

San José State University
Philosophy 57
Phil 57, Logic and Critical Reasoning, Section 06, Spring 2016

Course and Contact Information

Instructor:	Nathan Osborne
Office Location:	FO 208
Telephone:	N/A
Email:	Nathan.osborne@sjsu.edu
Office Hours:	Thursday 1030-1130am & 320-420pm
Class Days/Time:	Thursday 4:30-7:15PM
Classroom:	BBC 203
Prerequisites:	English Remediation completed or a post baccalaureate.
GE/SJSU Studies Category:	A3

Course Description

This course is aimed at developing practical reasoning skills. Through the practice of argumentation in relation to current and classic controversies, this course is designed to improve your reasoning skills as well as your critical writing capabilities. Along the way, students will also explore informal fallacies, basic rules of deduction and induction, issues pertaining to the ethics of belief, and some general reflections on the political dimensions and promise of argumentation.

Course Goals

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

- 1. Distinguish between reasoning (e.g., explanation, argument) and other types of discourse (e.g., description, assertion)*
- 2. Identify, analyze, and evaluate different types of reasoning*
- 3. Find and state crucial unstated assumptions in reasoning*
- 4. Evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims*
- 5. Demonstrate an understanding of what constitutes plagiarism*
- 6. Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system*
- 7. Locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and efficient manner*
- 8. Reflect on and learn from past successes, failures, and come up with alternative strategies for problems that arise*

Learning Outcomes

Course Learning Outcomes (CLO)

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes.

Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences)

Required Texts/Readings

Textbook

- *A Rulebook for Arguments* (fourth edition) by Anthony Weston
- Herbert Marcuse – “*An Essay on Liberation*”
- Phil 57 Course Pack

Other Readings

Any additional readings or handouts I will provide them via email or in class.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The class is broken into Four units.

*In **Unit I** we will learn about the foundation for critical thinking – the argument. In this section we will learn about the basis of a valid argument, what comprises an argument, how to successfully construct an argument, the basic rules of logic, and finally we will explore the common logical fallacies that can be committed (all too often in current debates). This section will include a test on the logical fallacies and deductive arguments.*

After learning about what a strong argument is, we will begin to study the difference between authentic (critical) and inauthentic (uncritical) thought.

*Thinkers from **Unit II** will focus on how this plays out on an objective /societal level.*

We will explore various modern philosophers' radically different takes on the nature of mankind and how he should be governed. This section will be concluded with an in class film in which you will compose an essay engaging with the thinkers and their relation to the film.

Thinkers from Unit III will tend to focus on the individual. We will concentrate on the Existentialist branch of Philosophy and they approach truth and critical theory from the subjective standpoint; seeking to find

individual truth and cultivate the self. In their world “God is Dead¹,” and we will discover that such a statement is not as frightening or blasphemous as it seems and we will see why they believe it is in fact quite liberating. This section will also be concluded with an in class film in which you will compose an essay engaging with the thinkers and their relation to the film.

In Unit IV we will explore the dangers inherent in uncritical thought, especially in regards to the political realm. To help illustrate this we will explore one of the darkest hours in human history; and we will investigate the role uncritical thought played in it and how to potentially combat it..

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Logic Test on the logical fallacies and deductive arguments.

Unit 2 Paper This section will be concluded with an in class film in which you will compose an essay engaging with the thinkers and their relation to the film.

Unit 3 Paper This section will be concluded with an in class film in which you will compose an essay engaging with the thinkers and their relation to the film.

Participation is a key component in your overall experience in the classroom, which is why it is being weighed so heavily. Participation is not merely showing up and sitting quietly (though a low attendance tends to correlate with a low participation grade, as one does need to be in class in order to participate); it is making your presence known by participating in class and small group discussions and in class writing assignments. The frequency of participation and quality of comments will be taken into consideration when assigning a grade (this does not mean you will be marked down for asking questions, on the contrary I encourage you to ask questions about anything you don't understand); what this deals with namely goes back to being respectful of others and staying on a relevant topic during class discussions. With regards to Absences – they cannot be made up (though a family or medical emergency can potentially be excused. If something like this does come up please email me)

Final Project will be centered on finding an example of philosophical critical theory today and analyzing it using at least one of the thinkers to back up your argument. In this way, you will demonstrate what you have learned throughout the course by relating it to the world in which you live.

→ Late Assignments will have a -1 point penalty for every day it is late and will NOT be accepted after a week past the original due date.

Grading Criteria:

- A:** Superior achievement; far exceeds demands of assignment.
- B:** Goes beyond adequate achievement; exceeds demands of assignment.
- C:** Achieves assignment purpose adequately; fulfills assignment.
- D:** Problems outweigh strengths, does not quite fulfill assignment.
- F:** Problems overpower strengths, clearly does not fulfill assignment.

¹ Save for Kierkegaard, as we shall see he was a committed Christian.

