

**PHIL 1: Intro to Philosophy**

COURSE SYLLABUS

### **Dr. Vadim Keyser**

vk003@fresnocitycollege.edu

(Please use Canvas messaging center through our course shell)

### **Spring 2022**

**Online Meeting Time and Place**:

Recorded online videos and recorded, optional lectures (see details below)

**Office Hrs**:

 Wed 5pm; Optional Recorded Extra Zoom Session Wed 6 pm

## 1. Course Description

This course introduces students to traditional and contemporary views in metaphysics,

epistemology, and value-theory. Topics may include the sources and limits of knowledge, the

nature of reality, the relationship between mind and body, free will and determinism, the existence of God, and the nature of morally right action. Readings will include selections drawn from the primary texts of Plato, Aristotle, Aquinas, Descartes, Locke, Berkeley, Hume, or Kant, as well as various twentieth century philosophers. ADVISORIES: English 1A or 1AH. (A, CSU-GE, UC, I) (CID PHIL 100)

## 2. What to expect each week

* All learning materials are accessible via Canvas.
* **Posted each week (Monday)** you will have a list of things to do for that week, and where to go to do them. As soon as you log into Canvas you will see the **a weekly content folder that is titled ‘Modules’**, which provides all directions, readings, and any additional video module content for the week. Keep track of this folder very closely.
* Lectures are **recorded videos** that you can watch, rewind, and have plenty of time with. A lot of my work is in animation and video-editing, so this should make things simple for everyone. I will **also** have **live sessions that will be optional and recorded**. That way, you can come interact; but you are not required to in order to get the full content. This way, you have full material and you aren’t stressed by time conflicts. We will coordinate these live sessions, so stay tuned.

**This course has strict participation and activity requirements**, including engagement with the course material on a weekly basis. Students who do NOT:

1. Log in to the course at least once each week during the first week

2. Engage actively in coursework for at least one hour each week for the first week

3. Submit discussions during the first week

Failing to perform 1-3 will be considered to have abandoned the course and *may be administratively dropped by the instructor*. *Re-enrolment will not be permitted.*

## 3. Learning Outcomes and Objectives:

## Course Objectives:

1. Achieve a familiarity with and appreciation of the philosophic endeavor as a whole (i.e., its scope, concerns, purpose, and methods), the specific endeavors of a number of well-known philosophers, and the relevance of philosophical inquiry to their own lives.
2. Demonstrate a familiarity with and appreciation of the philosophic endeavor as a whole, and the specific endeavors of a number of well-known philosophers, through discussion and writing.
3. Recognize, describe, and distinguish between metaphysical, epistemological, and value-theoretic issues in a variety of texts.
4. Develop skills pertaining to the recognition, clarification, and evaluation of arguments, which they can apply both to the arguments of others and to those of their own making.

## CSLOs:

PHIL-1 SLO1: Apply standards for argument assessment in evaluating the arguments of the great philosophers and the arguments that the

students themselves create.

PHIL-1 SLO2: Articulate metaphysical, epistemological, and ethical themes in the works of Plato, Aristotle, Aquinas, Descartes, Locke, Berkeley, Hume, or Kant, as well as some representative twentieth century philosophers.

## 4. Assignments

**Your grade in this course will be based on:**

**A. Test:** there are 2 tests (**20% each for a total of 40%**):

* **See date on the final page of the calendar**.
* You can start these tests whenever you would like starting *when the week begins*.
* For the test, you are **allowed to use your notes as well as the readings and any additional modules**.
* The test will be any combination of *multiple choice, short, and long response*. You will have a *2-hour time limit for the test*. The questions are directed toward conceptual application. This means that most of the questions will require you to synthesize, extrapolate, and apply information. Specifically, you will not be asked to merely re-state a fact, directly. Rather, you will be asked to *e.g., compare and contrast concepts, analyze the features of theories, and analyze scenarios using theoretical frameworks*—among other question-types that focus on your *use* of the concepts and theories. To prepare you for these tests, I will be giving you specific discussion activities.
* You will have **from the start of each Week (Monday 6am) to Sunday 11:59pm** to find the right window for you to take the tests, but once you open, 2 hrs starts and **cannot be paused**. After 2 hrs, the test closes, and you cannot edit any of it. ***For any given test trial, you cannot re-take the test, even if you open it and then close it or if you experience a computer error.*** *That means, once it is submitted, it is submitted. That sounds really scary, but see the \*\*****VERY IMPORTANT****\*\* comment below. If you are worried about your Internet connection, please use the computers on campus (If you cannot, and are worried about the internet connection, please email me and I will make alternative plans).*
* ***VERY IMPORTANT: For the first test, you will have 2 trials (i.e. 2 opportunities to take it).***
* The test content will be everything up to the test, including the previous units.
* **Do not work in groups**. You will see why when we talk about methods: **sometimes two heads are actually less reliable than 1 and I will show you why.**

