
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2020/Spring 2021

Course: Philosophy 200A – Great Philosophical Ideas, Fall 2020

Instructor Information:	
Instructor Name	Ginger G. Rodriguez, Ph.D.
Office Number:	612
Phone Number:	(219) 473-4307
Email:	grodriguez@ccsj.edu
Office Hours:	Virtual via scheduled Zoom times (see the course Blackboard site) or by appointment. Email for an appointment time. The best way to reach me with questions or concerns is by e-mail. If I don't respond within 24 hours, reach out again.
Instructor Background: I am currently the Vice President for Academic Affairs. My master's degree is in Liberal Arts from the University of Chicago and my Ph.D. is in Humanities from Union Institute and University. I have taught English, History, and Philosophy at Calumet College. My doctoral work originated in questions my Liberal Arts students in the Organization Management program asked long ago: Why do we have to read these books and not others? What makes some texts "great"? Those are questions we encounter in Philosophy 200 as well. How do some thinkers from the past help us understand what it means to be a good person in a good society today? The structure of the class will help us figure out the answer.	

Course Information:

Course Delivery Method:	<p>This is a hybrid course that requires online work through the course Blackboard site in the first part of the week, with in-person meetings via Zoom or in person for the second weekly meeting. A complete schedule follows. Mark your calendars now for the following dates:</p> <ul style="list-style-type: none"> • <u>In-person classes:</u> August 26, September 23, October 21, and December 7 • <u>Zoom classes:</u> September 2, September 9, September 16, October 7, October 14, November 4, November 11, November 18, and December 2 • <u>Essay work dates on your own:</u> September 30 and October 28 <p>FOLLOW THE WEEKLY COURSE MODULES POSTED IN BLACKBOARD FOR SPECIFIC INFORMATION ABOUT WEEKLY MEETINGS.</p>
Course Time:	Monday/Wednesday, 10:15 – 11:45
Classroom:	Room 300
Prerequisites:	None
Required Books and Materials:	<p><i>Questions That Matter: An Invitation to Philosophy</i>, 6th ed., Ed. L. Miller and Jon Jensen</p> <p>Additional readings posted on Blackboard</p> <p>We will utilize the textbook extensively for both primary sources (original) and secondary sources (the author’s explanation of texts). However, we will not follow the order of the textbook. Instead, assigned readings from across the text will enable us to consider some of the big questions of philosophy in thematic units.</p> <p>The Purdue Owl Online Writing Lab at owl.english.purdue.edu/owl/ as a reference for grammar, punctuation, and style for written assignments.</p>
Learning Outcomes/ Competencies:	
<p>Students in this course will:</p> <ul style="list-style-type: none"> • Understand the basic terminology used by the great philosophers; • Articulate the philosophical themes of major philosophers from their writings and within their historical settings; • Evaluate various philosophical perspectives; • Begin to reflect critically about the nature of virtue, ethics, and justice; • Develop a personal philosophy in conversation with the great philosophers. <p>To accomplish those goals, students will develop critical thinking and oral communication skills:</p> <ul style="list-style-type: none"> • Comprehending and interpreting challenging texts; • Questioning and judging ideas for themselves; • Discerning the implications of ideas and convictions; • Supporting views with reasoning; • Speaking confidently and clearly in a public setting; • Listening and responding to others in a respectful conversation; • Responding calmly and thoughtfully to questions in a public setting; • Exercising leadership in class. 	

This course also meets the following General Education Program objectives. Students will:

1. Read analytically, synthetically, and critically in a variety of genres: reinforced through reading sessions, annotation, discussion board posts, and Seminar conversation.
2. Write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation: reinforced through journaling, discussion posts, and expository essays.
4. Apply ethical standards that reflect critical thought and responsible action to social issues, and analyze their own core beliefs and the origin of these beliefs: reinforced throughout course assignments and assessments.
5. Appreciate, create, and critique the persuasive power of art and media: reinforced briefly through study of logical fallacies.

Course Description: In this course, students seek what it means to be a good person in a good society through conversation with the Great Books of Western philosophy. Students read and discuss works by Plato and Aristotle, seminal thinkers of the modern world, and contemporary academic philosophers, then apply their thinking to contemporary concerns. This course is a CCSJ General Education option in Humanities.

