS IS ONLINE AND BISYNCHRONOUS, PLEASE NOTE THE FOLLOWING LOGISTICS:

1. All PowerPoint Lectures are posted on Canvas (under Files). They have text and audio.
2. I will be having regular Zoom meetings with you (see Schedule) to discuss the course material and assignments. During these meetings you will sometimes have breakout room discussions. Zoom meetings will start at 4PM but will not be for the entire class meeting time. Note: not every scheduled day has a class Zoom meeting; several days are asynchronous (again, see the Schedule).
3. You will be expected to show up for the Zoom meeting when scheduled having done the assigned reading and studied the PowerPoint lecture for the day.
4. You are expected to take part in the breakout rooms during our Zoom meetings.
5. Journal submissions are via Canvas as online text with word count requirements.
6. Exam Study Guides are posted under Files. I will hold Zoom review sessions before each exam.
7. The Canvas gradebook accurately represents your updated grade in this class.

COURSE OBJECTIVES

In this course students should expect

- To become familiar with several key questions asked by philosophers
- To gain the ability to trace the genealogy of particular concepts as they develop within the history of philosophy
- To develop the critical resources for reading and analyzing philosophical writing
- To advance their own personal position in relation to historical and contemporary approaches to the key philosophical questions

GRADED REQUIREMENTS

1. Exams: There will be three non-cumulative online open-book exams for this class. Together the exams will be worth 50% of your final grade.
2. Journals: These assignments count for 35% of your grade. The Journal prompts are of two kinds: Questions related directly to the readings for the class, and creative questions related to philosophical issues that arise.
3. Online Written Discussions: These threaded discussions will count for 10% of your final grade. There are four in total. You will receive the maximum points allocated for each discussion if you: Write a meaningful and substantial opinion of your own (this *must not* be the same as any journal entry on the topic), *and* reply meaningfully to two to four other students' opinions. Less than this will receive an incrementally lower grade.
4. Breakout Room Participation: This attendance/participation part of the class is worth 5% of your grade and will be recorded on Canvas on 10/13/22 and 12/8/22.

Exams 50%

Journals 35%

Online Written Discussions 10%

Breakout Room Participation 5%

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	57-59	F

Please keep track of your grades on Canvas and discuss any worries you might have with me. Please note that there is no bonus work at the end of the semester. You can use the conversion chart above to check what your letter grade is for the class as the semester progresses.

POLICIES

- **Late Work:** There are no make-up exams in this class. Journal and Discussion deadlines are hard and the submission portals will close after the deadline. You should not ask me to accept late work from you since I would have to offer the same opportunity to everyone who does not submit their work on time in which case deadlines would become obsolete!
- **Zoom Etiquette:** Please try to have your video on for our meetings since it makes for a much friendlier class community. Please also be on mute unless you raise your hand to talk.
- **Cheating:** Any form of cheating in this class will immediately result in the grade of "F" for the class. Among other things, cheating includes copying the work of others or allowing your work to be copied, and other forms of dishonesty during exam time.
- **Disabilities:** If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Schulz, Room 1014A, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on Disability Access for Students.

Sonoma State University PHIL
160A
Department of Philosophy

The Heart of Wisdom: Kindness, Compassion and Flourishing Instructor

Contact Information

Name: Dr. Andy Wallace
Department: Philosophy
Office Location: Nichols 312

Telephone Number: 707-664-2163
Email: andy.wallace@sonoma.edu
Office Hours: Monday 12-2, On-Line

Zoom Link: <https://SonomaState.zoom.us/j/84959184735>

Name: Dr. Jessica Hobson
Department: Psychology
Office Location: Stevenson Hall 3057
Telephone Number: 707-843-1576
Email: jessica.hobson@sonoma.edu

Office Hours: Tuesday, 12-12:45, and by appointment

PLEASE NOTE: DR HOBSON IS RESPONSIBLE FOR SERVICE LEARNING. DIRECT ALL QUESTIONS ABOUT SERVICE LEARNING TO HER. DIRECT ALL OTHER QUESTIONS TO

DR. ANDY WALLACE

General Course Information

All Tuesday lectures are live on-line. Students are expected to attend these lectures.

All Thursday seminars are in person on campus. Students are expected to attend these seminars.

Tuesday Lecture: 1-3, Live On-Line

Zoom link: <https://SonomaState.zoom.us/j/85847011557>

Thursday Seminar

Section 1: 1-3

Room: Modular Unit 17C-100 Section

4: 3-5

Room: Modular Unit 17C-100

Humanities Learning Communities

Humanities Learning Communities (HLC) generally consist of 50 students and two faculty members. These communities have different themes. Each HLC meets two times a week, once for a large lecture and second for a discussion section.

Students who successfully complete the two-semester sequence will receive 4 units of credit for GE areas A3 and C2.

General Education Learning Outcomes (GELO)

After completing this course, students will improve their abilities: GELO

1: to read critically expository prose articles, essays and books.

GELO 2: to evaluate and construct evidence-based arguments in support of well-defined thesis statements.

GELO 3: to evaluate critically different modalities of information.

Disciplinary/Interdisciplinary student learning outcomes (DSLO)

After completing this course, students will understand:

DSLO 4: the science of compassion and pro-social dispositions, including scientific theories from evolutionary biology, developmental psychology, social psychology and affective neuroscience

DSLO 5: how to apply the science of compassion to an interpretation of their emotions, and the emotions of others.

Course Description

In this course, we examine the origins and nature of pro-social dispositions and behavior, such as, kindness, compassion, love, empathy, friendliness, generosity,

altruism, and care. We explore these themes from the perspectives of science and philosophy. We read selections from developmental psychology, evolutionary psychology, neuro-psychology and philosophy.

Contemporary research suggests that kindness and compassion emerge from the nature and logic of the attachment and caregiving systems. We study these systems and apply their core concepts to direct experience so that we can understand them.

Each week students will attend a live on-line lecture on Tuesdays, and a seminar on Thursday. In class on Thursday, students will discuss course concepts, participate in small group projects and work on class assignments.

COURSE READING LIST:

All reading assignments are posted on the Class Canvas Page. See the Assigned Reading Module for your reading assignments.

Service Learning

This HLC includes service learning. Students will volunteer in the community for 4 hours over the course of the semester. Students will write a reflection essay on their service experience and discuss it in class. Dr. Jessica Hobson is the instructor in charge of service learning. She will help students find a service site and coordinate with them. In their service learning, students apply course concepts to the experiences interacting with and assisting others.

Community service and academic study are linked through a service learning component to the course. The SSU academic senate describes service learning as: "a pedagogy that utilizes community service projects within the context of an academic course." This course will be designated as 'Service Learning' on your University Transcript. Please visit this website for more information on Service Learning:

http://www.sonoma.edu/cce/faculty/what_is_service_learning.html

Canvas Course

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements in the news forum,

find weekly reading material, complete a weekly mindfulness log, complete your

service learning journal entries, submit your critical thinking papers, and view the materials for this course. Your course points will be accessible to you on Canvas throughout the semester. You are expected to login to Canvas every week to complete assignments and track your points.

To access the Canvas course use your SSU Seawolf ID and password to log into SSU's Online Services portal (<https://login.sonoma.edu>). Click on the Canvas link. When you get to the Canvas site home, click on the "My Courses" menu located on the top navigation. Click on the link for this course (classes are listed by course name and number). Note: The login link is also conveniently located at the top of the Sonoma State University homepage (<http://www.sonoma.edu>) and many other university pages.

Canvas Help and Student Computing Resources Canvas
and General IT Help Desk

Contact the IT Help Desk (<http://www.sonoma.edu/it/helpdesk/>) if you need assistance with Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

Assigned Reading

You do not need to purchase a textbook for this course. Assigned articles and chapters will be posted on Canvas. You will be expected to read approximately 40 – 50 pages per week.

Classroom Structure and Etiquette

Each Weekly Lecture will be primarily delivered in lecture format on zoom. Slide outlines will be uploaded onto Canvas after each class. You are expected to take notes during class.

Weekly Seminars will include hands-on opportunities for discussion of lecture and assigned readings, processing of experiences during Service Learning, support for course assignments. In small groups, students will connect with each other to process course material and facilitate personal growth and development. Each weekly seminar will include experiential practices that help students apply course concepts to their own life experiences.

In order to facilitate an optimal learning environment, it is our responsibility to:

- ✓ Give clear guidelines for all assignments and grading. Guidelines will be reviewed in class and posted on Canvas.
- ✓ Grade all assignments and aim to make your scores available on Canvas within one week of the assignment due date.
- ✓ Be in attendance every day that class is scheduled, unless we are ill or there is an emergency.
- ✓ Begin and end class on time, and be prepared for each class.
- ✓ Respect and treat all students fairly.
- ✓ Meet with you to discuss course material, during office hours or by appointment.
- ✓ Welcome your diverse viewpoints and opinions.
- ✓ Respond to your emails within 24-hours (apart from weekends, where you should allow 48-hours or until the next working day for more complicated queries).
- ✓ Encourage attendance and active participation during class.
- ✓ Encourage independent learning outside of scheduled class time.

- ✓ Help you develop skills in working with team members, critical thinking, verbal discussion, presenting, writing, and communicating effectively.

In order to facilitate an optimal learning environment, it is your responsibility to:

- ✓ Arrive on time, prepared, and stay for the entire class.
- ✓ Complete assignments before coming to class.
- ✓ Stay alert. Attend and participate actively in class, including small group discussion and activities. Contribute to our learning community through collaboration and discussion.
- ✓ Complete assignments on time.
- ✓ Refrain from distracting behavior in class (e.g. texting, social media, whispering, sleeping, online shopping, organizing your schedule, doing homework for other classes, or being disrespectful to classmates or instructor).
- ✓ Take your Service-Learning responsibilities seriously and show professional behavior throughout this assignment.
- ✓ Check Canvas regularly (at least once every week) for course material, updates, grades, and class announcements.
- ✓ Contact one of the instructors as soon as possible if you are having any difficulty with course material or requirements.
- ✓ Respect the diverse experiences and viewpoints, of your classmates and the instructor.
- ✓ Actively listen to your classmates when they are speaking and allow others the chance to share.

Workload

For all California State University degree programs and courses bearing academic credit, for each Unit of credit, there is an expected three hours of work per week. This is a 4-Unit course, and this means you should plan to spend 12 hours per week on this course in order to earn an average grade. In addition to attending the Weekly Lecture and Weekly Seminar (4 hours), you should plan to spend a further 8 hours per week (on average) on assigned homework (reading, critical thinking exercises, mindfulness log, service-learning journal, service learning, and written assignments) for this course. Please let us know if you are having difficulty with your time management and study skills (or if outside obligations are interfering with your work in this course).

Email and Communication

You are welcome to make contact with your instructors by email outside of class sessions. However, due to the high volume of email from students that we receive, please follow these guidelines in order to ensure that you receive a timely response.

- ✓ Use your SSU email address when writing to us and please put Phil 160 in the subject line of the message. This allows for easier identification of student and course-related email.
- ✓ Use appropriate email etiquette. Please use a courteous greeting and closing, write in complete sentences, and check your message for clarity.

During the week, we will aim to respond to your email within 24-hours. Over the weekend, please allow 48-hours for a response.

Course Requirements and Grading

STUDENT ASSESSMENT IS BASED ON EIGHT CATEGORIES OF ASSIGNMENTS:

- WEEKLY READING REFLECTIONS (RR): 15 ASSIGNMENTS, 15 POINTS EACH. TOTAL 225 POINTS.

- WEEKLY PRACTICAL REFLECTIONS (PR): 13 ASSIGNMENTS, 15 POINTS EACH. TOTAL 195 POINTS.

- DISCUSSIONS: TWO ASSIGNMENTS, 15 POINTS EACH. TOTAL 30 POINTS
- MIDTERM: 75 POINTS
- KINDNESS PROJECT: 125 POINTS
- SERVICE LEARNING: 100 POINTS
- PARTICIPATION: 30 MEETINGS. 5 POINTS EACH. TOTAL 150 POINTS.
- CRITICAL THINKING: 5 ASSIGNMENTS, 10 POINTS EACH. TOTAL 50 POINTS

TOTAL 1000 points

Course Grades. Grades are a reflection of your effort, skills, and learning, not who you are as a person. Grades may be affected by unforeseeable personal circumstances. Your final grade in this course provides a general index of the timely submission and quality of your written work, preparation and contribution to the classroom learning environment, participation in service learning, and level of effort on course assignments.

Grade Distribution on the basis of Points Earned (out of 1000):

Total Points Earned		Class Grade Interpretation
930 – 1000	A	Outstanding: Superior Performance
900 – 929	A- B+	
870 – 899		
830 – 869	B	Commendable: Exceeds Expectations
800 – 829	B- C+	
770 – 799	C C- D+	Satisfactory: Fulfills Requirements
730 – 769		
700 – 729		

670 – 699

600 – 669 D Needs Improvement: Below Expectations

Less than 600 points F Failure

Student Learning Objectives (SLO)

- Improve critical thinking, writing and speaking.

- Understand scientific explanations and descriptions of emotions and compassion.
- Understand and appreciate the nature and logic of scientific investigation and knowledge.
- Increase awareness of emotions and attitudes in oneself and others.
- Understand and develop one's innate compassion response.
- Learn how to calm, focus and balance the mind.
- Become more open-minded.
- Become more curious.
- Become more open-hearted.
- Increase understanding of diverse cultural perspectives and values.
- Learn how to write argument based expository essays that draw upon research and careful attention to relevant and credible evidence.

Classroom Participation: 150 Points

During lectures and seminars, you will take part in cooperative and critical thinking activities, intended to extend and enrich your understanding of reading and lecture material. You are expected to participate actively in large and small group discussions and listen attentively (including taking notes) during lectures.

5 This student arrived on time, prepared for class. Evidence of preparation was available through a correct reading quiz response and a thoughtful reading reflection response. The student remained present for the entire class. This student participated actively in whole-class and small group tasks and contributed in a positive way to the learning environment.

4 This student attended class and participated throughout most of the class session. However, the student may have (i) arrived late or left early; (ii) been distracted during some part of the class (e.g. texting or use of laptop without permission); or (iii) been observed not participating during group activities. This student was not fully prepared (e.g. incorrect response to reading quiz question or did not bring reading reflection response).

3 This student missed a significant portion of class, or actively disrupted the classroom environment (e.g. eating, whispering/talking to peers, inactivity or lack of participation in group activities, online shopping / social media / texting, entering the classroom during a mindfulness exercise).

0 This student was absent from class.

Critical Thinking Weekly Exercises: 50 Points

In Fall semester, students will have a five-week module that introduces core critical thinking concepts. Each week of the critical thinking module students will have a short assignment to complete. Critical Thinking Textbook is posted on the Canvas Class Page.

Service-Learning Professionalism (Quantity and Quality of Service Work): 100 Points

Students will be required to interact face-to-face with their service clients while they are on their service assignments. The principal learning outcome from our service work is to increase empathy, compassion and emotional intelligence. At the end of the semester (and at interim points during the semester, if needed) you will be evaluated for your responsibility and professionalism on this assignment. Points will be awarded as follows:

Exceeds Expectations:

100 points: Student attended all 10 assigned service sessions. There were no problems with

professionalism, attendance, lateness, or roles/responsibilities. Supervisor provided positive feedback on student contribution to clients served.

Meets Expectations:

90 points: Student attended a minimum of 9 assigned service sessions. There were no problems with professionalism, attendance, lateness, or roles/responsibilities.

Approaching Expectations:

80 points: Student attended a minimum of 8 service sessions. Absences were handled responsibly. There were no significant problems with professionalism or roles/responsibilities. There may have been minor difficulties with absences or lateness, and these were resolved responsibly.

70 points: Student attended a minimum of 7 sessions. Absences were handled responsibly. There were no significant problems with professionalism or roles/responsibilities. Supervisor provided mixed feedback on student contribution to clients solved.

Below Expectations:

50 points: Student attended 5 or fewer sessions. There were problems with absenteeism/no-shows, lateness, or roles/responsibilities. A verbal or written warning may have been given.

Unacceptable:

0 points: Student exhibited detrimental, unethical, or unprofessional behaviors (including absenteeism) resulting in termination of the placement. Please note that if your placement is terminated for any of these reasons, you may forfeit ALL of the points for your Service-Learning Hours.

Service-Learning Journal (100 points)

After each of the ten service visits, students are expected to complete a service journal entry. We expect students to complete the entry immediately (within 24-

hours) after they complete their service. There is a “grace window” on this requirement up until the next lecture (Wednesday 2pm) after the 24-hours have

elapsed. Detailed instructions for how to complete the journal entry are placed on the class Canvas page. Entries submitted after the week in which the service took place will NOT be graded.

Service-Learning Presentation (100 points)

At the end of the semester, students will make an oral presentation on their service experiences over the course of the semester. The focus of this oral presentation will be on developing your empathic/compassionate response. Students will apply concepts from the course and describe in-depth one or more of the individuals with whom they worked over the course of the semester. More detailed information on this assignment will be found on the Canvas site.

Extra Credit Option: 50 points maximum

Students will have opportunities for extra credit. See the Class Canvas Page for information on these opportunities.

Grading Disputes

If you feel the need to dispute your score on any assignment, you must submit a written explanation of your concerns – clearly documenting the discrepancy between the grade you received and the scoring expectations – within one week of the points being assigned and posted on Canvas. After receiving a written explanation of your dispute, we will conduct a review of the assignment and the basis for points scored. Subsequently, we will contact you to provide feedback on the outcome of this review.

Extensions and Make-Up Work

An important part of evaluating your performance in this course is based on class participation and timely submission of assignments. This policy has been developed in order to ensure fairness to all of the students in this class (see [University Policy](#)).

Assignment due dates will not be extended for any reason, unless a student can

provide evidence (well-documented, verifiable) of (i) serious illness or injury

requiring medical attention, (ii) family emergency/bereavement, or (iii) participation in an officially-approved University Activity.

Medical Excuse Notes are not advised for non-serious illness / injury, see [Student Health Center](#) guidelines. As per University policy, even if your absences are for valid reasons, absences from class may have an effect on your course grade. If you have missed a class, for any reason, you are strongly advised to meet with a classmate to obtain lecture notes. It is your responsibility to find out what you have missed when you are absent. Being absent does not excuse you from anything that was discussed or due in or before class. Participation points cannot be earned for classes in which you were not present. However, there are extra- credit options given to all students, and you are encouraged to make use of these and to put additional time into larger assignments in order to make-up for absences.

If you need to request an extension to a deadline, and you have well- documented, verifiable evidence of a legitimate reason for this request, please submit your request in writing for review. It is your responsibility to make any request in advance of the due date, as soon as you anticipate a problem.

University Policies

You need to be aware of several important University policies. These include: the add/drop policy, cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities, and the diversity vision statement. The policies are all available at the following web address:
<http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on how to add class is available at <http://www.sonoma.edu/registration/addclasses.html>. The Registration Information page (<http://www.sonoma.edu/registration/regannounce.html>) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use

of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures.

<http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>.

Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a classmate to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should know that the University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated.

Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.

University Resources SSU

Writing Center

The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly.

Visit the Writing Center website

(<http://www.sonoma.edu/programs/writingcenter/default.html>) for more information on how to schedule time with a tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well being. The CAPS web pages

(<http://www.sonoma.edu/counselingctr>) provide information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30

p.m., Monday-Friday.

Learning Skills Services and Multilingual Learners Program

These programs provide a wide variety of excellent academic, tutoring, and personal services for first-generation and low-income college students. Targeted services are available for multilingual students. Please check the Learning Center for eligibility criteria and specific details at: <http://www.sonoma.edu/lss/>

DETAILS ABOUT YOUR COURSE

Phil 202, Tuesday and Thursday, 10:00-11:50PM

DETAILS ABOUT YOUR PROFESSOR

E-mail: parkerg@sonoma.edu

Office hours: Straight after any Zoom class meeting. E-mail works too anytime, as does requesting a private Zoom call.

REQUIRED TEXTS

A Little History of Philosophy, Nigel Warburton (Yale University Press, 2012). **Available online through SSU library for reading online or downloading**

PDF texts and links are provided for all other reading material.

DESCRIPTION AND COURSE OBJECTIVES

Becoming a Philosopher (BAP) is intended for the Philosophy major or minor. It is both a skills and content based class. Ideally, having completed BAP you should be better equipped to be a successful Philosophy Major.

Reading, Writing, and Presenting are the three core skills we will be working on throughout the semester.

The objectives of this course are several:

- To introduce the student to the history of Philosophy and to ask the question: What is Philosophy?
- To develop the student's research, writing, oral presentation, and group discussion skills.
- To develop the sense of being a cohort of philosophy students who work together collaboratively to further each individual's philosophical acumen.

GRADED REQUIREMENTS

There are three graded requirements for this class and one ungraded one (but necessary to pass the class):

- Oral presentations and discussions on assigned readings. Each student will be assessed on their presentation skills, listening skills during the presentation, and discussion skills (Oral Presentation Guidelines are on Canvas). *25% of total grade*
- Reading Responses and other Small Assignments. (See below for instructions and expectations for most reading responses). *25% of total grade*
- A Research Project. You will work on this project as the semester progresses. In order to accomplish the project, you will be asked to complete a project identification (C/NC), annotated bibliography (10%), that will then inform a written essay (30%), that will then inform a short “one-slide” presentation to the class (10%). (Research Project Guidelines are on Canvas). *50% of total grade*
- Five hours of Service Learning to fulfill a key requirement in your Philosophy career at SSU. This is an ungraded but necessary (to pass the class) assignment.
- If you participate consistently during Zoom meetings in the semester, I will make a note of this and “bump” your grade up at the end of the semester by one increment (e.g., from a B+ to A-).

Percentile to letter grade conversion chart

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	57-59	F

Please keep track of your grades and discuss any worries you might have with me.

Requirements for Reading Responses

Regular reading response assignments require you to post on Canvas, at the designated time, a thoughtful response to the scheduled reading. *There are other assignments in this class that are filed under “Reading Responses” but are different.* You can see what these are on the Schedule.

A regular reading response must include *in this order*:

- (1) A quote of interest to you, writing down the entire portion
- (2) A citation from what part of the text it is in (page, paragraph, or section number)

(3) Your *brief but substantive reaction* to it (around half to a whole page). A legitimate reaction might be

- a question about what the passage means
- a disagreement you have with the quote
- a reflective comparison between it and a quote from another author
- a comment about how it connects to your life in some particular way
- an application of it to current events
- There may be other good reactions—this list is not exhaustive—but *any reaction must be substantive*. No fluff, no “I agree,” or “I (don’t) like this.” The point is to prove that you have done the reading *and thought about it*.

POLICIES

Please pay special attention to the following class policies:

- **Late Work:** There will be no late work for this class. All deadlines are hard. Please do not ask for an extension since I would have to offer this to all students in the class.
- **Zoom Etiquette:** Please try to have your video on for the whole meeting since it makes for a better class community. Please also be on mute unless you raise your hand to talk.
- **Cheating:** Any form of cheating in this class will immediately result in the grade of “F” for the class. Among other things, cheating includes copying the work of others or allowing your work to be copied. To avoid plagiarism, please remember to provide adequate citations in your written work for quotations and paraphrasing another writer’s ideas.
- **Disabilities:** If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Schulz 1014A, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU’s policy on Disability Access for Students.

Global Justice

Phil 203

Professor: Joshua Glasgow, PhD

Office hours: M 12-1 and by appointment, Nichols 363

Contact email: glasgojo@sonoma.edu

Phone: 664-2841 (email is the best way to reach me)

Course Description

This course covers theoretical and practical issues of global justice. Topics may include: what obligations wealthy nations owe to the global poor; responsibility for the costs of climate change; what rules should govern international trade; when going to war is just; whether terrorism is a legitimate means of conducting war; how terrorism may be combated; whether nations have the right to exclude immigrants; whether we should have numerous nation-states or one cosmopolitan society. Satisfies GE, area C2.

Disabilities: Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students.

Required Readings

- Various readings on Canvas

General Expectations

- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Plagiarizing will be taken to warrant an "F" for the course.**
- Please *be respectful* of your classmates and your instructor: don't text, don't read newspapers, do show up on time and remain engaged (and don't leave)

as long as the class is in session, and so on. Our policy on laptops is that they will be allowed unless and until they start getting used for purposes other than class. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here:

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1078740. Your phone should remain off during class.

Note: *there's a very good chance that you will find this class to be challenging or even difficult.* But you will also learn a lot.

Assignments & Grading

- *Reading Circles.* Every day that we have new readings, you will participate in a reading circle at the beginning of class, where two students will answer two preset questions and two will ask clarificatory questions. This is pass/fail. Grades will be posted weekly; one zero will be dropped from your overall score. 20% of final grade combined, based on subjective impressions of your participation.
- *One Exam,* covering the first half of the class. Worth 30% of your overall grade.
- *One test,* worth 20% of your final grade.
- *Signature Assignment Essay.* You will write one essay, worth 20% of your final grade.
- *Attendance, Class Participation, and fulfillment of the Respectfulness Expectation* are expected and monitored. This is worth 10% of your final grade. You will start with 70 points for this part of the course, where 100 is maximum. Any time that it is determined that you have fallen short of these expectations, you will lose points from the total; when you participate, your score will rise. (This item will, at the instructor's discretion, also be used to justify "bumping up" borderline overall grades. No other justification for improving final grades will be used.)

Make-up Policy: Missed work is excused only in the case of *serious emergencies*. Arrangements will be made for making up missed assignments in such cases.

Grading Scale:

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	F	59 and below
B+	87-89	C+	77-79	D+	67-69		

Note: any work that is unclaimed for more than one semester after this class ends may be shredded.

Schedule (subject to change)

8/22 Introduction to the class
Theories of justice overview

CLIMATE CHANGE

8/24 Gardiner, "A Perfect Moral Storm"

8/29 Palmer, "Does Nature Matter?"

8/31 Whyte, "Way Beyond the Lifeboat"

9/5 **Labor Day**

9/7 Adler, "A Conservative's Approach for Combatting Climate Change"

9/12 Sinnott-Armstrong, "It's Not My Fault"

9/14 Hourdequin, "Climate, Collective Action, and Individual Ethical Obligations"

IMMIGRATION

9/19 Carens, "Aliens and Citizens: The Case for Open Borders"
 9/21 Macedo, "The Moral Dilemma of US Immigration Policy"

9/26 Wellman, "Immigration and Freedom of Association"
 9/28 Fine, "Freedom of Association is Not the Answer"

10/3 Hidalgo, "The Duty to Disobey Immigration Law"
 10/5 **Review**

10/10* **Exam**

10/12 *Podcast:* <https://radiolab.org/episodes/border-trilogy-part-1>
Video: 30 Days

GLOBAL POVERTY

10/17 Hardin, "Living on a Lifeboat"
 10/19 Singer, "Famine, Affluence, and Poverty"

10/24 Timmerman, "Sometimes There Is Nothing Wrong about Letting a Child Drown"
 10/26 Arthur, "World Hunger and Moral Obligation"

10/31 Ashford, "Severe Poverty as Unjust Emergency"
 11/2 O'Neill, "Rights, Obligations, and World Hunger"

11/7 **Review**
 11/9* **Test**

COSMOPOLITANISM

11/14 Sangiovanni, "Global Justice, Reciprocity, and the State," pp. 3-19
 11/16 Sangiovanni, continued, pp. 19-39

11/21* *Awake: A Dream for Standing Rock*
 11/23 **Thanksgiving**

11/28 Tan, "Luck, Institutions, and Global Distributive Justice" pp. 394-407
 11/30 Tan, continued, pp. 407-416

12/5 **Workshop + Review**
 12/7 **Roundtable; Signature Assignment Due**

Finals

APPLIED ETHICS: BIOETHICS
Dr. Gillian Parker
Fall 2022

DETAILS ABOUT YOUR COURSE

Phil 204, Tuesday and Thursday, 1:00-2:50PM

DETAILS ABOUT YOUR PROFESSOR

E-mail: parkerg@sonoma.edu

Office hours: After each synchronous Zoom meeting or by appointment

REQUIRED TEXTS

Selected chapters from [Contemporary Debates in Bioethics](#), eds. Caplan and Arp (Blackwell, 2014)

Available online through SSU library for reading online or downloading

PDFs and external links are provided for all other reading material.

Videos and Movies are sometimes linked, but mostly locations are suggested. We are watching a lot of documentaries and movies in this class so be sure that you plan in advance how and when you will watch them (I allocate some class time but it might not be enough for you).

COURSE DESCRIPTION

In this course we will explore some of the ethical issues and dilemmas raised and made possible by recent advances in the fields of medicine and biology. We will explore exciting and challenging issues such as human cloning and genetic enhancement, the buying and selling of human organs for transplantation, and physician-assisted suicide. We will end the course with a final section on the nature of Pandemics such as COVID-19 and we will survey the many ethical issues surrounding this concerning phenomenon. We will try to educate ourselves on the scientific and real-world facts of the issues we cover, the ethical dimensions to these issues, and where we as individuals take our ethical stand on them.

Please take a look at the Schedule for this class, it is the most important document you need (print it out perhaps) as it tells you exactly what we're doing each time class meets and gives you an idea of what the semester will look like.

LOGISTICS OF THE ONLINE FORMAT

The Schedule for this class is the *most* important document for you to have on hand—I recommend printing it. Since we are not meeting in person, I have organized this class around your independent reading, viewing, research, and writing. I have allocated class time for this though the time will *not* be sufficient, so you will have “homework” to do too (that is, work to do outside of official class time as in an in-person class). Please study the Schedule to see on which days we will have Zoom meetings where we will discuss the material and the assignments, and, which days are entirely asynchronous (these are marked as **AS** on the Schedule).

