

PHI2010: Philosophy

Syllabus | Spring 2023 | Valencia College



Course Details

Face-to-face | Room 3-229 | West Campus

Course Registration Number: See Atlas

Meeting time: See Atlas

Term: 16 weeks (01/09/23 – 04/30/23)

Credit Hours: 3.000

Instructor Contact Info

Michael Ossman

Email: mossman@valenciacollege.edu

Phone: (407) 582-7344

[Canvas Inbox](#)

Engagement Hours

By appointment: message me on Canvas Inbox and we can set up a zoom meeting at another time or arrange to meet on campus

Course Description and Learning Outcomes

Department's Course Description

Contemporary problems are used to introduce the major areas of philosophy: metaphysics, ethics, aesthetics, theories of knowledge and the philosophy of religion. Students explore the writings of notable philosophers, past and present, and examine how their ideas shed light on these problems and their relevance to modern life.

The course seeks to strengthen students' skills applicable to Valencia College's Student Core Competencies: Think, Value, Communicate, and Act.

Professor's Course Description

When I was an undergraduate student, philosophy was described to me as "learning how to learn." I'm still not sure if this is the best description of it. I do believe studying philosophy is good practice for thinking and writing about complex ideas, which is something that will help a person in many other endeavors in life, academic or otherwise.

I believe philosophy also has something to do with self-enrichment. The subject matter we study deals in timeless, unanswerable questions. How do I know when I know something? What is the nature of art? How do I make moral decisions? And so forth. We should not expect to find firm answers to these questions. But by examining our own perspectives and those of others (including professors, classmates, and thinkers through the ages), we may work toward refining or even changing our own views on these questions – thus achieving a kind of self-enrichment. We will address this point further in the first week of class.

Finally, to me, a course like this is fundamentally a collaborative process, meaning driven by discussion and conversation, rather than rote delivery of material and memorization. While you are ultimately required to complete assignments on your own, I hope that we can create an environment that is conducive to free thinking and exchange of ideas.

Course Learning Outcomes

- Identify key assumptions and implications of major philosophical theories and perspectives in their historical context.
- Define essential philosophical concepts.
- Evaluate philosophical theories and arguments for coherence, consistency, and plausibility.
- Construct philosophical arguments.
- Develop college-level writing skills.

Materials

Required Textbook – You will need it by the start of Week 4!

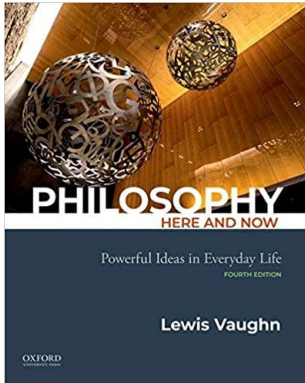
Vaughn, Lewis. *Philosophy Here and Now*. 4th Edition. New York, Oxford University Press, 2022.

ISBN: 9780197543412

You may purchase either the print or the digital option (digital is much cheaper). [Visit the online bookstore](#) and enter the course information in the dropdown menus at the bottom of the page. You may purchase it from other places too, such as [Amazon](#).

Sometimes I get asked if an older edition is okay. I usually say yes, but at your own risk. It will make things more

difficult for you in some ways. For example, there are always page number discrepancies between editions, so you might have to do more searching when I reference a specific page number in class or for an assignment. I try to refer to headings too when possible.



Cover of Required Textbook

Assignments, Grading

Every graded assignment will come with specific instructions – the most important thing is to carefully read each assignment's specific instructions before you begin. If anything is unclear, please email me right away! Part of my job is to answer your questions, and I won't get mad at you for asking them.



*René Descartes doing
his philosophy
homework*

I: Reading

I assign required reading every week, often (but not always) in the textbook. Any non-textbook reading will be posted on Canvas. It is important to do the reading each week and to do it well – which means setting aside

adequate time and finding focus, perhaps even taking notes.

It is hard to estimate how long the reading will take you, as people have different reading speeds. But I usually won't assign more than 20 pages per week (note that these can be dense pages).

The purpose of reading in this class is to grapple with challenging philosophical ideas on our own. This mental grappling is an important part of the learning process, even if you end up feeling confused or frustrated. Keep at it and bring questions to class! It is part of the process.

II: Class Activities

During class, we will often do assignments or activities that will earn you points in the course. You get credit if you participate in good faith. I won't necessarily require you to talk, but I will require you to be mentally and physically *present*. For example, good-faith participation in a roundtable class discussion might simply involve listening attentively (as much as can be reasonably expected), while sleeping or texting the whole time would count as bad-faith participation.