**B. Essay**: There is one, it is **worth 30%**.The purpose of the essay is to formulate and defend a convincing, clearly structured argument addressing a philosophical problem of historically recognized importance.

* **See date on the final page of the calendar**.
* The essay is 1000 words.
* The essays are straightforward. There is an analytical question that you have to answer within an essay form: intro, body, conclusion.
* Note about essay length: While the essay should be 1000 words—you can go over this limit. I have seen essays that are concise and effective and ones that are elaborate complex and effective. The thing to remember is to read the directions carefully and ANALYZE, rather than stating or claiming.

**C. Weekly Reflective Discussion posts/Class Participation**: **30% total.** There will be weekly discussions. This is really easy but important work because it is your primary engagement with the material for that week, and it requires collaboration with classmates. This serves as practice in **analysis** and **application** of concepts in philosophy.

* I will be posting application-based discussion questions when the week opens.
* \*\***You will have to (A) post a discussion post as well as (B) respond to 2 other people to get the *full credit* each week**. \*\*
	+ Each discussion is worth 5 points. You will receive a **2/5** if you just post a perfect discussion and no responses. You will receive a **3.5/5** if you respond to only one classmate. You will be rated on completeness, accuracy, and content in the initial post as well as your responses two classmates.
	+ See specific directions below.
* **Things to keep in mind for discussions:**
	+ The *necessary condition* with any post is that you are respectful to your classmates.
	+ These responses should *not* be trite, generic, and half-baked. Rather, they will be an attempt to think about these things for real and to begin forming a representation of the concepts, theories, and examples used. The purpose of these discussions is to generate an initial representation and engagement with the material.

**(A) Discussions Details About YOUR initial post:** (Remember,You will receive a **2/5** if you just post a perfect discussion and no responses)

You will type up **at least a 300 word original reflective post** corresponding to the discussion question for the week. You will copy and paste this into the discussion or upload this as a PDF document within the discussion forum post. Your answer will contain the following:

* 1. *Ordered and complete content*: Your answer must be in your own words and should be structured. The structure is up to you. You do not have to number your response. But you can.
	2. *Understandable and clear content*: All sentences should be understandable to other classmates.
	3. *Precision/Accuracy*: Be as detailed and correct as possible about the concepts. Do not step far into creative boundaries. This exercise is about getting the details right.
		1. Think about the text perspective our classmates will be using to analyze your content. Make it as accessible as possible using clear sentences and word choice.
		2. Proofread your posts before you post them to make sure that the structure and content are presentable.

**(B) How to respond to two classmates once you’ve posted:**

Remember, each week you will be expected to **respond to 2 other classmates in 100 words**. You must try to respond to classmates that are lacking in responses. So, if you see someone with 2 responses already, respond to another person. We want these to be distributed.

Your response should not be a criticism, but rather an exploration of ideas or a constructive suggestion on formatting, theme, concept, examples, etc. You can point out something interesting about the classmate’s response, suggest an example, take the discussion a bit further, suggest an alternative view, introduce a different way of organizing that would also be effective, etc. The response is collaborative rather than competitive. The goal is to use these discussion responses as brainstorming ideas for projects as well as review for each week.

**Structured suggestions for all discussion responses:**

1. You must try to respond to classmates that are lacking in responses. So, if you see someone with 2 responses already, respond to another person. We want these to be distributed.
2. Your response should not be a criticism, but rather an exploration of ideas. You can point out something interesting about the classmate’s response, suggest an example, take the discussion a bit further, or suggest an alternative view, introduce new organization/structure, etc. The response is collaborative rather than competitive. The goal is to use these discussion responses as brainstorming ideas for projects as well as review for each week.
3. Responses must be **100 words**. Responses under that will receive half points for each response automatically (3/5 total).
4. The main element that a response should have is engagement with the research. I am looking to see if you are processing the information rather than just putting in a couple of key words.