COURSE OBJECTIVES

- ☐ To become familiar with contemporary issues in bioethics
- ☐ To develop research and academic writing skills
- ☐ To learn how to use philosophy in real life through applying ethical principles and critical thinking to case studies

GRADED REQUIREMENTS

There are three graded requirements for this class:

- ☐ Reading responses for most reading assigned and movies/documentaries watched. *(See below for instructions and expectations for reading responses for the readings. The responses for movies/documentaries will be different and are outlined in the relevant Canvas assignment portals). 30% of total grade*
- ☐ An Essay Proposal (10%) and Essay (40%) on one of the topics we will be covering. *50% of total grade*

- Four online written discussion forums on set topics. You will receive the maximum points allocated for each discussion if you: Write a meaningful and substantial opinion of your own *and* reply meaningfully to two to four other students' opinions. Less than this will receive an incrementally lower grade. Note: when replying to someone in the discussion please indicate their name. *20% of total grade*

- If you participate consistently during Zoom meetings in the semester, I will make a note of this and “bump” your grade up at the end of the semester by one increment (e.g., from a B+ to A-).

Standard percentile to letter grade conversion

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	O-59	F

Please keep track of your grades and discuss any worries you might have with me.

Requirements for Several (but not all) Reading Responses

Regular reading response assignments require you to post on Canvas, by then end of class, a thoughtful response to the scheduled reading(s). The response must include *in this order*:

1. A quote of interest to you, writing down the entire portion
2. A citation from what part of the text it is in (page, paragraph, or section number)
3. Your *brief but substantive reaction* to it (around half to a whole page). A legitimate reaction might be
 - a question about what the passage means
 - a disagreement you have with the quote
 - a reflective comparison between it and a quote from another author
 - a comment about how it connects to your life in some particular way
 - an application of it to current events
 - There may be other good reactions—this list is not exhaustive—but *any reaction must be substantive*. No fluff, no “I agree,” or “I (don’t) like this.” The point is to prove that you have done the reading *and thought about it*.

POLICIES

Please pay special attention to the following class policies:

- **Late Work:** There will be no late work for this class. All deadlines are hard. Please

do not ask for an extension since I would have to offer this to all students in the class.

- **Zoom Etiquette:** Please try to have your video on for the whole meeting since it makes for a better class community. Please also be on mute unless you raise your hand to talk.
- **Cheating:** Any form of cheating in this class will immediately result in the grade of “F” for the class. Among other things, cheating includes copying the work of others or allowing your work to be copied. To avoid plagiarism, please remember to provide adequate citations in your written work for quotations and paraphrasing another writer’s ideas.
- **Disabilities:** If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Schulz 1014A, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU’s policy on [Disability Access for Students](#) <https://policies.sonoma.edu/policies/disability-access-students>.

FORUM IN ETHICS LAW AND SOCIETY

With Additional Sponsoring from
Arts and Humanities and
SSU Associated Students



<p>PHIL 205 1 Unit Fall 2022: Time: M 12:00 PM 12:50 PM Location: Ives Hall 101 – Warren Auditorium</p>	<p>Instructor John P. Sullins, PhD. Your instructor has taught at SSU since 2002. He worked as a philosopher of technology for Xerox PARC in Pal Alto in the early 1990’s. His subjects of study are the philosophy of robotics, technology, and cognitive science. Email: john.sullins@sonoma.edu Office Phone: 707-664-2277 Course Web Page: Canvas Office Hours: Wed 2:00-3:00 and by appt, Nichols Hall – Room 312 and via Zoom</p>
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Overview

This course is a series of events focused on current issues in law, ethics, and justice. The events may include visiting lectures, debates, film screenings, and workshops. Satisfies GE, area C2.

(http://www.sonoma.edu/senate/committees/ge/LGOs_new.html)

Course Learning Objectives

1. To gain a broad exposure to pressing questions of law, ethics, and social justice.
2. To appreciate the wide range of interesting work being done on these topics.
3. To confront fundamental philosophical principles of value.
4. To expose students to a wide range of thinkers and practitioners who engage cutting-edge ethical and legal issues.
5. To build key skills, including especially analytic skills.

Required Materials

- Pen and Paper
- Access to Canvas

Policies:

There are important University policies that you should be aware of, such as the add/drop policy, cheating and plagiarism policy, and grade appeal procedures. (Go to this URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>). A few specific notes:

- Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students. <https://dss.sonoma.edu/>
- You should have access to your SSU email and/or you should check the Canvas Forum regularly. Updates and more will be communicated to your email via a Canvas Forum.
- Don't plagiarize or otherwise cheat. If you aren't sure what that means, please consult SSU's policy: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm . If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. Plagiarizing will be taken to warrant an "F" for the course.
- Late work will not be accepted, except in cases of extreme emergencies.
- You must be respectful of your classmates, your instructor, and our guests: don't text, don't read newspapers, don't be noisy while others are speaking, do show up on time

and remain engaged (and don't leave) as long as the class is in session, and so on. Our policy on laptops, tablets, and smartphones is that they will not be allowed, unless specifically authorized for a student or session. We will also abide by the policy on disruptive behavior. Failure to be respectful in these ways will result in a failing grade for the class.

Grading

This course is pass fail and the grading for individual assignments is done as credit/no credit

Assignments:

As a credit/no-credit course, each of these assignments must be completed to pass the course.

- Weekly attendance. No more than two sessions may be missed. You must locate and sign in online to be counted. If you sign in for someone else, you and that person will automatically receive no credit for the whole course. If you need to leave early, you must sign a sheet for that day. If such a departure is not approved by the instructor or T.A., you will not receive credit for that day's attendance. If you leave early, you will not receive credit for the class.
- This is only a 50-minute class, and we have guest speakers, so you are expected to be on time. If you are repeatedly late, you will not receive credit for the course.
- Offer at least one question or comment for each speaker in a forum on canvas. I will refer to these and chose some during the question and answer period during the scheduled talks.
- Participation in the Opening Discussion
- Completion of the pre-assessment exercise by the second meeting of this course.
- Completion of the post-class assessment exercise by the last meeting of this class.
- Compliance with the respectfulness policy.

Again: if you fail to meet any of these requirements, you will fail the course. If you fulfill all of these requirements, you will pass the course.

Lecture and Presentations Schedule

Date	Topic	Presenter
08/22	<i>Introduction and Course preview, personal introductions</i>	John Sullins Sonoma State University
08/29	<i>Intro to applied Ethics and legal concepts needed in this class</i>	John Sullins Sonoma State University
09/05	Holiday No Class	

Labor Day		
09/12	<i>Bay Area Anti-Trafficking Coalition</i>	Betty Ann Hagenau
09/19	<i>Student Club Day (SSU Pre-Law Society)</i>	Abigail Harr, Sonoma State University
09/26	<i>The Arguments Used to Overturn Roe and their Consequences</i>	Cynthia Boaz Sonoma State University
10/03	<i>Student Club Day</i>	SSU Students
10/10	Ethics of AI	Will Fleisher
10/17	"The Courage to Transform Knowledge into Wisdom,"	Anthony Wright
10/24	<i>Artificial Wombs</i>	Susan Kennedy, Santa Clara University
10/31	<i>The Political Realities of Indigenous Communities</i>	Silvia Soto, Sonoma State University
11/07	<i>"Citational Rebellion and Applied Ethics"</i>	Johnathan Flowers, Cal State Northridge
11/14	<i>Military and business strategy in an age of AI-aided decisions</i>	Matthew Kwon Johnson
11/21T	Thanksgiving Break	
11/28	Warren Court Prize Presentations	Prize winners
12/05	Final-post assessment	

Other Information

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.
10. Please leave the room if you need to use your phone in anyway.
11. All discussions both online and in person will be held in accordance with the SSU Statement on Civility and Tolerance. www.sonoma.edu/crvd



Philosophy of Science and Technology: Philosophy 301

4 Units Fall 2022

blended in person with synchronous and asynchronous modules.

Time: Monday 5:00PM - 8:40PM

Location: Canvas and Zoom, Modular Unit 17C-101

John P. Sullins, PhD.

Your instructor has taught this subject for many years. He worked as a philosopher of technology for Xerox PARC in Pal Alto in the early 1990's. His subjects of study are the philosophy of robotics, technology, and cognitive science.

Email: john.sullins@sonoma.edu or Canvas

Course Web Page: Canvas

Office Hours: Wednesdays 1-2PM and by appointment on Zoom

Overview

For better or worse, Science and Technology fundamentally shape our lives; this fact has concerned some of the best minds in modern philosophy. Recently the scope and speed of scientific discovery and technological change has noticeably accelerated with the advent of information technology. Fantastic claims have been made in regards to our potential to understand through science, and control through technology, nearly every aspect of the natural world, including our own bodies and minds. This fundamental alteration of humanity must not go unexamined.

In this class we will explore the great impacts science and technology has on our ability to know about the world, to understand our origins, and our efforts to promote or challenge our social values and the rise of technoethics. We will look at science and technology as a human practice that inherently fosters certain social values at the expense of others.

This class will consist of lectures and readings both physical and digital. Students will participate in group and individual projects. A significant portion of digital content will be presented in this class using Canvas and other online services.

Each student will participate in the production of a presentation and a white paper that critically explores that critically explores the many issues around the philosophy of science and technology. **Learning Objectives**

This course will allow the student to:

1. Understand some of the major figures, theories, methods and styles in the history of the philosophy of science and technology.
2. Understand how Philosophy of Science and Technology impacts traditional areas of philosophic thought such as: epistemology, metaphysics and ethics.
3. Introduce figures, theories, methods and styles from the philosophy of science and technology.
4. Use oral and written communication to describe, explain and critique philosophical arguments, including detecting fallacies, conceiving counterarguments, constructing effective reasoning in support of a thesis.
5. See the relevance of the philosophy of science and technology to their lives and its great impact on social/political/ethical issues facing the world today.
6. Engage with technologies that are important to your life but have remained in the background until now.

Sustainability learning objectives

1. Understand the changing philosophical stance we as a society are taking towards the environment
2. Develop a deeper personal value of the way we use sustainable technologies in our lives

Required Texts

- 1) **(L) Leonardo to the Internet:** Technology and Culture from the Renaissance to the Present, Second Edition. Thomas J. Misa, Johns Hopkins University Press. ISBN: 9781421401539. This book will help us contextualize our study within in the society we live in. Older edition online at: [Google Books](#)
- 2) **(T) Theory and Reality:** An Introduction to the Philosophy of Science (Science and Its Conceptual Foundations series), Peter Godfrey-Smith, University of Chicago Press. ISBN: 978-0226300634. This book is an excellent overview of the main trends in the philosophy of science organized in a chronological manor that works well with the other books chosen for the course. Online at: [Google Books](#)
- 3) **(O) Online Readings** posted to the Canvas site. This allows us to follow current trends in the topic.

Grading

- (a) **Class participation:** Students will be expected to participate in class discussions of the readings answering questions for each reading found on web CT and presenting these in class Students will also share their insights, questions, and opinions with the other people in the class. This will count as 10% of the student's grade.
- (b) **Examinations:** There will be one midterm on 9/26, and a final exam on 12/__; these exams will consist of fill-in, multiple choice, short answer, and essay questions taken from the readings, and will be taken on Canvas. The midterm exam will count for 10% of the student's grade and the final will be 10%.
- (c) **Event Attendance and Field Research:** There will be a number of on campus events and off campus field activities that you will be required to attend three (2) of them. Students will be responsible for arranging their schedule to attend these events and will receive full points for proof of attendance. Missed events can be made up by submitting a 1-page report based on the video of the missed event. See instructor for details. All together these will count as 15% of the student's grade (5% for each of the three events).
- (d) **Reading Reports:** Each student will write an answer to ten (10) of the various homework questions posted on Canvas. The questions will be related to the readings of the week. The first 5 are due before the midterm and the second five are due by the last day of class. At least two must be from each book we read. All together these will count as 15% of the student's grade and will total at least 10 pages of writing. **Please note the due dates of each assignment, you will not be allowed to turn these in late (but you are allowed to turn them in early).**

- (e) **Final Poster Presentation and White Paper:** For this project Students will engage with a large technical system that has loomed in the background of their lives, e.g. the Golden Gate Bridge, Hwy 101, the town water system, etc. Each student will visit the technology and create a presentation analyzing the philosophical values implicit in their chosen technology following guidelines announced in class. The student will also participate in writing with his or her group, a five to ten-page white paper following the guidelines to be announced in class and presenting their results to the class. This project will count as 30% of the student's grade (10% for the white paper, 10% for the initial report and 10% for the final presentation).

Reading Schedule

DATE	Lecture Topic	Reading (The letter in front of each reading corresponds to the books listed above)	Online Work
Historical Issues in Science and Technology			
Week 1 08/22	Introduction to the class	Plato and the Internet	Canvas
	On Dialectic—Plato	O: Plato R: Intro	
Week 2 09/29	On <i>Technē</i> and <i>Epistēmē</i> —Aristotle	O: Aristotle	Canvas Review topics for research project
	Intro to Philosophy of Science	T: Ch1-Foundations of the Philosophy of Science	
Week 3 09/05 Asynchronous Online	Technologies of the Court: 1450-1600	L: Preface, Ch. 1	Canvas Groups chosen
	Postphenomenology of Technology	T: Ch. 2-Logic plus Empiricism	
Week 4 09/12	Techniques of Commerce, 1588-1740	L: Ch. 2	Canvas
	Climate Change	T: Ch3-Induction & Confirmation	
Week 5 09/19	Geographies of Industry, 1740-1852	L: Ch. 3	Canvas

	Capitalism and Technology—Marx and Engels	T: Ch. 4-Refutati on	
Week 6 09/26	Instruments of Empire, 1840-1914	L: Ch. 4	Canvas Online Midterm
	Online midterm		

Philosophy, Modern Science and Technology: The Paradigm Shifts			
Week 7 10/03 Class Asynchronous online	Changing the Paradigm: Khun	T: Ch. 5-Khun & Normal Science	Canvas Report your research and resources being used
	Science and Systems, 1870-1930	O: Heidegger on Technology L: Ch. 5	
Week 8 10/10	Scientific Realism and the Empirical Turn in the Philosophy of Technology	O: The Empirical Turn, Veerbeek T: Ch6-Khun and Revolutions	Canvas Presentation Group 1
	Materials of Modernism, 1900-1950	L: Ch. 6	
Week 9 10/17	Philosophical inputs and outputs in technology—Mario Bunge	O: Bunge, p 191 T: Ch.7- Critical Phil of Science,	Canvas Presentation Group 2
	The Means of Destruction, 1936-1990	L: Ch. 7 T: Ch8- Sociology of Science	
Week 10 10/24	Race and Gender in Science and Technology	O: Ruha Benjamin, Race After Technology Chapter 2 'Glitches or Semantic Harms? T: Ch. 9- Feminism & Science	Canvas Presentation Group 3
	Genetic Engineering, Transhumanism, and Posthumanism	T: Ch. 10-Naturalism	
Week 11 10/31 Asynchronous Online	Do Artifacts have Politics—Langdon Winner	O: Winner, p 668 T: Ch. 11- Science as a Process	Canvas Presentation Group 4
	The Ambiguity of Technology	O: Ellul T: Ch. 12-Realism	
Week 12 11/07	Toward a Global Culture, 1970-2001	O: Ch 1 of The Imperative of Responsibility, Hans Jonas L: Ch. 8	Canvas Presentation Group 5
	Philosophy of technology and transdisciplinary work	T: Ch. 13- Explanation	
Week 13 11/14	Information Technologies	T: Ch. 14-Bayesianism	Canvas Presentation Group 6
	Three Ways of Being with Technology—Carl Mitcham	O: Mitcham, p 523	
Week 14 11/21	Focal Things and Practices—Albert Borgmann	O: Borgmann, p 329	Canvas
	Thanksgiving Break	Thanksgiving Break	

Week 15 11/28	Putting Pragmatism (especially Dewey) to Work	L: Ch. 9	Canvas
	Technology, Power, and Freedom—Andrew Feenberg	O: Feenberg, p 706 T: Ch. 15-Empiricism Reformed	
Week 16 12/12	Final Open 12/09,	Due 12/12 by 8 PM	Canvas

Other Information

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
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9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.
10. Please leave the room if you need to use your phone in anyway.
11. All discussions both online and in person will be held in accordance with the SSU Statement on Civility and Tolerance. www.sonoma.edu/crvd
12. Late work will not be accepted, except in cases of extreme emergencies.

PHIL 302 Course Description

Students critically examine the nature, origins and function of ethics and value from an interdisciplinary perspective. The course includes readings from philosophy, psychology and evolutionary biology. A central theme is the role that ethics and value play in human flourishing, or what Ancient Philosophers called 'the good life'. We explore this theme in the writings of Aristotle, one of the founders of Western Philosophy in the 5th century

BCE, and David Hume, one of the founders of Modern Western Philosophy in the 18th century. These thinkers provide the outlines of a philosophical theory of ethics that we call perfectionism, the view that humans require an ethical perspective to find meaning through the development of their innate capacities for creating value. Contemporary psychology and evolutionary biology help flesh out the details of such a theory.

Students examine concepts of virtue, love, kindness, emotional intelligence, empathy, compassion and other pro-social dispositions. Students will have opportunities to explore the meaning of these concepts and the readings through discussion with their peers, and application to their own experiences.

Instructor Contact

- Name: Dr. Andy Wallace
- Email: andy.wallace@sonoma.edu
- Phone: NA
- Office Hours: Online Zoom Monday 12-2 and by appointment. [To join a regularly scheduled office hour meeting, click here.](#)

Allow 24 hours for reply to emails. If I have not replied in 24 hours, please reach out again. During office hours, I am always available on Zoom. You do not need to make an appointment. If you would like to schedule another Zoom meeting, please email me.

Course Modality and General Expectations

The course modality is face to face.

In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas, Zoom web-conferencing and other internet-based technologies. All student work is submitted/posted online in Canvas.

Goals and Learning Objectives

Student Learning Outcomes (SLO)

UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:

SLO1: IMPROVE THEIR CRITICAL THINKING, WRITING AND SPEAKING SKILLS.

SLO2: APPLY ETHICAL REASONING TO MAKE SENSE OF THEIR EXPERIENCES

- SLO3: UNDERSTAND THE NATURE, ORIGINS AND FUNCTION OF ETHICS
- SLO4: GRASP KEY CONCEPTS FROM THE MORAL THEORY OF ARISTOTLE
- SLO5: GRASP KEY CONCEPTS FROM THE MORAL THEORY OF HUME
- SLO6: EXPLAIN THE ROLE THAT EMOTIONS PLAY IN MORAL EXPERIENCE
- SLO7: UNDERSTAND KEY CONCEPTS FROM EVOLUTIONARY PSYCHOLOGY.
- SLO8: UNDERSTAND KEY CONCEPTS ABOUT THE WELLNESS BENEFITS OF ETHICS

Required Course Materials

Each week's module will contain links for all the assigned readings, lectures and any other learning materials. Students do not need to purchase any materials for this class.

Grading Policy

LEARNING ASSESSMENT

TOTAL POINTS: 1000

SEMINAR PARTICIPATION (SP): 14 X 20 = 280 POINTS

READING REFLECTIONS (RR): 12 X 25 = 420 POINTS

MIDTERM: 150 POINTS

FINAL: 150 POINTS

EXTRA CREDIT: CHECK CANVAS MODULE

Extra Credit:

Students will have extra-credit/independent research opportunities that I will post on the Class Canvas Page.

Library Research Guides and Subject Librarians

The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the library during open

(Insert the URL address for the [Research Guides](#) provided by your subject librarian, contact information for the [Subject Librarians](#), and any applicable [Information for Distance Learners](#)).

Canvas Course

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the Canvas course, use your SSU Seawolf ID and password to log into [SSU's Online Services portal](#). Click on the **Canvas** link. When you get to the Canvas Dashboard, click on the course title you would like to access.

Visit the [SSU Canvas Support Center](#) to review frequently asked questions about using Canvas and also to view a list of technical recommendations.

Canvas Help and Student Computing Resources

Canvas and General IT Help Desk

Contact [Information Technology \(IT\)](#) if you need assistance accessing Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

About Canvas

- [Getting Started with Canvas](#)
- [Student FAQs](#)
- [Canvas Student Overview Video](#)
- [How to Get Started with Canvas](#) (Students)
- [Canvas Community Student Video Guides](#)
- [Canvas Student Written Guides](#)

Plugins

[Download plugins](#) that may be needed to access some content on or linked from SSU websites and Canvas. (If applicable, list any other plugins that may be needed to access/use publisher materials).

Canvas Community

Visit the [Canvas Community](#) to view written [Instructor Guides](#), written [Student Guides](#), and/or [Video Guides](#).

General Student Computing

Review the information posted at [IT Get Started, Students](#). There you will find computer use guidelines and a list of available computer labs.

University Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See [Important Policies and Procedures for Students](#).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Add a Class](#) has step-by-step instructions. [Registration Information](#) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](#).

Emergency Evacuation (Optional/suggested statement)

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these

preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should be familiar with the University's [Cheating and Plagiarism Policy](#). Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Additional Resources

Writing Support

The SSU Learning and Academic Resource Center (LARK), located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Learning and Academic Resource Center \(LARK\) Homepage](#) for more information on how to schedule time with a Writing Center tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The [CAPS website](#) provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. – 5:00 p.m., Monday-Friday during the academic year.

Hyperlink URL's

1. Syllabus Policy - <http://www.sonoma.edu/policies/syllabus-policy>
2. GE/SSU Studies Categories:
<http://www.sonoma.edu/academics/schools-departments>
3. Catalog: <http://www.sonoma.edu/academics/catalog>

4. Research Help Hours: <http://library.sonoma.edu/about/hours/detailed>
5. Research Guides: <http://libguides.sonoma.edu/?b=s>
6. Subject Librarians: <http://library.sonoma.edu/research/subjectlibrarians>
7. Information for Distance Learners:
<http://library.sonoma.edu/services/distancelearners>
8. SSU's Online Services Portal: <https://login.sonoma.edu/>
9. Sonoma State University Homepage: <https://www.sonoma.edu/>
10. SSU Canvas Support Center: <https://lms.sonoma.edu/>
11. Information Technology (IT): <http://it.sonoma.edu/get-started>
12. Getting Started with Canvas: <https://lms.sonoma.edu/get-started-canvas?>
13. Student FAQs: <https://lms.sonoma.edu/canvas-students/student-faqs>
14. Canvas Student Overview Video:
<https://community.canvaslms.com/videos/1124-canvas-overview-students>

15. How to Get Started with Canvas (Students):
https://docs.google.com/document/d/1N5J_tGKhLabVNtbNznzImMJfbTTibZreTaoxqicIoXU/edit

16. Canvas Community Student Video Guides:
https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

17. Canvas Student Written Guides:
<https://community.canvaslms.com/docs/DOC-10701>

18. Download Plugins: <http://accessibility.sonoma.edu/plugins>

19. Canvas Community: <https://community.canvaslms.com/community/answers/guides>

20. Instructor Guides: <https://community.canvaslms.com/docs/DOC-10460>

21. Student Guides: <https://community.canvaslms.com/docs/DOC-10701>

22. Video Guides:
<https://community.canvaslms.com/community/answers/guides/video-guide>

23. IT Get Started, Students: <http://it.sonoma.edu/get-started/students>

24. Important Policies and Procedures for Students: <http://www.sonoma.edu/policies>

25. How to Add a Class: <http://web.sonoma.edu/registration/addclasses>

26. Registration Information: <http://web.sonoma.edu/registration/>

27. Disability Access for Students:

<http://www.sonoma.edu/policies/disability-access-students>

28. Cheating and Plagiarism Policy:

<http://www.sonoma.edu/policies/cheating-and-plagiarism>

29. Learning and Academic Resource Center: <http://web.sonoma.edu/writingcenter/>

- Counseling and Psychological Services: <http://web.sonoma.edu/counselingctr/>

DSS

If you are a student with a disability and think you may need academic accommodations, please contact Disability Services for Students (DSS) located in Schulz 1014A. Please contact DSS as early as possible in order to avoid a delay in receiving accommodation services. The use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](#).

- Phone: (707) 664-2677
- Phone TTY/TDD: (707) 664-2958
- [DSS Website](#)

Counseling and Psychological Services (CAPS)

- Phone: (707) 664-2153
- [CAPS Website](#)

PHIL. 302 -- *Ethics and Value Theory* Patrick Ray, Ph.D.: patrick.ray@sonoma.edu Office Hours: Virtual by appointment

Course Description:

Catalogue Description

This course serves as an introduction to the philosophical analysis of ethics, morality and values, and a survey of the various systems of moral philosophy. The course covers such issues as: What is the good life? What considerations are relevant to making moral decisions? Are moral principles universal, or relative to a given society? How, if at all, can moral judgments be justified or moral disagreements resolved? Satisfies GE, category C2 (Philosophy and Values).

Textbooks and Course Requirements

Required Textbooks:

Shafer-Landau, Russ. "The Fundamentals of Ethics." (4th ed.). Oxford University Press.

Cahn, Steven. "Principles of Moral Philosophy." Oxford University Press.

Other Materials:

You will need access to a computer and the Internet to complete your papers and other work for the class.

Course requirements

Reading Quizzes 30% of grade

You have the opportunity to complete about 16 reading quizzes over the course of the semester. These will be completed online via Canvas. There will be one reading quiz per and you cannot re-take or make-up quizzes. I will count your 10 highest reading quizzes toward your final grade.

Here is how the quizzes will work:

Beginning on Monday of each week, there will be a quiz under the corresponding module of the Canvas course. The quiz will be open for one week (it will open Monday at 12:01 a.m. and close on Sunday at 11:59 p.m.). It will consist of questions on the readings corresponding to that week. Once you begin the quiz, you will have 60 minutes to complete the quiz. You can access the quiz any time you wish during the week it is open.

I would recommend answering all of the relevant questions on textbook website before starting the quiz. It is not uncommon for those quiz questions to end up on the Canvas quiz.

Short Writing Assignments 30% of grade

Every week I will post some essay question prompts pertaining to the assigned reading for the week. You will need to answer three (3) of those questions over the course of the semester. You cannot answer more than one per week and you cannot re-write or re-submit these assignments. They will be graded on clarity, conciseness, and accuracy (correctness).

These will also be due each week on Sunday at 11:59 p.m. You may only turn in a short essay during the week of the corresponding assigned reading. That is, if you want to write about a topic in week 4 (for example), you must turn in that assignment during week 4 (before 11:59 p.m. on Sunday of week 4). There is no writing assignment for week 16.

Long Paper 40% of grade

You will have the opportunity to write a term paper for this course (3000-5000 words). It will be worth 40% of your total course grade. You can write a paper about any of the assigned readings from the Cahn text, but not any other topic.

I will ask you to turn in a rough draft of the paper a few weeks before finals so that I can read and comment on your draft. I expect you to incorporate the comments that I provide into your final paper draft. This rough draft will be worth 15% of your course grade.

Your final paper draft will be worth 25% of your total course grade and will be due on the day of our final exam. Please be sure to view the rubric for the final paper that I have placed on Canvas.

Policies and Guidelines

Classroom Protocol, Seriousness, Respect, and Tolerance

A word of warning: Philosophical writing is difficult to read (for various reasons) so you will need to put in serious time and effort to complete these readings. Also, be forewarned that this class is an upper-level philosophy course and the material covered in this course

reflects this fact -- i.e., *the material is difficult*. The material may be especially challenging for those of you without a background in philosophy. Nonetheless, I have structured the course in such a way as to be in principle accessible for any undergraduate student.

Also note that (as is standard for university courses pace WASC) you can expect to spend two hours of outside (i.e., non-classroom) study for every one credit-hour of class per week. Since this class is three credit-hours, you should expect to spend at least six hours of outside study per week on this course.

This class will deal with topics that you probably have never considered before and will deal with them in a very specific manner. If you want to be successful, you should be open-minded and critical (these are not mutually exclusive).

The topics under discussion will be difficult to discuss because they do not admit of easy or straightforward analyses. I will try my best to make them clear, however the nature of philosophy is such that these will not always be clear to you and the nature of learning is such that it involves a fair bit of struggle (if you are doing it correctly). In other words, it is typical for students to feel confused and to struggle with the material, but I assure you that this is perfectly normal. Stick with it.

I expect you to take your educational experience seriously. Many students tend to think that philosophy is nothing more than “your opinion” or some such. Be advised that this is neither true nor my view of philosophy. If you wish to do well in this class, you must approach the material as not being a mere matter of opinion.¹

That said, I am happy to provide guidance and help you through especially dense readings. If you think that you are missing something or some material is excessively difficult, let me know and I will make every reasonable effort to help you.

Because this course deals with subjects that are, by their very nature, controversial, I ask you to exercise respectful behavior at all times. The topics in this course are liable to elicit strong feelings from you and your classmates. This is to be expected -- strong emotions usually indicate that you take the material seriously and you recognize its importance.

Keep in mind that the backbone of philosophy is open-minded rational inquiry into difficult subjects. Our goal is to understand and view the world through this process and this can only be accomplished if we are respectful of one another during rational inquiry.

Communication

I am happy to make myself available outside of class to discuss questions/issues, go over assignments, and generally help you sort out your thoughts on this material -- just get in touch to make an appointment. The best way to reach me is through email as I am almost always online. That being said: there are times during the semester when I may not provide you with feedback on assignments as quickly as you may like. Please be patient, as I will do my best to return assignments/give feedback promptly.

If you email me, please include in the subject line “PHIL302” and then some sort of information regarding the nature of the email. If you do not include “PHIL302” in the

subject line, I will not receive your email due to my email settings. In addition, if you email me, please use professional email etiquette.

¹ There may be a few issues in philosophy where we are interested in mere opinion. These issues are not under discussion in this class.