Up to 20 points can be earned from participation in Class Activities. Each class meeting (unless otherwise specified) will have a way to earn 1 point. Assuming no unexpected cancellations (e.g. professor is sick) we should have 28 meetings total over the course of the semester. Basically this means that you will not be penalized for missing up to 8 class meetings. So, that's your buffer zone.

- If, by the end of the semester, you haven't earned 20 points, you'll get as many as you've earned and your overall grade may be affected negatively.
- If there is something causing you to miss more than 8 class meetings, like a serious medical condition or unexpected life change, we can talk about make-up work. But my hope is that this 8 meeting buffer will accommodate most day-to-day attendance issues (such as a minor illness, an added work shift, or a sick child) and I generally won't offer make-up work for those.
- I do not plan to award extra credit for attending more than 20 meetings. Hopefully at that point attendance is its own reward.

In-class activities have various purposes, but broadly they allow us to work together to get better at doing philosophy. They also break up the monotony of a lecture class, and [recent research shows that active learning](#) (in which students participate in the learning process, rather than simply listening passively) is more effective than traditional lecture learning, even though students may feel like they learn more in an engaging lecture. I will use a combination of both active and traditional formats in this class (surely there is such a thing as too much active learning, even if it is a good thing).

III: Online Activities

I assign discussion boards online. I typically ask you to write a short paragraph (3-4 sentences) on one of 2-3 prompts based on the reading. I grade discussion boards based on satisfactory completion according to the specific instructions on the assignment.

The purpose of discussion boards is to share ideas and impressions with peers to enrich our understanding. It can be surprising to see just how differently people can approach the same problem/issue. Sometimes

discussion posts can spark ideas for papers, too.

IV: Quizzes

I will assign short reading quizzes sometimes. They are “low-stakes” quizzes, which means that they aren’t worth a lot of points individually, though they will add up through the course of the semester. I will announce the quizzes prior to the class meeting (not “pop” quizzes).

The purpose of these quizzes is (1) for me to assess your progress in the course and (2) for you to earn some points in return.

V: Reflections

I assign short papers (typically ~1-3 pages) that I call “reflections.” These assignments typically ask you to do two things: (a) show understanding of some theory/argument/concept from the textbook reading; and (b) do some critical thinking about that theory/argument/concept.

The purpose of these reflections is to practice critical thinking and writing in a clear, organized, and precise way. These are basically the major learning outcomes of the course. While you may not spend much time arguing about the actual course material in real life, those skills will be useful in a wide range of fields.

VI: Midterm and Final

The midterm and final exams will be take-home tests composed of short answer questions. You will get more details on those as the time approaches. I construct them differently each semester based on our progress in the material and our class discussions.

Points Distribution (not set in stone)

There will be roughly 100 total points in the course (so every point matters). I enter all grades and feedback into Canvas, so you’ll be able to track it there. See the table below for the math. *This is a rough approximation – sometimes I will add assignments or combine them, but in the end it’ll be something like this.*

Assignment	How many	Points per	Overall points in the course
Week 1 Stuff	2	1	02
Class Activities	20	1	20
Online Activities	12	1	12
Quizzes	6	2	12
Reflections	4	6	24
Midterm and Final	2	15	30
Total	--	--	100

Grading Scale

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59.9% and lower

Late work / Make-up work / Extra credit

I accept all late assignments throughout the semester, except quizzes (this is because quiz answers become available after the deadline, so theoretically students could collaborate to give each other answers). *It is almost always worth it to do stuff late if you miss a deadline!* However, you will lose more points the later the assignment is submitted, according to the following table:

Degree of Lateness	Penalty
Less than 24 hours late	Grace period – no penalty
Less than 1 week late	-10% assignment grade (A becomes B)
1-2 weeks late	-20% assignment grade (A becomes C)
2+ weeks late	-30% assignment grade (A becomes D)

These penalties can add up quickly, so beware of submitting a lot of late work. You do not need my permission or forgiveness to submit late work, you should be able to submit it normally on Canvas (message me if you have trouble though).

I generally do not offer extra credit, though I may excuse or reduce late penalties if you can give me a heads-up and we agree on a timeline for you to submit the assignment.

Course Schedule

Small changes to the schedule may occur throughout the semester, and I will notify you of any such changes via the announcements on Canvas.

Plan to do **all** reading/watching videos before our class meeting for the week. Any required materials besides the textbook reading will be posted on Canvas.

All graded assignments come with due dates on Canvas – some will be due before in-person meetings, some after – just be sure to pay close attention to each due date.