\*\*All assignments will have to be turned in via Canvas only.

## Extra Credit

If there is a need for extra credit, I will make it available. If you’re really worried about your grade, please check in with me via email way ahead of the end of the class.

# 5. Grading Scale

A = 90-100%

B = 80-89 %

C = 70-79%

D = 60-69%

F = < 60%

*There will be no rounding of fractional points*. You and only you are responsible for monitoring your performance in this course. Be sure to pay close attention to the drop deadline.

**6. Late Work**

*No late work will be accepted* without documented emergency proof, which will be reviewed by the instructor and discussed with the student. Once proof is accepted the student will have a one-week un-penalized extension. **Work that is submitted past the assigned deadline will receive a 0. This means that you have to make sure you leave room for error when submitting an assignment (e.g., loading error, internet connection error, extended rendering time, etc.). If an assignment is due at/by 11:59pm, a submission of 12:00am means that it is late. Deadlines will be strictly enforced.**

**This is very important: If you are having a hard time keeping up with deadlines and/or you predict that you will have a hard time given the difficulty of your schedule, please email me ahead of time (at least 5 days before the assignment is due) and I will work with you to make sure that you turn it in in a timely fashion.**

# 7. Writing Guidelines:

Please make sure to read the first week’s document on HOW to take notes.

## 8. Preparation

Make sure you take responsibility for every aspect of this course. If you work steadily through the material, you will feel confident about the progression. If not, it’ll be very difficult to catch up again. Keep up with the reading and give yourself lots of time to do it. Philosophy is very demanding of your time and attention. Most students find they need to read philosophical writing several times before they have understood it.

## 9. Academic Honesty

You are free to study together. \*\* **It is imperative that you do not complete the essay and tests together. If the tests or presentations look relevantly similar, you will receive a 0 and you will be reported for plagiarism.**

“Academic Dishonesty is unacceptable and will not be tolerated by Fresno City College. Cheating, plagiarism and collusion in dishonest activities erode the college’s educational and social role in the community.

“Cheating is the act of deception by which a student misleadingly demonstrates that she/he has mastered information on an academic exercise. Examples include but are not limited to:

* Copying from another’s work, supplying one’s work to another or giving or receiving copies of examinations without an instructor’s permission.
* Using or displaying notes or devices inappropriate to the conditions of the examination
* Taking a test for someone else or permitting someone to take a test for you.

“Plagiarism is a specific form of cheating and is the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include but is not limited to:

* Failing to provide complete citations and references for all work that draws on the ideas, words, or work of others.
* Failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge or consent of the instructors involved, or encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

“Disciplinary Procedures When a faculty member discovers a violation of the cheating or plagiarism policy, the faculty member:

* Will arrange a conference with the student and at that time advise the student of the allegations.
* Will notify the dean of the division in writing that an act of dishonesty has occurred. This report will become a part of the student’s permanent record. A copy will be mailed or given to the student.
* May give the student an ‘F’ for the assignment and/or for the course, depending upon the seriousness of the infraction. If the student’s permanent record indicates more than one occurrence of cheating or plagiarism, the student may be placed on probation, suspended or expelled by the Dean of Students.

“A student may appeal to the Academic Standards Committee any sanctions employed based on an allegation of dishonesty. Such an appeal must be made within fifteen (15) days after notification is mailed or given to the student.”

## 10. Course Materials

## No required text. All readings will be posted in pdf on Canvas in order to be of a little bit of ease.

**11. Instructor Availability**

The instructor will be available by email and will normally respond to all questions within 24 hours. Students who do not receive timely responses should resend their email in case I overlooked it. **The instructor will be available on email during weekends but may take 48 hrs to respond.**

## 12. Universal Accessibility/Accommodations

“If you have a verified need for an academic accommodation or materials in alternate media ([e.g.] Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.”

**[Reading Schedule on Next Page]**

## Reading Schedule:

* All readings to-do will be summarized on Canvas every Monday.
* All readings will be in pdf or word doc format.
* Each week covers all Learning Specific Outcomes

**PHIL 1- Reading/Assignment Schedule**

There is no textbook for the course. All readings will be made available on Canvas. Please do not exchange any readings outside of the class. As an additional resource there is the *Stanford Encyclopedia of Philosophy*, available at <http://plato.stanford.edu>.