Accommodations

From the SSU Disability Services for Students website: “If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049 [Voice: (707) 664- 2677, TTY/TDD: (707) 664-2958] as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures.”

Sources and Academic Honesty

There are many sources of information on the web concerning the topics in this class, and you're welcome to make use of them so long as you keep two things in mind. First, obviously, any source that is cited or consulted must be cited as such. *This includes assigned readings.* Second (also pretty obvious!): not all sources are equal in accuracy, reliability, worth, &c. Remember if you consult sources such as Wikipedia, blogs, and various course webpages from other universities that these are not “refereed publications” and so not necessarily trustworthy. In terms of citing sources and using quotations, when in doubt, cite. Unless otherwise instructed, you must include a Works Consulted/Cited page even if your only source was the primary source upon which your essay focuses.

Schedule of Readings/Topics

Week 1 (8/22-8/26): Hedonism

Readings: Shafer-Landau, *Chapters 1 and 2 (in Shafer-Landau – SL)*
 Forcehimes, *The Anatomy of Normative Ethics (in Cahn Reader – CR)*

Week 2 (8/29 - 9/4): Desire Satisfaction

Readings: Shafer-Landau, *Chapters 3 and 4 (SL)*

Week 3 (9/5 - 9/11): Morality, Religion, and the Natural Law

Readings: Shafer-Landau, *Chapters 5 and 6 (SL)*
 Adams, *A Modified Divine Command Theory (CR)*
 Cahn, *God and Morality (CR)*

Week 4 (9/12 - 9/18): Psychological and Ethical Egoism

Readings: Shafer-Landau, *Chapters 7 and 8 (SL)*
 Plato, *The Republic (CR)*
 Rachels, *Egoism and Moral Skepticism (CR)*

Week 5 (9/19 - 9/25): Consequentialism: Pros

Readings: Shafer-Landau, *Chapter 9 (SL)*
 Bentham, *An Introduction to the Principles of Morals and Legislation*
 Mill, *Utilitarianism (CR)*

Week 6 (9/26 - 10/2): Consequentialism: Cons

Readings: Shafer-Landau, *Chapter 10 (SL)*
Williams, *A Critique of Utilitarianism (CR)*
Hooker, *Rule-consequentialism versus Act-consequentialism (CR)*

Week 7 (10/3 - 10/9): Nonconsequentialist Fairness and Justice

Readings: Shafer-Landau, *Chapter 11 (SL)*
Kant, *Groundwork for the Metaphysics of Morals (CR)*
Kagan, *Kantianism (CR)*

Week 8 (10/10- 10/16): Nonconsequentialist Autonomy and Respect

Readings: Shafer-Landau, *Chapter 12 (SL)*
Korsgaard, *Kant's Formula of Humanity (CR)*
Nagel, *Moral Luck (CR)*

Week 9 (10/17 - 10/23): The Social Contract Tradition in Ethics

Readings: Shafer-Landau, *Chapters 13 and 14 (SL)*

Hobbes, *Leviathan (CR)*

Rawls, *A Theory of Justice (CR)*

Scanlon, *What We Owe to Each Other (CR)*

Week 10 (10/24 - 10/30): Ethical Pluralism and Absolute Moral Rules

Readings: Shafer-Landau, *Chapter 15 (SL)*

Ross, *The Right and the Good (CR)*

McNaughton, *An Unconnected Heap of Duties?(CR)*

Week 11 (10/31 - 11/6): Prima Facie Duties and Ethical Particularism

Readings: Shafer-Landau, *Chapter 16 (SL)*

Kagan, *Particularism, Universalism, and Commonsense Morality (CR)*

Sartre, *Existentialism is a Humanism (CR)*

Week 12 (11/7 - 11/13): Virtue Ethics

Readings: Shafer-Landau, *Chapter 17 (SL)*

Aristotle, *Nicomachean Ethics (CR)*

Hursthouse, *Normative Virtue Ethics (CR)*

Week 13 (11/14 – 11/20): Feminist Ethics

Readings: Shafer-Landau, *Chapter 18 (SL)*

Gilligan, *Moral Orientation and Moral Development (CR)*

Held, *The Ethics of Care* (CR)

Week 14 (11/21 - 12/4): Ethical Relativism²

Readings: Shafer-Landau, *Chapter 19* (SL)

Benedict, *Moral Relativism: A Defense* (CR)

Midgley, *Moral Isolationism* (CR)

Week 15 (12/5 - 12/11): Moral Nihilism

Readings: Shafer-Landau, *Chapter 20* (SL)

Hume, *A Treatise of Human Nature* (CR)

Moore, *Principia Ethica* (CR)

²Note that this “week” is actually two calendar weeks, but the first of those is Thanksgiving week. The quiz will be open for the entire two-week period.

Week 16 (12/12 - 12/18): Arguments against Moral Objectivity

Readings: Shafer-Landau, *Chapter 21 (SL)*

Harman, *Ethics and Observation (CR)*

Smith, *Realism (CR)*

Learning Objectives

The SSU GE C2 Learning Objectives for this course are:

- A. Develop and expand philosophical or cultural awareness through the exploration of important philosophical questions or of cultural origins in various literary or philosophical traditions.
- B. Gain an understanding of the development of religions, beliefs, ethics, and values in relation to physical, social, historical and cultural contexts through the critical study of philosophies and literatures.
- C. Understand the significance of philosophical or literary works, and develop an analytical language and appropriate vocabulary to communicate about them.
- D. Understand how literatures or philosophies offer insights into constructions of religions, class, race, ethnicities, gender, and sexualities.
- E. Apply insights gleaned from the study of literatures and philosophies to their lives and to social issues.

Method of Assessment:

Students will achieve these course goals through: weekly reading assignments, classroom participation, classroom projects, and various writing assignments.

Writing Intensive Course

Writing Intensive Curriculum Course

This course has been designated as a Writing Intensive Curriculum (WIC) course for Fall Semester 2020. This means that the course is specifically designed to help you develop writing abilities at an advanced level. You will be doing a lot of writing in the class and receiving substantive and direct instruction during your writing process (e.g., using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, &c.). Writing assignments are carefully crafted to support your ability to engage in writing in a variety of contexts: civic, disciplinary, and professional. Writing will also support your learning of the academic class content.

This course can serve as a WEPT equivalent. This means that, if you pass with a C or better, the course will exempt you from taking the WEPT. To receive WEPT / GVAR certification via taking this course, you must have junior (or higher) standing at the time you registered for the course. The Graduate Written Assessment Requirement stipulates that writing proficiency must be assessed in the upper division. Students may certainly take and pass various WIC courses prior to upper division, but those courses will not count for GVAR certification.

SSU Writing Center

The SSU Writing Center (1103 Schulz) is available to provide tutoring for writing. The Writing Center is open during from 9 a.m. to 4 p.m., Monday through Friday. To work with a tutor, you should make an appointment with the Writing Center.

Notice Regarding Possible Use of Your Work in Institutional Assessment

The WIC initiative offers an opportunity for SSU to examine practices of teaching and learning, with the aim solely of improving educational offerings. It is possible that your writing may be collected and examined for these purposes. Your work will never be used as a means of evaluating you personally, as any student writing that is assessed will be read anonymously. Likewise, this course will not be a subject of assessment; rather, these efforts will be aimed at understanding and assessing the WIC initiative as a whole. Thank you for your help in this vital work.

Philosophy 312

Philosophy of Love and Emotion

Instructor: Dr. Andy Wallace

Prerequisites: NA

GE Category: NA

Student Learning Outcomes

- critical reading
- critical writing
- critical oral communication
- understanding of developmental psychology of love
- understanding of evolutionary biology of love
- understanding of neurobiology of love
- understanding relation between love and reason.
- understanding the philosophical dimensions of intersubjectivity.

Instructor Contact

- Name: Andy Wallace, PhD
- Email: andy.wallace@sonoma.edu
- Phone: NA
- Office Hours: Monday, 12-2, on line. See Canvas for zoom link.

Preferred method of contact is email. Allow 24 hours for reply. Monday through Friday. It is my pleasure to assist students in their learning activities. Please feel free to attend my regularly schedule office hours without making an appointment or schedule an alternative meeting that better fits your schedule.

Course Modality and General Expectations

This course is in person. Students meet face to face. All assignments and course materials are on Canvas. Students submit all work to Canvas.

This is a 4 unit course. Approximately, you will need 4-8 hours outside of class to complete all work. Some weeks may be less than others. Participation is an important component of your grade. Students will make two oral presentations and participate in small and larger group discussion.

Required Course Materials

All required course materials are posted on the class Canvas page.

Grading Policy

Reading Reflections (RR): 14 @ 25 points each = 350

Seminar Participation (SP): 30 @ 10 points each. Please note that seminar participation is based on completing weekly seminar participation assignment **AND** attending class. = 300

Midterm: 175 points

Final: 175 points

Cheating and Plagiarism

Plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without the necessary and appropriate acknowledgment. This includes information derived from the web. More specifically, plagiarism is:

The act of incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and

The act of representing another's intellectual work such as musical composition, computer program, photographs, painting, drawing, sculpture, or research or the like as one's own.

[Statement of SSU Policy on Cheating and Plagiarism](#)

[How to avoid plagiarism](#)

University Policies & Student Resources

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. - [SSU University Policies](#)

DSS

If you are a student with a disability and think you may need academic accommodations, please contact Disability Services for Students (DSS) located in Schulz 1014A. Please contact DSS as early as possible in order to avoid a delay in receiving accommodation services. The use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](#).

This course has been designed with great attention to detail regarding inclusivity and accessibility. If you have any challenges interacting with any course materials please reach out to the instructor right away. It is my goal and responsibility to ensure equal access to educational materials and to remove barriers for all students.

- Phone: (707) 664-2677
- Phone TTY/TDD: (707) 664-2958
- [DSS Website](#)

Counseling and Psychological Services (CAPS)

- Phone: (707) 664-2153
- [CAPS Website](#)

Learning & Academic Resource Center (LARK)

LARC houses several academic support services: the Writing Center, the Tutorial Program, and Supplemental Instruction in one convenient and inviting space for students, faculty, and staff.

The Writing Center helps students, faculty, and staff with developing their writing skills and producing documents. Writing Center staff also assists faculty with improving their writing for instruction, supports WIC (Writing Intensive Course) curriculum, and promotes writing across the curriculum. The Tutorial Program offers free peer tutoring in over 50 courses each semester and provides weekly math tutoring. Students can easily schedule tutoring appointments online for both the Tutorial Program and the Writing Center. The Supplemental Instruction Program (SI) is a peer-led academic assistance program that helps students succeed in specific course sections. Study sessions are led by trained SI Leaders who have mastered the course content. Students can voluntarily attend these SI sessions to increase their understanding of topics and materials from the courses, and improve their grades!

- [LARK Website](#)
- LARK Email: larcdesk@sonoma.edu

Career Center

The Sonoma State University [Career Center](#) works to support and empower students to be active participants in their career development process. Our Career Advisors provide comprehensive resources and advising that are holistically centered in each student's needs. To schedule a career advising remote appointment visit [LoboConnect](#).

- [Career Center Website](#)

Financial Aid

Sonoma State University knows pursuing a higher education degree is expensive. Investing in a quality education is an investment in your future. Our goal is to provide access to quality education at SSU by assisting students in obtaining and understanding financial aid options. The [Financial Aid Office at SSU](#) is committed to assisting current and prospective students with the financial aid process in obtaining funds for college through federal, state and institutional sources.

- [Financial Aid Website](#)
- Financial Aid Email: finaid@sonoma.edu
- Financial Aid Phone: 707-664-2308

Advising Central

Academic advising is a central component of your educational journey. Although life, career, and academic decisions are ultimately yours to make, advisors can assist you in the determination and achievement of those goals. Stay on track and achieve your goals by meeting with your advisor at least once a semester. Your advisor

will work with you to create an educational plan that meets your goals, help you persist towards on-time graduation, or make adjustments that better fit your career outcomes.

- [Advising Central](#)

Student Health Center

The SHC provides quality outpatient medical care for acute and sub-acute illnesses, injuries, and basic mental health concerns. Most visits are at no additional cost to the student. To view their services or schedule an appointment please visit the [Student Health Center Website](#).

- [Student Health Center Website](#)
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Drugs, Prostitution, Punishment, and more:

Philosophy of Law

Phil 375

Professor: Joshua Glasgow, PhD

Office hours: M 12-1 and by appointment, Nichols 363

Contact email: glasgojo@sonoma.edu

Phone: 664-2841 (email is the best way to reach me)

Course Description

In this course, we will examine three philosophically fundamental questions about the law, society, and morality. After some general discussion of when our liberties can be restricted by the law, we will ask about whether the law can limit our freedom or otherwise shape our choices for paternalistic reasons, with a particular focus on restricting the markets for prostitution and drugs. Next we will investigate the liberty to engage in offensive speech and its relation to harm, with a particular focus on pornography. Finally we will ask what, if anything, justifies punishing people for committing crimes. Outcomes for this

course include a deeper understanding of these issues, improved critical thinking skills, and development of written and oral communication skills.

Disabilities: Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students.

Required Readings

- Various readings on Canvas
- David Boonin, *The Problem of Punishment* (Cambridge UP, 2008)

General Expectations

- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Plagiarizing will be taken to warrant an "F" for the course.**
- Please *be respectful* of your classmates and your instructor: don't text, don't read newspapers, do show up on time and remain engaged (and don't leave) as long as the class is in session, and so on. Our policy on laptops is that they will be allowed unless and until they start getting used for purposes other than class. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1078740. Your phone should remain off during class.

Note: *there's a very good chance that you will find this class to be challenging or even difficult.* But you will also learn a lot.

Assignments & Grading

- *Reading Quizzes.* Every day that we have new readings, you will take a brief quiz on our Moodle page to show that you have done the reading assigned for that day's class. Each quiz will close one hour before class begins. Your two lowest scores will be dropped from your overall score. 15% of final grade combined.

- *Three Essays.* You will write three essays, 1200-1500 words each. 20% of final grade each. Required for passing the class.
- *Research Project.* 6-10 hours of your time will be devoted to a research project on the effectiveness of restorative justice responses to crime, as compared to punishment. This includes time for research, writing a research report, and preparing a brief presentation summarizing your research. 15% of final grade.
- *Attendance, Class Participation, and fulfillment of the Respectfulness Expectation* are expected and monitored. This is worth 10% of your final grade. You will start with 70 points for this part of the course, where 100 is maximum. Any time that it is determined that you have fallen short of these expectations, you will lose points from the total; when you participate, your score will rise. (This item will, at the instructor's discretion, also be used to justify "bumping up" borderline overall grades. No other justification for improving final grades will be used.)

Make-up Policy: Missed work is excused only in the case of *serious* emergencies. Arrangements will be made for making up missed assignments in such cases.

Grading Scale:

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	F	59 and below
B+	87-89	C+	77-79	D+	67-69		

Note: any work that is unclaimed for more than one semester after this class ends may be shredded.

Schedule (subject to change)

LIMITING LIBERTY WITH THE LAW

- 8/22 Introduction to the class
 8/24 **Mill**, *On Liberty*, selections
Tomasky, “There’s A Word”
Kovaleski and Coscarelli, “Is Britney Spears Ready to Stand on Her Own?” (optional)

PATERNALISM, HARM, and THE MARKETPLACE

- 8/29 **Ripstein**, “Beyond the Harm Principle”
RJ Research Project assigned
- 8/31 **Dworkin**, “Paternalism”
Sunstein & Thaler, “Libertarian Paternalism Is Not an Oxymoron”
Video: Ariely (optional)
- 9/5 **Labor Day**
- 9/7 **Hausman & Welch**, “Debate: To Nudge or Not to Nudge”
Goldmacher, “Unwitting Donations”
- 9/12 **Husak**, “Four Points about Drug Decriminalization”
Sher, “On Decriminalization of Drugs”
- 9/14 **de Marneffe**, “Against the Legalization of Heroin”
Shapiro, “Individual Rights, Drug Policy, and the Worst-Case Scenario”
- 9/19 **Pateman**, “Defending Prostitution”
Schwartzbach, “Contractarians and Feminists Debate Prostitution”
- 9/21 **Free Solo**
- 9/26* **Essay Workshop**
 9/28* **ESSAY 1 DUE**
Interlude: Classical Jurisprudence

FREEDOM OF EXPRESSION

- 10/3* **RJ Research Project Day 1**
- 10/5 **Feinberg**, “Offensive Nuisances”
Cohen v. California
Village of Skokie v. The National Socialist Party of America

- 10/10 **Longino**, “Pornography, Oppression, and Freedom: A Closer Look”
Wicclair, “Feminism, Pornography, and
 Censorship”
- 10/12 **Scoccia**, “Can Liberals Support a Ban”
- 10/17 **Eaton**, “A Sensible Antiporn Feminism”
- 10/19 **Sher**, “Taking Offense”
Waldron, “Taking Offense: A Reply”
- 10/24 **Simpson and Srinivasan**, “No Platforming”
Stanley, “What Mill Got Wrong”
Van Norden, “The Ignorant do Not Have a Right to an Audience”
Conger et al, “Twitter and Facebook”
- 10/26 Podcast: “**What’s Up Holmes?**”
Essay Workshop

PUNISHMENT

- 10/31 **RJ Research Project Day 2**
ESSAY 2 DUE
- 11/2 **Boonin**, *PP*, Chapter 1
Kaba, “Abolish the Police”
Brennan & Suprenant, “Incentives”
- 11/7 **Boonin**, *PP*, Chapter 2
Napolitano, “The Truth about Young Immigrants and DACA”
- 11/9 **Boonin**, *PP*, Chapter 3
Kudelska, “Wyoming Gives 22 Winners the Chance to Hunt Grizzlies—or Not”
- 11/14 Chapter 3, continued
- 11/16 **Boonin**, *PP*, Chapter 4
Glasgow, “The Expressive Theory of Punishment Defended”
- 11/21 **RJ Research Project Day 3**
- 11/23 **THANKSGIVING**
- 11/28 **Boonin**, *PP*, Chapter 5
Bazelon & Gruber

11/30 **Boonin, PP**, Chapter 5 continued

Alexander, "Reckoning with Violence"

12/5 **RJ Research Project**

Essay 3 Due

12/7 **Allen et al.**, "Neuro-Interventions as Punishment"

RJ Research Project Due, Presentations

Finals

**PHIL 377-001 (1970); CCJS 377-001(1300); POLS
377-001(1299)**

LEGAL REASONING AND THE LSAT

Department Name: Philosophy, CCJS, and Political Science

Course Number: PHIL 377-001(1970); CCJS 377-001(1300); POLS
377-001(1299)

Course Title: Legal Reasoning and the LSAT Units: Four

Semester Offered: Fall 2022

Course Meeting Days: Mondays and Wednesdays Course

Meeting Time: 3:00 pm to 4:50 pm

Dates: August 22, 2022- December 9, 2022

Course Meeting Place: Synchronous Online Course Via Zoom

Zoom Meeting

<https://dominican-edu.zoom.us/j/8864045520?pwd=cWhtZEVxWjJFVmh-RYnk2Vy84NTVydz09>

Meeting ID: 886 404 5520 Passcode:
Sinrod

Students are expected to attend Zoom classes with cameras on and ready to participate.
The classes will not be record

Instructor Information

Name: Eric J. Sinrod

Office Phone: 415-957-3019 (for voicemail messages) Email:

sinrod@sonoma.edu

Office hours: Appointment scheduled by email

Description of Syllabus Contents

1. Course Description: General Content of the Course

This course will expose students to legal reasoning in order to prepare them for the LSAT. It builds skills in the kind of analytical reasoning and logical reasoning that constitute the core of the LSAT and covers logical concepts, analytical reading, application of legal concepts, oral arguments and reasoning. Grade only.

2. Major Requirements Satisfied by the Course

Major requirements fulfilled by course: Philosophy, Criminology and Criminal Justice Studies, and Political Science.

3. Learning Outcomes

- Students will demonstrate an understanding of legal reasoning as demonstrated by in-depth research and significant written and oral expression. As part of this process, students will demonstrate that they can differentiate between competing legal theories.

- Students will demonstrate application of legal reasoning as part of practice and progress toward the LSAT. Students will demonstrate an understanding of various LSAT testing strategies and they will show their

knowledge of external LSAT test preparation services. Students will take LSAT practice exams and will follow up with strategy questions and answers.

4. Texts and Resources

Mometrix Test Preparation LSAT Prep Books 2021-2022, Mometrix Media LLC (2020), ISBN 13:978-1-5167-1448-3; ISBN 10:1-5167-1448-2 (“LSAT Book”).

Introduction to Constitutional Law, Randy E. Barnett & Josh Blackman, Wolters Kluwer Publishing, ISBN 978-1-5438-1390-6 (2020), paperback (“Con Law Book”).

Students are required to attend each class with one current legal article, one podcast, or one submitted legal video clip ready to discuss.

5. Library Support

Professor Sinrod will inform students, as appropriate, of the specific library liaison for the course, including name, email address and office phone number.

6. Online Components of the Course

This course will be taught synchronous online. Attendance is required with cameras on and students ready to participate. Classes will not be recorded.

7. Academic Honesty Honor Code

Students are expected to adhere to the Academic Honesty Honor Code of the University.

Students should practice academic integrity in all of its forms, including abstaining

from plagiarism, cheating and other forms of academic misconduct. The University is able to utilize mydropbox.com, a plagiarism detection site. The Professor may submit any and all written assignments to the site. The University reserves the right to determine in any given in-

stance what action constitutes a violation of academic honesty and integrity.

8. Diversity

Understanding and respecting diversity are inherent in the subject matter of this class. We likely will examine and explore how to foster and respect cultural, religious, ethnic, gender, sexual preferences and other orientations as a matter of law. Issues relating to diversity may be discussed in the classroom, and may be examined in course readings, and may be included in assigned papers.

9. Assignments

Students are expected to have completed the reading assignments and any assigned homework before each class. Any assigned student written assignments will be submitted by email to the Professor no later than the start of the class due date.

Active participation in class discussions is required. In order to receive credit for class participation, students must demonstrate understanding and reflection about the concepts and materials covered. Periodic quizzes, if necessary, may be given to verify completion of assigned reading.

A portion of each class will be devoted to a specified question from the LSAT book noted in the Course Calendar in Section 15. Each question will be from one of three sections of the LSAT test - Reading Comprehension, Logical Reasoning, and Analytical Reasoning. It is expected that students will come to class prepared - by seriously attempting the specified question before class - and for the students to participate in the review process during class, either by volunteering or being called upon to discuss solution methodology. Question review like this not only is an occasion for participation, but importantly it is an opportunity for students to apply the concepts and strategies from the LSAT book and to hold students accountable for their participation with the LSAT content of the course.

Much like the actual LSAT exam, students will be required to show significant self-sufficiency and personal dedication toward the LSAT portion of the

course.

A research paper on a legal case provided in the Con Law Book and approved by the professor (approximately 10 pages with at least 10 sources/ citations) is required. A student may obtain approval to research and write about a case not in the Con Law Book, such as a very recent Supreme Court decision. The student must read and refer to the entire Supreme Court opinion, as well as the legal briefs submitted to the Supreme Court. The student will provide an oral presentation arguing each side of the case. The paper must be of high quality to serve as the foundation and basis for the graded oral presentation.

At the beginning, middle and end of the semester, students will take an entire practice LSAT examination. The first and third exams will be taken using the LSAT Book, while the second exam will be taken using the Khan Academy LSAT Exam Prep platform. Information regarding the Kahn Academy will be covered during class and a How-To-Guide will be distributed to the students. Students must report to the professor by email that each exam has been taken and should tell the professor the practice exam score. How the student does on the practice exams will not affect the student's grade; however, the student must complete the exams on a timely basis. The exams will be covered in class after completion.

There will be discussion of LSAT preparation services, including guest speakers who will describe the different services.

Please see Section 15 **Course Schedule** herein for due dates.

Extensions will NOT be provided regarding due dates without medical approval.

10. Grading

A student's final grade will be weighted as follows:

Completion of LSAT practice examinations: 20%

Class participation (discussion of the books, LSAT exams and questions/ answers,

articles, videos and potential quizzes):

40%

Oral presentation and foundational research paper: 40%

Grading categories:

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 0-59

11. Expectations for Students

Attendance in class is mandatory. Medical excuses for not attending class will be reasonably accepted. If there is an excused absence, the student still must keep up with course work.

Active participation in class discussions is required. In order to receive credit for class participation, students must demonstrate understanding and reflection about the concepts and materials covered. Periodic quizzes may be given to verify completion of assigned reading.

Computers and cell phones generally may not be used in class without instructor approval. Of course, the technology needed to access the course by Zoom is allowed for that purpose.

Students should plan to spend a minimum of 8-10 hours per week outside of class time in order to complete all requirements, including readings, exams, and the paper, and must submit assignments on schedule.

12. Students Who Require Accommodations

SSU is committed to equal access for all students in accordance with the American's with Disabilities Act of 1990. Students who feel that they may need accommodations based on the impact of a disability should contact the appropriate university representative as soon as possible to discuss specific accommodations. Please submit the subsequent paperwork to the instructor right away.

13. Course Evaluations

SSU is committed to an ongoing evaluation of its programs and courses through a culture of constructive dialogue and feedback. It is expected that students will complete the course evaluation. The instructor will determine the time for the course evaluation to be completed.

14. Title IX

In accordance with Title IX, faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, will notify the Title IX Coordinator. Student privacy is a priority for the university and will be maintained to the extent possible by law and policy.

15. Course Schedule

We will proceed sequentially through the LSAT and Con Law books. To provide sequential structure and focus, the cases and sections that we will discuss most are listed within the course calendar immediately below. All italicized cases set

forth are from the Con Law Book, except for the recent *Dobbs*, *Bruen* and *West Virginia v EPA* cases (the last three cases of the semester), and *Dept of State v. Ray*, which students can access online.

- 8/22 Introduction and Overview of Course from Syllabus; Planning Paper Topics; **First Practice LSAT Exam Before Next Class** (starts on page 96 of LSAT Book)
- 8/24 US Legal Systems Lecture; Discuss Paper Topics; **Report By Email Re Practice Exam**; Basic LSAT Information Provided
- 8/29 *Marbury v. Madison*; **Pick Paper/Presentation Topics**; Basic LSAT & Law School Application Information Provided
- 8/31 *McCulloch v. Maryland*; LSAT Book, pp. 2-20; Cyberwar & Cybercrime Presentation
- 9/7 *Korematsu v. United States*; LSAT Book, pp. 21-40; Logical Reasoning I (#2, p. 96)
- 9/12 *Dred Scott v. Sandford*; LSAT Book, pp. 41-60; Logical Reasoning II (#7, p. 97)
- 9/14 *The Slaughter-House Case*; LSAT Book, pp. 61-79; Logical Reasoning III (#11, p. 100)
- 9/19 *Plessy v. Ferguson*; LSAT Book, pp. 80-95; Logical Reasoning IV (#13, p. 101)
- 9/21 *Brown v. Board of Education*;
Logical Reasoning V (#16, p. 103)
- 9/26 *Loving v. Virginia*;

Logical Reasoning VI (#18, p. 104)

9/28 *Regents v. Bakke;*

Logical Reasoning VII (#24, p. 107)

10/3 *Gratz v. Bollinger; Grutter v. Bollinger;*

Analytical Reasoning I (#1, p. 108)

10/5 & 10 *Fisher v. University of Texas I; Fisher v. University of Texas II*; **Research Papers Due; Presentations Begin and Continue** Analytical Reasoning II & III #6 & #11, pp.. 109, 110);

Two Classes

10/12 *Romer v. Evans*;

Analytical Reasoning IV (#13, p. 110)

10/17 *Griswold v. Connecticut*; **LSAT Exam #2 Due Next class**

Khan Academy Material Provided
Analytical Reasoning V (#15, p. 111)

10/19 *Dept of State v. Ray*; **Report LSAT #2 Exam Result by Email**

Analytical Reasoning VI (#18, p. 112)

10/24 *Citizens United v. FEC*

Analytical Reasoning VII (#20, p. 112)

10/26 *New York Times v. Sullivan*; *Stromberg v. CA*

Analytical Reasoning VIII (#23, p. 113)

10/31 *Brown v. Entertainment*

Reading Comprehension I (#2, p. 115)

11/2 *Burwell v. Hobby Lobby*

- Reading Comprehension II (#4, p. 116)
- 11/7 *McCreary v. ACLU*
- Reading Comprehension III (#9, p. 118)
- 11/9 *DC v. Heller*
- Reading Comprehension IV (#14, p. 119)
- 11/14 *McDonald v. Chicago*
- Reading Comprehension V (#18, p. 121)
- 11/16 *Penn Central v. NY*
- Reading Comprehension VI (#22, p. 124)

- 11/21 *Obergefell v. Hodges*
Reading Comprehension VII (#25, p. 15)
- 11/28 *Dobbs v Jackson*
Reading Comprehension VIII (#27, p. 125)
- 11/30 *New York State Pistol v. Bruen*; **Third Practice LSAT Exam Before Next Class**
(starts on page 216 of LSAT Book)
- 12/5 *West Virginia v. EPA*; **Report to Professor**
Re LSAT Practice Exam; LSAT Test Services Coverage
- 12/7 Students Round- Up of Other Cases in and outside the Book; LSAT Wrap-Up

16. Disclaimer

This syllabus is subject to potential modification. Professor Sinrod will inform students of any changes.

PHIL 101: Critical Thinking

Spring 2023

Instructor: Adam Dietz, PhD

Office hours: Nichols 345 Thursdays 11:00-11:30 and by appointment M-Th in person or Zoom Contact email:

dietza@sonoma.edu

Phone: Mobile 415-948-7276

Email is the preferred method. Text for more urgent/time sensitive communication.

