



Your University of Choice

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## COURSE SYLLABUS

Term: 2015-2

<b>Course: Great Philosophical Ideas (PHIL 200A)</b>
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<b>Instructor Information:</b>	
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<b>Instructor Name</b>	Michael McGehee
<b>Office Number:</b>	Room 517
<b>Phone Number:</b>	(219) 473-4350
<b>Email:</b>	mcmcgehee@ccsj.edu
<b>Hours Available:</b>	Mondays, 4:00-6:00pm Wednesdays, 5:00-6:00pm Tuesdays/Thursdays, 3:00-6:00pm *All office hours are by appointment
<b>Instructor Background:</b> M.A., Philosophy, The University of Chicago, 2013 B.A., Philosophy and History, Cornell College, 2009 CCSJ Band Director Advisor to CCSJ Philosophy Club	
<b>Courses Taught at CCSJ:</b> Foundations of Western Culture (HUM 110), English Composition (ENG 103), Great Philosophical Ideas (PHIL 200), Business and Professional Ethics (PHIL/BSMT 375), Metaphysics (PHIL 321), Epistemology (PHIL 322), Ethics (PHIL 323)	

<b>Course Information:</b>	
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<b>Course Time:</b>	
<b>Course Time:</b>	Mondays and Wednesdays, Noon-1:30pm
<b>Classroom:</b>	TBA
<b>Prerequisites:</b>	RLST 130 or 131; Junior Status
<b>Required Books and Materials:</b>	^ Texts via Blackboard (printed out by the student before each class) ^ Two spiral notebooks, one for taking notes and one for journal writing
<b>Learning Outcomes/ Competencies:</b> 1) Understand the basic terminology used by the great philosophers;	

- 2) Articulate the philosophical themes of major philosophers from their writings and within their historical settings;
- 3) Evaluate the various philosophical perspectives;
- 4) Begin to reflect critically about the nature of reality, wisdom, and ethics;
- 5) Develop a personal philosophy in conversation with the great philosophers.

Strengthening critical thinking and oral communication skills is a strategy essential to accomplishing the above five goals:

- 1) Comprehend and interpret challenging texts,
- 2) Question and judge ideas for yourself,
- 3) Discern the implications of ideas and convictions,
- 4) Support your views with reasoning,
- 5) Speak confidently and clearly in a public setting,
- 6) Listen and respond to others in a respectful conversation,
- 7) Respond calmly and thoughtfully to questions in a public setting.
- 8) Exercise leadership in class.

**Course Description:**

In this course, students seek what is true and good in conversation with the Great Books of Western philosophy. The foundation is the Seminar, an open conversation centered on a text and guided by the instructor. Students read and discuss works by Plato, Aristotle, and other philosophers of classical Greece and Rome, scholastic and spiritual thinkers of the Middle Ages such as Anselm and Aquinas, and seminal thinkers of the modern world, such as Rene' Descartes, John Locke, and Friedrich Nietzsche. This course is the Capstone of the General Education curriculum. The Signature oral exam and writing assignment are requirements of this course.

**Learning Strategies:**

Lecture, Group Discussion, Class Discussion, Paper Writing, Journal Writing, Blackboard, Presentations

**Experiential Learning Opportunities:**

**Assessments:**

<b>Assessments:</b>		
<b>Seminar Participation</b>	20% of Final Grade	
<b>Blackboard Posts</b>	20% of Final Grade	
<b>Critical Reflections</b>	15% of Final Grade	
<b>Journal Entries</b>	10% of Final Grade	
<b>Final Paper</b>	25% of Final Grade	
<b>Oral Defense/Examination</b>	10% of Final Grade	
<b>Signature Assignments</b>	This General Education class will help you prepare for CCSJ's Signature Assignments, a common written and oral project that students complete in Social	

	Justice as freshmen, Religious Studies as sophomores, and Philosophy as juniors. Signature Assignments are assessed for written communications, oral communications, and critical thinking. You must meet required scores in Religious Studies to move ahead to Philosophy, and in Philosophy to complete your General Education program.	
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**Explanation of Assignments:**

**Seminar Participation**

Your attendance of class lecture and active engagement in class discussion during seminar is a very significant part of your overall performance in the course. It is essential that you attend class having done the reading in advance and ready to ask well-thought out questions about the reading in class.