**PHIL 1 Reading/Assignment Schedule:**

**Readings may change at the discretion of the professor.**

**Below, the date, week, unit type, and unit title are provided—in addition to detailed directions for the week.**

**1/10: Week 1: Intro**

\*Make sure that you have looked at the **home page.**

* 1. Module numbers (e.g., Module 1 corresponding to the first week) are given to each week. With the exception of the first week, each Module\* will have an actual video "module" , a reading, a discussion, and any other assignments. You can open these materials whenever you want and they will stay open all semester.
1. \*In Week 1 because we have so much intro content (including some of my intro videos), there will be no video module.
2. Make sure that you **follow all directions from the syllabus**.
3. Reflective discussion posts are always due **Friday 11:59pm, and 2 responses by Sunday 11:59pm.**There is no discussion this week, all you have to do is read about how to create a discussion in the syllabus. Don't get too overwhelmed. I try to be as structured and detailed as possible, but the discussions are really easy.

**Part I: The Descriptive: Epistemology, Metaphysics, and Reasoning**

**1/17 Week 2: Awareness and Ignorance: Plato and Modern Inductive Logic**

This week we merge the ancient with the modern. To what extent are we unaware? What are the conditions for our ignorance?

* 1. **Read**:
		+ Excerpt from: Kahneman, D., & Egan, P. (2018). *Thinking, fast and slow*.
		+ Excerpt from: Plato Republic, VII 514 a, 2 to 517 a, 7, Sheehand Translation.
	2. Watch the **module** on ‘Mechanisms of Ignorance’
	3. Do the **discussion** (first posts are always due Friday 11:59pm and comments to 2 classmates by Sunday 11:59pm)

**1/24 Week 3: Perspective in Science and Art**

What does it mean to represent the world? The Allegory of the Cave seems to provide a representation of the process of discovering our ignorance. But does it really, though? We explore the nature of 'representation' (note that when you put single quotes around a word, it indicates that you are referring to the concept--e.g., 'representation' = the concept of representation).

* 1. **Read**:
		+ Excerpt from: Fraassen, B. (2013). *Scientific representation: Paradoxes of perspective*. Oxford: Clarendon.
		+ My short summary on representation (to make things a bit easier)
	2. Watch the **module** on scientific perspective/representation
	3. Do the **discussion**

**1/31 Week 4: Epistemology: The Problem of Induction**

This week we set out the explicit conditions knowledge, in a format that has been consistent with our previous work on reasoning. We will test our intuitions about sufficient conditions for knowledge.

1. **Read:** Gettier, E. L., Weber, M. A., & Yolcu, N.-M. (2019). *Is Justified True Belief Knowledge?: Reclam Great Papers Philosophie*. Ditzingen: Reclam Verlag.
2. Watch the **module**
3. You have one **discussion**

**2/7 Week 5: Test Week**

This week we have our first test. You will have all weekend to complete it.

* 1. Do the **discussion**, which is about test review.
1. **Test 1 due Sunday 11:59pm:**
	* 1. **You have all weekend to complete it at home. It is timed. It will be made available Friday 6am and you will have until Sunday 11:59pm to find a time that works for you to take it. It is 2hrs long.**
		2. For the tests you will have 2 trials (i.e. 2 opportunities to take it).
		3. The test content will be everything up to the test, including the previous units.
		4. ***I cannot stress this enough: Please make sure you have a reliable Internet connection when taking these tests and that you are using a reliable browser.*** You will not be able to re-take the test for **that** trial if your Internet times out. You are free to use the on-campus computers. In fact, I would recommend it if you are worried about your connection.
		5. **Do not work in groups**.
2. Take a look at the how-to on making videos, and attempt the technology on your own. I'd like to use this tech starting next week, so let's get prepped.
3. Take a look at the document on making visual diagrams, I’d like to transition to this as well in our discussions.

**2/14 Week 6: Epistemology Continued: Skepticism and Understanding; and Unconceptualized Reality**

We explore the limitations of our understanding. There are two focal points: First, we address limitations of understanding; and then we intersect epistemology and metaphysics. For this second point, given that there are epistemic limitations, what can we hope to know about Reality?