Course Description

This course will introduce you to the philosophical tradition of examining life and thinking critically. We will engage the works of influential thinkers from both Eastern and Western traditions and analyze how their methods meet contemporary times and daily life. We will also look at a variety of specific technics and tools that developed from this lineage, helping us as communicators and active listeners.

Course Modality and General Expectations

This is a primarily in-person course. This course will be delivered primarily in-person with support through the learning management system, Canvas. You will use your SSU username and password to log in to the Canvas course.

In Canvas, you will access, course materials, and resources. At designated times throughout the semester, we will participate in self-paced activities using Canvas. Activities may consist of online assignments, discussion forums, and announcements.

Goals and Learning Objectives

- A. Engage critically with ideas analyzing and evaluating modes of reasoning, such as, scientific, rhetorical, inductive and deductive.
- B. Identify and evaluate assumptions from daily life, current events and contemporary discussions.
- C. Produce coherent, original and persuasive arguments in support of a sincere main idea.
- D. Develop communication and active listening skills in classroom discussions

Required Course Materials

-Lewis Vaughn, *Concise Guide to Critical Thinking* (Oxford UP, 2018)

-Readings linked to via our course Canvas page

Assignments

-*Class participation* appropriate, respectful and informed engagement is expected and monitored: 100 points of your final grade

-You start with 70 points for this category; 100 is the maximum. Your score will be bumped up or down according to your engagement level as an active listener and participant in the class. In addition to the classroom environment, there will be online opportunities to contribute toward this participation requirement. (This item will, at the instructor's discretion, be used to justify "bumping up" borderline overall grades.)

-*Philosophy Journal*: 75 points

-There will be brief weekly assignments for you to indicate engagement with readings and class discussion as related to contemporary life events. Prompts will include creating a persuasive argument, recognizing cognitive biases, and many others based on classroom content and key concepts from the reading.

-*Quizzes*: 25 points x4 = 100 points total

-There will be quizzes consisting of fill in, multiple choice, matching and short answer questions taken from the readings and classroom discussions.

-*Signature Assignment*: 25 points

-There will be one final paper based on your philosophy journal

Grading Scale (Percentages)

A 93-100 A- 90-92 B+ 87-89

B 83-86 C 73-76

B- 80-82 C+ 77-79 C- 70-72

D+ 67-69 D 60-66

F 59 and below

General Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. (Go to this URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>). A few notes:

- Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students.
- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: <http://policies.sonoma.edu/policies/cheating-and-plagiarism>. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Any academic dishonesty will be taken to warrant an overall "F" grade for the course.**
- Late work will not be accepted, except in cases of extreme emergencies.
- Respectfulness expectation: Proper classroom behavior is required at all times. No talking outside of the main class discussion. No sleeping. No music. No eating noisy food. **No using cell phones, tablets, or other devices unless specifically authorized. Laptops may not be used during class, except when otherwise indicated for specific meetings.** If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop?>
- Any work that is unclaimed past the summer after this class ends may be shredded.

[SSU University Policies\]](#)

DSS

If you are a student with a disability and think you may need academic accommodations, please contact Disability Services for Students (DSS) located in Schulz 1014A. Please contact DSS as early as possible in order to avoid a delay in receiving accommodation services. The use of DSS services, including testing accommodations, requires prior [authorization by DSS in compliance with university policies and procedures. See SSU's policy on Disability Access for Students.](#)

- Phone: (707) 664-2677
- Phone TTY/TDD: (707) 664-2958
- [DSS Website](#)

Counseling and Psychological Services (CAPS)

- Phone: (707) 664-2153
- [CAPS Website](#)



Spring/2023

DETAILS ABOUT YOUR COURSE

Section 2: Phil 101, 3, 4:00-5:15PM, Stevenson 1209

Section 3: Phil 101, 5:30-6:45PM, Stevenson 1209

DETAILS ABOUT YOUR PROFESSOR

Prof. John P. Sullins, Philosophy

Your instructor has taught critical thinking and logic for over twenty-five years. He worked as a philosopher of technology for Xerox PARC in Pal Alto in the early 1990's. His

subjects of study are the philosophy of robotics, technology, and cognitive science. He has numerous publications in these fields.

Office: Zoom Conference Calls and Nichols 313

Phone: 707 664-2277

E-mail: John.Sullins@Sonoma.edu

Office hours: Wednesdays 3-3:45, after class, and by Appointment

COURSE DESCRIPTION

“I cannot teach anybody anything. I can only make them think”

— Socrates

This course is designed to increase your ability to think critically and more properly assess the quality of sources of information that you use to make decisions throughout your academic and professional careers. Critical thinking skills considered one of the primary skills sets that employers are looking for. Your ability to use and communicate these skills will be vital to your future success. Specifically, this course will expose you to different kinds of informal and inductive reasoning techniques where important decisions have to be made using the best information available, even when it is incomplete or uncertain. Some of the fields of study that rely on this kind of reasoning are: business, marketing, economics, science, politics, law, advertising, psychology, education, social sciences, and public policy, just to name a few.

This class satisfies the A3 General Education requirement. *A3 Critical Thinking*, is designed to provide students with the level of writing, analytical, and speaking proficiency appropriate for a university education. Towards this end we will focus on the following learning objectives:

- Identifying arguments and the use of logic in language, definition of argument, deduction, induction and validity.
- Categorical Logic and formal fallacies.
- Fallacy Identification.
- Philosophical Issues in Critical Thinking, (throughout the course)
- Science vs. Pseudoscience.

Sample topics that this class will introduce are (but are not limited to): Identifying arguments, Formal and informal reasoning, fallacies in reasoning, cognitive biases in reasoning, scientific reasoning, legal reasoning, assessing ethical arguments, what makes an explanation adequate. How reasoning affects current events and politics.

GENERAL EDUCATION LEARNING OUTCOMES

Upon Completion of this General Education Course the student will be able to:

- Iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically toward a creative, informed synthesis of ideas (Information Literacy)
- Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry (Argument)
- Engage in critical reading

GENERAL EDUCATION ASSESSMENT

All undergraduates will participate in assessment of SSU's general education program. Assessment helps the university community understand how well students are learning and helps us change the curriculum to better meet student needs. All general education courses will include a signature assignment, a key assignment that is mapped to one or more of the learning outcomes listed above. Student work products for those signature assignments will be submitted (without identifying names or other information) to faculty groups who will evaluate student learning and make recommendations for curricular change. Student participation in these processes is as simple as turning in your course work—it is automatic and confidential.

COURSE OBJECTIVES

In this course students will

- Identify arguments and the use of logic in language, understand the threshold concepts of: argument, deduction, induction, and validity
- Build facility with systems of logic and quantitative reasoning such as: Categorical Logic and formal fallacies, Truth Functional (Propositional) Logic, proof methods used in mathematics
- Understand the foundational role of logic in science and technologies
- Analyze, construct, and critique, legal, political, and ethical arguments, in an interdisciplinary context

The course will focus on the following General Education Learning Objectives

https://ge.sonoma.edu/sites/ge/files/approved_2018-11-16_-_learning_outcomes.pdf

- **Critical Reading:** Actively analyze texts in a variety of forms, genres, and disciplines.

- **Argument:** Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry
- **Disciplinary and Interdisciplinary Knowledge:** Identify, interpret, and apply methods, intellectual approaches, and fundamental concepts from disciplines within the social sciences, physical and life sciences, arts, and humanities.
- **Creative Problem Solving:** Apply knowledge, skills, and multiple perspectives in new situations to analyze and formulate solutions to complex problems with confidence and creativity.

REQUIRED TEXTS

1. *CT: Lewis Vaughn, The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims, 2018. Note; we are using the 6th edition 2018, there are other editions, so be careful in buying used books.*
2. *ATC: Rolf Dobelli, The Art of Thinking Clearly.*
3. Additional readings found on Canvas

CLASS STRUCTURE

Critical Thinking a skill that has to be developed through practice and repetition. This is a hybrid online/in person flipped lecture style class with recorded lectures and videos viewed on Canvas on your own time followed by active discussion and work on the homework encouraged during class time. When we use our time wisely, the student will not have any homework to be done outside of class but any homework left undone in class will be the responsibility of the student to complete outside of class. During class time we will work collaboratively to clarify and solve difficult problems and build our skills as thinkers and team members solving important problems.

Please also note the following logistics:

- All PowerPoint Lectures are posted on Canvas. The deadline for viewing them is always at 11:59PM the day before your class meets.
- homework submissions are via Canvas or an online homework system that comes with your text. The reading list below outlines the requirements and submission deadlines for this class. The final deadline for homework is always at 11:59PM the day before we begin the next section of homework, as noted on the class schedule.
- Exams are done online in class on their scheduled dates.

GRADED REQUIREMENTS

- *Three cumulative exams.* Together the exams will be worth 30% of your final grade. Questions will come from the reading materials, homework and from questions written by the instructor.
- *Online homework assignments* count for 20% of your grade. Questions will come from the reading materials and from questions written by the instructor.
- *Signature Assignment* counts for 30%. Students will work in a small group that will present a report on cognitive bias and fallacious reasoning in current events. The report will be written in the style described in chapter 12 (Argumentative Essays) in our text, “The Concise Guide to Critical Thinking.” The first draft will be due during week 9, there will be a round of peer reviews and revision that will conclude during week 12 and the results of your report will be presented to the class on the weeks 13-16. On week 16 each student will reflect on the results and report how successful they and their group members were on their project.
- *Attendance* will count for 20% of your grade.
 - Note that due to emergency events, in-person classes may be substituted by online Zoom sessions as needed.

Grade Scale

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	57-59	F

Please keep track of your grades on Canvas and consult with me if you have concerns

CLASS POLICIES

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. (Go to this URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>).

A few notes:

- Please let me know if you have any disabilities that require accommodation. [Disability Services for Students \(DSS\)](#) provides assistance to students.
- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Plagiarizing will be taken to warrant an "F" for the course.**
- Late work will not be accepted, except in cases of extreme emergencies.
- Respectfulness expectation: proper classroom behavior is required at all times. No talking outside of the main class discussion. No sleeping. No music. No eating noisy food. No Zoom bombing or changing your name on Zoom to sock puppet other students. No using cell phones, tablets, or other devices unless specifically authorized. Computers may not be used during class, except when otherwise indicated for specific meetings. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>

Tutors and Campus Resources

There are a number of campus resources available to enhance your study. The instructor will provide you with the names and contact information for peer mentors/tutors who have volunteered to help you with homework and comprehension. Additionally, the University operates a tutor center (Salazar Hall 1040), where you can get free tutoring in logic and critical thinking. The instructor also holds weekly office hours, (see above for times and dates) and you are invited to come and discuss your class work. Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

Class and Reading Schedule

DATE	Lecture Topic	Reading for next class	Homework Assignment
Week 1 01/23	Introduction, review syllabus		All assignments will be done in class. Due dates listed on Canvas
01/25	Facts v. Feelings: Why Critical Thinking Matters	2) Ch1, Pgs. 1-8	1.1 even, 1.2 odd, 1.3 even
Week 2 01/30	Claims, Reasons, and Arguments	3) Ch1, Pgs. 9-end	1.4 even, 1.5 odd, 1.6: 1-8 even
01/30	Survivor Bias	4) Ch 1	
02/01	Psychological Obstacles to Critical Thinking	1) Ch 2 all	2.1 even, 2.2 even, 2.3 even
Week 3 02/06	Identifying Arguments	1) Ch 3 Pgs. 58-71	3.1 even, 3.2, odd, Writing Question 3
02/06	Swimmer's Body Illusion	2) Ch2	
02/08	Assessing Arguments	1) Ch 3 Pgs. 72-end	3.3 odd, 3.4 even
Week 4 02/13	Reasons for belief and doubt	1) Ch 4 Pgs. 109-127	4.1 odd, 4.2 even, 4.3: Pick one from 1-4
02/13	Clustering Illusion	2) Ch 3	
02/15 (online)	Reasons for belief and doubt Continued	1) Ch 4 127-143	Ch 4.4 Writing Assignment 3
Week 5 02/20	Fallacies and Persuaders	1) Ch 5 Pgs. 151-166	5.1 even, 5.2 odd
02/20	Social Proof	2) Ch 4	
02/22	Fallacies and Persuaders Continued	1) Ch 5 Pgs. 166-186	5.3 even, 5.4: Pick one from 1-9
Week 6 02/27	Deductive Reasoning: Propositional Logic	1) Ch 6	6.1, 6.2 even, 6.3 odd, 6.4 even, 6.5: Pick one 1-10, 6.6 odd
02/27	Sunk Cost Fallacy	2) Ch 5	

DATE	Lecture Topic	Reading for next class	Homework Assignment
03/01	Deductive Reasoning: Propositional Logic Continued	1) Ch 6	6.7 odd, 6.8 1-6, 6.9: Pick one 1-11, 6.10 1. 3. 5 & 9
Week 7 03/06	Deductive Reasoning: Categorical Logic	1) Ch 7	7.1,7.2 even, 7.3 even
03/06	Confirmation Bias 1	2) Ch 6	
03/08	Deductive Reasoning: Categorical Logic Continued	2) Ch 7	7.4 even,7.6 odd, 7.7 odd
Week 8 03/13	Midterm 1 Review		
03/15	Midterm 1		
Week 9 03/20-22	Spring Break	No classes!	
Week 10 03/27	Inductive Reasoning	1) Ch 8	8.1 even, 8.3 even, 8.4: Pick one 1-5, 8.6: Pick one 1-5
03/27	Confirmation Bias 2	2) Ch 7	Signature Assignment Draft due
03/29	Inductive Reasoning Continued	1) Ch 8	8.8 Even, 8.10 even
Week 11 04/03	Inference to the Best Explanation	1) Ch 9	9.1 odd, 9.2 even, 9.5: pick one passage 1-4
04/03	Authority Bias	2) Ch 8	
04/05 (online)	Inference to the Best Explanation Cont.	1) Ch 9	9.6, 9.7: Pick one 1-8, 9.9 even
Week 12 04/10	Judging Scientific Theories	1) Ch 10	10.1 even, 10.5: Pick one 1-2
04/10	Contrast Effects	2) Ch 9	Peer Reviews of Signature Assignment due!
04/12	Judging Scientific Theories, Continued	1) Ch 10	10.7 even, 10.9 even, 10.10: Pick one passage 1-5
Week 13	Midterm 2		

DATE	Lecture Topic	Reading for next class	Homework Assignment
04/17	Review		
04/19 (online)	Midterm 2		
Week 14 04/24	Critical Thinking in Morality and Law	1) Ch 11	11.1 odd, 11.2 odd, 11.3 even
04/26	Availability Bias	2) Ch 10	
Week 15 05/01	Critical Thinking in Morality and Law	1) Ch 11	11.4 even, 11.5: pick one 1-3, 11.6
05/03	Signature Assignment First groups	Student Presentations	
Week 16 05/08	Signature Assignment Second groups	Student Presentations	
05/10	Signature Assignment Third groups and Final Review	Your reflection on you signature assignment is due	
05/15	Final 05/15/2023	Sec 2-1:00-3:00, Sec 3 3:30-5:30 PM	On Canvas

Other Information

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.
10. Please leave the room if you need to use your phone in any way.
11. All discussions both online and in person will be held in accordance with the SSU Statement on Civility and Tolerance. www.sonoma.edu/crvd

Critical Thinking

Phil 101

Professor: Joshua Glasgow, PhD

Office hours: by appointment

Contact email: glasgojo@sonoma.edu

Phone: 664-2841 (email is the best way to reach me)

Course Description

Critical Thinking is the best defense against intellectual trickery and self-delusion. It provides specific techniques and tools whereby we avoid basic fallacies in our own thinking and detect them in the thought of others. Reasoning is a highly complicated human activity and cannot be satisfactorily studied in an intellectual vacuum. Hence, in this course, critical thinking and uncritical thought are contrasted in the context of the world of human interests and activities-social, political and scientific.

Required Materials

- Lewis Vaughn, *Concise Guide to Critical Thinking*, 2nd ed. (Oxford UP, 2021)
- Readings linked via our course Canvas page

Alerts

- **Note: *there's a very good chance that you will find this class to be challenging or even difficult. But you will also learn a lot and grow tremendously!***
- **Note: you will be required to give oral presentations.**
- **Trigger warning:** we will watch several films in this class, some of which have difficult scenes, such as those involving the use of violence or brutality against people and animals.

Assignments

- *Attendance, Class Participation, and fulfillment of the Respectfulness Expectation* are expected and monitored—10% of your final grade.
 - You start with 70 points for this part of the course; 100 is maximum. Any time that it is determined that you have fallen short of these expectations, you will lose points from the total; when you participate, your score will rise. (This item will, at the instructor's discretion, also be used to justify "bumping up" borderline overall grades. No other justification for improving final grades will be used.) You can improve this score over time.
- *Reading quizzes:* 5% of your final grade combined

- After Test 2, you will take a short on-line quiz for our readings, to indicate that you have done the reading. Due at 10AM on the day of the quiz.
- *Tests*: 15% of your final grade each
 - There will be two tests consisting of fill-in, multiple choice, matching, and short answer questions taken from the readings and classroom discussions during the skills portion of the class
- *Exam*: 20% of your final grade
 - There will be one exam, consisting of fill-in, multiple choice, matching, and short answer questions taken from the readings and classroom discussions during the ethics portion of the class.
- *Individual Presentation*: 15% of your final grade
 - Each student will individually present for 2-3 minutes on one cognitive bias. You will write a document on the cognitive bias, revise it, and present on it.
- *Debates (Signature Assignment)*: 20% of your final grade
 - There will be one debate on ethics and values. The debates will be conducted as team exercises. Your grade will depend on both your individual performance and team success. You will write a document outlining your core arguments, revise it, and then orally present those arguments during the debate.

Grading Scale (Percentages)

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	F	59 and below
B+	87-89	C+	77-79	D+	67-69		

General policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. (Go to this URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>). A few notes:

- Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students.
- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Any academic dishonesty will be taken to warrant an overall "F" grade for the course.**
- Late work will not be accepted, except in cases of extreme emergencies.
- Respectfulness expectation: [Proper classroom behavior](#) is required at all times. No talking outside of the main class discussion. No sleeping. No music. No eating noisy food. **No using cell phones, tablets, or other devices unless specifically authorized. Laptops may not be used during class, except when otherwise indicated for specific meetings.** If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>
- Hard copies of any work that is unclaimed past the summer after this class ends may be shredded.

Schedule (subject to change)

Jan 23	Introduction to the class Vaughn, Ch. 1, pp. 1-6: what critical thinking is and why it matters
Jan 25	Vaughn, Ch. 2: basic concepts, argument spotting and analyzing; psychological and philosophical obstacles <i>Note: start looking into biases for your presentation now!</i>
Jan 30	Vaughn Ch. 1, pp. 6-23 + Ch. 3: argument basics
Feb 1	Vaughn Ch. 4: common argument forms
Feb 6	Test Review + Presentation Topic Selection
Feb 8	Test 1
Feb 13	Film: <i>Thank You for Smoking</i> Reading: Do Your Own Research
Feb 15	Film, continued Reading: On Bullshit
Feb 20	Vaughn Ch. 12, pp. 277-295: fallacies
Feb 22	Test Review
Feb 27	Test 2

March 1 **Individual Presentations**

March 6 Genetic Enhancement: *Gattaca*
Reading: Belluck; Podcast: Unnatural Selection
 Debate team + topic selection

March 8 *Gattaca*, continued

March 13 **[Reading Quiz!]** Genetic Enhancement: **Sandel, Kamm**

March 15 **[Reading Quiz!]** Genetic Enhancement: **Savulescu, Zhang, Urnov**

SPRING BREAK

SPRING BREAK

SPRING BREAK

March 27* Play the Bad News Game

Media Literacy **Reading: Vaughn Ch. 7**

Reading: SIFT

March 29 **[Reading Quiz!]** Abortion: **Warren**

April 3 **[Reading Quiz!]** Abortion: **Thomson, English**

April 5 **[Reading Quiz!]** Abortion: **Marquis** + English cont.

April 10 Animal Ethics: *The Cove*

Reading: **Loria**

April 12 *The Cove*, continued
Reading: **Carman**

April 17 **[Reading quiz!] Animal Ethics: Singer, Regan**

April 19 **[Reading quiz!] Animal Ethics: Steinbock, Bruckner**

April 24 **[Reading Quiz!] Animal Ethics: Norcross, Zangwill**

April 26 Animal Ethics: **Kitcher**

May 1 Debate strategy session

May 3 Exam/Debate Review

May 8 **Ethics Debates**

May 10 **Exam**

SSU-PHIL 101 CRITICAL THINKING

SPRING 2023 — Dr. Mulder

Sect. 004: M/W 8:00-9:15, STEV 1003

Sect. 005: M/W 9:30-10:45, STEV 1003

Sect. 012: M/W 2:30-3:45, STEV 1003

**OFFICE HOURS: Notify me in advance, NICH 345 MON/WED 10:45- 11:30
(excluding SSU holidays)**

**I'm available to Zoom, with an appointment, most Tuesdays & Thursdays between
9:00-2:00,**

Make an appointment if you want to meet by Zoom

Message me in Canvas any time.

Same day response to messages if sent by 3:00, M-Th

[FIND IMPORTANT DATES AND DEADLINES AT SSU ACADEMIC CALENDAR](http://www.sonoma.edu/academics/calendar)

<http://www.sonoma.edu/academics/calendar>

AS SOON AS YOU ARE ENROLLED IN THIS CLASS, *CLICK ON YOUR
CANVAS ACCOUNT (just under SSU logo in the top left), click "NOTIFICATIONS," and
make sure "ANNOUNCEMENT" and "CONVERSATION MESSAGE" are turned ON. You
may select others if you choose*****

See instructions at <https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434>

[↪ \(https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434)

REQUIRED COURSE TEXTBOOKS:

- **CT:** A Series of PDF files on Critical Thinking will be provided

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- **TR:** *Thinking and Reasoning: A Very Short Introduction*, [\(https://global.oup.com/academic/product/thinking-and-reasoning-a-very-short-introduction-9780198787259?q=Thinking%20and%20reasoning&lang=en&cc=us\)](https://global.oup.com/academic/product/thinking-and-reasoning-a-very-short-introduction-9780198787259?q=Thinking%20and%20reasoning&lang=en&cc=us) by Jonathan Evans.

Oxford University Press, 2017.

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- **SR:** *Science and Religion: A Very Short Introduction*, [\(https://global.oup.com/academic/product/science-and-religion-a-very-short-introduction-9780199295517?q=Science%20and%20Religion&lang=en&cc=us\)](https://global.oup.com/academic/product/science-and-religion-a-very-short-introduction-9780199295517?q=Science%20and%20Religion&lang=en&cc=us) Second Ed., by Thomas Dixon. Oxford University Press, 2022.

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- Recommended additional resource: [A Student's Guide to Critical Thinking \(pdf\)](https://dimparato.files.wordpress.com/2016/08/critical-thinking.pdf). [\(https://dimparato.files.wordpress.com/2016/08/critical-thinking.pdf\)](https://dimparato.files.wordpress.com/2016/08/critical-thinking.pdf)

COURSE GELO's.

Upon completion of General Education coursework, Seawolves will be able to:

- Iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically toward a creative, informed synthesis of ideas (**Information Literacy**)
- Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry (**Argument**)
- **Critical Reading**

COURSE CONTENT, "LEARNING OUTCOMES"

This is an introductory course in critical thinking and critical reading skills. In this course, you will learn how to identify, construct, analyze, and evaluate logical arguments. These skills will increase your comprehension of material you read in other courses and material from the media (television, magazines, the web, newspapers, radio, etc.). These skills will also make your writing clearer and more persuasive. We will cover the different kinds of argument and various methods for evaluating arguments. We will also work on critically reading argumentative ("persuasive") essays. Our primary objective is to develop your ability to distinguish good arguments from bad arguments and your ability to reason and argue well. We will study fallacies, language, inductive reasoning, deductive reasoning, and arguments involving probability and statistics. We will also give special attention to advertising, the news media, political rhetoric, and science vs. pseudo-science.

Special Needs

Every effort is made to conform to accessibility standards for all instructor-created materials. Students should contact their instructor as soon as possible if they find that they cannot access any course materials. We can ALWAYS find a way to make it work! Students with disabilities who believe they need accommodations in this class are encouraged to contact Disability Resources.

ALWAYS CLICK ON 'HOME' (or 'MODULES') TO FIND

ASSIGNMENTS AND LINKS TO NOTES.

CONTENT & COMMUNICATION:

- THIS COURSE INCLUDES SOME NON-SYNCHRONOUS ONLINE INTERACTION CHECK CANVAS OFTEN
 - — MUCH OF OUR COMMUNICATION WILL BE
-
- ASYNCHRONOUS messaging through Canvas (outside of class meetings).
- Time Frames for coursework: You must check our Canvas home page often for new information! Graded exercises will be open Thursday-Sunday, but online discussion boards could be open as little as 48 hours.
- LIVE OFFICE HOURS
 - Mon. Wed. 10:45-11:40 in NICH 345
 - I will be available BY APPOINTMENT for ZOOM office hours most Tuesdays and Thursdays 9:00-2:00, excluding holidays. Set up an appointment ahead of time to chat on Zoom.
 - Message me any time through Canvas Inbox. Same day replies Monday-Thursday to messages sent by 3:00 pm.
 -
- A FEW VIDEOS
 - There are a few 3rd party videos I will have you watch online.

Course Web Site

Students will use the Canvas course web site for assignment instructions, submitting assignments, Some online class discussions, and viewing grades. **Always view “Home” or “Modules” to find topics, assignments, and relevant links arranged by date.**

Class Meetings M/W, with assignments and online activities EVERY WEEK

I recommend that you think of your education as you think of athletics, working out, or musical practice. The goal is health, fitness, or musical skills, not just getting a certificate. And the fitness you get out of it depends entirely on what you put into it. You can't get someone else to do your thinking for you, any more than you can benefit from someone else doing your exercise for you!

FINAL EXAM: Available in Canvas during SSU's scheduled final exam week.

Instructor Contact

Registered students must communicate through Canvas, using the "Inbox" icon.

Only for those NOT enrolled in the course - Email: mulderd@sonoma.edu

Office Hours: M/W 10:50 - 11:40, NICH 345. Canvas messages (through "Inbox") ANY time. I respond to messages M-Th 9:00-2:00 on the same day.

Course Requirements

Academic integrity. See <http://www.sonoma.edu/policies/cheating-and-plagiarism>
(<http://www.sonoma.edu/policies/cheating-and-plagiarism>)

Grade Weighting:

Class Participation/Discussions/In-Class activities: 20 points — 10%

Class Presentation: 20 points — 10%

5 Graded Homework Exercises: 100 points total — 50% Final

“Signature” Written Assignment: 25 points — 12.5%

Final Exam: 35 points — 17.5%

Total: 200 points

Participation (20 points: 10% of course grade)

In addition to showing up for class and participating in discussions and activities, you **MUST** be actively engaged **online every week** of the term. There will be **required online activities** (some graded, some marked completed/not completed) every week. These will include practice exercises, graded work, participation in some online discussion boards to supplement in-class discussions, etc. Comments on discussion boards must be respectful and reasonable.

Class Presentation (20 points: 10% of grade)

DEADLINES FOR PRESENTATIONS WILL BE POSTED. THEY ARE SPREAD THROUGH THE TERM BASED ON FIRST LETTER OF YOUR LAST NAME.

You will WRITE UP (required for accessibility) a brief summary of your presentation after you present in class, in CLASS PRESENTATION DISCUSSION BOARD either (**choose ONE**)

- A. a brief summary and explanation of an **article** from a sign up sheet on topics related to our course, **OR**
- B. a brief example of a “critical thinking lapse” or a “critical thinking success” from your own experience or someone you know. It must come from something you have a personal connection with, **NOT FROM ANY PUBLIC MEDIA.**

Online Practice (required completion)

There will be several online exercise sets in Canvas throughout the semester labeled "**Practice.**" They can be repeated as often as you wish. Anything labeled "practice" will not, obviously, affect your course grade, but SEVERAL WILL BE "**COMPLETION REQUIRED**" FOR ACCESS TO GRADED EXERCISE SETS.

Assignments

Regular *reading assignments* from the textbooks and my own online materials in Canvas must be completed by the assigned date.

There will be Six (6) **graded homework assignments**, the lowest grade will drop around the time of Assignment #5. So FIVE will count in your final grade, worth 20 points each for a total of 100 points: 50% of course grade) online in Canvas. Open books, open notes (of course). All homework will be CUMULATIVE, but emphasizing the most recent topics.

All homework must be completed and turned in online IN CANVAS. No email accepted. If it's not in your Canvas account, it doesn't count.

- Two submissions allowed; grade equals average of two scores. They will consist of short written responses, fill-in the blank, multiple-choice, true-false, and matching. The material comes from the textbook, online notes and supplemental materials (videos, articles).
- No time limit other than the due date.
- Graded homework in Canvas will be available online for 96 hours, from **Thursday through Sunday. NO LATE WORK ACCEPTED. Do NOT put it off** to the last minute. I will NOT accept late work just because you ran into some technical difficulties trying to submit within the last hour. I will tell you that you should have completed it early enough to deal with any technical glitches that might come up as you submit your work.

Final "Signature" Assignment, worth 25 points (12.5% of course grade).

A five-page essay integrating “real-world” application of knowledge from this course that addresses two or more of the GELOs and is accompanied by a reflection.

