

Syllabus

Welcome

Welcome to Introduction to Philosophy! Philosophy is an effort to think clearly about life's deepest and most perplexing questions. Philosophy courses are different from any other courses you'll take during your time here at NCSU. For one, this course does not aim to provide you with more knowledge. You will not be learning facts in this course or learning the answers to questions. Instead, you will be learning how to ask questions. You'll be learning why philosophers have been asking the questions they're asking, what their questions mean, and why they've come to different answers. You'll be asking the questions yourselves. As part of this questioning, you'll be challenging your own assumptions and the assumptions of our culture. If you do this well, you'll end up less certain of your beliefs than when you started. For these reasons, as Rauhut points out, philosophy is often considered subversive. If the course is successful, you'll be thinking about these questions long after the semester is over. The goal here is just to get you started.

Philosophy is a social activity. This means that the setting in which we're doing philosophy, including the individuals we happen to be doing philosophy with, makes a difference to the questions we ask and the answers we discover. People's personalities, interests, background knowledge, upbringings, and other characteristics, matter to how this class goes, and to what was included on the syllabus in the first place. The fact that we are not meeting each other in a classroom, and that we are undertaking the study of philosophy together during a pandemic, in the most stressful and bizarre of circumstances, also makes a difference to the learning that will take place over the course of the semester.

Philosophy and Covid-19

This is a time like no other. Philosophy asks us to challenge our most basic assumptions about our lives, and Covid-19 has overturned life as we know it. So much, including our own campus, has shut down. This shutting down has been a source of great pain for many of us, destroying livelihoods and increasing hardship and trauma for the most vulnerable members of our society. But it has also left us with an opportunity to remake the world. How we emerge from the pandemic will determine the quality of our lives going forward and our potential for continuing to exist on this planet. As a result of Covid-19, you may have experienced the death or illness of a loved one, the need to quarantine and stay away from those you love, and/or a prohibition against doing normal social activities that you enjoy. You may have been sick yourself or suffered a loss of income due to the shutdown. Any of these things may also come up as the semester progresses. I have tried to design a course that is sensitive to this reality. Please communicate regularly if there are aspects of your situation that are relevant to your success in this course or that would be helpful for me to know about. On our Moodle site, I have included a section with campus resources for staying safe during this difficult time. Hopefully the situation will improve as the semester progresses.

Course Objectives:

1. Become familiar with basic philosophical concepts, controversies and questions.
2. Learn how to think through sophisticated philosophical conversations clearly.
3. Learn to form and articulate your own beliefs on complex philosophical subjects.
4. Learn how to challenge assumptions by asking probing, intelligent, thoughtful questions.
5. Learn how to change your mind on the basis of good reasoning.
6. Practice the skills of modesty and humility in deciding what to believe.
7. Become less certain of your most basic beliefs.
8. Learn to approach philosophical topics with an open mind.
9. Become passionately curious about life's deepest questions and willing to engage with them.
10. Critically examine contemporary culture and our current catastrophic path.
11. Think in new ways about humanity's role in life and in the history and future of evolution.
12. Learn to engage in philosophical discourse with others with an attitude of mutual respect.

Course Prerequisites, Course Co-Requisites, Enrollment Restrictions: Credit not allowed for both PHI 205 and 210.
General Education Program (GEP) Lists: Humanities

If you are taking this course to meet a GEP requirement *do not take it as Credit Only (S/U)*.

Structure of the Course

We will be reading two main texts in this class: *Ultimate Questions: Thinking About Philosophy* and *Ishmael: An Adventure of the Mind and Spirit*. For the first book, *Ultimate Questions*, we'll be reading one chapter each week over several weeks. By Sunday evening of each week in which one of the *Ultimate Questions* chapters is assigned, I will post a video lecture exploring that week's chapter. You are responsible for reading the assigned text, watching the accompanying video lecture, and then completing that week's quiz, which assesses your understanding of the material. If you have questions about the material, you can post these in the comments section underneath the video, email them to me, or post them in the open student discussion forum. I will do my best to respond to these questions either in writing or in follow-up videos. You are also required to watch any follow-up videos I post. Finally, you will have the option to write an 8-page term paper in response to one of the topics in *Ultimate Questions* that is covered in a video lecture. If you choose not to write the paper, this will not count against you.