Learning Strategies:

Philosophy 200 is a reading, writing, and speaking class. The course consists of three units, designed to ask what it means to be a good person in a good society: ethics, justice, and political theory. We will relate our discussions to the social justice teachings that you have already encountered in the required Theology 110 course, Social Justice. Our learning strategies include the following:

- Reading primary and secondary sources
- Viewing instructor Voice over PowerPoints and Crash Course Philosophy videos for context and an overview of issues and theories
- Online discussions to demonstrate that you have understood the videos and reading and to guide your own thinking in preparation for class discussion and debate
- Class discussions in person or via Zoom to apply reading and viewing to personal and social action
- Synthesizing your understanding in unit essays and a final essay

Rubrics for grading online and in-person discussions and for essays will be provided on Blackboard.

Experiential Learning Opportunities: In-class consideration of ethical dilemmas and debate on issues.

Assessments:		
Online Discussions	10 @ 10 points each	100
Class Discussions/Debates	10 @ 10 points each	100
Essays	2 @ 30 points each; 1 final essay @ 40 points	100
Total		300
Grading Scale:		
100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-

69% – 68%: D+
59% and below:

67% – 62%: D
F

61% – 60%: D-

Course Schedule:

<p>WEEK 1: Aug. 24/26 Introductions</p>	<p>MONDAY Online: View the Introductory Module and complete the discussion and response::</p> <ul style="list-style-type: none"> • View the Instructor Intro • View the Class Intro • Complete Discussion 1, Introductions, by Monday, 11:59 p.m. • Respond to at least two of your classmates in Discussion 1 by Tuesday, 11:59 p.m. 	<p>WEDNESDAY Class (in-person):</p> <ul style="list-style-type: none"> • Read Miller and Jensen, “What Is an Argument,” pp. 16 – 25; “Inductive Reasoning,” pp. 20 – 21 to prepare for class ▪ Watch Crash Course Philosophy # 3, Inductive Arguments, to prepare for class • Class discussion: Logical fallacies
<p>WEEK 2: Aug. 31/Sept. 2 UNIT 1: Ethics (1) Becoming a good person – Virtue Ethics</p>	<p>MONDAY Online:</p> <ul style="list-style-type: none"> • View the PowerPoint: The context for ethics: The person, the action, and the consequences • Read Miller and Jensen, “Aristotle on Happiness and Virtue”; “Objections”: pp. 418 – 423 • Watch Crash Course 38 – Virtue Theory • Complete Small-Group Discussion 2, What Is Virtue? by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	<p>WEDNESDAY Class (Zoom): The person in ethical action</p> <ul style="list-style-type: none"> • Small group discussion: Apply Virtue Ethics to four ethical dilemmas • Large group discussion: The advantages and disadvantages of Virtue Ethics
<p>WEEK 3: Sept. 7/9 (2) Good actions – the Categorical Imperative and the Golden Rule</p>	<p>MONDAY: Labor Day – No class To prepare for Wednesday’s class:</p> <ul style="list-style-type: none"> • Read Miller and Jensen, pp. 406 – 411. • Watch Crash Course 35 – Categorical Imperatives • Complete Small-Group Discussion 3, Dr. Martin Luther King and imperatives, by Tuesday, 11:59 p.m. 	<p>WEDNESDAY Class (Zoom): The action itself</p> <ul style="list-style-type: none"> • Small group discussion: Apply Kantian ethics to our four ethical dilemmas • Compare the Categorical Imperative to other rules-based ethics: The Ten Commandments • Large group discussion: The advantages and disadvantages of the Categorical Imperative. Is the Golden Rule a universal moral principle?
<p>WEEK 4: Sept. 14/16 (3) Ethical consequences – the greatest happiness for the greatest number</p>	<p>MONDAY Online:</p> <ul style="list-style-type: none"> • Read Miller and Jensen, Utilitarianism, pp. 379 – 386 • Watch Crash Course 36 – Utilitarianism • Complete Small-Group Discussion 4, Utilitarianism, by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	<p>WEDNESDAY Class (Zoom): The consequences</p> <ul style="list-style-type: none"> • Small group discussion: Apply Utilitarianism to our four ethical dilemmas • Large group discussion: The advantages and disadvantages of the Utilitarianism • Consider Virtue Ethics, Kantian Categorical Imperative, and Utilitarianism. Can all of us agree on any common ethical standards?
<p>WEEK 5: Sept. 21/23</p>	<p>MONDAY Online: Unit 1 debate preparation in small groups: Ethical Dilemma – Corinne’s Choice</p>	<p>WEDNESDAY Class (in-person)</p>