Final Exam, Available during SSU’s Final Exam Week

There will be ***one online FINAL EXAM (worth 35 points: 17.5% of course)***

- ***COMPREHENSIVE, (Open books, open notes) ONE***
- ***SUBMISSION ONLY***
- The material comes from the textbooks, class lectures and supplemental materials.
- IF YOU MISS THE FINAL, YOU WILL GET A SCORE OF ZERO. But, the ***GOOD NEWS*** is, **anyone who takes and passes the final (55%) will not see their letter grade drop from what it was before the final!!!!**

Late Policy

All assignments are due at the designated time on the due date. Assignments will be open in Canvas for **96 HOURS**, so **no late work is accepted.**

NO LATE FINALS ARE POSSIBLE.

Grading Policy

Click the “Grades” link in Canvas to keep track of your grades.

Weighting:

Online Participation: 20 points — 10%

Online/Written “Presentation”: 20 points — 10%

5 Graded Homework: 100 points total — 50%

Final "Signature" Written Assignment: 25 points — 12.5% Final

Exam: 35 points — 17.5%

Total: 200 points

Grades will be assigned as follows: A =

100-93%

A- = 93-90%

B+ = 90-87%

B = 87-83%

B- = 83-79%

C+ = 79-75%

C = 75-71%

C- = 71-67%

D+ = 67-63%

D = 63-59%

D- = 59-55%

If taking CR/NC you need at least a 67% overall average and must complete all assignments and the final exam to pass the class.

Dropping the Class

If you decide to discontinue this course, it is your responsibility to officially drop it. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time. It is strongly advised that if you need to miss more than one class/homework deadline in a row that you contact the instructor to avoid being dropped from the class.

Attendance

For face-to-face courses, students who fail to attend the first class meeting may be dropped by the instructor.

(For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor.)

Instructors are required to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.

Credit/No-Credit (CR/ C)

[You may take this class CR/NC. You must decide before the deadline.]

Instructor Announcements and Q&A Forum

The instructor will post announcements on the Announcements page in Canvas throughout the semester. Canvas notifies students according to their preferred Notification Preferences. **SET YOUR NOTIFICATION PREFERENCES TO INCLUDE ANNOUNCEMENTS.**

Standards of Conduct

Students who register in classes are required to abide by the SSU Student Conduct Standards. **The exact same standards apply to ONLINE BEHAVIOR, such as in online discussion boards.** See the Student Code of Conduct page.

Collaborating on or copying of tests or homework in whole or in part will be considered an act of academic dishonesty and result in a grade of 0 for that test or assignment. Students are encouraged to share information and ideas, but not their work.

:-

FROM THE PROVOST:

Fires and/or power-outages

Sonoma County has seen an increase in fire activity and public safety power outages that have had an impact on campus operations intermittently since 2017. In the event that we experience a similar disruption to our course this semester, I will communicate with class via email within 24 hours of the disruption around potential changes to assignments, due dates, or readings. If the disruption continues for more than one week of our regular class meetings, I will subsequently follow up on a weekly basis. Please sign up to receive university emergency alerts by texting SSUALERTS to 67283.

In accordance with state and county guidelines, masking in SSU instructional spaces is strongly recommended in the Fall 2022 semester. Any changes regarding campus COVID-19 requirements or policies will be communicated to the campus community via email.

Flexibility versus Accommodations

I have designed the course to provide some flexibility for students who experience hardships related to COVID-19 and other illnesses, mental health challenges and family concerns. These include reasonable extensions on assignments, and opportunities to make-up exams. It is important to note that any flexibility that I provide is something that I would offer any student without compromising the learning outcomes or modalities of the course. For instance, I cannot change the course modality to online for a student, nor can I allow a student to use notes in a traditionally closed notes exam. The most important thing that you can do is communicate with me. I can work with you to determine what options there are for you to succeed.

This flexibility should not be confused with the term “accommodations” which is reserved for students referred to me by Disability Services for Students (DSS):

Campus Policy on Disability Access for Students:

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: **(707) 664-2677 (tel:(707) 664-2677)**, TTY/TDD: **(707) 664-2958 (tel:(707) 664-2958)**, as

early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU’s policy on Disability Access for Students.

Religious Observances

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

Campus Common Read Information

This year our campus has opted to further our self-education about race via a Common Read of *So You Want to Talk About Race*. The Green Music Center, as part of the Social Justice Lecture Series, will then host the author, Ijeoma Oluo, for our campus community on Tuesday April 4, 2023. Academic Affairs will provide copies of the book free of charge to all first-time first-year students. We encourage all members of our university community to read the book and attend the lecture. Please watch your email for further information on book distribution.

Dr. Karen R. Moranski

She | Her | Hers

Provost and Vice President of Academic Affairs Sonoma
State University

Course Syllabus

Overview

Critical Thinking: Phil 101-007 SP23:

Anthony S. Wright, PhD wrightant@sonoma.edu

Cell: 415-336-4390

Office hours: Mondays, 12 Noon to 12:45 PM, in Nichols 345 and on Zoom [Here Links to an external site.](#),

and by appointment on Zoom

Class Schedule: Spring Semester 2023, UNLESS OTHERWISE ANNOUNCED

Class meets In lves 24, Tuesdays and Thursdays, from Tuesday, January 24, 2023 to Tuesday, May 16th, 2023, from 11:00 AM to 12:15 PM.

IN-PERSON ATTENDANCE IS REQUIRED FOR THIS COURSE UNLESS OTHERWISE ARRANGED WITH THE INSTRUCTOR.

More information will be available as the class progresses.

>>>Synchronous Zoom meeting link for this class is [HERE Links to an external site.](#)<<<

Description:

Critical thinking is a General Education requirement as specified by Executive Order 595: where students develop skills in critical thinking and informal logic. These skills are crucial to personal, academic, and professional life. This course introduces skills necessary for the identification and analysis of arguments, by deductive propositional logic, inductive logic, and identification of common fallacies.

This class satisfies the A3 General Education requirement, which facilitates student development of proficiency in critical and analytical skills in reading, writing, speaking, and listening, that are appropriate for an undergraduate university education.

The course covers the following **learning objectives:**

- Identifying, analyzing, and making arguments,
- Use of informal deductive (categorical) logic,
- Use of informal inductive logic,
- Ability to identify common fallacies,
- Use of tools and concepts of critical and analytic thinking,

- Science vs pseudo-science,
- Familiarity with commonly used manipulative techniques.

Required Texts

1. **M/P:** Moore, Brooke Noel, and Parker, Richard. 2020. *Critical Thinking*. McGraw-Hill College. Edition 13. ISBN-13: 978-1260570694. Semester rental options from Amazon as well as purchase of this text are available. Hardcover rental and Loose-leaf editions available.
2. **P/E:** Paul, Richard, and Linda Elder. 2019. *The Miniature Guide to Critical Thinking: Concepts and Tools*. ISBN-13: 978-1538134948

Class session readings or media, according to reading schedule, TBA. **TBA** means “To Be Announced.” I’ll go over my thoughts on these readings in the first couple of classes.

Books are available in Campus Bookstore, and online through Amazon.

Apps are available online through iTunes or App store.

Recommended smart phone or tablet apps:

1. Critical Thinking Basic, by Drivence. Free.
2. An additional free class polling app may be requested.

Highly Recommended smart phone or tablet apps:

3. Logical Fallacies, by Study by App. 99¢
4. Fallacies of Logic, by Elegant Recursion. 99¢
5. Webster’s New World College Dictionary, Version 7.4.1. \$14.99

Grading

Final grades are final except when a calculation error has been made. Incompletes are rarely allowed and tests cannot be retaken. A missed assignment will be a zero (0) grade, unless prior arrangements have been made.

- **Class participation:** Daily Attendance Taken by sign-in sheet.
 - Students are expected to show up and participate in every class. If you have to miss class for some legitimate reason, PLEASE EMAIL ME with the date missed, your course number and section. Missed classes will be excused with a legitimate reason.
 - This grade will be based on daily attendance and the quantity and quality of each student’s discussions of the readings and media, and their sharing of insights, questions, and opinions with other participants.
- **Writing assignments:**

- 55% of Grade. All writing assignments to be turned in on **Canvas**. Mode for turning in assignments with diagrams TBA.
- **Deadline for turning in Assignments is the Friday by 11:59 PM and peer responses (as below) the following Sunday by 11:59 PM of the week the assignment is due.** Late assignments will be scored as a zero, for that assignment.
- **Quizzes;**
 - Exercises as specified on reading assignments from Moore/Parker textbook.
- **60 word graded discussions:**
 - These essays will be *short* written responses to assigned articles or media, written each class after discussion, with peer group responses. Initial responses for that class due by Friday at 11:59 PM. Peer responses due by Sunday at 11:59 PM.
- **Three, 5 paragraph Essays**
 - due on specified dates:
 - Additional specifications of these essays TBA.
- **5-8 page term paper (Signature Assignment):**
 - This paper can be a compiling your five paragraph essays into a term paper.
 - Formal Chicago-Turabian (Author-Date) Academic format **required**.
 - **Instructor approval of term paper topic required.**
- **5-term Glossary**
 - This is a student generated Glossary of terms and definitions of terms which are new to the student for future reference
- **Examinations:**
 - There will be a mid-term and a final exam. Both exams are open-note, open-book, electronic devices permitted, ***taken in-class***, unless otherwise noted. Prior to the exams, instructor reserves the right to change access to specific materials or media available to students during tests.
- **Each student is required to meet with me individually**
 - at least once, during the first half of the course before the mid-term. This is so I can get to know you better, to talk about the course, and find how to better support you in getting what you need from this course. I also encourage students to call me on my cell phone (not before 9 AM or after 10 PM, please!) to talk about what is going on. Email for phone appointments.
- **Grades will be posted ongoing, in individual student accounts on Canvas.**

Grade Value Recap**Grading Scale**

Participation:	18%	A = 90% and above
Quiz/Discussion:	14%	B = 79-89%
Short Essays:	10%	C = 69-78%
Term Paper:	20%	D = 59-68%
Glossary:	3%	F = less than 59%

Mid-term: 15%

Final: 20%

Fundamental and Powerful Concepts of Course:

- Choice within a Context: A Scholarship of Human Experience: See Document on Canvas.

Reading and Assignment Schedule:

- Please see Reading and Assignment schedule on Canvas, and as included with this syllabus. Reading load is about 20 pages per class in the text, with possible additional reading and media appraisal for response essays.

Other Information:

1. This Spring 2023 Philosophy 101 course is being offered in the **Canvas Learning Platform**. Please contact me if you have any questions about how to access the class on the **Canvas** learning platform.
2. Student withdrawals from this course are the responsibility of the student.
3. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the Disabled Student Services office in Salazar 1049, phone 707-664-2677, for confidential assistance and accommodation authorization.
4. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please contact me, to make a phone appointment or during office hours. I am pleased to talk with people by cell phone or text, but please, no calls before 9 AM or after 10 PM.
5. Incompletes will be granted only in extreme circumstances.
6. Missed exams or assignments will count as a zero grade for that section.
7. **If you want to take this class pass/fail**, register accordingly at the very beginning of the semester. The University Registrar is adamant about not allowing re-registration for pass/fail after the deadlines have passed.
8. Appropriate classroom behavior is expected. Treat the classroom as you would working at a position for an employer.
9. Cheating and plagiarism will cause an automatic fail of the course and may involve being brought up on charges before the University Honesty Committee. Ask me about Turnitin, AI: ChatGPT, and cryptomnesia. All essays are required to be *original to this course*. Self-plagiarism is not acceptable. AI ChatGPT generated texts and papers are not acceptable.
10. **I require all students to address others with respect and in good faith. Our classroom MUST be a safe place to express ourselves, whatever the circumstances.** Acts or threats of violence towards anyone in the class will result in the initiating student being dismissed from the class.
11. Electronic devices may always be used in class. I highly suggest getting the recommended dictionary app, for its etymological references. Again, please treat the classroom as a business environment. Mute all cell phones, watches, and other devices. If you must take a call, please step out of the room, or return the call after class.
12. Please **ask permission** if you wish to record or take photographs or videos in class. I will attempt to record the classes on Zoom.
13. **Be aware that if you split your attention in class by multi-tasking, texting, or other means, that your performance in this course will suffer.** This will be one of the topics we will investigate early in the course. Please see the Ohio State University article: <http://researchnews.osu.edu/archive/multitask.htm>

14. Our class is a group collaboration between thoughtful people. I look forward to working together with you for an inspiring class!

PHIL-105: Philosophy of Communication Mon.

Wed. 1:00-2:15

Stevenson 1204 Prof.


Mulder Office hours:

MON/WED 10:45-11:30, NICH 345

COURSE SYLLABUS

Course Description

The aim of this course is to introduce students to the principles of evidence-based public speaking. Students will learn how to speak effectively in a wide variety of public settings: work, university, formal presentations, informal interactions. Students will organize their own content on topics of interest to them. Students will present this content in small and large groups. This course satisfies SSU General Education Area A1.

GE Area A1. <https://ge.sonoma.edu/student-learning-outcomes> 
(<https://ge.sonoma.edu/student-learning-outcomes>) See the mission, goals and objectives for General Education.

General Ed. Learning Outcomes (GELO)

Upon successful completion of this course, students will fulfill: GELO

1: COMMUNICATION

GELO 2: INFORMATION LITERACY

GELO 3: CRITICAL READING

Disciplinary Student Learning Outcomes (DSLO):

Upon successful completion of this course, students will be able to: DSLO 3:

Identify and describe their emotions and those of others. DSLO 4: Understand

key concepts and principles of affective science

Instructor Contact

Dwayne Mulder

Students - **Message me in Canvas "Inbox"**

Office Hours: In person, MON/WED NICH 345, 10:50-11:40.

Quick questions can be handled in our classroom immediately before or after class meetings.

Only for non-students: e-mail mulderd @ Sonoma.edu

Special Needs

Students with disabilities who believe they need accommodations in this class are encouraged to communicate with the instructor and to contact Disability Resources **as soon as possible** to better ensure such accommodations are implemented in a timely fashion.

Course Web Site

Students will use the Canvas course web site for assignment instructions, submitting written assignments, viewing classmate's work, sharing resources, and viewing grades.




ANNOUNCEMENTS

The instructor will use Canvas **Announcements** for urgent and important messages for the whole class, and Canvas Messenger for individuals.

So set your Canvas notification preferences for **Announcement** and _____

Conversation Message to “Notify me right away.”

See these Canvas help resources:

- [Notification Preferences \(Video\)](https://community.canvaslms.com/videos/1072-notification-preferences-all-users)  (<https://community.canvaslms.com/videos/1072-notification-preferences-all-users>)
- [How do I add contact methods to receive Canvas notifications as a student?](https://community.canvaslms.com/docs/DOC-10593-4212710335) 
(<https://community.canvaslms.com/docs/DOC-10593-4212710335>)
- [How do I set my Canvas notification preferences as a student?](https://community.canvaslms.com/docs/DOC-10624-4212710344) 
(<https://community.canvaslms.com/docs/DOC-10624-4212710344>)

Textbook

The Art of Communication (AOC) 4th ed. by Randy Fujishin, Rowman and Littlefield, 2023, ISBN 9781538164471

Course Requirements

As a seminar, this is primarily a **PERFORMATIVE** in-person class, based heavily on giving several oral presentations and several 1-2 page written ~~reflections~~, in line with satisfying GE oral and written communication requirements. The whole point of this is to build skills through ***practice, practice, practice!***

Doing the work and turning it in on time is **crucial**.

One written reflection and one oral presentation will **drop**, at about the 12th week of the semester.

You are also allowed **no more than two late** written submissions and two late oral presentations, **no later than** in the week after the due date. A 5% grade penalty will apply to late submissions.

Written Reflections: 10 @ 15 points each. 1 to 1.5 pages double-spaced. Lowest score will drop from grade book near week twelve. (135 total points after dropping one)

Oral Presentations: 10 @ 15 points each. Approximately 3 minutes each. Lowest score will drop from grade book near week twelve. (135 total points after dropping one)

Respectful Listening to other students' presentations/Class

Participation/Discussions: 30 total points

Midterms online in Canvas: 3 @ 30 points each (90 total)

Final Oral Presentation: 35 points

Final “Signature” Written Assignment: 35 points

Final Exam: online in Canvas 40 points. Open during SSU Final Exam Week.

Course Total: 500 points

Alignment of SLO with Assignments:

Written Reflections: All SLO

Oral Presentations: GELO 1 and 2 Final Oral

Presentation: GELO 1 and 2 Midterms:

GELO 2, DSLO 3, 4

Final: GELO 2, DSLO 3, 4

Grading Policy

Visit the “Grades” in Canvas to keep track of your grades. I grade as soon as I can and post grades and comments on the online Canvas gradebook.

Grades will be assigned as follows: A =

100-93%

A- = 93-90%

B+ = 90-87%

B = 87-83%

B- = 83-79%

C+ = 79-75%

C = 75-71%

C- = 71-67%

D+ = 67-63%

D = 63-59%

D- = 59-55%

If taking Pass/No Pass you need at least 67% of the total class points and complete the midterms and the final exam to pass the class

Attendance

Students who fail to attend the first class (face-to-face courses) or do not log-in to an online class after the second week will be dropped from the class. It is strongly advised that if you need to miss more than one class/homework deadline in a row that you contact me to avoid being dropped from the class.

Course Protocols

Students must comply with all relevant university regulations that govern student behavior in the classroom, and in the use of all electronic forms of communication. Students are permitted to use their electronic devices for class participation: accessing Canvas, assignments, taking notes. Students are prohibited from using electronic devices for any non-class related purpose. No eating in class. No speaking when other students or the instructor is speaking.

Be courteous and respectful at all times.

Important Dates

Go to: <http://www.sonoma.edu/academics/calendar>

(<http://www.sonoma.edu/academics/calendar>)

Dropping the Class

If you decide to discontinue this course, it is your responsibility to officially drop. Also, **for several consecutive, unexplained absences, the instructor may drop a student.**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Add a Class \(http://web.sonoma.edu/registration/addclasses\)](http://web.sonoma.edu/registration/addclasses) has step-by-step instructions. [Registration Information \(http://web.sonoma.edu/registration/\)](http://web.sonoma.edu/registration/) lists important deadlines and penalties for adding and dropping classes.

Pass-NoPass (P/NP)

You may take this class P/NP. You must decide before the deadline, and add the option online with TLC or file the P/NP form with Admissions and Records. With a grade of C or better, you will get P.

Late Policy

All assignments are due [at midnight PST?] on the due date. A late submission will receive a 20% penalty. Submissions more than one week late are not accepted without prior arrangement. Late work will not be graded unless student sends instructor an email with URL for late work.

Exams

There will be three mid-terms and one final exam. The material comes from the textbook, class lectures and supplemental materials. If any exam is missed, a zero will be recorded as the score. It is your responsibility to take the online exams by the due date.

Standards of Conduct

Students are required to abide by the SSU Student Conduct Standards. Violation of the Standards is basis for referral to the Vice President of Student Services or dismissal from class or from the College.

Collaborating on or copying of tests or homework in whole or in part will be considered an act of **academic dishonesty** and result in a grade of 0 for that test or assignment. I encourage students to share information and ideas, but not their work.

 (<http://www.boarddocs.com/ca/santarosa/Board.nsf/goto?open&id=A63TMC78051C>)

 (<http://www.boarddocs.com/ca/santarosa/Board.nsf/goto?open&id=A63TMC78051C>)

Special Needs

Students with disabilities who believe they need accommodations in this class are encouraged to contact Disability Resources as soon as possible to better ensure such accommodations are implemented in a timely fashion.

Schedule

View [Modules](https://canvas.sonoma.edu/courses/35382/modules) (<https://canvas.sonoma.edu/courses/35382/modules>) for weekly schedule of topics and assignments.

FROM THE PROVOST, For inclusion in your syllabi.

Fires and/or power-outages

Sonoma County has seen an increase in fire activity and public safety power outages that have had an impact on campus operations intermittently since 2017. In the event that we experience a similar disruption to our course this semester, I will communicate with class via email within 24 hours of the disruption around potential changes to assignments, due dates, or readings. If the disruption continues for more than one week of our regular class meetings, I will subsequently follow up on a weekly basis. Please sign up to receive university emergency alerts by texting SSUALERTS to 67283.

COVID-19

In accordance with state and county guidelines, masking in SSU instructional spaces is strongly recommended in the Fall 2022 semester. Any changes regarding campus COVID-19 requirements or policies will be communicated to the campus community via email.

Flexibility versus Accommodations

I have designed the course to provide some flexibility for students who experience hardships related to COVID-19 and other illnesses, mental health challenges and family concerns. These include reasonable extensions on assignments, and opportunities to make-up exams. It is important to note that any flexibility that I provide is something that I would offer any student without compromising the learning outcomes or modalities of the course. For instance, I cannot change the course modality to online for a student, nor can I allow a student to use notes in a traditionally closed notes exam. The most important thing that you can do is communicate with me. I can work with you to determine what options there are for you to succeed.

This flexibility should not be confused with the term “accommodations” which is reserved for students referred to me by Disability Services for Students (DSS):

Campus Policy on Disability Access for Students:

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: [\(707\) 664-2677 \(tel:\(707\) 664-2677\)](tel:(707)664-2677), TTY/TDD: [\(707\) 664-2958 \(tel:\(707\) 664-2958\)](tel:(707)664-2958), as

early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU’s policy on Disability Access for Students.

Religious Observances

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

This year our campus has opted to further our self-education about race via a Common Read of *So You Want to Talk About Race*. The Green Music Center, as part of the Social Justice Lecture Series, will then host the author, Ijeoma Oluo, for our campus community on Tuesday April 4, 2023. Academic Affairs will provide copies of the book free of charge to all first-time first-year students. We encourage all members of our university community to read the book and attend the lecture. Please watch your email for further information on book distribution.

Dr. Karen R. Moranski

She | Her | Hers

Provost and Vice President of Academic Affairs

Course Syllabus

Philosophy 105-003-SP23: Philosophy of Communication

Sonoma State University

Philosophy Department

Spring 2023

-

Anthony S. Wright, PhD wrightant@sonoma.edu

Cell: 415-336-4390

Office hours: Mondays, 12 Noon to 12:45 PM, in Nichols 345 and on Zoom [Here Links to an external site.](#),

and by appointment on Zoom

email: wrightant@sonoma.edu

-

Class Schedule: Spring Semester 2023, UNLESS OTHERWISE ANNOUNCED

Class meets In Stevenson 1209, Tuesdays and Thursdays, from Tuesday, January 24, 2023 to Tuesday, May 16th, 2023, from 1:00 PM to 2:15 PM.

IN-PERSON ATTENDANCE IS REQUIRED FOR THIS COURSE UNLESS OTHERWISE ARRANGED WITH THE INSTRUCTOR.

More information will be available as the class progresses.

>>>Synchronous Zoom meeting link for this class is [HERE Links to an external site.](#)<<<

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Course Description:

Philosophy 105 is a 3-Unit General Education course

Learning Outcomes:

Course Goals and Student Learning Objectives

General Education Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1: COMMUNICATION: Communication: communicate clearly and eloquently in written, oral and/or performative forms in a variety of genres and disciplines.

GELO 2: INFORMATION LITERACY: iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically toward a creative informed synthesis of ideas.

GELO 3: CRITICAL READING: actively analyze texts in a variety of forms, genres and disciplines.

GENERAL EDUCATION ASSESSMENT:

*All undergraduates will participate in assessment of SSU's general education program. Assessment helps the university community understand how well students are learning and helps us change the curriculum to better meet student needs. All general education courses will include a **signature assignment**, a key assignment that is mapped to one or more of the learning outcomes listed above. Student work products for those signature assignments will be submitted (without identifying names or other information) to faculty groups who will evaluate student learning and make recommendations for curricular change. Student participation in these processes is as simple as turning in your course work—it is automatic and confidential.*

Required Texts:

Fujishin, Randy. 2016. *Art of communication - improving your fundamental communication skills*. Third Edition, New York, Rowman & Littlefield. ISBN: 978-1-4422-6623-3

Duarte, Nancy. 2010. *Resonate: Present Visual Stories that Transform Audiences*. John Wiley and Sons. ISBN-13 : 978-0470632017

Paul, Richard, and Linda Elder. 2009. *The miniature guide to critical thinking: concepts and tools*. ISBN: 978-1538134948

Grading

Final grades are final except when a calculation error has been made. Incompletes are rarely allowed. A missed assignment will be a zero (0) grade, unless prior arrangements have been made.

- **Class participation: 70% of Course Grade**
 - Graded Discussions 25%
 - Final, In-Person, Oral Presentation (Part of Signature Assignment) 25%
 - Signed-in Class attendance 18%
 - Graded Surveys 2%
- **Writing assignments: 30% of Course Grade**
 - Important Ethical Issue 5%
 - Mid-Term 2-3 page paper 10%
 - Final formally formatted academic term paper (Chicago/Turabian) (5 Pages)(Part of Signature Assignment) 15%
- **Course Assignments in Detail**
- **This class is about public speaking: *you will be required to make in-person presentations to small groups and to the entire class, as part of the course assignments. If you feel you cannot make these in-person presentations in public, please let me know right away, and drop, or petition to withdraw from the class.***
- You will find further information about assignments for this course [here](#).

Reading and Assignment Schedule:

- Please see Reading and Assignment schedule on Canvas and as included with this syllabus. This schedule will be updated on an ongoing basis. The class schedule is tentative and may be adjusted to meet the needs of learners.

Other Information:

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone 707-664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please contact me, to make a phone appointment or during office hours.
3. A grade of Incomplete will be granted only in extreme circumstances.
4. Missed exams or presentations will count as a zero grade for that section.
5. **If you want to take this class pass/fail**, register accordingly at the very beginning of the semester. The University Registrar is adamant about not allowing re-registration for pass/fail after the deadlines have passed.
6. It is the student's responsibility to drop themselves from this class.
7. Students who do not respond to discussions, assignments, and surveys in the class by the end of the second week of class will be dropped from the class, by the instructor.
8. Appropriate online classroom behavior is expected. Treat the classroom as you would working at a position for an employer. See the rules of [Netiquette](#) in the Getting Started module for this class.
9. Cheating and plagiarism will cause an automatic fail of the course and may involve being brought up on charges before the University Honesty Committee. Ask me about Turnitin, AI: ChatGPT, and cryptomnesia. All essays are required to be *original to this course*. Self-plagiarism is not acceptable. AI ChatGPT generated texts and papers are not acceptable.
10. **I require all students to address others with *respect* and in *good faith*. Our online classroom **MUST** be a safe place to express ourselves, whatever the circumstances.** Acts or threats of violence towards anyone in the class will result in the initiating student being dismissed from the class.
11. I highly suggest getting a dictionary app, for its etymological references. Again, please treat the online classroom as a business environment.
12. Our class is a group collaboration between thoughtful people. I look forward to working together with you for an inspiring class!

Course Assignments in Detail

This is an expanded explanation of the required assignments for this course from the Grades portion of the Syllabus. These assignments will also be in the course schedule as it is updated.

There will be no exams in this course.

Grading

Final grades are final except when a calculation error has been made. Incompletes are rarely allowed. A missed assignment will be a zero (0) grade, unless prior arrangements have been made.

- *Class participation: 70% of Course Grade*
 - *Graded Discussions 25%*
 - *Final, In Class, In-Person Oral Presentation (Part of Signature Assignment) 25%*
 - *Daily Course Attendance by Sign-in Sheet 18%*
 - *Graded Surveys 2%*
- *Writing assignments: 30% of Course Grade*

- o *Important Ethical Issue 5%*
- o *Mid-Term 2-3 page paper 10%*
- o *Final formally formatted academic term paper (5 Pages)(Part of Signature Assignment) 15%*

Class participation

70% of Course Grade. Students are expected to show up, in-person, and participate in bi-weekly presentation practice sessions, and final oral presentation (part of signature assignment).

This grade will be based on the quantity and quality of each student's discussions of the readings and media, and their sharing of insights, questions, and opinions with other participants. ([See graded discussion Rubric.](#))

- **Graded Discussions:** 25% of Participation portion of course grade.
 - o While the graded discussions are valued at 25 points each, the final weighted score of Graded Discussions will be 25% of the Course Grade.
- **Practice Presentations & Daily Class Attendance:** 18% of Participation portion of course grade.
 - o Practice presentations will follow a specific presentation format, each student will make 3 distinct practice presentations (Ice-breaker, Important Ethical Issue, Opposition), and fulfill one (or more) of the 5 practice presentation roles in each practice presentation session.
- **Daily Class Attendance is required for this course.**
 - o Daily Class Attendance will be accounted for by student signature on **daily Sign-in sheet**. If, for any reason, you must be absent, **please send me an email within 24 hours of the absence** with reason for absence, and in most cases I will grant credit for notified absences. If you wait until the end of the semester to let me know why you were absent on a particular day, I may be less flexible in offering credit for that notification of an absence.
- **Graded Surveys 2%**
 - o This survey and Plagiarism Pledge will assist me in assessing what information you know at the beginning of the course.
- **Final In Class, In-Person Oral Presentation (one of two Signature Assignments)**
 - o **Each student will make a 7 to 10 minute, IN-PERSON oral presentation IN CLASS, on the Important Ethical Issue of their choice, using presentation techniques and ethical theories covered in class.** The presentation will be essentially a version of the final paper in presentation format. (see criteria for final paper below). 25% of Participation portion of Course Grade.
 - o Final Oral presentations **must be in-person, in class**, and can be recorded in different formats, such as a video recorded on Yuja or Youtube, a powerpoint presentation with a voice-over, or using Google Slides. Class members will be invited but not required to comment on fellow student presentations.
 - o A presentation sign-up roster will be made available at mid-term. The final weeks of class will be devoted to attending to and discussions around student presentations.

Writing assignments: subject to amendment (as of January 18th)

30% of Grade. All writing assignments to be turned in on Canvas Learning Management System. Deadline for turning in Assignments is the Friday by 11:59 PM of *the week the assignment is due*. Late assignments will scored as a zero, for that assignment.