Ishmael is a novel about a gorilla. We will be reading *Ishmael* throughout the semester, but I generally will not have much to say about *Ishmael* in the video lectures posted each week. I will sometimes ask questions about *Ishmael* in the week's quiz, to be sure you are keeping up with the reading. I have also posted written summaries of sections of the book to Moodle to assist with comprehension. Our primary method for exploring *Ishmael* is through a Portfolio that you will create with your group during the last few weeks of the semester. In addition, we will watch the movie *Chasing Coral* during the week that begins March 22 to further our discussion of *Ishmael*. One thing to note about the book itself is that there are 13 chapters overall. Each chapter is divided into sections. Be sure to read the entire chapter that is assigned each week and not just the smaller sections.

In addition to our work surrounding the two books we will read, you will complete a self-reflection essay and get to know a couple of your classmates through regular discussions that you will hold via Zoom. These small groups can serve as a form of support throughout the semester, so I encourage you to stay in touch. You will work with these groups again towards the end of the course to complete the *Ishmael* Portfolio.

Readings and Assignment Schedule

Required Text

Ishmael, by Daniel Quinn. Bantam Publishing, 1992. New \$10.99/Used \$1.27

Additional Texts

Ultimate Questions: Thinking About Philosophy, 3rd Edition, by Nils Ch. Rauhut. Prentice Hall, 2011. Selections from this text will be available on Moodle, along with additional material.

The course schedule is subject to change with appropriate notification to students.

For the Week Beginning...	Required Readings/Videos	Assignments
January 19	Course Syllabus Video Lecture 1	Self-Reflection Due January 24, 5pm
January 25	"The Pain and Promise of Black Women in Philosophy," Yancy in <i>The New York Times</i>	Group Discussion #1 Due January 31, 5pm
February 1	<i>Ishmael</i> , Ch. 1-4 Video Lecture 2	Quiz 1
February 8	<i>Ishmael</i> , Ch. 5-6 <i>Ultimate Questions</i> , Ch. 2: Philosophical Tools Video Lecture 3	Quiz 2
February 15	<i>Ishmael</i> , Ch. 7 <i>Ultimate Questions</i> , Ch. 2 (cont'd) Video Lecture 4	Quiz 3

February 22	<i>Ishmael</i> , Ch. 8 <i>Ultimate Questions</i> , Ch. 3: What Do We Know? Video Lecture 5	Quiz 4 Group Discussion #2 Due February 28, 5pm
March 1	Video Lecture 6	Quiz 5
March 8	<i>Ishmael</i> , Ch. 9-10 <i>Ultimate Questions</i> , Ch. 4: The Problem of Free Will Video Lecture 7	Quiz 6
March 15	<i>Ishmael</i> , Ch. 11 <i>Ultimate Questions</i> , Ch. 8: What Ought We to Do? Video Lecture 8	Quiz 7 Group Discussion #3 Due March 21, 5pm
March 22	Movie: <i>Chasing Coral</i> "How Humanity Unleashed a Flood of New Diseases," by Jabr in <i>The New York Times</i>	Quiz 8 Optional Term Paper Due March 28, 5pm
March 29	<i>Ishmael</i> , Ch. 12 "Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies," by Whyte and Cuomo Video Lecture 9	Quiz 9
April 5	<i>Ishmael</i> , Ch. 13 "What Coyote and Thales Can Teach Us: An Outline of American Indian Epistemology," by Burkhart Video Lecture 10	Quiz 10
April 12		<i>Ishmael</i> Portfolio Parts 1 and 2 (Class Connections and Theme Summary) Due April 18, 5pm
April 19		<i>Ishmael</i> Portfolio Part 3 (Poster) Due April 25, 5pm
April 26	Review Video Lecture 11	
May 3, 8am – May 10, 5pm		Final Exam

Letter Grades

A+ 97	B+ 87	C+ 77	D+ 67	F 0-59
A 94	B 84	C 74	D 64	
A- 90	B- 80	C- 70	D- 60	

Grades will be rounded to the nearest whole number. To earn an "S" your course grade must be C– or better (for courses that can be "S/U" graded).

