Chapter 2
THE SYLLABUS AS A LEARNING TOOL

STUDENTS’ WAYS OF KNOWING

In addition to the demographic portrait of the MSU undergraduate population, you need to be aware of how students are likely to differ in the ways in which they learn. One of the most widely known earlier works on the cognitive development of college students is *Forms of Intellectual and Ethical Development in the College Years* by William Perry (1970). Although Perry's study is somewhat dated and has been replaced by Kolb and Chickering’s early 1980’s work, it remains a powerful theory on cognitive development. The scheme of development he describes has proven helpful in understanding students in many different settings. Perry concludes that students move through stages of cognitive development, each of which is qualitatively different and more complex than the previous stage. As students move through these stages, the ways in which they perceive, organize, and evaluate experiences and events in their lives change. In this study, Perry suggests that new or intellectually insecure students are often committed to a sense that information is either right or wrong, factual or subjective. Uncertainty leads to discomfort and is often assumed to be the result of an error. In order to get students to move out of either/or dilemmas, instructors can:

1. Provide students with opportunities to choose positions and defend their choices.
2. Ask students to narrow choices and weigh pros and cons of alternative arguments or choices.
3. Draw upon course material that stimulates thinking about personal philosophy and life choices.
4. Set learning tasks that call for students to analyze, synthesize, and evaluate from personal perspectives and then progressively from more abstract or experiential perspectives, and call for students to apply learning from one context to problems in a different context.
5. Pose activities that ask students to generate new questions or evaluate assumptions inherent in how points of view are constructed.

Learning Styles

In the Executive Summary of *Learning Styles: Implications for Improving Educational Practices*, Claxton and Murrell (1987) state that information about style can help instructors become more sensitive to the differences students bring to the classroom. As teachers it is important to keep in mind that the concept of style is one variable that may help you look at the complex issues involved in teaching and learning (Claxton and Murrell 1).

In *Teaching College Freshmen* (1991) Erickson and Strommer suggest that one very easy technique to get an overview of your students' style is to ask them to write a paragraph on "How I Learn Best" (62). Another relatively simple way to look at style is to focus on learning modalities. Several researchers have focused on the extent to which sensory receptors influence learning. As you will find, some students respond better to hands-on learning as opposed to reading or listening to a lecture. In general, researchers have distinguished the following types of learners:

**Auditory learners** prefer to learn by listening. Lecturing is the teaching approach that works best for them.

**Visual learners** prefer print material. They learn best by reading or responding to visual cues, such as the chalkboard or overhead projector.

**Tactile learners** like to manipulate objects. Laboratory or hands-on methods of learning are most appropriate for them.
Kinesthetic, or whole body learners, like to learn through experiential activities. They prefer simulations, exploratory activities and problem-solving.

If you are interested in furthering your understanding of style and how to use the construct in your teaching, the Claxton and Murrell book gives an excellent overview.

**THE SYLLABUS**

Learning is a highly intricate process. It is easily hindered, especially when the teacher fails to make clear what it is that one is expected to learn and how it will be determined that the learning goal has been achieved. The more complicated the material to be learned, the more important it is to organize it and present it in a way that both enhances the process of learning and clarifies the teacher’s expectations. The syllabus is the tool used to achieve this.

You might want to consider the syllabus as a contract between you and your students. The syllabus will make clear to your students which textbooks and other reading materials they must acquire, what your teaching objectives will be and how you will go about finding out whether they have been met, what kind of testing you will use, what the grading scale will look like, whether you will assign homework and at what intervals, whether class participation and/or attendance will influence grades, and even what material you intend to cover during each of the class meetings or weeks. Some departments ask new teaching assistants and young instructors to use existing syllabi (approved by the department) for the courses they are assigned to teach. However, once you become more experienced in teaching, you will be expected to prepare your own syllabi. This is why it is important to learn the characteristics of a good syllabus.

This section will point out some important aspects of a well-written syllabus and present several good syllabi that, at one time or another, were used in actual MSU courses. However, this alone might not prepare you adequately for the job of creating your own syllabus. Prior to attempting the job, you should read sections IV and V as well.

**The Importance of the Syllabus**

Having a well-developed syllabus will require the instructor to organize his or her teaching early. It will help students know what is expected from the start of the course and will allow them to plan their semester efficiently. The opportunity for inconsistent grading changes will be diminished, and a positive image will be presented to the students (a well-prepared syllabus is evidence that the instructor takes teaching seriously). A syllabus also provides the departmental office, supervisor, and/or colleagues with pertinent information about the course.

The Ombudsman's Office has noted that a large number of complaints it deals with have at their root a lack of understanding of the requirements and expectations for performance in a course. A syllabus can consolidate into a single document all of the routine matters that surround teaching a course: reading schedules, grading, due dates, class topics, etc.