Ethics – The application of theory to choices		Debate – Corinne’s Choice through the lenses of Virtue Ethics, Kantian Categorical Imperative, and Utilitarianism Debate – Our personal approach to Corinne’s Choice Reprise: Can all of us agree on any common ethical standards?
WEEK 6: Sept. 28/30 Personal Ethics – The application of theory to our own lives	MONDAY Online: Unit 1 Paper Work Day: What does it mean to be a good person in today’s society? Consider theories of ethics in your response. Which theories, if any, help you make ethical choices? Midterm discussions by appointment	WEDNESDAY: Submit Unit 1 paper by 11:59 p.m. Midterm discussions by appointment
WEEK 7: Oct. 5/7 Unit 2: Justice Rawls and Justice as Fairness	MONDAY Online: <ul style="list-style-type: none"> • View the PowerPoint: Theories of justice • Watch Crash Course #40 – Justice • Read Miller and Jensen, The issue of justice, p. 482, and justice as fairness, pp. 484 – 491 • Complete Small-Group Discussion 5, Justice as fairness, by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	WEDNESDAY Class (Zoom): Small-group discussions: Apply the Veil of Ignorance and the Principle of Universalizability to your group’s issue: <ul style="list-style-type: none"> • Healthcare • Education • Housing Large group discussion: What does justice as fairness look like in society?
WEEK 8: Oct. 12/14 What’s missing in traditional theories of justice: feminist justice as care	MONDAY Online: <ul style="list-style-type: none"> • View the PowerPoint: The context for a feminist theory of justice as care • Read Miller and Jensen, Gilligan – “The Ethics of Care,” pp. 412 – 413 • Read Miller and Jensen, Okin: Justice, Gender, and the Family, pp. 502 - 505 • Complete Small-Group Discussion 6, Justice as care, by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	WEDNESDAY Class (Zoom) <ul style="list-style-type: none"> • Small-group discussions: About whom do we care? • Whole-group discussions: Can we agree on common standards of justice based on care?
WEEK 9: Oct. 19/21 The application of theories to action	MONDAY Online: <ul style="list-style-type: none"> • Read Susan Glaspell, “A Jury of Her Peers” • Unit Debate Preparation 	WEDNESDAY Class (in person) Debate: Justice in Glaspell’s “A Jury of Her Peers”
WEEK 10: Oct. 26/28	MONDAY Online: Unit 2 paper work day: Discuss a social justice issue in relation to one or more of the theories of justice we have studied. What insight does the theory provide to help us build a just society? How does the theory help you decide how you should act?	WEDNESDAY Submit Unit 2 paper by 11:59 p.m.
WEEK 11: Nov. 2/4 Unit 3: Political Philosophy Plato and the Philosopher-King	MONDAY Online: <ul style="list-style-type: none"> • View the PowerPoint: The context for political society • Read Plato’s Allegory of the Cave 	WEDNESDAY Class (Zoom) <ul style="list-style-type: none"> • Small group discussions: What do we owe society? Did Plato have to die? • Whole group discussion

	<ul style="list-style-type: none"> ▪ Read Miller and Jensen, Plato's philosopher king, pp. 473 – 476 • Complete Small-Group Discussion 7, Plato's social contract by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	
WEEK 12: Nov. 9/11 Social Contract Theories	<p>MONDAY Online:</p> <ul style="list-style-type: none"> • View the PowerPoint: The context for social contract theory • Read Miller and Jensen on Hobbes' and social contract theory, pp. 464 – 467 and Locke's social contract theory, classical liberalism, and capitalism, pp. 445 – 448; 451 • Watch Crash Course 37 – Contractarianism • Complete Small-Group Discussion 8, What is the social contract? by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	<p>WEDNESDAY Class (Zoom)</p> <p>Small-group discussion:</p> <ul style="list-style-type: none"> • Group 1: What do we owe society? • Group 2: What does society owe us? <p>Whole-group discussion: A social contract for today</p>
WEEK 13: Nov. 16/18	<p>MONDAY Online:</p> <ul style="list-style-type: none"> • Read The Declaration of Independence, The Declaration of the Rights of Man, The Declaration of Sentiments • Read Miller and Jensen, Adam Smith and <i>The Wealth of Nations</i> • Complete Small-Group Discussion 9, The Impact of Social Contract Theory by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	<p>WEDNESDAY Class (Zoom)</p> <p>Read Toni Cade Bambara: "The Lesson"</p> <p>Whole-group discussion: Property rights and the issue of entitlement</p>
Nov. 23/25	FALL/THANKSGIVING BREAK	
WEEK 14: Nov. 30/Dec. 2	<p>MONDAY Online: An alternative political system – Marxism</p> <ul style="list-style-type: none"> • Read Marx & Engels, <i>The Communist Manifesto</i> • Watch Crash Course World History #33: Capitalism and Socialism • Complete Small-Group Discussion 10, Locke and Liberal Democracy, Adam Smith and Capitalism, Marx and Socialism and Communist by Monday, 11:59 p.m. • Respond to at least two of the classmates in your discussion group by Tuesday, 11:59 p.m. 	<p>WEDNESDAY Class (Zoom):</p> <p>Whole-group discussion: America today— liberal, capitalist, socialist?</p>
WEEK 15: Dec. 7/9	<p>MONDAY Class (in person)</p> <p>Reprise: What does it mean to be a good person in a good society? And what does God have to do with it?</p>	<p>WEDNESDAY</p> <p>Submit final paper by 11:59 p.m.</p>