- **First Assignment: Selecting the Important Ethical Issue** with 3 Values to support it. This should be written as a thesis statement. (5% of Course Grade) .
 - All I want is an initial Important Ethical Issue (as ONE statement), and 3 Values (as 3 statements) to support it. You will expand on this Important Ethical Issue and the supporting values in 2-page informal paper.
- **One, 2-3 page informal (non-academic format) paper** due at **mid term dates**: (10% of Course Grade.)
 - **Opposition Interview**
 - Students will personally interview someone with an opposite view to their own on their important ethical issue. Due to Covid-19 restrictions, if a personal interview is not possible, 3 sources of opposition from print and other media will be accepted, along with an evaluation by the student for validity according to evidence, and one source considered invalid, and reasons why.
- **Informal Paper with outline of final paper**

The informal paper will be due at mid-term. This paper will state and unfold your Important ethical Issue and 3 supporting values beyond the first assignment where you selected the Important Ethical Issue. A bit more developed and thesis statement/question beyond the first assignment will be expected.

This paper addresses in depth, argument in advocacy of the Important Ethical Issue, and your argument on **one or more** of the 3 values from the first assignment, with the inclusion of **opposition viewpoints to these values (as described above)**, and evidence that supports your argument beyond the opposition viewpoints.

- **Rough draft of final paper with thesis statement (first sentence), following outline, and reference list**
- **5 page term paper;**

15% of Grade. This paper can be a compiling of your presentations and essay. Formal Academic Format: Chicago. This paper is due by the last two weeks of class. **Talk to me about topic. It is OK to change the topic during the course.**

- **Term Paper (one of two Signature Assignments):**

The term paper must be

- A clear, focused Thesis question/statement, that is comprehensive and easy to understand, in advocacy about the Important Ethical Issue.
- Values and initial evidence to support the argument in advocacy of the thesis question/statement.
- Respectfully presented opposition viewpoints about the Values and evidence you use to support your argument.
- A final wrap-up in concluding your arguments, with evidence that further respectfully refutes opposition arguments.

- Formatted in Chicago/Turabian([Links to an external site.](#)) Academic format with citations, notes, and references list.

How to write a thesis statement-

<http://web.sonoma.edu/writingcenter/Links to an external site.>

<https://wts.indiana.edu/writing-guides/how-to-write-a-thesis-statement.html> ([Links to an external site.](#))

Questions? Email me at: wright@sonoma.edu OR: Call me at: 415-336-4390 (Cell)

Go to [Assignments](#)

Go to [Course Home Page](#)

INTRODUCTION TO PHILOSOPHY

Dr. Gillian Parker

Spring 2023

DETAILS ABOUT YOUR COURSE AND PROFESSOR

Phil 120, Section 001, Tuesday and Thursday, 4:00PM-5:15PM

E-MAIL: parker@sonoma.edu

Office Hours: After class on Zoom or set up a phone call via an e-mail request

REQUIRED TEXTS

Traversing Philosophical Boundaries, 3rd Edition, Max O. Hallman, or any inexpensive edition.

If you have not done so already, please buy yourself a copy of this book immediately. If you cannot find the 3rd Edition, any other will do. You can access readings you might not have in your edition in “PDFs of Missing Readings” on our course Files page.

COURSE DESCRIPTION

This class is an exciting and dynamic introduction to some of the big philosophical questions human beings have wondered about since the beginning of our species. You have probably thought about these questions yourself: Who am I? What am I? What happens to me after I die? Does life, my life, have any meaning? If there is meaning to life, am I living my life meaningfully or am I just on auto-pilot? Am I a truly good person? Am I good just because I don't want to be punished? Since I'm born into a society do I have duties and responsibilities to other people and to society itself? Philosophers are people who have thought about these questions a lot and most of them have written down their ideas to share with us. In this class, we will be thinking about these

questions ourselves and reading the works of Philosophers to help guide us in forming our own answers to these big questions.

CLASS STRUCTURE

This is a class where you will be largely responsible for teaching yourself the course material by keeping up with the reading and listening to the PowerPoint lectures. The lectures are captured in PowerPoint presentations with voiceovers by me and can be found on Canvas.

BECAUSE THE CLASS IS ONLINE AND BISYNCHRONOUS, PLEASE NOTE THE FOLLOWING LOGISTICS:

8. All PowerPoint Lectures are posted on Canvas (under Files). They have text and audio.
9. I will be having regular Zoom meetings with you (watch for invites) to discuss the course material and assignments. During these meetings you will sometimes have breakout room discussions. Zoom meetings will start at 4PM but will not be for the entire class meeting time. Note: not every scheduled day has a class Zoom meeting; several days are asynchronous (see the Schedule).
10. You will be expected to show up for the Zoom meeting when scheduled having done the assigned reading and studied the PowerPoint lecture for the day.
11. You are expected to take part in the breakout rooms during our Zoom meetings.
12. Journal submissions are via Canvas as online text with word count requirements. The journals will be fed through Turnitin.
13. Exam Study Guides are posted under Files. I will hold Zoom review sessions before each exam.
14. The Canvas gradebook accurately represents your updated grade in this class.

COURSE OBJECTIVES

In this course students should expect

- To become familiar with several key questions within the history of philosophy
- To gain the ability to trace the genealogy of particular concepts as they develop within the history of philosophy
- To develop the critical resources for reading and analyzing philosophical writing
- To advance their own personal position in relation to historical and contemporary approaches to the key philosophical questions

GRADED REQUIREMENTS

5. Exams: There will be three non-cumulative online open-book exams for this class. Together the exams will be worth 50% of your final grade.

6. Journals: These assignments count for 35% of your grade. The Journal prompts are of two kinds: Questions related directly to the readings for the class, and creative questions related to philosophical issues that arise.
7. Online Written Discussions: These threaded discussions will count for 10% of your final grade. There are four in total. You will receive the maximum points allocated for each discussion if you: Write a meaningful and substantial opinion of your own (this *must not* be the same as your journal entry on the topic), *and* reply meaningfully to two to four other students' opinions. Less than this will receive an incrementally lower grade.
8. Attendance with your video on and Breakout Room Participation: Worth 5% of your grade.

Exams 50%

Journals 35%

Online Written Discussions 10%

Attendance and Breakout Room Participation 5%

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	57-59	F

Please keep track of your grades on Canvas and discuss any worries you might have with me. Please note that there is no bonus work at the end of the semester. You can use the conversion chart above to check what your letter grade is for the class as the semester progresses.

POLICIES

- **Late Work:** There are no make-up exams in this class. Journal and Discussion deadlines are hard and the submission portals will close after the deadline. You should *not* ask me to accept late work from you since I would have to offer the same opportunity to everyone who does not submit their work on time in which case deadlines would become obsolete.
- **Zoom Requirements:** Please have your video on for our meetings. Please be on mute until you raise your hand to talk.
- **Attendance:** This will be taken at random in any class meeting. To receive attendance points you must be present at that moment and have your video on. You have two excused absences in the semester which require you to e-mail me *prior to* 4PM on the day of the class you will be missing.
- **Cheating/Plagiarism:** Any form of cheating or plagiarism in this class will be reported to SSU's Dispute Resolution Board after a meeting with the student. Among other things, cheating includes copying the work of others or allowing your work to be copied, and other forms of dishonesty during exam time. My

recommendation for this infraction is to give a “0” grade for the relevant work and submit paperwork to the Dispute Resolution Board. [SSU plagiarism description and consequences](#)

- **Turnitin, AI, and Plagiarism:** All your journals automatically will be checked by Turnitin. If Turnitin shows you that 25% or more of your entry is considered copied, then you have the choice to rework it before submitting. If it is submitted above the 25% threshold then the assignment will receive zero points. If AI assistance is detected in your work you will be subject to an immediate oral exam relevant to the journal topic.
- **Disabilities:** If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Schulz 1014A, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations.

Sonoma State University
PHIL 160B Spring, 2023

Department of Philosophy

The Heart of Wisdom: Compassion and the Good Life

Instructor Contact Information

Name: Dr. Andy Wallace

Department: Philosophy

Office Location: Nichols 312

Telephone Number: 707-664-2163

Email: andy.wallace@sonoma.edu

Office Hours: Thursday, 2-3, on zoom, and by appointment. See class canvas page for office hours zoom link.

General Course Information

This class meets twice a week, on Tuesday from 1-3, and on Thursday from 1-3. Tuesday's class is a live online lecture on zoom. The zoom link is posted under each week's module. Each Tuesday's lecture is posted on the class canvas page. Thursday's class meets in person. If students choose not to attend Tuesday's lecture, then they are required to complete a short quiz on the lecture.

Thursday seminar comprises review of lecture, in-class group activities, and discussion.

Students are expected to attend Thursday's seminar and participate in all class activities.

Thursday seminars are opportunities for students to connect with each other around class themes. Instructor will offer additional explanation and instruction.

The curriculum for spring semester continues themes from Fall. Student's study the psychology and philosophy of compassion and related pro-social dispositions. Class will focus on the concepts of self-kindness and self-compassion. Students continue to study and improve their critical thinking skills.

Peer Mentor

While each Humanities Learning Community will focus on a different theme, each will address

the social and academic transitional challenges freshmen face through the integration of first-year student transitions topics and with the support of a Peer Mentor. Peer Mentors are upper division students. They offer instruction on transition topics for freshman students.

Canvas Course

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find all information about the course: learning materials, learning activities, and learning assessment.

Your course points will be accessible to you on Canvas throughout the semester. You are expected to login to Canvas every week to complete assignments and track your points.

To access the Canvas course use your SSU Seawolf ID and password to log into SSU's Online Services portal (<https://login.sonoma.edu>). Click on the **Canvas** link. When you get to the Canvas site home, click on the “**My Courses**” menu located on the top navigation. Click on the link for this course (classes are listed by course name and number). Note: The login link is also conveniently located at the top of the Sonoma State University homepage (<http://www.sonoma.edu>) and many other university pages.

Canvas Help and Student Computing Resources

Canvas and General IT Help Desk

Contact the IT Help Desk (<http://www.sonoma.edu/it/helpdesk/>) if you need assistance with Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

Plugins

The Download Plugins page (<http://www.sonoma.edu/about/plugins.html>) lists plugins that may be needed to access some content on or linked from SSU websites and Canvas. (If applicable, list any other plugins that may be needed to access/use publisher materials).

General Student Computing

Review the Student Computing service page located at <http://www.sonoma.edu/it/students>. There you will find computer use guidelines and a list of available computer labs.

Assigned Reading

You do not need to purchase a textbook for this course. Assigned articles and chapters will be posted on Canvas. You will be expected to read approximately 20-40 pages of assigned reading per week.

Classroom Etiquette

Students must comply with all university regulations that govern student conduct. No abusive

or disrespectful language is permitted. Students must participate in all class activities. If students are unable or unwilling to participate, students must inform and explain to the instructor the reasons why.

In order to facilitate an optimal learning environment, it is our responsibility to:

- Give clear guidelines for all assignments and grading. Guidelines will be reviewed in class and posted on Canvas.

- Grade all assignments and *aim* to make your scores available on Canvas within one week of the assignment due date.
- Be in attendance every day that class is scheduled unless we are ill or there is an emergency.
- Begin and end class on time and be prepared for each class.
- Respect and treat all students fairly.
- Meet with you to discuss course material, during office hours or by appointment.
- Welcome your diverse viewpoints and opinions.
- Respond to your emails within 24-hours (apart from weekends, where you should allow 48-hours or until the next working day for more complicated queries).
- Encourage attendance and active participation during class.
- Encourage independent learning outside of scheduled class time.
- Help you develop skills in working with team members, critical thinking, verbal discussion, presenting, writing, and communicating effectively.

In order to facilitate an optimal learning environment, it is your responsibility to:

- Arrive on time, prepared, and stay for the entire class.
- Complete weekly reading and reflection assignments before coming to class.
- Stay alert. Attend and participate actively in class, including small group discussion and activities.

- Contribute to our learning community through collaboration and discussion.
- Complete assignments on time.
- Refrain from distracting behavior in class (e.g., texting, social media, whispering, sleeping, online shopping, organizing your schedule, doing homework for other classes, or being disrespectful to classmates or instructor).
- Check Canvas regularly (at least once every week) for course material, updates, grades, and class announcements.
- Contact one of the instructors as soon as possible if you are having any difficulty with course material or requirements.
- Respect the diverse experiences and viewpoints, of your classmates and the instructor.
- Actively listen to your classmates when they are speaking and allow others the chance to share.
-

Email and Communication

You are welcome to make contact with your instructors by email outside of class sessions. However, due to the high volume of email from students that we receive, please follow these guidelines in order to ensure that you receive a timely response.

- Use your SSU email address when writing to us and please put Phil 160 in the subject line of the message. This allows for easier identification of student and course-related email.
- Use appropriate email etiquette. Please use a courteous greeting and closing, write in complete sentences, and check your message for clarity.

During the week, we will aim to respond to your email within 24-hours. Over the weekend, please allow 48-hours for a

response.

Required Reading:

All assigned reading is posted and available on the class Canvas page.

Course Requirements and Point Value

Weekly Reflections: 12 X 30 points each (360 points total)
 Seminar Participation: 28 classes X 5 points (140 points total)
 Critical Thinking Exercises: 8 X 20 points (160 points)
 Midterm: 125 points
 Final: 125 points
 Signature Assignment: 90 points

TOTAL: 1000 points

Extra-Credit and Independent Study

Students will have opportunities to earn extra credit. Extra credit opportunities will be posted on Canvas. Point values TBD.

Grade Distribution on the basis of Points Earned (out of 1000):

<i>Total Points Earned</i>	<i>Class Grade</i>	<i>Interpretation</i>
930 – 1000	A	<i>Outstanding: Superior Performance</i>
900 – 929	A-	
870 – 899	B+	
830 – 869	B	<i>Commendable: Exceeds Expectations</i>

800 – 829	B-	
770 – 799	C+	
730 – 769	C	<i>Satisfactory: Fulfills Requirements</i>
700 – 729	C-	
670 – 699	D+	
600 – 669	D	<i>Needs Improvement: Below Expectations</i>
Less than 600 points	F	<i>Failure</i>

Student Learning Objectives (SLO)

- Improve critical thinking, writing and speaking.
- Understand scientific explanations and descriptions of compassion and emotions.
- Understand and appreciate the nature and logic of scientific investigation and knowledge.
- Increase awareness of emotions and attitudes in oneself and others.
- Understand and develop one's innate compassion response.
- Learn how to calm, focus and balance the mind.
- Become more open-minded.
- Become more curious.
- Become more open-hearted.
- Increase understanding of diverse cultural perspectives and values.

- Learn how to write argument based expository essays that draw upon research and careful attention to relevant and credible evidence.

Workload

For all California State University degree programs and courses bearing academic credit, for each Unit of credit, there is an expected three hours of work per week. This is a 4-Unit course, and this means you should plan to spend 12 hours per week on this course in order to earn an average grade. In addition to attending the Weekly Lecture and Weekly Seminar (4 hours), you should plan to spend a further 8 hours per week (on average) on assigned homework (reading, chapter reflections, meeting with your small group, service learning, and writing) for this course. Please let us know if you are having difficulty with your time management and study skills (or if outside obligations are interfering with your work in this course).

Grading Disputes

If you feel the need to dispute your score on any assignment, you must submit a written explanation of your concerns – clearly documenting the discrepancy between the grade you received and the scoring expectations – within one week of the points being assigned and posted on Canvas. After receiving a written explanation of your dispute, we will conduct a review of the assignment and the basis for points scored. Subsequently, we will contact you to schedule an appointment to provide feedback on the outcome of this review.

Extensions and Make-Up Work

An important part of evaluating your performance in this course is based on class participation and timely submission of assignments. This policy has been developed in order to ensure fairness to all of the students in this class (see [University Policy](#)).

Assignment due dates will not be extended for any reason, unless a student can provide evidence (well-documented, verifiable) of (i) **serious illness or injury** requiring medical attention, (ii) family **emergency**/bereavement, or (iii) participation in an officially-approved University Activity. This policy will be strictly followed, in fairness to all students.

Medical Excuse Notes are not advised for non-serious illness / injury, see [Student Health Center](#) guidelines. As per University policy, even if your absences are for valid reasons, absences from class may have an effect on your course grade. If you have missed a class, for any reason, you are strongly advised to meet with a classmate to obtain lecture notes. It is your responsibility to find out what you have missed when you are absent. Being absent does

not excuse you from anything that was discussed or due in or before class. Participation points cannot be earned for classes in which you were not present. However, there are two extra-credit options given to all students, and you are encouraged to make use of these and to put additional time into larger assignments in order to make-up for absences.

If you need to request an extension to a deadline, and you have well-documented, verifiable evidence of a legitimate reason for this request, please submit your request in writing for review. It is your responsibility to make any request in advance of the due date, as soon as you anticipate a problem. Please be advised that any extensions granted create equity issues for your classmates. For this reason, points will be deducted for any late assignments.

University Policies

You need to be aware of several important University policies. These include: the add/drop policy, cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities, and the diversity vision statement. The policies are all available at the following web address: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on how to add class is available at <http://www.sonoma.edu/registration/addclasses.html>. The Registration Information page (<http://www.sonoma.edu/registration/regannounce.html>) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures.

<http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>. **Emergency Evacuation**

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of

assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a classmate to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should know that the University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.

University

Resources SSU

Writing Center

The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly.

Visit the Writing Center website

(<http://www.sonoma.edu/programs/writingcenter/default.html>) for more information on how to schedule time with a tutor.

Counseling and Psychological Services (CAPS) CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The CAPS web pages (<http://www.sonoma.edu/counselingctr>) provide information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.

Learning Skills Services and Multilingual Learners Program

These programs provide a wide variety of excellent academic, tutoring, and personal services for first-generation and low-income college students. Targeted services are available for multilingual students. Please check the Learning Center for eligibility criteria and specific details at: <http://www.sonoma.edu/lss/>

The Good Life

Philosophy 212

Dr. Gillian Parker, Spring 2023

E-mail: parkerg@sonoma.edu (I'm good at replying quickly)

Course Time: Tuesday and Thursday, 9:30-10:45AM

Office Hours: After class on Zoom or set up an alternative time via e-mail request

This course is *Bisynchronous*: Sometimes we have required meetings on Zoom from 9:30-10:45AM, and other times you will get on with your work independently and asynchronously (though assignment deadlines do exist). Please look on the course Schedule for the letters: (AS) to find out when you will be working independently and asynchronously.

COURSE DESCRIPTION

The Good Life has been a subject of philosophical reflection for centuries. This exciting and meaningful course looks at how different cultures have addressed a variety of questions concerning the good life from a philosophical perspective. Specific topics include: what counts as a good life; what happiness is; the relation between morality and the good life; what makes for a life with meaning; whether we really matter in the big picture; whether we can make a difference; and whether life is absurd. GE Area C2

GOALS AND OBJECTIVES

- To form an in-depth understanding of the good life, and to distinguish it from related but different concepts, such as happiness.
- To understand happiness and its role in the good life.
- To identify different approaches to the question: Why be moral?
- To confront challenging questions about life's absurdity, including the idea that we may not matter in the ultimate scheme of things.
- To build key skills, including verbal and written communication skills.

GE: Area C2 http://www.sonoma.edu/senate/committees/ge/LGOs_new.html

READING AND VIEWING MATERIALS

You do not have to buy any books or a reader for this class. All reading material is in Canvas Files. You might have to purchase (temporary) movie subscriptions, like Prime Video or Netflix if you do not already have them and if you cannot find free versions for the movies we are watching. Please look at the Schedule for the movie titles and my suggested places to find them.

There are three types of access to the reading material for this class:

- Individual PDFs of assigned essays in Files>Reading Material and are designated by [PDF]
- Course Reader PDF: on Canvas in Files>Reading Materials>The Reader. Essays are designated by [R] on the Schedule if you are to find them in this Reader.
- Linked Readings: on Canvas in Files>Reading Materials>Reading Links. Essays are designated by [L] on the Schedule if you are to find the link here.

Note: Don't panic. Some of the links on [L] to not always work. If this happens you will have to login to your SSU library account and run a simple EBSCO search and a full text PDF of the essay will be available to you.

- Movies: see Schedule for titles and recommended places to watch. Warning: We will watch several films for this class, some of which have difficult scenes, such as those involving violence, abuse, and brutality. If you are concerned about this, I invite you to talk to me to either get prepared or find an alternate exercise. If you are very concerned about this, I recommend you not take this class, as these films are integral to our learning.

ASSIGNMENTS AND GRADE DISTRIBUTION

All assignments are posted and should be submitted on Canvas using the relevant portals. Please do *not* e-mail me your work. *The requirements and guidelines for all the assignments below can be found on Canvas>Files>Assignments and in the individual assignment portals themselves.*

- **Portfolio Materials:**
 1. Valuable Life Profile (VLP): *15% of your overall grade*
 2. Live-A-Day-the-Ancient Way Reaction (LADAW): Reaction Essays and Presentation: *10% of your overall grade*
 3. Five Film Reactions: *15% of your final grade*
- **The Essay:** *30% of your final grade*
- **Reading Responses:** *15% of your overall grade*

- **Attendance with your video on:** 5% of your grade
- **Service Learning:** 4 hours of Service Learning (non-paid volunteer work in the community). 10% of your final grade

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	O-59	F

Please keep track of your grades on Canvas and discuss any worries you might have with me. You can convert your numerical grade to a letter grade using the chart above. Please note that there is no make-up or bonus work in this class.

POLICIES

- **Late Work:** There are no make-up assignments in this class. Deadlines are hard and the submission portals will close after the deadline. You should *not* ask me to accept late work from you since I would have to offer the same opportunity to everyone who does not submit their work on time in which case deadlines would become obsolete.
- **Zoom Requirements:** Please have your video on for our meetings. Please be on mute until you raise your hand to talk.
- **Attendance:** This will be taken at random in any class meeting. To receive attendance points you must be present at that moment and have your video on. You have two excused absences in the semester which require you to e-mail me *prior to 9:30AM* on the day of the class you will be missing.
- **Cheating/Plagiarism:** Any form of cheating or plagiarism in this class will be reported to SSU's Dispute Resolution Board after a meeting with the student. Among other things, cheating includes copying the work of others or allowing your work to be copied. My recommendation for this infraction is to give a "0" grade for the relevant work and submit paperwork to the Dispute Resolution Board. [SSU plagiarism description and consequences](#)
- **Turnitin, AI, and Plagiarism:** All your written work will automatically be checked by Turnitin. If Turnitin shows you that 25% or more of your entry is considered copied, then you have the choice to rework it before submitting. If it is submitted above the 25% threshold then the assignment will receive zero points. If AI assistance is detected in your work, you will be subject to an immediate oral exam on the assignment material.
- **Disabilities:** If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students

(DSS), located in Schulz 1014A, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations.

Race, Racism, Law, and Society

Phil 275

Professor: Joshua Glasgow, PhD

Office hours: by appointment

Contact email: glasgojo@sonoma.edu

Phone: 664-2841

Office Nichols 363B

Catalog Course Description

This course covers theoretical, practical, and legal issues surrounding race and racism. Topics may include: what counts as 'racist'; when discrimination is allowable; racial profiling; tolerating cultural differences; whether race-thinking makes sense; and the nature of racial identities like *white* or *Latino*. GE Area C2, Critical Race Studies

Course learning objectives

- I) To form an in-depth understanding of how race operates in society and the law, identify considerations about whether race makes sense as a general category, and address the question of whether we should continue to think in racial terms at all.
- II) To appreciate a nuanced picture of how racism and discrimination operate socially and legally.
- III) To understand racial identities and grapple with how race is lived and experienced across a wide range of racial groups.
- IV) To understand how gender and race can intersect in unique ways.

- V) To confront challenging questions about social tolerance, difference, and cross-cultural interaction.
- VI) To build key skills, including especially verbal and written communication skills.

Required Readings

- Readings linked to on Canvas
- Glasgow, Haslanger, Jeffers, Spencer, *What Is Race? Four Philosophical Views* (Oxford University Press, 2019)

Important Notes

- Many students will find this class challenging or even difficult. But you will learn a lot.
- Any student work that is unclaimed more than one semester after class ends may be shredded.
- Please let me know if you have any disabilities that I can help accommodate. Disability Services for Students (DSS) provides assistance for students.

Assignments & Grading

- **Attendance, Class Participation, and fulfillment of the Respectfulness Expectation** (below) are expected and monitored. This is worth 10% of your final grade. You will start with 70 points (C-) for this part of the course, where 100 is maximum. Any time that it is determined that you have fallen short of these expectations, you will lose points from the total; when you participate, your score will rise. (This item will, at the instructor's discretion, also be used to justify "bumping up" borderline overall grades. No other justification for improving final grades will be used.)
- **Reading Quizzes**. Every day that we have readings **before spring break**, you will take a brief on-line quiz (on Canvas) to show that you have done the reading assigned for that day's class. Each quiz will close **one hour before** that class begins. Your single lowest score on a reading quiz will be dropped. 20% of final grade combined.
- **Reading Reactions**. Every day that we have readings **after spring break**, you will post on Canvas, *in this order, for each reading assigned*, due **one hour before** class begins:
 - a) a quote, writing down the entire portion
 - b) a citation from what part of the text it is in (page, paragraph, or section)
 - c) your *brief but substantive reaction* to it (around 1-5 sentences), such as:
 1. a question about what the passage means
 2. a disagreement you have with the quote
 3. a reflective comparison between it and a quote from another author
 4. a comment about how it connects to your life in some particular way
 5. an application of it to current events
 - There may be other good reactions—this list is not exhaustive—but *any reaction must be substantive*. No fluff, no "I agree," or "I (don't) like this." The point is to prove that you have both done the reading and thought about it.
 - o 20% of your final grade combined; your single lowest score will be dropped.
 - o I will first solicit volunteers and then randomly call on students to discuss their quotes in class, so *be prepared to find and discuss your quote in class*. These will count towards your participation score (below).
- **Exam**. Worth 25% of your final grade. Required for passing the class.

- **Essay.** Worth 25% of your final grade. Including mandatory peer review, required for passing the class.

Grading Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and below

Expectations

- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Plagiarizing will be taken to warrant an "F" for the course.**
- Please *be respectful* of your classmates and your instructor: don't text, don't read newspapers, do show up on time and remain engaged (and don't leave) as long as the class is in session, and so on. Our policy on laptops is that they will **not** be allowed in class, unless you get a special exemption from me. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1078740. Your phone should remain off during class.

Tentative Schedule

Date	Topic	Reading/Other	Class	Assignments Due
1/23	Introduction			
PART I: RACISM AND RESISTANCE				
1/25	What is racism?	Blow + Garcia		Reading quiz
1/30	What is racism?	Shelby		Reading quiz
2/1	What is racism?	De Vries		Reading quiz
2/6	Implicit bias and responsibility	Kelly & Roedder + Holroyd		Take the IAT + Reading quiz
2/8	Forms of discrimination: disparate impact and systemic racism	Obasogie + Blum	Film discussion: <i>Unnatural Causes</i>	
2/13	Resisting racism	Cherry + Chimurenga + Brennan		Reading quiz
2/15	Resisting Racism	No new reading		
2/20	Resisting Racism	Friedersdorf + Pasternak		Reading quiz
2/22	Resisting Privilege	Dunham & Lawford-Smith		Reading quiz
2/27	Profiling	Hosein + Lalami		Reading quiz
3/1	Profiling	Picinali		Reading quiz
3/6	Profiling	Basu		Reading quiz
3/8	Profiling	Ross		Reading quiz
3/13	Exam Review		Q&A	Entry requires one <u>specific</u> review question
3/15	EXAM			Exam
SPRING BREAK				
PART II: THE NATURE OF RACE				

3/27	Identity	Alcoff		
3/29	Could race be an illusion? A preview of the issues	Podcast: "Inheritance"	Film discussion: <i>Race: The Power of an Illusion</i>	
4/3	<i>Introduction to the Problem of Race</i>			
4/5	What Is Race?	<i>What Is Race?</i> Chapter 1		Reading Reaction
4/10	What Is Race?	<i>What Is Race?</i> Chapter 2		Reading Reaction
4/12	What Is Race?	<i>What Is Race?</i> Chapter 3		Reading Reaction
4/17	What Is Race?	<i>What Is Race?</i> Chapter 4		Reading Reaction
4/19	What Is Race?	<i>What Is Race?</i> Chapter 5		Reading Reaction
4/24	What Is Race?	<i>What Is Race?</i> Chapter 6		Reading Reaction
4/26	What Is Race?	<i>What Is Race?</i> Chapter 7		Reading Reaction
5/1	What Is Race?	<i>What Is Race?</i> Chapter 8		Reading Reaction
5/3	Review		Overview + Q&A	Entry requires one <u>specific</u> review question
5/8	Essay Workshop		Peer Review	Rough Draft + 3 Peer Reviews
5/10	Roundtable on race		Discussion	Final Essay

PHIL. 302 -- Ethics and Value Theory
Patrick Ray, Ph.D.: patrick.ray@sonoma.edu
Office Hours: Virtual by appointment

Course Description:

Catalogue Description

This course serves as an introduction to the philosophical analysis of ethics, morality and values, and a survey of the various systems of moral philosophy. The course covers such issues as: What is the good life? What considerations are relevant to making moral decisions? Are moral principles universal, or relative to a given society? How, if at all, can moral judgments be justified or moral disagreements resolved? Satisfies GE, category C2 (Philosophy and Values).

Textbooks and Course Requirements

Required Textbooks:

Shafer-Landau, Russ. "The Fundamentals of Ethics." (4th ed.). Oxford University Press.

Cahn, Steven. "Principles of Moral Philosophy." Oxford University Press.