Simply put, the syllabus is a formal statement of what the course is about, what students will be asked to do, and how student performance will be evaluated. Unlike the comments an instructor makes in class, it is a lasting statement to which students can refer again and again throughout the course. Careful construction of the syllabus reduces ambiguity and is the first step toward producing an environment in which students can flourish.

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8This section of the handbook has been modified and reprinted from Teaching at The Ohio State University: A Handbook. Center for Teaching Excellence/Faculty and TA Development, The Ohio State University, 1992 revised edition, pp. 28-30.
The syllabus is an agreement that you should follow as much as possible. If you make any changes to it during the semester, be certain that all your students are aware of them. You do not want to have to deal with an irate student at the end of the semester who would say to you something like, "Hey, I didn't know that you changed the course grading system, and I'm going to the departmental chair to get this straightened out!"

**Preparing an Effective Course Syllabus**

You can begin by studying syllabi from other instructors or those that have been used previously in the course being taught. You might also check with your department for specific guidelines about a syllabus format. However, the following should be included in every syllabus:

1. **Relevant information about the course and instructor**. A syllabus should include the current year and semester, the name and number of the course and the meeting time (with days of the week and meeting times), and location. It should also include the instructor's name, phone number, the location of the instructor's office, and the times of his or her office hours. These facts are normally placed at the beginning of the syllabus.

2. **A list of the resources to be obtained by the students.** Most important here are the required text(s) and reading assignments. Their role in the class and where they are available for purchase or loan should be included. (It is important to check that the bookstore or library will have the materials on the shelves before students are sent to find them!) It might also explain what, if any, materials other than text(s) are required of students. Any supplemental materials (such as lecture tapes, sample projects, or past tests) that are available can appropriately be mentioned.

3. **A clear statement of course objectives.** The course objectives should be as clear as possible and should describe what the students will be expected to know—and at what level of competency—at the end of the semester, rather than what the instructor plans to do. Note that the use of vague terminology (such as "students will develop a clear understanding") can result in arguments over degrees of understanding. It is generally better to use specific, measurable behaviors as objectives.

4. **A description of the means (or activities) by which the course objectives will be met**. Possible items include field trips, guest lecturers, discussions with active participation, problem-solving groups, assignments, use of audiovisual materials, etc. The amount of student time required for each activity may be estimated.

5. **A statement of grading criteria**. This will explain the grading criteria, the components of the final grade, the weighing of various components, the impact of class participation and attendance to the final grade, and other relevant information. The number of tests each semester should be included, along with a brief description of what each test will cover. The numerical equivalent of letter grades or the "range" for each grade can be provided.

6. **A statement of course policies**. This is best expressed in a clear, non-threatening form. Policies should be set for such events as missing an exam, turning in a late assignment, missing class, requesting an extension for an assignment, and reporting illness. It is a good idea to go on record with a fairly stringent policy that can be informally softened at a later date if, and where, circumstances so warrant. The Ombudsman's Office recommends avoiding absolutes on the grounds that they are always more trouble than they are worth.
7. **A schedule.** If each class hour is mapped out in detail, this will become the longest and most time-consuming segment of the syllabus to prepare, although it will be a good investment in a well-organized class. The syllabus should, at a minimum, contain dates and corresponding lecture or lab topics, the preparations that are required or suggested, and due dates for projects, papers, and major assignments.

**Using the Syllabus in Class**

First, check over the final typed copy for mistakes and typos. If the instructor does not spot them, it is certain that the students will. It is good policy to hand out the syllabus on the first day of class. That lets the students know that their teacher is well prepared and it provides an easy way to begin the interaction with students and to reduce some of the uncertainty and anxiety of the first class meeting.

The instructor will need to review and discuss the syllabus with the students, to answer any questions that they may have and to provide appropriate amplification where necessary. The instructor will probably find that most student feedback will be generated by the section on grading.

It is vital to have enough copies of the syllabus; one should allow for the need to replace lost copies and to accommodate students who have registered for the class but do not appear on the initial roster.

If changes are made in the syllabus subsequently, it is a good idea to give them to students in writing. Much ambiguity and confusion can result from half-remembered spoken promises.

**The Syllabus and Organizing the Course**

In order to prepare a meaningful syllabus, one that you will be able to follow throughout the entire semester, you must first examine closely the entire course with a goal of organizing it in a way that will enable you to accomplish the objectives you will state.

Good organization is important to all phases of instruction, from curriculum development to determining presentation format. From the syllabus to the final examination, every aspect of the course should be focused on defined educational goals, the most important of which is the level of learning you expect students to achieve.