Grade Weights

Self-Reflection Essay 10%

Group Discussions (3) 10%

Quizzes 50% (Or Quizzes + Optional 8-Page Paper, 25% each)

Ishmael Portfolio Group Project 15%

Final Exam 15%

Self-Reflection Essay (Due January 24, 5pm)

This self-reflection essay assignment will give me an opportunity to learn more about you and how you are doing. The prompt is open-ended: write about your life over the last year. You may answer any of the following questions, or others that you think of. What has been difficult for you? How have you been affected by Covid-19? Has anyone you know or love been sick? Did you return to campus in the fall? How was that experience? How do you feel about social distancing? What are you most afraid of? What are you most looking forward to if a vaccine becomes available? What questions do you have about the future? Write authentically about whatever is important to you, and whatever you want me and your classmates to know. Your essay should be 2 pages long, written in 12-point font, double-spaced, with 1" margins. Include a title. Number your pages. You can use any writing style you feel is effective. You will post your essay through a link on Moodle that allows it to be viewed by the rest of the class. Please take some time to read through the essays of some of your classmates.

Group Discussions (Due January 31, 5pm - February 28, 5pm - March 21, 5pm)

You will be assigned a group in this class. You can find out your group members by following the "List of Groups" link posted in Moodle. You will be responsible for meeting with your group via Zoom for 3 discussions throughout the semester. Each discussion should last at least 30 minutes. Throughout the course, I will post a number of discussion prompts in our Discussion Forum on Moodle. You will choose three of these prompts to discuss with your groupmates. After each discussion, you will post in the forum a short summary of your group's discussion, along with a list of your group members and the date/time your discussion began and ended. Each group only needs to submit one summary for each of the three discussions you have. That's three summaries total, per group.

You must discuss the first discussion prompt, which is already posted, and post the summary of Group Discussion #1 by January 31 at 5pm. Your second discussion summary can be in response to any of several prompts that will be posted between now and then. The summary of Group Discussion #2 is due February 28 at 5pm. For Group Discussion #3, you may discuss any of the discussion prompts you haven't yet discussed. Group Discussion #3 is due March 21 at 5pm. During your discussions, you may also discuss other things besides the discussion prompt, such as: how are you doing? What other classes are you taking? How are your family, friends, and loved ones doing? What do you miss about in-person schooling? What do you like about life during a pandemic? Etc.

Your group is also intended to serve as a sort of buddy system throughout the course. You can check in with your groupmates regularly to see how they are doing, ask any questions about the class you think they might know the answers to, and study the material covered in the course with them. These check-ins are not required, but are suggested as a way to support your work in the class and your health throughout the semester. If there is any problem with your group dynamic, any of your groupmates are unresponsive, or you would like to be assigned to a different group for any reason, please let me know. You cannot receive credit for the group discussions if any group member is missing. All group meetings should happen over Zoom. You should never meet in person.

Quizzes (Due most Sundays by 5pm)

There will be 10 multiple choice quizzes in this class. Each quiz will have 10 questions. Quizzes will be available on Moodle from Thursday morning at 8am to Sunday evening at 5pm, during the week that they are listed on the syllabus. For example, during the week that begins 2/1, you will take Quiz 1. Quiz 1 will be available from 2/4 at 8am until 2/7 at 5pm. Quizzes will focus primarily on the material assigned since the previous quiz, especially whatever's discussed in the week's video lecture. However, they will be cumulative, which means they may draw on material covered earlier in the semester as well. Quiz 1 will cover all material assigned since the start of the class, including this syllabus. Once you begin a quiz, you'll have exactly one hour to complete it. Quizzes will be due Sundays at 5 pm, or 1 hour from whenever you begin, whichever comes first. You may consult any course materials while you take the quiz. You may not consult your classmates.

Your lowest 2 quiz grades will be dropped to accommodate "excused absences," or any other reasons for missing a quiz. If you miss more than 2 quizzes due to excessive excused absences, please contact me to arrange a make-up plan. Here, I'm using the phrase "excused absence" to mean having to miss a quiz for reasons that might count as an excused absence if we were meeting in person. If excused absences cause you to miss 2 or fewer quizzes, whatever quizzes you miss cannot be made up. I will add up the scores from your highest 8 quizzes and divide by the 80 points possible to determine your final quiz grade.