Other Materials:

You will need access to a computer and the Internet to complete your papers and other work for the class.

Course requirements

Reading Quizzes 30% of grade

You have the opportunity to complete about 16 reading quizzes over the course of the semester. These will be completed online via Canvas. There will be one reading quiz per and you cannot re-take or make-up quizzes. I will count your 10 highest reading quizzes toward your final grade.

Here is how the quizzes will work:

Beginning on Monday of each week, there will be a quiz under the corresponding module of the Canvas course. The quiz will be open for one week (it will open Monday at 12:01 a.m. and close on Sunday at 11:59 p.m.). It will consist of questions on the readings corresponding to that week. Once you begin the quiz, you will have 60 minutes to complete the quiz. You can access the quiz any time you wish during the week it is open.

I would recommend answering all of the relevant questions on textbook website before starting the quiz. It is not uncommon for those quiz questions to end up on the Canvas quiz.

Short Writing Assignments 30% of grade

Every week I will post some essay question prompts pertaining to the assigned reading for the week. You will need to answer three (3) of those questions over the course of the semester. You cannot answer more than one per week and you cannot re-write or re-submit these assignments. They will be graded on clarity, conciseness, and accuracy (correctness).

These will also be due each week on Sunday at 11:59 p.m. You may only turn in a short essay during the week of the corresponding assigned reading. That is, if you want to write about a topic in week 4 (for example), you must turn in that assignment during week 4 (before 11:59 p.m. on Sunday of week 4). There is no writing assignment for week 16.

Long Paper 40% of grade

You will have the opportunity to write a term paper for this course (3000-5000 words). It will be worth 40% of your total course grade. You can write a paper about any of the assigned readings from the Cahn text, but not any other topic.

I will ask you to turn in a rough draft of the paper a few weeks before finals so that I can read and comment on your draft. I expect you to incorporate the comments that I provide into your final paper draft. This rough draft will be worth 15% of your course grade.

Your final paper draft will be worth 25% of your total course grade and will be due on the day of our final exam. Please be sure to view the rubric for the final paper that I have placed on Canvas.

Policies and Guidelines

Classroom Protocol, Seriousness, Respect, and Tolerance

A word of warning: Philosophical writing is difficult to read (for various reasons) so you will need to put in serious time and effort to complete these readings. Also, be forewarned that this class is an upper-level philosophy course and the material covered in this course reflects this

fact -- i.e., *the material is difficult*. The material may be especially challenging for those of you without a background in philosophy. Nonetheless, I have structured the course in such a way as to be in principle accessible for any undergraduate student.

Also note that (as is standard for university courses pace WASC) you can expect to spend two hours of outside (i.e., non-classroom) study for every one credit-hour of class per week. Since this class is three credit-hours, you should expect to spend at least six hours of outside study per week on this course.

This class will deal with topics that you probably have never considered before and will deal with them in a very specific manner. If you want to be successful, you should be open-minded and critical (these are not mutually exclusive).

The topics under discussion will be difficult to discuss because they do not admit of easy or straightforward analyses. I will try my best to make them clear, however the nature of philosophy is such that these will not always be clear to you and the nature of learning is such that it involves a fair bit of struggle (if you are doing it correctly). In other words, it is typical for students to feel confused and to struggle with the material, but I assure you that this is perfectly normal. Stick with it.

I expect you to take your educational experience seriously. Many students tend to think that philosophy is nothing more than “your opinion” or some such. Be advised that this is neither true nor my view of philosophy. If you wish to do well in this class, you must approach the material as not being a mere matter of opinion.¹

That said, I am happy to provide guidance and help you through especially dense readings. If you think that you are missing something or some material is excessively difficult, let me know and I will make every reasonable effort to help you.

Because this course deals with subjects that are, by their very nature, controversial, I ask you to exercise respectful behavior at all times. The topics in this course are liable to elicit strong feelings from you and your classmates. This is to be expected -- strong emotions usually indicate that you take the material seriously and you recognize its importance.

Keep in mind that the backbone of philosophy is open-minded rational inquiry into difficult subjects. Our goal is to understand and view the world through this process and this can only be accomplished if we are respectful of one another during rational inquiry.

Communication

I am happy to make myself available outside of class to discuss questions/issues, go over assignments, and generally help you sort out your thoughts on this material -- just get in touch to make an appointment. The best way to reach me is through email as I am almost always online. That being said: there are times during the semester when I may not provide you with feedback on assignments as quickly as you may like. Please be patient, as I will do my best to return assignments/give feedback promptly.

If you email me, please include in the subject line “PHIL302” and then some sort of

information regarding the nature of the email. If you do not include “PHIL302” in the subject line, I will not receive your email due to my email settings. In addition, if you email me, please use professional email etiquette.

¹ There may be a few issues in philosophy where we are interested in mere opinion. These issues are not under discussion in this class.

Accommodations

From the SSU Disability Services for Students website: “If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049 [Voice: (707) 664- 2677, TTY/TDD: (707) 664-2958] as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures.”

Sources and Academic Honesty

There are many sources of information on the web concerning the topics in this class, and you’re welcome to make use of them so long as you keep two things in mind. First, obviously, any source that is cited or consulted must be cited as such. *This includes assigned readings.* Second (also pretty obvious!): not all sources are equal in accuracy, reliability, worth, &c. Remember if you consult sources such as Wikipedia, blogs, and

various course webpages from other universities that these are not “refereed publications” and so not necessarily trustworthy. In terms of citing sources and using quotations, when in doubt, cite. Unless otherwise instructed, you must include a Works Consulted/Cited page even if your only source was the primary source upon which your essay focuses.

Schedule of Readings/Topics

Week 1 (1/23-1/29): Hedonism

Readings: Shafer-Landau, *Chapters 1 and 2 (in Shafer-Landau – SL)*

Forcehimes, *The Anatomy of Normative Ethics (in Cahn Reader – CR)*

Week 2 (1/30 - 2/5): Desire Satisfaction

Readings: Shafer-Landau, *Chapters 3 and 4 (SL)*

Week 3 (2/6 - 2/12): Morality, Religion, and the Natural Law

Readings: Shafer-Landau, *Chapters 5 and 6 (SL)*
 Adams, *A Modified Divine Command Theory (CR)*
 Cahn, *God and Morality (CR)*

Week 4 (2/13 - 2/19): Psychological and Ethical Egoism

Readings: Shafer-Landau, *Chapters 7 and 8 (SL)*
 Plato, *The Republic (CR)*
 Rachels, *Egoism and Moral Skepticism (CR)*

Week 5 (2/20 - 2/26): Consequentialism: Pros

Readings: Shafer-Landau, *Chapter 9 (SL)*
 Bentham, *An Introduction to the Principles of Morals and Legislation*
 Mill, *Utilitarianism (CR)*

Week 6 (2/27 - 3/5): Consequentialism: Cons

Readings: Shafer-Landau, *Chapter 10 (SL)*
 Williams, *A Critique of Utilitarianism (CR)*
 Hooker, *Rule-consequentialism versus Act-consequentialism (CR)*

Week 7 (3/6 - 3/12): Nonconsequentialist Fairness and Justice

Readings: Shafer-Landau, *Chapter 11 (SL)*
 Kant, *Groundwork for the Metaphysics of Morals (CR)*
 Kagan, *Kantianism (CR)*

Week 8 (3/13- 3/19): Nonconsequentialist Autonomy and Respect

Readings: Shafer-Landau, *Chapter 12 (SL)*
 Korsgaard, *Kant's Formula of Humanity (CR)*
 Nagel, *Moral Luck (CR)*

Week 9 (3/27 - 4/2): The Social Contract Tradition in Ethics

Readings: Shafer-Landau, *Chapters 13 and 14 (SL)*
 Hobbes, *Leviathan (CR)*
 Rawls, *A Theory of Justice (CR)*
 Scanlon, *What We Owe to Each Other (CR)*

Week 10 (4/3 - 4/9): Ethical Pluralism and Absolute Moral Rules

Readings: Shafer-Landau, *Chapter 15 (SL)*
 Ross, *The Right and the Good (CR)*
 McNaughton, *An Unconnected Heap of Duties?(CR)*

Week 11 (4/10 - 4/16): Prima Facie Duties and Ethical Particularism

Readings: Shafer-Landau, *Chapter 16 (SL)*
 Kagan, *Particularism, Universalism, and Commonsense Morality (CR)*
 Sartre, *Existentialism is a Humanism (CR)*

Week 12 (4/17 - 4/23): Virtue Ethics

Readings: Shafer-Landau, *Chapter 17 (SL)*

Aristotle, *Nicomachean Ethics* (CR)

Hursthouse, *Normative Virtue Ethics* (CR)

Week 13 (4/24 – 4/30): Feminist Ethics

Readings: Shafer-Landau, *Chapter 18* (SL)

Gilligan, *Moral Orientation and Moral Development* (CR)

Held, *The Ethics of Care* (CR)

Week 14 (5/1 - 5/7): Ethical Relativism²

Readings: Shafer-Landau, *Chapter 19* (SL)

Benedict, *Moral Relativism: A Defense* (CR)

Midgley, *Moral Isolationism* (CR)

Week 15 (5/8 - 5/14): Moral Nihilism

Readings: Shafer-Landau, *Chapter 20* (SL)

Hume, *A Treatise of Human Nature* (CR)

Moore, *Principia Ethica* (CR)

Week 16 (no date but can be completed at any time for credit): Arguments against Moral Objectivity

Readings: Shafer-Landau, *Chapter 21* (SL)

Harman, *Ethics and Observation* (CR)

Smith, *Realism* (CR)

Learning Objectives:

The SSU GE C2 Learning Objectives for this course are:

1. Develop and expand philosophical or cultural awareness through the exploration of important philosophical questions or of cultural origins in various literary or philosophical traditions.
2. Gain an understanding of the development of religions, beliefs, ethics, and values in relation to physical, social, historical and cultural contexts through the critical study of philosophies and literatures.
3. Understand the significance of philosophical or literary works, and develop an analytical language and appropriate vocabulary to communicate about them.
4. Understand how literatures or philosophies offer insights into constructions of religions, class, race, ethnicities, gender, and sexualities.
5. Apply insights gleaned from the study of literatures and philosophies to their lives and to social issues.

Method of Assessment:

Students will achieve these course goals through: weekly reading assignments, classroom participation, classroom projects, and various writing assignments.

Writing Intensive Course

Writing Intensive Curriculum Course

This course has been designated as a Writing Intensive Curriculum (WIC) course for Fall Semester 2020. This means that the course is specifically designed to help you develop writing abilities at an advanced level. You will be doing a lot of writing in the class and receiving substantive and direct instruction during your writing process (e.g., using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, &c.). Writing assignments are carefully crafted to support your ability to engage in writing in a variety of contexts: civic, disciplinary, and professional. Writing will also support your learning of the academic class content.

This course can serve as a WEPT equivalent. This means that, if you pass with a C or better, the course will exempt you from taking the WEPT. To receive WEPT / GWAR certification via

taking this course, you must have junior (or higher) standing at the time you registered for the course. The Graduate Written Assessment Requirement stipulates that writing proficiency must be assessed in the upper division. Students may certainly take and pass various WIC courses prior to upper division, but those courses will not count for GWAR certification.

SSU Writing Center

The SSU Writing Center (1103 Schulz) is available to provide tutoring for writing. The Writing Center is open during from 9 a.m. to 4 p.m., Monday through Friday. To work with a tutor, you should make an appointment with the Writing Center.

Notice Regarding Possible Use of Your Work in Institutional Assessment

The WIC initiative offers an opportunity for SSU to examine practices of teaching and learning, with the aim solely of improving educational offerings. It is possible that your writing may be collected and examined for these purposes. Your work will never be used as a means of evaluating you personally, as any student writing that is assessed will be read anonymously. Likewise, this course will not be a subject of assessment; rather, these efforts will be aimed at understanding and assessing the WIC initiative as a whole. Thank you for your help in this vital work.

Philosophy 302

Ethics and Value Theory

Instructor: Dr. Andy Wallace

Syllabus

Course Description

Students critically examine the nature, origins and function of ethics and value from an interdisciplinary perspective. The course includes readings from philosophy, psychology, and evolutionary biology. A central theme is the role that ethics and value play in human flourishing, or what Ancient Philosophers called 'the good life'. We explore this theme in the writings of Aristotle, one of the founders of Western Philosophy in the 5th century BCE, and David Hume, one of the founders of Modern Western Philosophy in the 18th century. These thinkers provide the outlines of a philosophical theory of ethics that we call perfectionism, the view that humans require an ethical perspective to find meaning through the development of their innate capacities for creating value. Contemporary psychology and evolutionary biology help flesh out the details of such a theory.

Students examine concepts of virtue, love, kindness, emotional intelligence, empathy, compassion, and other pro-social dispositions. Students will have opportunities to explore the meaning of these concepts and the readings through discussion with their peers, and application to their own experiences.

Instructor Contact

- Name: Dr. Andy Wallace
- Email: andy.wallace@sonoma.edu
- Phone: NA
- Office Hours: Online Zoom Monday 12-2 and by appointment. [To join a regularly scheduled office hour meeting, click here.](#)

Allow 24 hours for reply to emails. If I have not replied in 24 hours, please reach out again. During office hours, I am always available on Zoom. You do not need to make an appointment. If you would like to schedule another Zoom meeting, please email me.

Course Modality and General Expectations

The course modality is face to face.

In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas, Zoom web-conferencing and other internet-based technologies. All student work is submitted/posted online in Canvas.

Goals and Learning Objectives

Student Learning Outcomes (SLO)

UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:

SLO1: IMPROVE THEIR CRITICAL THINKING, WRITING AND SPEAKING SKILLS.

SLO2: APPLY ETHICAL REASONING TO MAKE SENSE OF THEIR EXPERIENCES

SLO3: UNDERSTAND THE NATURE, ORIGINS AND FUNCTION OF ETHICS

SLO4: GRASP KEY CONCEPTS FROM THE MORAL THEORY OF ARISTOTLE

SLO5: GRASP KEY CONCEPTS FROM THE MORAL THEORY OF HUME

SLO6: EXPLAIN THE ROLE THAT EMOTIONS PLAY IN MORAL EXPERIENCE

SLO7: UNDERSTAND KEY CONCEPTS FROM EVOLUTIONARY PSYCHOLOGY.

SLO8: UNDERSTAND KEY CONCEPTS ABOUT THE WELLNESS BENEFITS OF ETHICS

Required Course Materials

Each week's module will contain links for all the assigned readings, lectures and any other learning materials. Students do not need to purchase any materials for this class.

Grading Policy

LEARNING ASSESSMENT

TOTAL POINTS: 1000

SEMINAR PARTICIPATION (SP): 14 X 20 = 280 POINTS

READING REFLECTIONS (RR): 12 X 25 = 420 POINTS

MIDTERM: 150 POINTS

FINAL: 150 POINTS

EXTRA CREDIT: CHECK CANVAS MODULE

Extra Credit:

Students will have extra-credit/independent research opportunities that I will post on the Class Canvas Page.

Library Research Guides and Subject Librarians

The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the library during open

(Insert the URL address for the [Research Guides](#) provided by your subject librarian, contact information for the [Subject Librarians](#), and any applicable [Information for Distance Learners](#)).

Canvas Course

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the Canvas course, use your SSU Seawolf ID and password to log into [SSU's Online Services portal](#). Click on the **Canvas** link. When you get to the Canvas Dashboard, click on the course title you would like to access.

Visit the [SSU Canvas Support Center](#) to review frequently asked questions about using Canvas and also to view a list of technical recommendations.

Canvas Help and Student Computing Resources

Canvas and General IT Help Desk

Contact [Information Technology \(IT\)](#) if you need assistance accessing Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

About Canvas

- [Getting Started with Canvas](#)
- [Student FAQs](#)
- [Canvas Student Overview Video](#)
- [How to Get Started with Canvas](#) (Students)
- [Canvas Community Student Video Guides](#)
- [Canvas Student Written Guides](#)

Plugins

[Download plugins](#) that may be needed to access some content on or linked from SSU websites and Canvas. (If applicable, list any other plugins that may be needed to access/use publisher materials).

Canvas Community

Visit the [Canvas Community](#) to view written [Instructor Guides](#), written [Student Guides](#), and/or [Video Guides](#).

General Student Computing

Review the information posted at [IT Get Started, Students](#). There you will find computer use guidelines and a list of available computer labs.

University Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See [Important Policies and Procedures for Students](#).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Add a Class](#) has step-by-step instructions. [Registration Information](#) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](#).

Emergency Evacuation (Optional/suggested statement)

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon

as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should be familiar with the University's [Cheating and Plagiarism Policy](#). Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Additional Resources

Writing Support

The SSU Learning and Academic Resource Center (LARK), located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Learning and Academic Resource Center \(LARK\) Homepage](#) for more information on how to schedule time with a Writing Center tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career, or well-being. The [CAPS website](#) provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. – 5:00 p.m., Monday-Friday during the academic year.

Hyperlink URL's

1. Syllabus Policy - <http://www.sonoma.edu/policies/syllabus-policy>
2. GE/SSU Studies Categories: <http://www.sonoma.edu/academics/schools-departments>
3. Catalog: <http://www.sonoma.edu/academics/catalog>

4. Research Help Hours: <http://library.sonoma.edu/about/hours/detailed>
5. Research Guides: <http://libguides.sonoma.edu/?b=s>
6. Subject Librarians: <http://library.sonoma.edu/research/subjectlibrarians>
7. Information for Distance Learners: <http://library.sonoma.edu/services/distancelearners>
8. SSU's Online Services Portal: <https://login.sonoma.edu/>
9. Sonoma State University Homepage: <https://www.sonoma.edu/>
10. SSU Canvas Support Center: <https://lms.sonoma.edu/>
11. Information Technology (IT): <http://it.sonoma.edu/get-started>
12. Getting Started with Canvas: <https://lms.sonoma.edu/get-started-canvas?>
13. Student FAQs: <https://lms.sonoma.edu/canvas-students/student-faqs>
14. Canvas Student Overview Video:
<https://community.canvaslms.com/videos/1124-canvas-overview-students>

15. How to Get Started with Canvas (Students):
https://docs.google.com/document/d/1N5J_tGKhLabVNtbNznzImMJfbTTibZreTaoxqicI_oXU/edit

16. Canvas Community Student Video Guides:
https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

17. Canvas Student Written Guides: <https://community.canvaslms.com/docs/DOC-10701>

18. Download Plugins: <http://accessibility.sonoma.edu/plugins>

19. Canvas Community: <https://community.canvaslms.com/community/answers/guides>

20. Instructor Guides: <https://community.canvaslms.com/docs/DOC-10460>

21. Student Guides: <https://community.canvaslms.com/docs/DOC-10701>

22. Video Guides: <https://community.canvaslms.com/community/answers/guides/video-guide>

23. IT Get Started, Students: <http://it.sonoma.edu/get-started/students>

24. Important Policies and Procedures for Students: <http://www.sonoma.edu/policies>

25. How to Add a Class: <http://web.sonoma.edu/registration/addclasses>

26. Registration Information: <http://web.sonoma.edu/registration/>

27. Disability Access for Students:
<http://www.sonoma.edu/policies/disability-access-students>

28. Cheating and Plagiarism Policy:
<http://www.sonoma.edu/policies/cheating-and-plagiarism>

29. Learning and Academic Resource Center: <http://web.sonoma.edu/writingcenter/>

- Counseling and Psychological Services: <http://web.sonoma.edu/counselingctr/>

DSS

If you are a student with a disability and think you may need academic accommodations, please contact Disability Services for Students (DSS) located in Schulz 1014A. Please contact DSS as early as possible in order to avoid a delay in receiving accommodation services. The use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](#).

- Phone: (707) 664-2677
- Phone TTY/TDD: (707) 664-2958
- [DSS Website](#)

Counseling and Psychological Services (CAPS)

- Phone: (707) 664-2153
- [CAPS Website](#)

Sonoma State University
Department of Philosophy
Philosophy 303
Social and Political Philosophy
Class Location: Salazar 1034
Meeting Time: Wednesday, 4-6

Instructor Contact Information

Name: Dr. Andy Wallace

Department: Philosophy

Office Location: Nichols 312

Telephone Number: 707-664-2163

Email: andy.wallace@sonoma.edu

Office Hours: Thursday, 2-3, on zoom, and by appointment. See class canvas page for office hours zoom link.

Course Information

In this course, students critically examine canonical and contemporary texts on social and political philosophy. Students read selections from Jean Jacques Rousseau, John Stuart Mill, Karl Marx, and Michel Foucault. These authors address and examine salient, universal themes and problems in social and political philosophy: the nature of freedom, the origins of political legitimacy, the impact of economics on politics, and the nature of power.

Class will comprise lectures, small group activities and large group discussion. Students will have weekly short writing assignments on assigned reading, in class participation, midterm and final. Participation is necessary to keep up with understanding the assignments.

Philosophy can be a particularly demanding topic. It requires close, careful, and sustained reading of challenging material. It is not uncommon to read several times the same material before grasping it. Students are expected to read and understand approximately 30-40 pages a week of philosophical prose.

Student Learning Objectives

- Develop understanding of canonical questions, problems, and answers in social and political philosophy
- Develop understanding of the philosophical theories of Jean-Jacques Rousseau
- Develop understanding of the philosophical theories of John Stuart Mill
- Develop understanding of the philosophical theories of Karl Marx.
- Develop understanding of the philosophical theories of Michel Foucault.
- Improve critical reading, writing, and understanding skills.

Required Reading:

All assigned reading is posted on the class Canvas page. Students may need to download a PDF file to adjust the orientation for reading.

Course Requirements and Point Value

Weekly Critical Reflections (CR): 12 @ 35 points each (420 points)

Seminar Participation (SP): 28 @ 5 points each (140 points)

Midterm Exam: 170 points

Final Exam: 170 points

Term Essay: 100 points

Extra-Credit and Independent Study

Students will have opportunities to earn extra credit. Extra credit opportunities will be posted on Canvas. Point values TBD.

Grade Distribution on the basis of Points Earned (out of 1000):

<i>Total Points Earned</i>	<i>Class Grade</i>	<i>Interpretation</i>
930 – 1000	An	<i>Outstanding: Superior Performance</i>
900 – 929	A-	
870 – 899	B+	
830 – 869	B	<i>Commendable: Exceeds Expectations</i>
800 – 829	B-	
770 – 799	C+	
730 – 769	C	<i>Satisfactory: Fulfills Requirements</i>
700 – 729	C-	
670 – 699	D+	
600 – 669	D	<i>Needs Improvement: Below Expectations</i>
Less than 600 points	F	<i>Failure</i>

Canvas Course

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find all information about the class: learning materials, learning assessment, learning activities, announcements, office hours, zoom links, etc.. You are expected to login to Canvas every week to complete assignments and track your points.

To access the Canvas course, use your SSU Seawolf ID and password to log into SSU's Online Services portal (<https://login.sonoma.edu>). Click on the **Canvas** link. When you get to the Canvas site home, click on the “**My Courses**” menu located on the top navigation. Click on the link for this course (classes are listed by course name and number). Note: The login link is also conveniently located at the top of the Sonoma State University homepage (<http://www.sonoma.edu>) and many other university pages.

Canvas Help and Student Computing Resources

Canvas and General IT Help Desk

Contact the IT Help Desk (<http://www.sonoma.edu/it/helpdesk/>) if you need assistance with Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

Plugins

The Download Plugins page (<http://www.sonoma.edu/about/plugins.html>) lists plugins that may be needed to access some content on or linked from SSU websites and Canvas. (If applicable, list any other plugins that may be needed to access/use publisher materials).

General Student Computing

Review the Student Computing service page located at <http://www.sonoma.edu/it/students>. There you will find computer use guidelines and a list of available computer labs.

Assigned Reading

You do not need to purchase a textbook for this course. Assigned articles and chapters will be posted on Canvas. You will be expected to read approximately 20-40 pages of assigned reading per week.

In order to facilitate an optimal learning environment, it is our responsibility to:

- Give clear guidelines for all assignments and grading. Guidelines will be reviewed in class and posted on Canvas.
- Grade all assignments and *aim* to make your scores available on Canvas within one week of the assignment due date.
- Be in attendance every day that class is scheduled unless we are ill or there is an emergency.
- Begin and end class on time and be prepared for each class.

- Respect and treat all students fairly.
- Meet with you to discuss course material, during office hours or by appointment.
- Welcome your diverse viewpoints and opinions.
- Respond to your emails within 24-hours (apart from weekends, where you should allow 48-hours or until the next working day for more complicated queries).
- Encourage attendance and active participation during class.
- Encourage independent learning outside of scheduled class time.
- Help you develop skills in working with team members, critical thinking, verbal discussion, presenting, writing, and communicating effectively.

In order to facilitate an optimal learning environment, it is your responsibility to:

- Arrive on time, prepared, and stay for the entire class.
- Complete weekly reading and reflection assignments before coming to class.
- Stay alert. Attend and participate actively in class, including small group discussion and activities.
- Contribute to our learning community through collaboration and discussion.
- Complete assignments on time.
- Refrain from distracting behavior in class (e.g., texting, social media, whispering, sleeping, online shopping, organizing your schedule, doing homework for other classes, or being disrespectful to classmates or instructor).

- Check Canvas regularly (at least once every week) for course material, updates, grades, and class announcements.
- Contact one of the instructors as soon as possible if you are having any difficulty with course material or requirements.
- Respect the diverse experiences and viewpoints, of your classmates and the instructor.
- Actively listen to your classmates when they are speaking and allow others the chance to share.

Email and Communication

You are welcome to contact your instructors by email outside of class sessions. However, due to the high volume of email from students that we receive, please follow these guidelines in order to ensure that you receive a timely response.

- Use your SSU email address when writing to us and please put Phil 160 in the subject line of the message. This allows for easier identification of student and course-related email.
- Use appropriate email etiquette. Please use a courteous greeting and closing, write in complete sentences, and check your message for clarity.

University Policies

You need to be aware of several important University policies. These include: the add/drop policy, cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities, and the diversity vision statement. The policies are all available at the following web address: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on how to add class is available at <http://www.sonoma.edu/registration/addclasses.html>. The Registration Information page (<http://www.sonoma.edu/registration/regannounce.html>) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures.

<http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>.

Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e., assigning a classmate to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should know that the University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.

University Resources

SSU Writing Center

The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly.

Visit the Writing Center website

(<http://www.sonoma.edu/programs/writingcenter/default.html>) for more information on how to schedule time with a tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career, or well-being. The CAPS web pages

(<http://www.sonoma.edu/counselingctr>) provide information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.

Learning Skills Services and Multilingual Learners Program

These programs provide a wide variety of excellent academic, tutoring, and personal services for first-generation and low-income college students. Targeted services are available for multilingual students. Please check the Learning Center for eligibility criteria and specific details at: <http://www.sonoma.edu/lss/>



Philosophy 309 — Philosophy and Robotics

Spring 2023

Email: john.sullins@sonoma.edu

Course Web Page: Canvas

Class MW 1-2:50 PM, **in person SSU Maker Space Shulz Library**

Office Hours: T 1-2 PM, and by apt., Nichols 312 **and Zoom Online**

Your instructor has taught philosophy and robotics for over sixteen years. He worked as a philosopher of technology for Xerox PARC in Pal Alto in the early 1990's. His subjects of study are the philosophy of robotics, technology, and cognitive science.

I Overview

This course explores the computational turn in philosophy in a hands-on way. We not only critique robotics technologies and explore their implications on ethics and morality in an abstract way, but we will also build and test our own robots, so we have a better understanding of what it is we are critiquing.

The visionary computer scientist Jaron Lanier warns that computationalism has seductively transformed our understanding of human nature in both informative and misleading ways. He feels that when we see each other as computers, we tend to treat one another as gadgets or bits of information. We will explore this claim by looking at how robotics changes the way we understand human nature.

There is no use critiquing something one does not actually understand, so the class has a strong experimental component designed to learn the basics of programming and robotics. Towards this end, the students participate in several experiments and labs using software and robotic tools. There is no assumption of computer programming skill, but the student should be interested in learning some during the course of the class.

Note: This class requires a sense of exploration and creativity. Not everything will work on its first try and you will need to be flexible to do well in the class. If this is a problem, please talk to me about it.

Learning Objectives

This course will allow the student to:

1. Understand some of the major figures, theories, methods and styles in the history of the philosophy of Roboethics and Machine Ethics.

2. Build and program automatons, small robotic systems, and small mobile robots and use them in experiments.
3. Understand how Philosophic concepts drawn from epistemology, metaphysics and ethics can and should impact the design and use of information technologies and robotics.
4. Explore how information technologies and robotics affect the philosophy of law and medical ethics.
5. Use oral and written communication to describe, explain and critique philosophical arguments, including detecting fallacies, conceiving counterarguments, constructing effective reasoning in support of a thesis.
6. See the relevance of information technologies and robotics to their lives and its great impact on social/political/ethical issues facing the world today.
7. There is an addition opportunity to volunteer at the Sonoma County Office of Education Lego Robotics challenge.

II Required Texts

Books are available at the campus bookstore or online.

- 1) Great Philosophical Objections to Artificial Intelligence: The History and Legacy of the AI Wars. By: Eric Dietrich, Chris Fields, John P. Sullins, Bram Van Heuveln, Robin Zebrowski, [Bloomsbury Press](#)
- 2) Web Readings linked to on Canvas, so we can follow current trends in the topic.

III Grading

Final grades are final except when a calculation error has been made. This is official university policy and I cannot change it. I rarely allow incompletes, and you cannot take any test or quiz over. A missed quiz or exam will be a “0” grade unless prior arrangements are made.