Your first step in organizing a course should be to establish the level of performance you expect from your students. This may necessitate your administering a simple questionnaire or using an in-class essay to determine what students already know and what they need to learn. If you are teaching a lab, quiz section, or studio that is an extension of a larger class, it is important to coordinate your expectations with the professor of the larger class and with other TAs who are teaching similar sections, labs or studios.

Your next step is to choose the means of instruction that will enable students to perform at the level you expect. If you need to cover 50 years of research in 15 weeks, you will probably lecture. If students must be capable of applying course material, you will not only have to present factual information through texts and lectures but also show them how to develop generalizations from the background knowledge (discussion, study problems, assignments), and provide them with opportunities to apply newly learned principles in novel situations (laboratory experiments, papers, examinations, projects, speeches).

Your third step will be to determine through evaluation procedures whether students have learned what you intended. Ideally, procedures for evaluation should be consistent with course goals and teaching strategies. The mode of instruction, the course content, assignments, and examinations should all focus students' attention in a single direction.
Examples of Well-Written Syllabi

Below, you will find four syllabi that, at one time or another, were used by MSU faculty. Notice that, although they do not follow the same format, each provides all relevant information concerning the course in question. Upon reading a specific syllabus, try to think of a question concerning the course that the syllabus does not address; if you can come up with such a question, find a place in the syllabus where it could be easily incorporated. Also, analyze whether, as the semester would progress, the existing syllabus would answer all questions you might come up with. While doing this, keep in mind that it is only by planning your teaching well in advance that you will be able to anticipate everything your students will need and to put it all together in a syllabus.

Selected Bibliography¹


¹ For Davis, McKeachie, Lambert, and Miller, look for syllabi construction in the appropriate chapters.
I. Course Objectives and Content

As described in the catalogue of courses, ISS 310 deals with "contemporary issues related to the interaction of socio-cultural and ecological systems. Global, regional, national and local environmental problems and responses." Different ISS sections of the same course are taught from the various perspectives of the instructors. This section is premised on the assumption that, if students are to understand the interaction of socio-cultural and ecological systems, they must be familiar with some of the basic principles of both the social sciences (to understand the "socio-cultural" side of the equation) and the natural sciences (to understand the "ecological" side). This course is designed to do that, drawing from biology, geography, sociology, philosophy, political science, economics and related disciplines, to provide a holistic perspective on people and the environment.

Upon completion of the course, students are expected to be sufficiently familiar with important contemporary environmental problems to be able to understand how the environment is being affected, why these environmental impacts are deemed problematic, and what can be done to solve these problems. Solutions will be approached from the perspective that conservation is politics and that, even through inaction, we all inevitably end up taking sides on questions about how much the environment is degraded and how that degradation is distributed between different social groups, generations and geographical regions. It is hoped that this course will serve as a guide for students to make responsible choices on such matters.

II. Readings

There are two required text books:

There is a student study guide that accompanies *Understanding Our Environment*, which is available in the bookstores as an optional purchase.

A few additional readings may occasionally be assigned from handouts or items placed on reserve in the main library, at the assigned readings desk. (Reserved library books and articles may be checked out for two hours, if during the day, or overnight, if checked out after 9:00 PM.)

III. Discussion Sections

One of the distinctive features of this section of ISS 310 is its emphasis on active learning in weekly discussion sections. Instead of being limited to four lectures per week in a large lecture hall with 150 students, the professor (with the financial support of the College of Social Science and the Geography Department) has modified the printed schedule as follows: There will be only three lectures (Monday, Tuesday and Wednesday) plus one discussion section, to be held in place of the Friday lecture (*i.e.* from 11:30 to 12:20). All students will participate in one of four discussion sections, which will be conducted simultaneously each Friday by four teaching assistants, in four different rooms (116, 140 & 304 Natural Science Building plus 100 Berkey Hall). Activities within the discussion sections will include clarification of materials in assigned readings and lectures, reviews in preparation for the midterm and final
examinations, small group projects and presentations, debates and quizzes. During the first week of class, students will be divided into discussion sections in which they will remain for the duration of the semester. The teaching assistants responsible for discussion sections, the locations of their offices, and their office phone numbers are as follows (office hours to be announced):

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Cameron</td>
<td>124 Natural Science</td>
<td>355-7718</td>
</tr>
<tr>
<td>Linda Erickson</td>
<td>144 Natural Science</td>
<td>353-9940</td>
</tr>
<tr>
<td>Beth Myers</td>
<td>144 Natural Science</td>
<td>353-9940</td>
</tr>
<tr>
<td>Jennifer Maxwell Stefanacci</td>
<td>144 Natural Science</td>
<td>353-9940</td>
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</tbody>
</table>