Grade Breakdown

Unit 1 Quiz: 10
Unit 2 Paper: 20
Unit 3 Paper: 20
Unit 4 Assignment: 10
Participation: 20
Final: 20

Total: 100 points

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 (64-69)	F (0-69)

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

- A good philosophy class is centered not on a dull lecture and student regurgitation of information, but rather on dialog and debate in conjunction with a guided discussion designed to break down the readings into something more manageable. With this in mind, the class will have a strong emphasis on in-class discussion, and therefore attendance, preparation (having actually read the assigned reading), and participation will all be essential to your experience in this course and will make up a considerable portion of your final grade. We will work frequently in small groups, and it will be imperative that we all work together to foster a trusting and comfortable environment for everyone.*
- With that in mind, respect for one another is absolutely essential for this class. Feel free to disagree and debate with each other, but do so in a respectful manner. For example, try to refrain from interrupting others while they are talking, and remember to critique the idea—and not the person—you are debating. Coming to class and maintaining an open mind is also vital for good dialog to flourish.*

Any disrespectful conduct will not be tolerated. Please feel free to email or speak to me if at any time you feel uncomfortable with the classroom environment. Similarly, I will speak to you if I perceive any problematic assumptions, biases, or prejudices that are making others uncomfortable.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars](#)

[webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays (Optional)

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections (Optional)

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling and Psychological Services (Optional)

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Phil 57 – Logic and Critical Reasoning, Spring 2016, Course Schedule

The schedule is subject to change (with fair notice). If any changes are made I will notify you in class and/or via email.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	- Introduction and Syllabus Critical Thinking with <i>Calvin and Hobbes</i>
2	2/4	- Rulebook for Arguments (Ch 1,2,3, 4,5,7,8)
3	2/11	- Rulebook for Arguments (Ch6) - Rulebook for Arguments (Appendix I: common fallacies)
4	2/18	- Rulebook for Arguments Quiz (take home?) - Plato: "The Apology" - Le Guin: "Staying Awake" Groupwork
5	2/25	- Kant: "What is Enlightenment" - Habermas: "Notes on a Post-secular Society"
6	3/3	- Marcuse: <i>An Essay On Liberation</i>
7	3/10	- <i>Unit 2 Movie</i> Unit II Essay Assigned
8	3/17	- Kierkegaard: "Modes of Existence" Lecture - Kierkegaard: "Concluding Unscientific Postscript" Unit II Essay DUE
9	3/24	- Nietzsche: "The Gay Science" - Existentialism Lecture (De Beauvoir)
10	3/31 Spring Break	- Spring Break (no class)
11	4/7	- De Beauvoir: "The Woman in Love"
12	4/14	- <i>Unit 3 Movie</i> Unit III Essay Assigned
13	4/21	- Arendt: " <i>Eichmann in Jerusalem</i> " Unit III Essay Due
14	4/28	- <i>Band of Brothers</i> "Why We Fight" & discussion - Arendt Groupwork - Unit IV Assignment Assigned Final Assigned
15	5/5	- Freire: "Pedagogy of the Oppressed" Ch1 Unit IV Assignment Due

Week	Date	Topics, Readings, Assignments, Deadlines
		- Freire: "Pedagogy of the Oppressed" Ch2 -
16	5/12	- Class Symposium Final Paper Due
17	FINALS WEEK	- Office Hours
Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	- Introduction and Syllabus Critical Thinking with <i>Calvin and Hobbes</i>
2	2/4	- Rulebook for Arguments (Ch 1,2,3, 4,5,7,8)
3	2/11	- Rulebook for Arguments (Ch6) - Rulebook for Arguments (Appendix I: common fallacies)
4	2/18	- Rulebook for Arguments Quiz (take home?) - Plato: "The Apology" - Le Guin: "Staying Awake" Groupwork
5	2/25	- Kant: "What is Enlightenment" - Habermas: "Notes on a Post-secular Society"
6	3/3	- Marcuse: <i>An Essay On Liberation</i>
7	3/10	- <i>Unit 2 Movie</i> Unit II Essay Assigned
8	3/17	- Kierkegaard: "Modes of Existence" Lecture - Kierkegaard: "Concluding Unscientific Postscript" Unit II Essay DUE
9	3/24	- Nietzsche: "The Gay Science" - Existentialism Lecture (De Beauvoir)
10	3/31 Spring Break	- Spring Break (no class)
11	4/7	- De Beauvoir: "The Woman in Love"
12	4/14	- <i>Unit 3 Movie</i> Unit III Essay Assigned
13	4/21	- Arendt: " <i>Eichmann in Jerusalem</i> " Unit III Essay Due
14	4/28	- <i>Band of Brothers</i> "Why We Fight" & discussion - Arendt Groupwork - Unit IV Assignment Assigned

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>Final Assigned</i>