* 1. **Read:**
		+ Excerpt from:Buckle, S. (2007). *Hume's enlightenment tract: The unity and purpose of An enquiry concerning human understanding*. Oxford: Clarendon Press: Sect. IV. Sceptical doubts concerning the operations of the understanding.
		+ Article on [Carl Sagan’s '4th dimension'](https://medium.com/future-today/reality-consciousness-and-the-carl-sagan-tesseract-56b807fc833b)
	2. Watch brief **module** on Hilary Putnam’s take on unconceptualized reality
	3. A **recorded conversation** about Epistemology and Metaphysics with Dr. K. Stay tuned for details.
	4. **Discussion** about limitations of our understanding and reality.

**Part II: Connecting the Descriptive and the Normative: Complex Philosophical Issues**

**2/21 Week 7: Feminism in Philosophy of Science: ‘Objective Reality’ and Society**

We have discussed epistemology and metaphysics within a philosophical vacuum. But how do we apply epistemology to social reality? Fox Keller explores how our epistemic leanings influence the construction of gender norms, ontology in general, and evidential bias.

* 1. **Read excerpt from:** Keller, Evelyn Fox. (1996) *Reflections on Gender and Science*. Yale University Press.
	2. Watch video module on feminism and 'objectivity' in science.
	3. This week’s **discussion** requires interdisciplinary thinking. A bit of breakdown is necessary: Think of an example of feminism **in both** a) science and b) art (that means 2 examples). Post about these examples in your discussion. Engage with the following question, how does each example (feminism in science and feminism in art) change perspective in society? Do your examples provide a new perspective, an old perspective, a more objective perspective, a subjective perspective, etc.? Be specific.

**2/28 Week 8: Free Will and Determinism: Personhood and Responsibility**

Frankfurt’s account is applicable in that it provides a structured view of human motivation and choice. However, what we see is that Frankfurt is still operating with a very idealized analytical set of cards. We explore limitations to Frankfurt’s account.

1. **Read:** Harry G. Frankfurt, Freedom of the Will and the Concept of a Person, The Journal of Philosophy, Vol. 68, No.1 (Jan 14, 1971), 5-7
2. Watch the **video module** on ‘Personhood’.
3. **Discussion** about personhood and social media.

**3/7 Week 9: Arguments in Philosophy of Religion**

We analyze arguments for the existence of God, and describe multiple perspectives on religious experience

* 1. Watch the **module on arguments in Philosophy of Religion**.
	2. Do the **readings**: William Lane Craig ‘The *Kalam* Cosmological Argument and the Anthropic Principle’; and Paul Edwards’ ‘A Critique of the Cosmological Article’.
	3. **Discussion**

**3/14 Week 10: Essay/Project Case Study/Review**

This week is all review and project work.

* 1. Take the week to work out your notes for the **discussion** and also to start on your **interactive projects**.
	2. In preparation for the interactive project, take a look at the specifications about analytical writing in the **'prep' document**. Really, it's simple. Our purpose is analysis. It's really just to explain how something works.

**Part III: The Normative**

**3/21 Week 11: Deontology and Consequentialism Applied: Moral Luck**

What happens when there is a battle between our intuitions and our reasoned principles? Are there real-life ethical circumstances that push our meta reasoning to its limits? We explore ‘moral luck’.

* 1. Read the major **comments** that I have created about background ethics theories.
	2. **Read**:
* **Excerpt from**: Nagel, T. (2019). *Mortal questions*. Cambridge: Cambridge University Press.
* Horner, T. (2010). Moral luck and computer ethics: Gauguin in cyberspace. Ethics and Information Technology 12(4):299-312
	1. Watch the **modules** on Kant, and the module on Moral Luck.
	2. Do the **discussion post**.
	3. **Review Documents** for the test next week. The test will be on anything up until the end of this week. For ease, just navigate through the 'Modules' to see the relevant topics.

**3/28 Week 12: Test Week & Ethics Application: Privacy and Accuracy**

This week we take our second test and do a bit of work on ‘privacy’ and ‘accuracy’ in applied ethics.