Participation in discussions is a very important dimension of this course. It is well known that learning is significantly enhanced when the student takes an active part in her or his own education. (This is not to mention the sad fact that large lecture courses are notoriously impersonal and often quite tiresome.) When a professor stands on a platform in front of hundreds of students, the implicit assumption is that she or he is the giver of all knowledge while the students are the passive recipients. The professor and TAs for this course don't buy that. We start from the assumption that every one of you has strong feelings about some current environmental problems and that each one of you has important knowledge and perspectives on these problems. One of the principal purposes of the discussion sections is to allow us to share that knowledge with each other to a far greater extent than would be possible in a large lecture format. Other important objectives are to challenge students to think critically, to develop the cooperative problem-solving skills needed in the "real world" beyond undergraduate school, and to maximize interest in and enthusiasm for solving the critical environmental problems we all must face.

IV. Requirements and Grades

The total course score will be based on a curve and weighed as follows: discussion section grade 40%, midterm exam 20%, final exam 40%.

The discussion section grade will be based upon attendance and participation, performance in quizzes and grades in assigned projects. (Your TA will provide detailed information on the activities and requirements for your discussion section.) The midterm exam will be given during the lecture period on Wednesday, March 1. The final exam is scheduled for Wednesday, May 3, from 12:45 to 2:45 PM. It will be cumulative, drawing from the required readings and from all information presented and discussed in class. The midterm and final exams will consist of true-false, multiple choice, short answer and essay questions. More details on the content and design of the exams will be provided in time to assist with student preparations.

V. Lecture and Reading Schedule

Lecture topics and required readings will be covered in the following order (as noted above, a few additional readings may occasionally be assigned):
<table>
<thead>
<tr>
<th>SCHEDULE OF TOPICS</th>
<th>Pages in Pierce &amp; VandeVeer</th>
<th>Pages in Cunningham</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction: examining our own preconceptions and expectations</td>
<td></td>
<td>1 - 20</td>
</tr>
<tr>
<td>* Environmental science and environmental ethics: how we understand our place in nature</td>
<td></td>
<td>1 - 23</td>
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<tr>
<td>* What do we perceive to be the most serious environmental problems of our time?</td>
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<tr>
<td>* What can we already identify as the causes and solutions for these problems?</td>
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<tr>
<td>* What do we hope to get out of this course?</td>
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<tr>
<td>II. The nature of nature: how natural systems function</td>
<td></td>
<td>21-63</td>
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<tr>
<td>* What are ecosystems and how do they work?</td>
<td></td>
<td>280-288</td>
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<tr>
<td>* Is there a balance of nature? If so, how does it work?</td>
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<tr>
<td>III. Ecology and economy</td>
<td></td>
<td>90 - 100</td>
</tr>
<tr>
<td>* Are natural and economic systems compatible?</td>
<td></td>
<td>367-380</td>
</tr>
<tr>
<td>* Can technology overcome environmental limits?</td>
<td></td>
<td>412-441</td>
</tr>
<tr>
<td>* How are environmental goods and environmental degradation distributed between social groups and generations?</td>
<td></td>
<td></td>
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<tr>
<td>IV. Environmental degradation: causes, consequences and solutions</td>
<td></td>
<td>64 - 89</td>
</tr>
<tr>
<td>* Human population growth:</td>
<td></td>
<td>330-338</td>
</tr>
<tr>
<td>* Is it the number one problem?</td>
<td></td>
<td>134 - 159</td>
</tr>
<tr>
<td>* What can and is being done to limit population growth?</td>
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<td></td>
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<tr>
<td>* Is starvation primarily the result of over population?</td>
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<tr>
<td>* Soils: How and why are we &quot;losing ground?&quot;</td>
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<tr>
<td>* &quot;Pests&quot;: How are we and how should we do battle with our natural competitors?</td>
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<tr>
<td>* Resource management</td>
<td></td>
<td>160 - 204</td>
</tr>
<tr>
<td>* Preservation of natural systems &amp; biological diversity</td>
<td></td>
<td>24-39, 139-42</td>
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<tr>
<td>* Air &amp; Water systems and what we are doing to them</td>
<td></td>
<td>339-358</td>
</tr>
<tr>
<td>* Energy</td>
<td></td>
<td>205 - 247</td>
</tr>
<tr>
<td>* Fossil fuels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Nuclear power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Renewable energy</td>
<td></td>
<td>248-274</td>
</tr>
<tr>
<td>* Solid, toxic and hazardous waste</td>
<td></td>
<td>112-132,</td>
</tr>
<tr>
<td>* Sustainable living in our cities and towns</td>
<td></td>
<td>276-297, 39-44</td>
</tr>
<tr>
<td>V. Action for the environment: political and personal options</td>
<td></td>
<td>298 - 318</td>
</tr>
<tr>
<td>* The philosophical underpinnings for action: shallow, deep, social and feminist ecology</td>
<td></td>
<td>319 - 344</td>
</tr>
<tr>
<td>* Green lifestyles</td>
<td></td>
<td>106-125</td>
</tr>
<tr>
<td>* Green politics</td>
<td></td>
<td>142-233</td>
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<tr>
<td></td>
<td></td>
<td>358-366</td>
</tr>
<tr>
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<td>442-469</td>
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</tbody>
</table>
COURSE OUTLINE