Key:

DB = Discussion Board

R = Reflection (short paper)

Q = Quiz

	Topic	Assignments	Notes
Week 1 (1/9)	Introduction	Week 1 Stuff	Order the textbook asap
Week 2 (1/16)	Philosophy Primer I	DB1	
Week 3 (1/23)	Philosophy Primer II	DB2, R1	
Week 4 (1/30)	Ch. 3 (ethics)	DB3	Need textbook by start of week 4!
Week 5 (2/6)	Ch. 3	DB4, Q1	
Week 6 (2/13)	Ch. 4 (mind- body problem)	DB5	
Week 7 (2/20)	Ch. 4	DB6, R2, Q2	
Week 8 (2/27)	Ch. 5 (free will)	Midterm Exam	Midterm is an online take-home test
Week 9 (3/6)	Ch. 5	DB7, Q3	
Week 10 (3/13)	--	--	Spring Break!
Week 11 (3/20)	Ch. 6 (knowledge)	DB8	
Week 12 (3/27)	Ch. 6	DB9, R3, Q4	
Week 13 (4/3)	Ch. 8 (justice)	DB10	
Week 14 (4/10)	Ch. 8	DB11, Q5	
Week 15 (4/17)	Ch. 9 (meaning)	DB12, R4, Q6	
Week 16 (4/24)	Conclusion	Final Exam	Final is an online take-home test. Finals Week Meeting TBD

Policies

Linguistic Diversity

There is growing awareness of the need to accept linguistic diversity in college classrooms. Pushing Standard American English (SAE) as the only acceptable way to speak or write can perpetuate racism and the idea that

certain ways of speaking and writing are lesser or incorrect. In fact, the origins of SAE are [arbitrary at best](#), and language is constantly evolving. Thus, I believe in accepting wider forms of language – African American English, for example – in spoken and written work for my classes. What is important is not so much following arbitrary rules of SAE; but, rather, that the speaker or writer is communicating their thoughts and/or arguments clearly. We will discuss this in the first two weeks of the course, and please feel free to ask questions about this topic.

Communications



Figure 1: Joyce Mitchell Cook

I send announcements via Canvas throughout the semester. This includes any changes to the schedule as well as reminders about assignment deadlines. If you have questions for me (e.g. assignments, materials, your grade, my expectations), please feel free to contact me by direct email (mossman@valenciacollege.edu), or through the Canvas Inbox conversations tool. I will generally get back to you within 24 hours of your message, though if you email me on a weekend you may have to wait until Monday morning to hear back.

I am always happy to answer your questions or concerns, regarding for example grades, course material, or your progress in the course. It is vital to communicate with me if something in your life is impacting your ability to complete the work (family or technology troubles, etc). I am willing to work with you to help you succeed in a difficult situation, but I can only help you if I know what's going on (or at least that something is going on).

Academic Integrity

All your work must be your own: your thoughts, your research, and your self-expression. Googling something and either copy-pasting directly or copy-pasting and changing a few words is not your own work. Such a thing counts as plagiarism and is not acceptable.

The real issue is that doing something like this doesn't demonstrate learning on your part. Maybe you get it, maybe you don't! I just can't tell unless you submit your own work.

So, whenever you use ideas, wording, or organization from another source, the source should be cited properly with a works cited page. If you submit work by someone else without quoting and citing, whether from the Internet or a friend, even a single sentence, this is plagiarized work. A first offense will result in a zero score on the assignment until you revise it. A second offense may result in an automatic zero without possibility of revision. Any later offense may result in automatic zeroes and referral to the dean (which can lead to automatic failure of the course and academic probation).

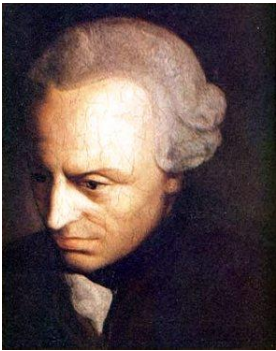


Figure 2: Immanuel Kant

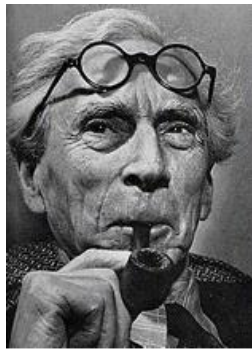


Figure 3: Bertrand Russell

The reason academic integrity is important in a philosophy class specifically is that it is the only way you'll really learn anything! On the necessity of thinking for ourselves, consider the words of German philosopher Immanuel Kant in 1784:

"Enlightenment is man's leaving his self-caused immaturity. Immaturity is the incapacity to use one's intelligence without the guidance of another. Such immaturity is self-caused if it is not caused by lack of intelligence, but by lack of determination and courage to use one's intelligence without being guided by another. *Sapere Aude!* [Latin: Dare to know!] **Have the courage to use your own intelligence** is therefore the motto of the enlightenment." (Source: Marvin Perry, et. al., *Sources of the Western Tradition*, Volume II (Boston: Houghton Mifflin Company, 1995), pp. 56-57, third edition.)

