

San José State University
Department of Philosophy
Philosophy 12, Philosophy of the Person, Section 02, Fall 2018

Course and Contact Information

Instructor: Michael Jordan
Office Location: FOB 208
Email: michael.jordan@sjsu.edu
Office Hours: MW 7-8:45am
Class Days/Time: MW 10:30-11:45am
Classroom: DMH 149B

Course Description:

Philosophical issues concerning the origins, development and maturation of the self.

Student Learning Outcomes:

Upon successful completion of this GE course:

1. Students will be able to recognize the physiological, social/cultural, and psychological influences on their well-being.
2. Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.
3. Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.
4. Students will be able to recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

Required Texts/Readings

All required readings are open source and/or class handouts. See the tentative weekly schedule for links. All class handouts can be found in CANVAS in the 'Files' folder.

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Points:

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| Quizzes | = 60 points |
| Paper | = 90 points |
| Midterms | = 90 points |
| Final | = 50 points |
| <u>Participation</u> | <u>= 10 points</u> |
| Total | =300 points |

Paper: Three 2-3 page writing assignment worth 30 points each are scheduled during the course of the semester. The due dates are listed on the weekly schedule and the assignment details and case studies can be found on CANVAS in “Files.” Late assignments will NOT be accepted. The final draft must be done in the following format:

Times New Roman 12 pt. font
1” margins all around
Double spaced
Name and Section number in upper left hand corner.

Grading Rubric: In general, an **A** paper is defined as a paper that has (i) a thesis that is plausible, (ii) a good argument or set of arguments for the thesis, and (iii) a consideration of objections to the argument with responses to the objections. The highest grade that a paper can receive for failing to have (iii) is a **B**, the highest grade that a paper can receive for failing to have (ii) is **C**, and the highest grade that a paper can receive for failing to have (i) is a **D**. Success on a paper comes from clear, concise, and comprehensive argumentation in defense of a well thought out thesis.

Quizzes: There will be **six** quizzes, each worth 10 points each. On selected days there will be a quiz at the end of the class, which will be based on the specific material discussed in class that week. All quizzes will either be brief in class essays or multiple choice and will require that you participate in a group discussion with your peers. There is no make-up for a missed quiz.

Midterm/Final: There will be two midterms and a final examination. Exams will consist of short answer, multiple choice, fill in the blank, true/false, and essay questions. A comprehensive study guide will be handed out prior to each exam. Each midterm is worth 45 points and the final exam is worth 50 points. There are no make-up examinations unless arranged prior to the exam.

Class Participation: I expect students to participate in class discussions. If you cannot discuss philosophy then you will have difficulty understanding it. Therefore, 10 points will go toward participation and will be based on in-class activities such as formal and informal debates, small group assignments, and in-class writings.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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

There are a total of 300 points.

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| 300-280 = A | 269-260 = B+ | 239-230 = C+ | 209-199 = D |
| 279-270 = A- | 259-250 = B | 229-220 = C | 198-0 = F |
| | 249-240 = B- | 219-210 = C- | |

Points:

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| Quizzes | = 20% |
| Paper | = 30% |
| Midterms | = 30% |
| Final | = 17% |
| <u>Participation</u> | = 3% |

Total = 300 points

Late Work Policy: Since it is not fair to other students to turn in late work, I do not accept it. All assignments are due at the beginning of class on the due date.

E-mailing Assignments: All assignments must be turned in in class. If this is not possible and you need to e-mail an assignment it must be e-mailed prior to the beginning of class on the assigned due date. Assignments sent after the class is over will be considered late. **IMPORTANT, if you choose to e-mail me an assignment you must include the course title and section in the subject line and include your full name in the e-mail.**

CANVAS: I use CANVAS in a limited capacity. I will use canvas to make announcements, update grades, and upload slides, study guides, and the paper assignment. All uploaded documents can be found in “Files.”

Classroom Protocol

Because this is a philosophy course, classroom discussion plays an important part of it. Dialogue and discussion are central to philosophy, but they presuppose that YOU have studied (i.e., read, re-read, and taken notes on) the material that is being discussed. In addition, there will be small group discussions and in-class projects. For these reasons, I expect you always to come to class (with the readings) and to come having read carefully the assignment for that day. Philosophy classes have the potential to be fun for you and I but it really depends on your participation.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. 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.

- “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.”
- “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

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

Computer labs for student use are available in the Academic Success Center 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

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

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 Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Phil 12, Fall 2018 Course Schedule (schedule is tentative and may change)

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|--|
| 1 | 8/22 | <u>Course Introduction</u> Read: None Discussion: Syllabus review |
| 2 | 8/27 | <u>The-Self-</u> What is the self? Framing the Question Read: https://plato.stanford.edu/entries/identity-personal/ Discussion: Framing the Question |
| 2 | 8/29 | <u>The-Self-</u> What is the self? Framing the Question Read: https://plato.stanford.edu/entries/identity-personal/ Discussion: Framing the Question Writing Assessment |
| 3 | 9/3 | <u>OFF</u> |
| 3 | 9/5 | <u>The Metaphysical Self- Ancient conceptions of the self and human nature</u> Read: https://oregonstate.edu/instruct/phl201/modules/Philosophers/Plato/plato_dialogue_the_ring_of_gyges.html Discussion: Socrates, Plato, and Human Nature |
| 4 | 9/10 | <u>The Metaphysical Self- Ancient conceptions of the self and human nature</u> Read: https://oregonstate.edu/instruct/phl201/modules/Philosophers/Plato/plato_dialogue_the_ring_of_gyges.html Discussion: Socrates, Plato, and Human Nature Quiz #1: Ring of the Gyges |