Text               Applied Finite Mathematics, by Chester Piascik

Lecturer           Lanette Poteete; office: A-531 Wells Hall; phone 353-0844

Lectures           Mo., We., Fr. 9:10-10:00 a.m., B-108 Wells Hall.

Office Hours       Mo., We., Fr. 10:30-11:30 a.m. and by appointment.

Office hours are intended to help you clarify any procedural and other questions you may have; they are NOT to be used to go over the material covered while you were absent or to provide extensive help with homework problems. As office hours are often crowded, make sure to prepare your questions in advance.

Recitations        Tu. and Th., according to the Schedule of Classes.

At recitations, your TA will be solving problems not assigned for homework but similar to those assigned; if you have questions concerning the homework problems, you must see one of the TAs during his/her help hours.

Help Hours         Each TA will have help hours. These hours will be announced during the first recitation as well as during lectures; you may use help hours of ANY TA. Help hours cannot be used as a substitute for lectures or recitations. When asking questions, be prepared to demonstrate your own attempts to answer them.

Attendance         You are expected to attend ALL lectures and ALL recitations. As this is a five credit-hour course; in order to succeed, you are expected to spend at least ten hours per week studying (not counting lectures and recitations).

Calculator         You need a graphing calculator. On lectures we shall cover the basics of Sharp EL 9200; if you get a different calculator, you will be responsible for learning how to use it. YOU ARE FULLY RESPONSIBLE FOR HAVING A CALCULATOR FOR ALL EXAMS AND ALL QUIZZES, AND FOR KNOWING HOW TO USE IT. If you forget to bring your calculator to an exam or if your calculator does not function properly, you will have to work without it.

Homework           On the sheet attached, you will find a day-by-day schedule of the course as well as a list of problems from the text that you are expected to solve on your own (solutions to most of them are at the end of the text). Solutions of those problems are not expected to be turned in. It is considered that you cannot complete the course successfully unless you fully understand and can solve AT LEAST the assigned homework problems.

Exams              You will have nine ten-minute quizzes, four fifty-minute exams, and the final three-hour exam (for dates see the day-by-day schedule). There will be no make-ups for either quizzes or fifty-minute exams; only extreme situations will allow a student to be excused from a quiz or a fifty-minute exam. Having three finals on the day of the final exam will excuse you from that exam; if such is the case, arrangements for the (common) make-up final exam must be made in A-212 Wells Hall.

Grading            Every quiz counts 10 points, every fifty-minute exam counts 50 points; the final exam counts 300 points. Grading scale for each of the quizzes and fifty-minute exams is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% to 100%</td>
<td>4.0</td>
<td>73% to 78%</td>
<td>2.5</td>
<td>55% to 59%</td>
<td>1.0</td>
</tr>
<tr>
<td>85% to 89%</td>
<td>3.5</td>
<td>65% to 72%</td>
<td>2.0</td>
<td>0% to 54%</td>
<td>0.0</td>
</tr>
<tr>
<td>79% to 84%</td>
<td>3.0</td>
<td>60% to 64%</td>
<td>1.5</td>
<td></td>
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</tr>
</tbody>
</table>
Grading scale for the final exam will be made AFTER the results of that exam are turned in.

**General Info**

1. Section R in the textbook is an algebra review. You MUST be fully familiar with the first 30 pages of this review; if you are not, you should consider dropping this course and taking a more appropriate course instead.