Your participation in seminar each week will be graded based on the following (out of 10 points):

1. Demonstrating your understanding of the text through thoughtful questions and comments during seminar. (4 points)
2. Politely listening to your fellow classmates questions and comments and stayed attentive through seminar. This means no checking your phone, no sleeping, no talking to your neighbor, and, in general, no leaving the room. (3 points)
3. Showing up with the text in-hand, annotated and with your quote from your Blackboard post highlighted or marked. (3 points)

**Blackboard Posts**

Before seminar each week, students will post a quote from the reading, an interpretation of the meaning of that quote, and a question about the quote for the class. Then, you will respond to one of your fellow students' questions.

So, each week you will be responsible for and graded on the following (out of 10 points):

1. Reading the assigned text at least twice (for understanding) before seminar.
2. Finding, posting, and interpreting a quote from the text online. (4 points for your interpretation, 2 points for the quote)
3. End your post with a question that you had about the reading for the class to try to answer. (2 points)
4. Responding to *at least one* fellow student's post with a thoughtful comment or question. (2 points)
5. Coming to seminar with the text printed out and with your quote highlighted.

**Journal Entries**

During the first fifteen minutes of every lecture class, students will write two or more paragraphs in response to a prompt, typically concerning the previous night's reading. Students will turn these entries in near the end of the course, and are responsible for keeping track of them and making

them up on their own. These journal entries are a low-stakes way to start thinking through the issues we will discuss in class. Students should refer to their journal entries to remember what they are interested in discussing and writing about for their final paper.

### **Critical Reflections**

The student will reflect on the assigned reading by writing one to three well-written pages in response to a particular aspect or section of the reading. Students should try to demonstrate that they understand the material by explaining the arguments in their own words, using their own examples and examples from the text. Do not quote the text word-for-word, but please do cite (with author's last name and page number in parentheses) the sections of the text that support your interpretation.

### **Final Paper**

The final paper will be 5-8 pages, double spaced, on a topic in philosophy, utilizing at least one primary text from the course.

Note: You must submit a rough draft of the final paper by Week 12. You will receive instructor comments within about a week. You should use these comments to improve your paper.

### **Oral Defense/Examination**

The Oral Defense and Examination is the capstone of the entire course, which itself is the capstone of the General Education Program, as Great Philosophical Ideas is the last required course in the General Education sequence. If you fail the Oral Defense and Examination, you will be forced to repeat them within one semester or fail the course, so be sure to take this seriously. It comes in two parts, and will test all of the skills you should have gained by the end of the course.

For the first part, you will speak extemporaneously (that is, without a written speech or note cards) for three minutes about a particular philosopher, philosophical concept, or philosophical text, to be decided at a later date.

For the second part, you will defend a thesis in an oral presentation of your final paper, in front of the class. You will be asked to present the thesis of your paper clearly, and explain how the parts of your paper support that thesis, as well as answer some possible objections. I will also ask you questions for clarity and to check for understanding.

You should dress as you would for an interview, that is, formally. You will also be graded on your public speaking ability; you will get good practice at this during seminar, so don't sweat it. By the time you defend, you'll be ready, as long as you've done good work on your paper and regularly participated in seminar, class discussion, and blackboard. As per Philosophy and Religious Studies program standards, this presentation will be recorded, both to act as a formal record and so that the videos will be assessed.

### **Signature Assignments and Portfolio**

In addition to the other requirements of the course, you will also be required to complete and turn in the following assignments in order to pass the course. Note: These assignments make up your

General Education Portfolio, and will be assessed externally (not by the instructor), and will not otherwise affect your grade.

1. An In-Class Essay
2. A General Education Cover Letter
3. A copy of your Final Paper
4. A copy of a rough draft of your Final Paper

### **Course Schedule:**

**\* All texts should be downloaded and printed out from Blackboard unless otherwise noted.  
\* You will post on Blackboard and be responsible for participating in Seminar every single week.**

<b><u>Class Meeting Date</u></b>	<b><u>Class Topic/Readings</u></b>	<b><u>Papers Due</u></b>
01/11/16	Introduction to the Course	
01/13/16	Introduction to Philosophy Claims and Grounds	
01/18/16	NO CLASS – MLK Day	
01/20/16	Seminar: Plato – Euthyphro	
01/25/16	Claims and Grounds Part II Emma Watson's Speech to the UN Plato's Meno (Short Selection)	
01/27/16	Seminar: Plato – Apology	
02/01/16	Claims and Grounds Part III John Stuart Mill's On Liberty	
02/03/16	Seminar: Plato – Crito	<b>Critical Reflection #1 Due</b>
02/08/16	Introduction to Metaphysics Plato's Allegory of the Cave	
02/10/16	Seminar: Aristotle	
02/15/16	Introduction to Ethics The Concept of Virtue	
02/17/16	Seminar: Epicurus	
02/22/16	Introduction to Political Philosophy The Social Contract	
02/24/16	Seminar: The Stoics	
02/29/16	NO CLASS - Spring Break	
03/02/16	NO CLASS – Spring Break	
03/07/16	Arguments For/Against God's Existence St. Augustine and St. Aquinas	<b>Critical Reflection #2 Due</b>
03/09/16	Seminar: Descartes	
03/14/16	Introduction to Epistemology Innate Knowledge/Acquired Knowledge	