And here's English philosopher Bertrand Russell on the special benefits of doing philosophy on our own:

"Philosophy is to be studied, not for the sake of any definite answers to its questions since no definite answers can, as a rule, be known to be true, but rather for the sake of the questions themselves; because these questions enlarge our conception of what is possible, enrich our intellectual imagination and diminish the dogmatic assurance which closes the mind against speculation; but above all because, **through the greatness of the universe which philosophy contemplates, the mind also is rendered great, and becomes capable of that union with the universe which constitutes its highest good.**" (Source: Russell, Bertrand. "Chapter XV: The Value of Philosophy." *The Problems of Philosophy*. 1912. Indianapolis: Hackett Pub. Co, 1990.)

No Show

If you do not log in to the course during the first week AND complete the week 1 assignments, you will be withdrawn from the class as a "[no show.](#)" If you are withdrawn as a "no show," you will be financially responsible for the class and a final grade of "WN" will appear on your transcript for the course. Don't pay for a class that you don't even take!

If you can't do the week 1 work for whatever reason (e.g. family emergency) but you want to remain in the class, you must communicate with me by that Sunday. I will send at least one reminder announcement about this.

Withdrawal

Per [Valencia College policy](#) a student who withdraws from class before the established deadline for a particular term will receive a grade of “W.” A student is not permitted to withdraw after the withdrawal deadline (listed below). If you do not intend to complete the course, you must withdraw yourself prior to the withdrawal date.

I reserve the right to withdraw you myself if you have not completed at least 50% of the graded assignments due by the end of the midterm week (marked on schedule). I will send you a warning email before I withdraw you. In some special circumstances I will consider withdrawing you after the deadline has passed.

Note that the general wisdom indicates that a “W” on a transcript is better than an “F.” If you find yourself in a situation where an “F” seems very likely, you may want to consider withdrawal (again, don’t forget there is a deadline). You are welcome to ask me if your grade can be improved prior to withdrawal.

Student Conduct

Valencia is dedicated not only to the advancement of knowledge and learning but also to the development of responsible personal and social conduct. As a registered student, you assume the responsibility for conducting yourself in a manner that contributes positively to Valencia’s learning community and that does not impair, interfere with, or obstruct the orderly conduct, processes, and functions of the college as described in the [Student Code of Conduct](#).

Students with Disabilities

Valencia is committed to ensuring that all of its programs and services are accessible to students with disabilities. [The Office for Students with Disabilities \(OSD\)](#) determines reasonable and appropriate accommodations for qualified students with documented disabilities based upon the need and impact of the specific disability. Any student requiring course accommodations due to physical, emotional or learning disability must contact the instructor and provide a Notification to Instructor form by the end of the second week of class. To obtain a letter of accommodation, contact OSD at 407-582-2229.

Baycare Student Assistance Services

Valencia College strives to ensure all our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home or work. [BayCare Behavioral Health Student Assistance Program \(SAP\)](#) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. If needed, the counselor may refer the student to appropriate resources or to speak face-to-face with a licensed counselor.

Third-Party Software Policy & FERPA Policy

Valencia College has a firm commitment to protecting the privacy rights of its students. Third party software privacy policies will be provided at the point of use within the course.

Statement of support for students with food/housing/financial needs

Any student who has difficulty accessing sufficient food to eat, or who lacks a safe and stable place to live, and believes this may affect his or her performance in the course, is urged to contact a Counselor in the Advising Center for information about resources that may be available from the college or community.

Helpful Links

[College Catalog](#)

[Valencia Policy Manual](#)

[Student Handbook](#)

[Microsoft Office Instructions for free software](#)

[Course Support](#): onsite, online tutoring, writing help, etc

[College Calendar](#)

Additional Student Support Services

[Virtual Answer Center](#)

The Answer Center can help you with questions about enrollment, financial aid, and other educational needs.

[Library Services](#)

Valencia's library staff can help with research needs and access to library materials.

[Advising and Counseling](#)

Valencia College offers advising and counseling services for students. Advisers can help you with essential college skills, career planning, transitioning to a university, and other things. Counselors can help you with mental wellness, including issues like anxiety.

THE END. Please message me if anything was unclear! I am not all-powerful and all-knowing.