2. Before being returned to you, a random selection of graded exams will be copied.

3. If you are caught cheating, the minimal penalty will be a zero for the course.

**Important Dates**

1. Quizzes: Jan. 21; Jan. 28; Feb. 11; Feb. 18; Mar. 11; Mar. 18; Apr. 1; Apr. 8; Apr. 22

2. Fifty-minute exams: Feb. 4; Feb. 25; Mar. 25; Apr. 15

3. Final Exam: May 4, 7:45-10:45 a.m. (locations will be announced.)

**NOTE.** To ALL quizzes and ALL exams you must bring your student ID and one pictured ID (or only your student ID, if it is pictured); otherwise, your exam will be invalid.
DAY-BY-DAY SCHEDULE

The following is a **tentative** day-by-day schedule of the course. Although no sections will be added to the course, if it turns to be necessary a section or two might be omitted; if that happens, an announcement will be made.

| Jan. 13 | 1.1       | Mar. 10 | 5.7       |
| Jan. 15 | 1.2       | Mar. 12 | 6.1       |
| Jan 18  | 1.3       | Mar. 15 | 6.2       |
| Jan. 20 | 1.4       | Mar. 17 | 6.3       |
| Jan. 22 | 2.1       | Mar. 19 | 7.1       |
| Jan. 25 | 2.2       | Mar. 22 | 7.2       |
| Jan. 27 | 2.3       | Mar. 24 | 7.3       |
| Jan. 28 | 2.4       | Mar. 26 | 8.1       |
| Feb. 1  | 3.1       | Mar. 29 | 8.2       |
| Feb. 3  | 3.2       | Mar. 31 | 8.2       |
| Feb. 5  | 3.2       | Apr.  2 | 8.3       |
| Feb. 8  | 3.3       | Apr.  5 | 8.3, 8.4  |
| Feb. 10 | 4.2       | Apr.  7 | 8.4       |
| Feb. 12 | 4.2       | Apr.  9 | 8.5       |
| Feb. 15 | 4.2       | Apr. 12 | 9.1       |
| Feb. 17 | 5.1       | Apr. 14 | 9.2       |
| Feb. 19 | 5.2       | Apr. 16 | 9.3       |
| Feb. 22 | 5.3       | Apr. 19 | 9.4       |
| Feb. 24 | 5.4       | Apr. 21 | 9.5       |
| Feb. 26 | 5.5       | Apr. 23 | 9.6       |
| Mar. 8  | 5.6       | Apr. 26 | Review    |
|         |           | Apr. 28 | Review    |

If you miss a lecture, you are responsible for getting notes from one of the other students. Under no circumstances can you expect a lecture to be repeated for you.

Each quiz will cover the material from the previous two or three lectures.

Unless it is announced differently at the lectures, the one-hour exams will cover the following:

- **Exam 1:** Ch. 1; Ch. 2
- **Exam 2:** Ch. 3; Ch. 4
- **Exam 3:** Ch. 5; Ch. 6
- **Exam 4:** Ch. 7; Ch. 8

Final exam will cover the entire course (including chap. 9).

Keep in mind that March 9 is the last day to drop the course with no grade.
The following list includes a MINIMAL set of problems you must solve on your own and fully understand in order to get a reasonably good grade. To get the top grade, you might have to solve some or all of the problems that are on this list.

1.1  1,3,5,6,7,9,11-17 all, 19,21,23,27,29,30,31
1.2  1-9 odd, 13-23 odd, 29-47 odd, 58-61 all, 63,65,67
1.3  1-21 odd
1.4  1-17 odd, 21,25,29-45 odd, 46,47
2.1  1-39 odd, 40-43 all
2.2  1-51 odd
2.3  1-17 odd, 23-31 odd
2.4  1,3,5,7,81-21 odd
3.1  1-71 odd
3.2  1-9 all, 11-99 odd, 101-109 odd
3.3  1-9 odd
4.1  1-49 odd
4.2  1-43 odd, 47,49,53-75 odd
5.1  1-21 odd, 25,31,33,34
5.2  1-23 odd, 27-35 odd, 39,43,45
5.3  1-21 odd
5.4  1-77 odd
5.5  1,3,7-47 odd, 55-67 odd
5.6  1-23 odd, 24,25,26
5.7  1-29 odd
6.1  1-25 odd, 26-32 all
6.2  1-17 odd, 25,26,27,29,33
6.3  1-19 odd
7.1  1-9 odd
7.2  1,2,3-31 odd
7.3  1-19 odd
8.1  1-83 odd
8.2  1-23 odd, 27,29,31,43,49,53,57,59,61,62,63,65,67,69,77,80,81,83
8.3  1,2,5-11 all, 13-19 all, 31,33,37,39,43,45,49,51,52,55,56,59,61,63,67,71-81 odd
8.4  105 all, 9,14,17-36 odd, 37,41,43-50 all
8.5  1-11 odd, 12-24 all
9.1  1-15 odd
9.2  1-25 odd, 29,31
9.3  1-19 odd, 12
9.4  1-23 all, 35,37,39
9.5  1-45 odd
9.6  1-21 odd
PHL 200
(Sections 1, 2)
INTRODUCTION TO PHILOSOPHY
Spring 1994