	<ul style="list-style-type: none"> • Ethics • Justice • Society 	
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I reserve the right to change this schedule to meet the needs of the class.

Student Responsibilities	
Safety Measures	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following when we meet in person:</p> <ul style="list-style-type: none"> • Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. • Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing. • Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track. • Disinfecting your personal space using the materials provided when you enter the classroom. • Maintaining physical distancing of at least six feet within classrooms and other common spaces. <p>Please note: To accommodate students who may not be able to attend class in person, this class may be recorded and posted to the course Blackboard site. Recordings will not be used for any other purpose outside of class.</p>
What to Do in Case of Illness	<p>If you are exposed to COVID 19, become ill, or are otherwise unable to attend classes as required, notify the College by sending an email to illness@ccsj.edu. The message that you are unable to attend class will be relayed to your faculty. The College will contact you with expectations regarding next steps and follow-up.</p>
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>Completing the Monday online assignments on time constitutes attendance for that class period. This type of attendance will be designated as "VP" in your MyCCSJ.</p> <p>Attending in-person or Zoom classes constitutes attendance for Wednesday classes. If you become ill or otherwise cannot meet at class time on Wednesday, contact me in advance. I will direct you to view the recording</p>

	<p>and write an assignment that will demonstrate your understanding of the material covered.</p> <p>If you miss a total of six class sessions – any combination of online, in-person, or Zoom classes – you cannot pass the class.</p>
<p>Turning In Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work when due:</p> <ul style="list-style-type: none"> • Late online discussion posts will not be accepted. • 5 points will be deducted for each day that an essay is late.
<p>Meeting Standards for Classroom Behavior</p>	<p>Both in-person and online, we will:</p> <ul style="list-style-type: none"> • Be prepared. Read the texts and watch the videos so you will be prepared for discussions. • Cite sources. Refer to specific information from the texts and videos to support your claims. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. This is especially important online! Think carefully about using humor, sarcasm, or irony; in online or virtual settings these ways of communicating often backfire because others can't see your body language or other visual cues to help them understand. Take an appropriate tone. You're not communicating with your friends on social media; you're in a class setting with strangers and an instructor, and you're being graded. • Disagree appropriately. While respect is appropriate, philosophy is all about sharing ideas to arrive at truth. I find that students in online discussions don't want to express any disagreement, even when classmates are clearly wrong. Students also tend to say "Everyone is entitled to their own opinion." Not everyone, however, has understood information presented, and group discussion can help us all understand. In this class, let's practice ways to disagree civilly that will also serve you well in other settings. You can ask classmates to clarify their thinking. You can ask them for sources to help you understand their points. You can point out sections of the readings that present a different view. Just remember that we are not attacking a person (the <i>ad hominem fallacy</i>), we're working together to understand. • Use appropriate grammar and punctuation. This is a formal setting. Communicate appropriately!
<p>CCSJ Student Honor Code</p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.

Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!</p> <p>Please note: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources	
CCSJ Book Rental Program	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
Student Success Center	<p>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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.</p>
Disability Services	<p>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.</p>

<p>Student Assistance Program</p>	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
<p>CCSJ Alerts</p>	<p>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 service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p>