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| 4 | 9/12 | <p><u>The Metaphysical Self- Ancient conceptions of the self and human nature</u> Read: Books 1 and 2 of The Nichomachean Ethics http://classics.mit.edu/Aristotle/nicomachaen.html Discussion: Aristotle: Happiness as motivation</p> |
| 5 | 9/17 | <p><u>The Metaphysical Self- Modern conceptions of the self</u> Read: Descartes' <i>Meditations</i> http://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf Discussion: Descartes: What is Consciousness/Dualism/"I think therefore I am"</p> |
| 5 | 9/19 | <p><u>The Metaphysical Self- Ancient conceptions of the self and human nature</u> Read: Books 1 and 2 of The Nichomachean Ethics http://classics.mit.edu/Aristotle/nicomachaen.html Discussion: Aristotle: Happiness as motivation Paper #1 Due</p> |
| 6 | 9/24 | <p><u>The Metaphysical Self- Modern conceptions of the self</u> Read: Descartes' <i>Meditations</i> http://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf and Locke On Personal Identity class handout Discussion: Descartes: What is Consciousness/Dualism/"I think therefore I am" And Locke/Memory/Personal Identity</p> |
| 6 | 9/26 | <p><u>The Metaphysical Self- Modern conceptions of the self</u> Read: Hume On the Idea of the Self class handout and http://rintintin.colorado.edu/~vancecd/phil1020/Hume4.pdf Discussion: Hume: Is there a self at all? Quiz #2</p> |
| 7 | 10/1 | <p><u>Midterm 1 review and study guide</u> Read: Review all readings and notes Discussion: Midterm Review</p> |
| 7 | 10/3 | <p><u>Midterm 1</u></p> |
| 8 | 10/8 | <p><u>The Existential Self</u> Read: Kierkegaard class handout Discussion: Kierkegaard's three stages of existence</p> |
| 8 | 10/10 | <p><u>The Existential Self</u> Read: Existentialism is Humanism https://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm Discussion: Kierkegaard/Sartre Quiz #3</p> |
| 9 | 10/15 | <p><u>The Existential Self</u> Read: Ambiguity of Ethics part 1 https://www.marxists.org/reference/subject/ethics/de-beauvoir/ambiguity/ch01.htm Discussion: De Beauvoir/Ambiguity and Freedom</p> |
| 9 | 10/17 | <p><u>The Existential Self</u> Read: Ambiguity of Ethics part 1 https://www.marxists.org/reference/subject/ethics/de-beauvoir/ambiguity/ch01.htm Discussion: De Beauvoir/Ambiguity and Freedom Paper #2 Due</p> |
| 10 | 10/22 | <p><u>The Ethical Self</u> Read: https://www.wnycstudios.org/story/bad-show Discussion: Morality and Human Nature-Good vs. Evil</p> |

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| 10 | 10/24 | <u>The Social Self</u> Read: Class Handout-Children and Social Media Discussion: Social Media and self-identity |
| 11 | 10/29 | <u>The Social-Self</u> Read: Class Handout-Children and Social Media Discussion: Social Media and self-identity Quiz #4 |
| 11 | 10/31 | <u>The Religious Self</u> Read: TBD Discussion: Religion and self-identity |
| 12 | 11/5 | <u>Midterm 2</u> |
| 12 | 11/7 | <u>The Biological Self</u> Read: http://www.radiolab.org/story/91509-chimp-fights-and-trolley-rides/ Discussion: Morality and Neuroscience |
| 13 | 11/12 | <u>OFF</u> |
| 13 | 11/14 | <u>The Biological Self</u> Listen: https://www.ted.com/talks/antonio_damasio_the_quest_to_understand_consciousness?referrer=playlist-how_does_my_brain_work Discussion: The Brain and Consciousness |

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| 14 | 11/19 | <u>The Biological Self</u> Read: Personhood/ DNA/Genetic engineering class handout Discussion: Personhood and Genetic Engineering Case Study: Genetic Engineering and self-identity. <i>Paper#3 Due</i> |
| 14 | 11/21 | <u>OFF/Thanksgiving</u> |
| 15 | 11/26 | <u>The Biological Self</u> Read: Personhood/ DNA/Genetic engineering class handout Discussion: Nature vs. Nurture/Free will vs. Determinism Quiz #5 Case Study |
| 15 | 11/28 | <u>The Biological Self</u> Read: Personhood/ DNA/Genetic engineering class handout Discussion: Neuroscience and self-identity |
| 16 | 12/3 | <u>The Political Self</u> Read: https://en.wikipedia.org/wiki/Identity_politics Discussion: Political Affiliation and Personal Identity |
| 16 | 12/5 | <u>The Political Self</u> Read: https://en.wikipedia.org/wiki/Identity_politics Discussion: Political Affiliation and Personal Identity Quiz #6 Case Study |

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| 17 | 12/10 | Class Debates |
| 17 | 12/18 | Final Exam 9:45-12pm |