Instructor
Martin Benjamin
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TEXTS:
Required
Joel Feinberg, ed., Reason and Responsibility (RR)

Recommended
Thomas Nagel, What Does It All Mean (WM)
Zachary Seech, Writing Philosophy Papers

TENTATIVE SCHEDULE:
Jan. 12 Introduction
Jan. 14 Philosophical Argument (I)
Handout
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Jan. 17 Philosophical Argument II and the Dilemma of Determinism
Handout
Feinberg, RR, pp. 354-56
Nagel, WM, pp. 3-7, 47-58
Jan. 19 Determinism (I)
Feinberg, RR, pp. 357-58
Jan. 21 Determinism (II)\[1\]
Arthur Schopenhauer, "Every Existence Presupposes an Essence," RR, pp. 368-70
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Jan. 24 Compatibilism (I)
Jan. 26 Compatibilism (II)
Jan. 28 (Metaphysical) Libertarianism (I)
Richard Taylor, "Freedom and Determinism," RR, pp. 380-86
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Jan. 31 (Metaphysical) Libertarianism (II)
C. A. Campbell, "Has the Self 'Free Will'?" RR, pp. 386-96
Feb. 2 Praise, Blame, and Determinism (I)
Elizabeth L. Beardsley, "Determinism and Moral Perspectives," RR, pp. 397-405
Feb. 4 Praise, Blame, and Determinism (II)
Elizabeth L. Beardsley, "Determinism and Moral Perspectives," RR, pp. 407-407
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Feb. 7 The Mind-body Problem: Origins

\[1\] This class will include a brief quiz on the nature and assessment of elementary philosophical arguments.
Feb. 9 The Mind-Body Problem: an Overview
   Nagel, WM, pp. 27-37
   Feinberg, RR, pp. 263-64

Feb. 11 Dualism and Materialism
   Jerome Shaffer, "The Subject of Consciousness," RR, pp. 268-77, 280-81

Feb. 14 Philosophical Behaviorism
   Paul M. Churchland, "Behaviorism, Materialism, and Functionalism," RR, pp. 290-91

Feb. 16 Reductive Materialism (The Identity Theory)
   Paul M. Churchland, "Behaviorism, . . . ," RR, pp. 291-96

Feb. 18 Eliminative Materialism
   Paul M. Churchland, "Behaviorism, . . . ," RR, pp. 296-300

Feb. 21 Functionalism
   Paul M. Churchland, "Behaviorism, . . . ," RR, pp. 300-304

Feb. 23 Is the Mind a Computer Program? (I)

Feb. 25 Is the Mind a Computer Program? (II)

Mar. 2 The Ontological Argument
   Saint Anselm, "The Ontological Argument," RR, pp. 6-7
   William L. Rowe, "The Ontological Argument," RR, pp. 8-17

Mar. 4 The Cosmological Argument
   Samuel Clarke, "A Modern Formulation of the Cosmological Argument," RR, p. 19

Mar. 7-11 SPRING BREAK--NO CLASSES

Mar. 14 The Argument from Design
   David Hume, Dialogues Concerning Natural Religion, RR, pp. 38-40, 48-50

Mar. 16 The Problem of Evil (I)
   David Hume, Dialogues Concerning Natural Religion, RR, pp. 59-69
   Fyodor Dostoevsky, "Rebellion," RR, pp. 70-75

Mar. 18 The Problem of Evil (II)
   J. . Mackie, "Evil and Omnipotence," URRU, pp. 75-82

Mar. 21 The Problem of Evil (III)

Mar. 23 Reason and Faith (I)
   W. K. Clifford, "The Ethics of Belief," RR, pp. 93-96
   Blaise Pascal, "The Wager," RR, pp. 97-100