- (a) Class participation **20%**: Students will be expected to participate in class. This grade will be based on the quality and quantity of each student’s discussions of the readings, and their sharing of insights, questions, and opinions with the other people in the class.
- (b) Reading Question Sets **15%**: Set 1 5%, Set 2 5%, Set 3 5%. Submitted on Canvas, no partial credit for late work.
- (c) Lab Participation **20%**: Labs are an important part of the class, during COVID we will be doing our best to complete these in person or at home, if we have to.
- (d) Conference/event participation **10%**: Participation in any of the listed online extracurricular events will count towards this grade. You will do two events and each count for 5%.
- (e) Deliverables **25%**: Final Group Project Brainstorm document, which counts at 5%. A final group presentation of your project, this will count for 10% of the grade. A group white paper that will meet the highest standards, which will count for 10% of the grade. All work will be turned in on Canvas.
- (f) Final Exam **10%**: An online exam covering an overview of all topics discussed in the class will be given during finals week.

Grading Scale

As = 89% and above

Bs = 79 - 88%

Cs = 69 - 78%

Ds = 59 - 68%

F = less than 59

Campus Resources

There are a number of campus resources available to enhance your studies. The Library has numerous workshops directed at finding research articles and presenting your ideas (<http://library.sonoma.edu/research/workshops.html>). This is a video of the basic library training (<http://library/sonoma.edu/orientation/>). There is also a good video on finding scholarly articles (<http://reference.sonoma.edu/channel/>). SSU also operates a Career Services office (<http://www.sonoma.edu/sas/crc/>). Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

IV Reading Schedule

DATE	Lecture Topic	Reading Assignment (#s here refer to the book listed in the required texts).	Assignment
Week 1 1/23 Live SSU Maker Space	Introduction, review syllabus. The Maker Movement	Philosophy Will be the Key to Unlocking Artificial Intelligence Why the Maker Movement is Here to Stay, by fitzwillie. The Maker Movement Gets a Dose of Critique	Due dates listed on Canvas and supersede anything written on the syllabus.
Lab 1/25 Live SSU Maker Space	Intro to the Maker Space	2) Ch 8-From Robotics and AI to Thinking About Moral Status and Human	

DATE	Lecture Topic	Reading Assignment (#s here refer to the book listed in the required texts).	Assignment
		Relationships by Mark Coeckeldergh	
Week 2 1/30 Live SSU Maker Space	Philosophy as the Key to AI	Computer Machinery and Intelligence. By A. Turing Why Moral Philosophy will be big business in tech. by Stuart Russell	Reading Reflection 1
Lab 2/01 Live SSU Maker Space	Toilet paper Computer	Maker Turing Machine	
Week 3 2/06 Live SSU Maker Space	Technologies of the Artificial—The Promise and the Peril	1) Ch1 Gödel and Foundational Objections to AI	Reading Reflection 2
Lab 2/08 Live SSU Maker Space	Automaton	2) Roboethics- Veruggio	
Week 4 2/13 Live SSU Maker Space	Philosophy, Artificial Intelligence, and Robotics: The ethical challenges	1) Ch 2. How Would We Know If a Computer Was Intelligent? The Turing Test is Not the Answer Ch 3. How Computer Science Saved the Mind	Reading Reflection 3
Lab 2/15 Live SSU Maker Space (Free Lab)	Add to and Motorize the Automaton	Lab Talk: 2) US Developments in AI Ethics and Governance” Special Issue Exploration of a New Regulatory Paradigm for the Advancement of the Fourth Industrial Revolution. To be published in 경제규제와 법(Journal of Law & Economic Regulation), Sullins	Question Set 1 Due

DATE	Lecture Topic	Reading Assignment (#s here refer to the book listed in the required texts).	Assignment
Week 5 2/20 Online	Intro to Roboethics	Roboethics: Social and Ethical Implications of Robotics 1) Ch 4. Implementing an Intelligence	Reading Reflection 4
Lab 2/22 Live SSU Maker Space	Robot Lab 2	Lab Talk: 2) The Nature, Importance, and Difficulty of Machine Ethics by James H. Moor	
Week 6 2/27 SSU Maker Space	Difficulty of Machine Ethics	1) Ch 5. The Strange Case of the Missing Meaning: Can Computers Think About Things?	Reading Reflection 5
Lab 3/01 Live SSU Maker Space	Make your automaton into a robot system	Lab Talk: 2) AI and Robots at War "An ethical analysis of the case for robotic weapons arms control," 2013 5th International Conference on Cyber Conflict (CYCON 2013), Tallinn, 2013, pp. 1-20. J. P. Sullins,	
Week 7 3/06 Live SSU Maker Space	AI and The Frame Problem	1) Ch 6 What is Relevant to What? The Frame Problem Ch 7 What about Consciousness?	Reading Reflection 6
Lab 3/8 Live SSU Maker Space	Mindsorms Lab 1&2		
Week 8 3/13 Live SSU Maker Space	Autonomous Cars: Asleep with and AI at the Wheel	Tesla Autopilot Crash: Why We Should Worry About a Single Death , by Patrick Lin	Reading Reflection 7
Lab 3/15 Live SSU Maker Space	Mindstorms Lab 3		Form Final Project groups

DATE	Lecture Topic	Reading Assignment (#s here refer to the book listed in the required texts).	Assignment
Week 9 3/20	Spring Break		
3/22	Spring Break		
Week 10 3/27 Live SSU Maker Space	Machines of Loving Grace: Trust and Medical Robotics	2) "Trust in Robotics" Chapter 26 in Simons, Judith, editor. Philosophy: The Routledge Handbook of Trust and Philosophy.	Discussion on Canvas
Lab 3/29 Live SSU Maker Space	Group Projects finalized		Question Set 2 Due Final Project Brainstorm
Week 11 4/03 Live SSU Maker Space	Trust and Robotics: Can I Trust Alexa?	2) Unidirectional Robot Bonds- Mathias Schuetz	Reading Reflection 8
Lab 4/05 Live SSU Maker Space	Student Projects	2) Robot Moral Advisors -Giubilini & Savulescu	
4/08	Robot Block Party	Register for free @ https://www.eventbrite.com/e/robot-block-party-tickets-491095619217?aff=ebdssbdestsearch	Circuit Launch 8000 Edgewater Drive #Suite #200 Oakland, CA 94621
Week 12 4/10 Live SSU Maker Space		1) Ch 8 Ethical Issues Surrounding AI Applications 2) Moral Deskilling and Upskilling in a New Machine Age-Shannon Vallor	Reading reflection 9
Lab 4/12 Live SSU Maker Space	Student Projects	2) Patience is not a Virtue-Johanna Bryson	

DATE	Lecture Topic	Reading Assignment (#s here refer to the book listed in the required texts).	Assignment
Week 13 4/17 Live SSU Maker Space	Artificial Ethical Agents	3) When is a robot a moral agent? Sullins	Discussion on Canvas
Lab 4/19 Live SSU Maker Space (Free Lab)	Student projects	Build Components for “Three” Game	
Week 14 4/24 Live SSU Maker Space	Algorithms of Oppression	2) Algorithms of Oppression Ch 1 Interview with Safiya Noble	Discussion on Canvas
Lab 4/26 Live SSU Maker Space	Student Projects	Build Components for “Three” game	
Week 15 5/01 Live SSU Maker Space	Unacceptability of 3 laws of robotics	2) Runaround by Isaac Asimov “Three” Game run-through	Discussion on Canvas
Lab 5/03 Live SSU Maker Space	Student Projects		
5/6/23	Sonoma County Lego Robotics Challenge	https://www.scoe.org/pub/htdocs/ robotics-challenge.html 8:45AM -4PM	Elsie Allen High School, Santa Rosa
Week 16 5/08 Live SSU Maker Space		1) Ch 9 Could Embodied AIs be Ethical Agents and Conclusion	Reading Reflection 10

DATE	Lecture Topic	Reading Assignment (#s here refer to the book listed in the required texts).	Assignment
Lab 5/10 Live SSU Maker Space	Group Presentations!		Question Set 3 Due White Paper and presentation uploads are due !!!!!
5/15 Live SSU Maker Space	Group Presentations!		
Final 5/15/23 —	Final Exam	Online Open on Monday 5/15 Due at 3:00 PM.	

Other Information

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.
10. All work done online must be your own.

Senior Seminar: Phil 400
Spring 2023

Dr. Gillian Parker, Spring, 2023

E-mail: parkerg@sonoma.edu (I'm good at replying quickly)

Course Time: Tuesday and Thursday, 1:00-2:50AM

Office Hours: After class on Zoom or set up via an e-mail request

This course is *Bisynchronous*: Some days we will meet on Zoom during the class period and other times you will get on with work independently and asynchronously (though assignment deadlines do exist). Please look on the course Schedule for the letters: **(AS)** to find out when you will be working asynchronously. On the days we do meet you are expected to attend with your video on, having done the assigned reading, and well prepared to discuss the course material with your peers.

COURSE OBJECTIVES: PHILOSOPHICAL AND PROFESSIONAL

Senior Seminar is the Philosophy Department's capstone course for advanced Philosophy majors and minors. The course is intended to finely tune the research, written, and oral skills you have been developing as you have progressed through the philosophy major. We will consolidate these skills using the theme of the Philosophy of Food, in particular, Food Ethics.

The other goal of Senior Seminar is to help you on the road to "becoming a professional". With this in mind you will be asked to marshal the skills you have developed in the last four years to complete a couple of final assignments that could be used to showcase your academic abilities to a future graduate school or employer. You will also be asked to take some steps towards creating a plan for after graduation and to market yourself.

Therefore, the objectives of Senior Seminar are several:

- To research and gain some expertise in another interesting specialized area of philosophy: the philosophy and ethics of food.

- To further develop and fine tune the student’s research, writing, and oral presentation skills.
- To prepare the student for life after the Philosophy Department at Sonoma State University, including an understanding of the post-graduate paths available for those with a degree in Philosophy.

THE PHILOSOPHICAL CONTENT: PHILOSOPHY OF FOOD

As individuals and as a nation we make choices about food every day. These choices are expressions of the values we hold. Sometimes the choices reflect an aesthetic value: the food is delicious or disgusting. Sometimes the choices reflect our moral values: judgments about whether the food is permitted or forbidden. Likewise, the choices might reflect cultural and religious values: the food is highly regarded or of low-status, our religion forbids it, etc. Sometimes the choices reflect pragmatic values: the food is within our price range, is good for our health, etc.

In this class we will focus primarily on the ethics of what we eat. We will look at the ethics of the production, distribution, and consumption of food. We will explore the ethical problems that exist in our food system as we consider topics such as global hunger, food justice, food labor, food and identity, animal agriculture, and overconsumption and obesity.

READING MATERIAL: All reading material is stored in Canvas>Files in the folder called “Reading Materials”. On the Schedule and in the Assignment portals, readings will be noted as simply title and author, in which case they are PDFs in Reading Materials, or, as title and author and [link], in which case the reading is a link in the Links file in Reading Material.

GRADED ASSIGNMENTS MEETING COURSE OBJECTIVES

- **Service Learning:** 5 hours of service learning are required in this class. If you are a philosophy major you cannot pass this class without completing the service learning—it is a requirement for your degree and appears on your transcript (10% of final grade)
- **Reading and Film Responses:** (15% of final grade)
- **A Research Essay:** on a food issue. This will be a polished short research paper, on an issue in food ethics, using your best thinking, writing, and organizational skills such that anyone reading it, regardless of whether they have any interest in food, will have an accurate understanding of your academic abilities. (35% of final grade)

- **A Professional Marketing Slide Presentation OR Post-Graduate Paper Presentation:** This assignment includes presenting to the class. (30% of final grade)
- **Your Resume with Social Networking link added:** (10% of final grade)

GRADING SCALE

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	0-59	F

**Please keep track of your grades on Canvas and discuss any worries you might have with me.*

COURSE POLICIES

- **Late Work:** There are no make-up assignments in this class. Deadlines are hard and the submission portals will close after the deadline. You should *not* ask me to accept late work from you since I would have to offer the same opportunity to everyone who does not submit their work on time in which case deadlines would become obsolete.
- **Zoom Requirements:** Please have your video on for our meetings. Please be on mute until you raise your hand to talk.
- **Cheating/Plagiarism:** Any form of cheating or plagiarism in this class will be reported to SSU's Dispute Resolution Board after a meeting with the student. Among other things, cheating includes copying the work of others or allowing your work to be copied. My recommendation for this infraction is to give a "0" grade for the relevant work and submit paperwork to the Dispute Resolution Board. [SSU plagiarism description and consequences](#)
- **Turnitin, AI, and Plagiarism:** All your written work will automatically be checked by Turnitin. If Turnitin shows you that 25% or more of your entry is considered copied, then you have the choice to rework it before submitting. If it is submitted above the 25% threshold then the

assignment will receive zero points. If AI assistance is detected in your work, you will be subject to an immediate oral exam on the assignment material.

- **Disabilities:** If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Schulz 1014A, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations.

External Program Review

Philosophy Department

Sonoma State University

Reviewer: Troy Jollimore

Department of Philosophy

California State University, Chico

March 2024

On February 8, 2024, I visited the Sonoma State University campus to meet with faculty, students, and administrators regarding SSU's Philosophy Department, which I had been asked to review. I have also read the available pertinent materials, including the most recent self-study conducted by the department, and numerous sample syllabi for courses offered by the relevant faculty. I am happy to be able to report that my research and experiences have left me with a very strong positive impression of the philosophy department—an impression that seems to be generally shared among the people I met and talked with on my visit. I was especially struck by the positive sentiments expressed by SSU's philosophy students, who regard the department as a whole, and the individual faculty members, very highly indeed. These students clearly take themselves to be having a high quality educational experience, and are not only satisfied with but enthusiastic about the department and the instruction they are receiving.

A bit of background regarding the department. SSU's philosophy department has five full-time tenured faculty members and a number of lecturers. In 2017 the department overhauled its program, having made the decision to focus specifically on ethics, justice, and values. This did not mean that other areas within philosophy, including the history of philosophy, would be entirely omitted; rather, they would be covered in as much as they were taken to be relevant to the topics the program would now center on. But the program would have a clear and specific focus, rather than attempting to offer instruction in all areas of philosophy on an equal basis. This choice was a strategic one, driven largely by the realities of available resources, and by the interests, specialties, and capabilities of the faculty members. In a broader sense, it seems to me, it also serves as a way of establishing a clear identity at a time when many members of the general public, and a not inconsiderable number of higher education administrators, find themselves feeling somewhat uncertain regarding the value of the humanities.

When I first read about this strategy I was surprised, and perhaps a bit skeptical about how effective such a program might be. At this point, however, having familiarized myself with the program, and having spoken with the faculty and a number of students, it is clear to me that this strategy was well chosen and has borne considerable fruit. SSU's philosophy department is offering its students a robust and admirable education in philosophy, and I have no doubt that the quality of what they offer is higher than it would be if they were to spread themselves thin in an attempt to cover every aspect of philosophy as currently studied and practiced in academia at large. Moreover, the particular set of topics focused on—again, ethics, justice, and values—coincide strongly with the interests of a very large number of contemporary students. Finally, one can hardly doubt the intrinsic significance of the questions and issues this program has chosen to address. Perhaps I am a bit biased, being an ethicist myself, but it has always seemed to me

that it is simply impossible to become a genuinely educated person without addressing, in a serious way, the pressing ethical issues of one's time, and learning to think intelligently about those issues.

The departmental website does a good job of identifying the department's focus and of providing a concise and persuasive student-oriented rationale for such a course of study:

"At Sonoma State University, the philosophy department specializes in the study of ethics and values. Students critically examine life's deepest questions, and learn how to evaluate solutions to vital problems and debates in contemporary society. If you are curious about the origins of value, or what makes life worth living, or how to promote the public good, then majoring in philosophy is a smart choice."

As part of the 2017 revision / overhaul, the department established four Program Learning Outcomes:

- (1) Analyze and Evaluate Arguments
- (2) Develop ability to argue persuasively for a thesis based on scholarly research
- (3) Apply philosophical theory and methods to daily life
- (4) Articulate and argue for core values (moral and non-moral)

These outcomes seem well selected and entirely appropriate to serve as guidelines for a program of this nature. Moreover, my conversations with faculty and students instilled confidence that the program in its current instantiation—and with its current focus on ethics, justice, and values—was designed and was being implemented in a manner that was very likely to effectively and successfully achieve these goals.

Part of this success is due to the decision to organize the philosophy program into four concentrations. Social Justice addresses issues regarding gender, race, and power. Pre-Law and Applied Ethics emphasizes intersections of law, politics, and ethics. The Good Life is oriented around concepts of well-being and the foundations of value. Science, Technology, and Ethics emphasizes issues arising in connection with artificial intelligence while also addressing broader ethical concerns related to technology and science.

These four concentrations constitute a group that is not only coherent, with just enough common themes and overlap to avoid the risk of fragmentation and programmatic isolation, but also comprehensive: it is not easy, that is, to think of a major area of philosophical ethics that could not be comfortably connected

with the core concerns of one of these concentrations. Moreover, in as much as I am positioned to make such a judgment, it seems to me that all four of these concentrations are skillfully and thoughtfully designed, and that each offers its students a high-quality educational program. The department's faculty possess the relevant and necessary expertise to successfully and effectively teach the requisite courses. The 2018 addition of Megan Burke should perhaps be specifically mentioned, as it was clearly a boon to the department, particularly with respect to the Social Justice concentration. I talked to several students who were very enthusiastic about the Science, Ethics, and Technology concentration, and about the instruction provided by John Sullins, the central faculty member with respect to that concentration, who is clearly enthusiastic and deeply engaged with his students. I suspect that, given current social and technological developments, this concentration will continue to be a very popular and attractive one to many students, and seems likely to provide its graduates with very interesting career prospects.

In addition to the concentrations described above, all philosophy majors, regardless of concentration, are required to take five classes: Introduction to Philosophy, Becoming a Philosopher, Applied Ethics, Ethics and Value Theory, and Senior Seminar. Moreover, two of the courses that are required for students in all concentrations ("Becoming a Philosopher" and "Senior Seminar") are service learning courses that call on students to apply their philosophical knowledge and training to real world situations. Altogether, the organization of the program achieves an admirable balance between courses that establish knowledge of basic and central philosophical knowledge and that build core philosophical skills, most centrally critical thinking and analysis; concentration-specific courses that enhance the student's understanding and capabilities within the contours of a more defined focus; and courses that emphasize what is sometimes neglected in philosophical education, the practical side of philosophy.

It is, then, a well-designed program being taught by faculty who possess the skills and expertise to teach it well, and their success in doing so is reflected in the engagement and palpable enthusiasm of the students—an enthusiasm a number of students were more than willing to share.

There are very few negatives to counterbalance these positives. I did talk to one student who was a bit disappointed in the department's specific focus on ethics, and felt that his personal philosophical interests were broader than the department's. Since these feelings were expressed by *only* one student, out of the several I talked to, and given that the others clearly were very happy with this focus, this did not strike me as a cause for alarm; particularly given the strength of the reasons that lay behind the decision, and the economic and other pragmatic realities that lay behind it. Only one of the department's part-time lecturers showed up to meet with me, and he provided a mixed review of the department; while he had some

positive things to say about the program and his colleagues, he was somewhat frustrated at not being able to teach some courses he strongly desired to teach. I do not think I have enough familiarity with the situation to comment further on this, and I certainly recognize that departments are always limited in terms of the specific teaching assignments they are able to offer their faculty, particularly their part-time lecturers. Moreover, having only met with one part-time lecturer, there was no way for me to achieve anything resembling a general view of such matters.

One issue, though, does call out for some attention. It is not a weakness within or of the program or department, but rather a potential danger facing it. It appears that Sonoma State is about to undergo an administrative reorganization, and that one outcome of this will be that the Philosophy Department will no longer have its own internal chair; rather, it will have a figure to be known as a 'coordinator.' The department will be to some degree combined with the English Department and the Women's and Gender Studies department, and that group of three departments, if I understand the situation correctly, will have a chair.

Several of the department's faculty members expressed grave concern about this change, and it is not difficult to see why. At present, it seems difficult to reach anything resembling a precise estimate of the impact on the department, as details of just what the change will amount to seem to be somewhat elusive. But this itself is, of course, a cause for concern, and makes it difficult for members of the department to plan accordingly. It seems highly likely, at any rate, that the resulting configuration will mean somewhat less autonomy for the Philosophy Department, and will have the result that important and at times crucial decisions will likely be made by someone whose primary expertise is not in philosophy. It is hard to imagine such a situation being an advantage to the department. And symbolically, such a change seems to express, on the part of the administration, a failure to properly appreciate the value of the department and the work that it does. It is not clear, of course—or at any rate, not to an outsider like myself—that anyone in the administration actually feels this way. But from the perspective of those affected, it is almost inevitable that it will be perceived in such a way, and this is in itself unfortunate. It would be a shame if this sort of administrative change got in the way of the valuable and important work the department is currently engaged in, or diminished their ability—which is, at the moment, admirable and impressive—to provide their students with what is clearly a high quality educational experience.

Troy Jollimore

May 8, 2024

Dean's response to SSU Department of Philosophy Self-Study and External Review, 2023-24

I am appreciative of the thoughtful and detailed self-study conducted by the Department of Philosophy as well as the external review by Dr. Troy Jollimore from the Philosophy Department of Chico State University. The general conclusion of both reports was the same: The Sonoma State University philosophy department is a healthy, robust and well-run program.

Following a previous review, the department redesigned its program to focus on ethics, justice and values, organizing the curriculum into four concentrations. One of those concentrations, Social Justice, aligns perfectly with one of the university's core values of *social justice and diversity*. The program also mindful of the university's other core values. For instance, it's strong service-learning component aligns well with *connectivity and community engagement*. The department is also a strong contributor to the university's GE offerings.

In terms of resources, the Philosophy Department is doing relatively well despite a budget crisis sparked by a sharp decline in overall campus enrollment due to the pandemic. They currently have five permanent faculty who are engaged instructors and scholars. Despite the solid health of the program, department members recognize the need to recruit new students to both their minor and their lower-enrolled concentrations of Social Justice, and Science, Technology and Ethics. I believe these concentrations also offer some excellent opportunities to build future collaborations with programs in both the sciences and social sciences that could further expand the department's reach and footprint on this campus. I also support their expressed desire to collect more assessment data, and agree that, despite budgetary issues, there needs to be a greater focus on ways to provide more financial support for faculty research and professional development.

There were concerns expressed in both the departmental program review and external reviewer's report about the pending academic reorganization, particularly the plan to group current departments into schools, with one chair overseeing the school grouping. The plan is to put Philosophy in the same school with English and Women's and Gender Studies. One worry is that the structural integrity and of individual programs will be damaged.

However, as the plan has evolved, I am hopeful the health and effectiveness of the Philosophy Department will remain strong. Faculty member Megan Burke will serve as associate chair next academic year and become the school chair in the following year. Both the provost and dean of the new college where the program will be housed have also expressed their commitment to supporting individual programs during the reorganization and being responsive to needs and any issues that might arise.

Finally, I would like join Dr. Jollimore in commending the department for its thoughtful attention to its curriculum and for serving its students by providing them “a high-quality educational experience”.

Sincerely

A handwritten signature in black ink, appearing to read 'Ed Beebout', with a stylized flourish at the end.

Ed Beebout
Dean, School of Arts and Humanities
Sonoma State University
beebout@sonoma.edu

UPRS Findings and Recommendations Report

Professor Josh Glasgow visited UPRS on 9/25/2024 to discuss the Philosophy Department self-study. This FAR is based on UPRS committee review of the documents submitted by the department, including their self-study, the external reviewer's report, the Curriculum Committee letter, the Dean's letter, and the discussion between Professor Glasgow and UPRS members during his visit.

Curriculum

In this Program Review, the Department of Philosophy clearly delineated the work it has conducted in extensively revising its curriculum based on the results of its 2016 Program Review and other departmental conversations. The curriculum is centered on the core competency of critical thinking, the foundation of other core competencies as defined by WASC. In contrast to many undergraduate Philosophy programs, which are designed to prepare students for graduate study, SSU's curriculum focuses on ethics, justice, and values: "Students critically examine life's deepest questions, and learn how to evaluate solutions to vital problems and debates in contemporary society." These student learning outcomes are reflected throughout the curriculum. And, per the Dean's letter: The Social Justice concentration "aligns perfectly with one of the university's core values of social justice and diversity."

The program is also mindful of the university's other core values. For instance, its strong service-learning component aligns well with "connectivity and community engagement." The department has solid plans for further building out the Social Justice and Technology Ethics concentrations, developing the latter into a minor, as well as for examining the relationship between how lower-division courses feed into the major (e.g., does the Good Life concentration have higher enrollment because entry courses are taught by faculty for whom this is an area of speciality).

Additionally, the department representative noted the loss of the 1-unit lecture series and that Philosophy hopes to revisit reinstating the series for General Education credit within a couple of years. The program plays a major role in General Education offerings across undergraduates.

Assessment

The Philosophy Department's current Program Learning Outcomes include the following:

1. Analyze and evaluate arguments
2. Develop ability to argue persuasively for a thesis based on scholarly research
3. Apply philosophical theory and methods to daily life
4. Articulate and argue for core values (moral and non-moral)

In its self-study, Philosophy describes its assessment process thus:

“...our assessment practices can be tightened up, in multiple ways. (1) Assessment Committees can use the same standard of evaluation from year to year (as opposed to alternating between “proficient” and a percentage-based approach). (2) We can conduct assessment every year. (3) We can assess other learning outcomes besides just our first. (4) We can gather graduation surveys more consistently.

“We have not yet made any changes to the curriculum based on our assessments. We do not at present plan any new assessment strategies over the next seven years. Instead, we intend to redouble our efforts on the present course, try to secure more robust data sets, and see what we can learn from the results.” (pg. 6).

According to the self-study documents and the discussion with Philosophy during the visit to UPRS, Philosophy is aware of the need to improve its assessment methods and notes specific ways of doing this in its self-study. In the self-study’s Action Plan, UPRS notes that the Philosophy self-study recognizes the need for assessment data. However, faculty report that they are currently comfortable with what could best be characterized as a hands-off approach to PLO assessment, preferring to prioritize course learning outcomes.

Staffing and Resources

Per the conversation with the department chair, Philosophy is currently “okay” with the current number of faculty. However, they note that most faculty are senior and 1-2 retirements are expected over the next 5 years. Each of the four tracks in Philosophy is taught by a core faculty member with adjunct instructors assigned to sections as required. The department representative noted that advising is time consuming but currently manageable. They have the support staff necessary to function with reasonable efficiency.

Students

Enrollments are relatively stable, and, in fact, some concentrations are seeing increased student enrollment. Philosophy students are approximately 35% Latinx, with a slightly greater percentage of female to male students. Graduation rates are slightly lower than the university as a whole, and the faculty are exploring why this is the case.

Commendations

The Philosophy Department is commended for a thoughtful and engaged review process, beginning with the completion of the prior review in 2016. The findings and recommendations from that review led to the complete overhaul of the program in the following year. As the curriculum committee noted: “we recognize the thoughtful approach the Department has taken to overhaul its program in a way that integrates the resources of the department, the needs of the students, and the strengths of the faculty.” UPRS commends the Philosophy faculty for their thoughtful realignment of the curriculum to prioritize student interests with faculty resources. The discussion with Professor Glasgow was fruitful: He anticipated several of the questions UPRS had intended to ask and also addressed the points raised by Dean Beebout and the external reviewer.

Recommendations

1. Continue to implement the improvements in assessment outlined in its self-study, in alignment with WASC requirements. The program’s learning objectives are clearly defined goals that lend themselves well to evaluation using embedded assessment. Faculty could view assessment as a faculty-driven process that provides valuable feedback to be used in curriculum planning, especially with regard to its core goal of teaching students to be critical thinkers. Although some faculty may feel that course-level evaluation provides adequate feedback to evaluate the degree to which students are learning critical thinking and the other PLOs, best practices and WASC guidelines require faculty to consider assessment as an ongoing process integral to curriculum planning.
2. CTET and/or Academic Affairs are available as resources and support on a variety of assessment processes.
3. Monitor the impact of reorganization on the department, keeping in mind the stated goals of the administration to continue supporting Philosophy’s excellent work. The administration’s recognition of how Philosophy values social justice

and the close tie between learning objectives and SSU's strategic goals could be a strong selling point.

4. Continue department efforts to recruit students into the minors, which have historically been a key part of the program.
5. Explore avenues for again offering the PHIL 205 Lecture series class that served as a recruitment tool for majors and minors. As per discussion during the UPRS visit, if the course can no longer be offered as a 1-unit course, perhaps it could be offered as a 3-unit course, if resources were available.
6. Continue development of a certificate or even a minor related to ethics and technology, which could serve as a unique and popular recruiting tool for students in the major and the minor but also needed in today's societal and professional contexts.

Action Plan / (MOU) Philosophy BA			
Rec	Action	Responsibility	Planned Completion (e.g. by mid-cycle)
1	Connect with CTET and/or Academic Affairs on resources and support regarding assessment processes		
2	Continue to monitor the impact of reorganization on the department		
3	Continue recruitment efforts for Philosophy minor students, specifically in lower-enrolled concentrations		
4	If resources are available, consider offering PHIL 205 lecture series class as a recruitment tool (look into converting the 1 unit course to 3 units is plausible)		
5	Further develop a certificate or possibly a minor related to ethics and technology		
6	Continue implementing the improvements in assessment outlined in the self-study to align with WASC requirements. Consider this assessment as an ongoing process which is integral to curriculum planning.		
7	Explore opportunities to build future collaborations with programs in the sciences and social sciences to further expand the department's reach on campus		
8	Collect more assessment data and focus on ways to provide more financial support for faculty research and professional development		

Note: Emailed to Chair, Dean, Provost Karen Moranski