1. **Read** chapter 5 from:Tavani, H. T. (2015). *Ethics and Technology*. New York: Wiley.
2. **Video module** on privacy and accuracy in information
3. **Discussion on privacy and accuracy**
4. **Test 1 due Sunday 11:59pm:**
	* 1. **You have all weekend to complete it at home. It is timed. It will be made available Friday 6am and you will have until Sunday 11:59pm to find a time that works for you to take it. It is 2hrs long.**
		2. For the tests you will have 2 trials (i.e. 2 opportunities to take it).
		3. The test content will be everything up to the test, including *this unit and previous units*.
		4. ***I cannot stress this enough: Please make sure you have a reliable Internet connection when taking these tests and that you are using a reliable browser.*** You will not be able to re-take the test for **that** trial if your Internet times out. You are free to use the on-campus computers. In fact, I would recommend it if you are worried about your connection.
		5. **Do not work in groups**.

**4/4 Week 13: Are We Selfish? Ought we to be?**

We use our descriptive toolbox to make normative claims. That is, we begin with the question, are we selfish? And, then we move to the question, should we continue to be selfish? This unit explores both the philosophy and the neuroscience of acting towards others. Plot twist, the application is specifically to our digital interactions.

* 1. Watch the **module on egoism** first.
	2. Do the **readings**:
* Harris, Tristan. (2016). Is Technology Amplifying Human Potential, or Amusing Ourselves to Death?;
* Cheolho Yoon. (2011). Ethical decision-making in the Internet context: Development and test of an initial model based on moral philosophy, Computers in Human Behavior, Volume 27, Issue 6, Pages 2401-2409
	1. Do the **discussion** on egoism.

**4/11 Week 15: Spring Break**

No work

**4/18 Week 16: Ethics and Technology: Ethical Relations in the Digital world**

This week we try to understand our complicated relations within a technological world. Why is it so difficult to maintain autonomy? Is technology really offering ‘new’ ethical concerns?

* 1. **Reading**: Verbeek, “Subject to technology: on autonomic computing and human autonomy”: in Law, human agency, and autonomic computing (2011), Hildebrandt, Mireille and Rouvroy, Antoinette, eds.
	2. **Video module** on immersive relations.
	3. Answer the **discussion**.
	4. **Quest EC:** You will have an opportunity to get some extra credit.
	5. Keep working on those interactive projects.

**4/25 Week 16: Precursor’s to Existentialist Thinking: Qualia**

Everything that we have learned so far has been from the 3rd person perspective, but what if we’ve missed something so important that it is obvious: the 1st person perspective. We explore the thorniness of essence vs. existence.

We've discussed how are we judged; how we are a person; and a bunch of other philosophical stuff; but one thing is missing. What is it like to BE something. Nagel thinks that no matter how advanced our knowledge is, we will **never know what it is like to be something.**

* 1. **Watch** the module on ‘what it is like-ness’.
	2. **Read**: Nagel, Thomas (1974). "What Is It Like to Be a Bat?". The Philosophical Review. 83 (4): 435–450.
	3. **Read and Watch This Application**: Recently, I was asked to this vigil for a species that is gone forever: the smooth handfish. I was asked to do an artistic piece. So, I thought, what's it like to be a smooth handfish? So, **read the 2 second article and watch my 1 second animation.**
	4. Complete the **Discussion** on ‘what-it's-likeness’, by Sunday. Responses optional.

**5/1 and 5/9 Week 18: Existentialism: An Intro to the Absurd**

We enter our final weeks with some existentialist concerns. In this course we have discussed coherence  a lot. Even when it comes to our personhood, the question was, are we coherent? That is, is our onion of a person a well-structured onion? But we should entertain the fact that technology is making us fragmented. That is, technology may be creating a discrepancy between the seriousness with which we take our identities and the doubt we have about those identities. We ask a final question: How can we choose to exist within our complex social and digital world?

* 1. **Read the massive review document from in the Feedback folder (scroll in Modules), filled with feedback and clarification** on concepts that we have gone through in weeks 12, 13, and 14.
	2. **Read**: Nagel, T., & Vučko, B. (January 01, 2001). Absurd. *Fnm,*8, 28-34; in addition to the Camus excerpt from the *Myth of Sisyphus*.
	3. **Video Module** on the ‘Absurd’.
	4. **Discussion** on ‘the Absurd’.
	5. **Interactive Project due 5/18 11:59pm; 2 responses to classmates due 5/20 11:59pm.**

**There is no final exam in this class, after the interactive project, you’re all set.**