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2This class will include a videotape presentation.
Mar. 25  Reason and Faith (II)  
   William James, "The Will to Believe," RR, pp. 109-116
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Mar. 28  Ethics:  The Challenge of Relativism  
   Feinberg, RR, pp. 440-442  
   Richard B. Brandt, "Relativism and Ultimate Disagreements about Ethical Principles," RR, pp. 449-51  
   Bernard Williams, "Relativism," RR, pp. 459-61
Mar. 30  Moral Motivation and Human Nature (I)  
   Feinberg, RR, pp. 442-43  
   Joel Feinberg, "Psychological Egoism," RR, pp. 461-72
Apr. 1   Moral Motivation and Human Nature (II)  
   Howard Kahane, "Making the World Safe for Reciprocity," RR, pp. 479-87
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Apr. 4   Proposed Standards of Right Conduct:  Utilitarianism (I)  
   Feinberg, RR, pp. 443-445  
   John Stuart Mill, Utilitarianism, RR, pp. 487-92  
   Nagel, WM, pp. 59-75
Apr. 6   Proposed Standards of Right Conduct:  Utilitarianism (II)  
   John Stuart Mill, Utilitarianism, RR, pp. 492-99
Apr. 8   Proposed Standards of Right Conduct:  Utilitarianism (III)  
   Peter Singer, "Famine, Affluence, and Morality," RR, pp. 499-506
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Apr. 11  Proposed Standards of Right Conduct:  Ethical Egoism  
   James Rachels, "Ethical Egoism," RR, pp. 510-17
Apr. 13  Proposed Standards of Right Conduct:  Kantianism (I)  
   Immanuel Kant, "The Categorical Imperative," RR, pp. 524-28
Apr. 15  Proposed Standards of Right Conduct:  Kantianism (II)  
   Immanuel Kant, "The Categorical Imperative," RR, pp. 528-31
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Apr. 18  Social and Political Philosophy:  Just and Unjust Laws  
   Martin Luther King, "Letter from Birmingham City Jail," RR, pp. 536-44
Apr. 20  Social and Political Philosophy:  Justice as Fairness (I)  
   John Rawls, A Theory of Justice, RR, pp. 531-33  
   Nagel, WM, pp. 76-86
Apr. 22  Social and Political Philosophy:  Justice as Fairness (II)  
   John Rawls, A Theory of Justice, RR, pp. 534-536
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Apr. 25  Social and Political Philosophy:  Justice, Gender, and the Family  
   Susan Moller Okin, Justice, Gender, and the Family, RR, pp. 545-557
Apr. 27  Making Connections:  The Fields and Interrelatedness of Philosophy
Apr. 29  Making Connections:  The Nature and Value of Philosophy
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WRITTEN REQUIREMENTS

1  Short Papers  
   Short (3-5 page) papers will be assigned for Feb. 7, March 4, March 28, and April 22. Students must write the first paper and any two of the remaining three—for a total of three short papers. Specific topics will be distributed in class one week in advance of each due date.

   Papers are due at the beginning of class. Late papers will be accepted without penalty only in very unusual circumstances and only if cleared with the instructor in advance. Late papers not authorized in
advance will have their overall grade lowered by 0.5 for each 12-hour period for which the paper is late. The clock starts ticking at the beginning of class on the date the paper is due.

2. Final Examination
   The final examination is scheduled for Wednesday, May 4, 7:45-9:45 a.m. Students will be asked to answer three essay questions to be chosen on the day of the exam from a set of 10-12 essay questions distributed in class on April 20.

3. Reflections on Readings and Class Meetings
   Five (5) very short (no more than one double-spaced page) papers will be due in class on alternate weeks beginning Jan. 24. A specific schedule will be distributed in class on Jan 19. In these papers students will respond to two questions:

   (1) What, to your mind, is the most interesting or important unanswered question raised in or by the previous class meeting—and why?

   (2) What, to your mind, is the most interesting or important point raised in or by the assigned reading for today's class—and why?

   These papers are due at the beginning of class. They will be read, evaluated, and returned at the following class meeting. Late papers will be accepted only in very unusual circumstances and only if cleared with the instructor in advance.

4. Quiz
   There will be a brief quiz on the nature and assessment of elementary philosophical arguments in class on January 21.

Grading
Each of the three short (3-5 page) papers will count 20 percent of the final grade, for a total of 60 percent. The final examination will count 30 percent. Each of the five (1 page) reflection papers will count 2 percent, for a total of 10 percent. The usual adjustments will be made in borderline cases for steady and unmistakable improvement in written work and informed, thoughtful, and fairly regular participation in class discussion. The student's grade on the brief quiz on philosophical arguments will also be used to resolve borderline cases.

Criteria employed in evaluating written work include the following:

1. How well does the author understand and appreciate the complexity of the problem(s) and issue(s) he or she is addressing? To what extent has the author made judicious use of the clearly relevant concepts, categories, distinctions, positions, arguments, etc. that have been included in course readings and that have been brought out in class and come up in discussion?

2. Is the paper or essay clearly written? Are its claims precise? Does it have an explicit overall direction? Would it be intelligible to another student at this level who is interested in the topic, but not enrolled in the course?

3. To what extent has the author identified the assumptions or presuppositions underlying his or her position? And to what extent is he or she aware of the possible difficulties with them?

4. Are the author's claims and positions accompanied by cogent arguments? Are claims and arguments provided in different parts of the paper or essay consistent with each other?

5. Has the author been fairly thorough? Can the reader think of some fairly obvious objection to the author's position, raised in class or in the readings, that he or she has not anticipated and addressed?