	Experience and Reason	
03/16/16	Seminar: Hume	
03/21/16	Hume's Metaphysics Impressions and Ideas	
03/23/16	Seminar: Kant	<b>Critical Reflection #3 Due</b>
03/28/16	The Concept of Duty	
03/30/16	Seminar: Bentham	
04/04/16	The Concept of Utility Higher and Lower Pleasures The Trolley Problem	<b>Rough Draft of Final Paper Due (Required)</b>
04/06/16	Seminar: Mill	
04/11/16	Class Wrap-Up	
04/13/16	ORAL DEFENSES	
04/18/16	ORAL DEFENSES	
04/20/16	ORAL DEFENSES	
04/25/16- 4/27/16	EXAM WEEK: ORAL DEFENSES	<b>Final Paper Due</b>

**Schedule is subject to change at the instructor's discretion to suit the needs of the course.**

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>You cannot succeed in this class if you do not attend. Intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, you will not be penalized for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>It is important that you attend every class for the entire duration, both in order to fully benefit from studying the material and in order to get a passing grade. If for any reason you must miss class for a serious illness or other emergency, please contact me before class, either by email, text, or phone call, and I will attempt to arrange a makeup assignment for you, but completing the work of the course on time is ultimately your responsibility.</p>
<b>Turning In Your Work</b>	<p>Papers and Discussion Posts should be turned in via Blackboard, and will be submitted to plagiarism checking software.</p> <p>Except in rare circumstances (for example, unavoidable emergencies), <b>late work will not be accepted.</b></p>

<b>Using Electronic Devices</b>	Turn off all cell phones and other electric devices for the full duration of each class. The usage of cell phones, laptops, tablets, and e-readers is allowed for the sole purpose of taking notes. If there is an important reason why you must have your phone or other electronic device turned on (for example, an illness at home or a work emergency), speak to me about it <b>before</b> class.
<b>Participating in Class</b>	Many of the issues we will discuss in class are controversial. Therefore, it is essential that this class is a safe environment for the exchange of ideas. Please be respectful of your fellow students and myself. This means, in the first place, refrain from the use of hate speech, insults, interrupting someone when he or she is speaking, or any other harmful behavior. Class should be a fun and interesting place to be, so if at any time you feel uncomfortable with the way a student or anyone else has made you feel in the classroom, please let me know as soon as possible. Students who cannot show consideration to others <i>will</i> be kicked out of class.
<b>Doing Your Own Work</b>	If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.  Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.  <b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>CCSJ Alerts:</b>	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important

	<p>service annually on the College’s website at:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78  <b>TV Channels:</b> 2, 5, 7, 9, 32</p>
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## Emergency Procedures

### MEDICAL EMERGENCY

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| <b>EMERGENCY ACTION</b> |
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| <ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Do not move the patient unless safety dictates.</li> <li>3. Have someone direct emergency personnel to patient.</li> <li>4. If trained: Use pressure to stop bleeding.</li> <li>5. Provide basic life support as needed.</li> </ol> |
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### FIRE

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| <b>EMERGENCY ACTION</b> |
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| <ol style="list-style-type: none"> <li>1. Pull alarm (located by EXIT doors).</li> <li>2. Leave the building.</li> <li>3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> <li>• Location of the fire within the building.</li> <li>• A description of the fire and how it started (if known)</li> </ul> </li> </ol> |
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### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.

6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

**IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

**HAZARDOUS MATERIAL SPILL/RELEASE**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

**TORNADO**

**EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

**SHELTER IN PLACE**

**EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

**BOMB THREATS**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

**TERRORISM AND ACTIVE SHOOTER SITUATIONS**

**EMERGENCY ACTION**

1. Call 911 and report intruder.

### **RUN, HIDE OR FIGHT TIPS:**

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.