Optional 8-Page Term Paper (Due March 28, 5pm)

You have the option to complete an 8-page term paper in this course. If you choose not to complete it, this will not count against you; your grade would be averaged without the term paper. That means that your quiz grade would count for 50% of your final grade. If you do choose to complete the term paper, it will reduce the relative weight of your quiz grade by half. In that case the term paper would constitute 25% of your final course grade, and your final quiz grade would also constitute 25% of the final course grade.

If you do write the paper, in it you should present an argument defending a conclusion related to one of the topics from *Ultimate Questions* that is discussed in a video lecture. In addition to presenting your argument, your paper should contain an expository section in which you explain the conversation to which you are contributing, and you should consider at least one objection to your argument and show how your argument stands up to that objection. Your paper should focus on the material from *Ultimate Questions*, and on your original insight. You should not consult outside sources to complete this assignment.

Your paper should be written in 12-point font, double-spaced, with 1" margins. Include a title. Number your pages. Cite the course readings that you use in the paper. Use citations any time you incorporate someone else's ideas in the paper. You may use any citation method you wish (e.g., MLA, APA, Chicago). If you include a separate citations page, this does not count towards the final page-count of the paper. For assistance with citations, visit lib.ncsu.edu/do/cite-sources. Submit your paper through Moodle as a Microsoft Word document.

Your paper will be graded according to the following rubric.

	A	B	C	D
Argument	This paper presents a very convincing argument. Its conclusion and each of its premises is clear, and the premises provide a strong case for accepting the conclusion. Premises are backed up with arguments of their own when needed. The paper considers and effectively refutes a compelling objection.	This paper presents a good argument. Its premises and conclusion are clear, and the premises provide support for the conclusion. The paper considers and refutes an objection, as instructed.	The argument of this paper is somewhat weak. Perhaps the premises are unlikely to be true, or fail to support the conclusion as the author intended. The paper may also fail to effectively refute an objection, or consider an objection that isn't compelling or isn't worth taking on.	It is not clear that this paper contains an argument, or it is not clear what the structure of that argument is. If the paper contains an argument, it is indiscernible.
Depth	This paper is sophisticated and meaningful, and extremely effective at achieving its aims. Its approach to the subject is profound. It summarizes the relevant parts of the readings very thoroughly, without getting lost in the details. It is focused, including relevant details and avoiding extraneous ones. It contains a lot of substance.	This is a very good paper that provides a thorough exploration and analysis of the topics it addresses. It may have tried to be too ambitious, thereby failing to go deep enough, or it may have rushed through some parts that would have benefitted from being approached more carefully.	This paper leaves a lot to be said. It is somewhat shallow and superficial, and it fails to demonstrate a real grasp of the material.	In this paper, the author tried going through the motions without exploring the topics to any depth. It meets the bare minimum required to receive credit for submitting the assignment.

Clarity	This paper's aims are crystal clear. The paper flows nicely from paragraph to paragraph and is immaculately structured. Each sentence is in its proper place and plays an important part. The author uses paragraph breaks effectively to enhance the overarching structure of the paper, which is easy to perceive.	This paper has a solid basic structure that is easy to grasp, but it could be cleaned up in some places. Its aim is somewhat clear, but could be made even more explicit.	This paper rambles. Its contents are somewhat scattered and unclear, maybe as if someone mixed up the paragraphs after the paper was written. It is hard to tell what the aim of this paper is.	This paper's structure is mostly incomprehensible.
Insight	The paper provides an insightful take on the subject. The author has identified an argument that isn't obvious, and that has important implications. The paper contributes impressively to our class' conversation on the subject, and advances a nuanced and enlightening perspective. It is an outstanding paper I will remember.	This paper has something interesting and important to say, something that most students have not noticed already.	This author hasn't really meaningfully invested in exploring the relevant topic. The paper doesn't contribute much that hasn't already been said or that isn't obvious, though it may indicate some effort to do so.	This paper fails to provide any insight into the topics considered.
Mechanics	This paper follows all directions for submission, including a title, page numbers, and appropriate citations. The paper is grammatical, uses punctuation properly, and is free of typos, misspellings, and other mechanical errors.	This paper mostly follows directions. It may contain some mechanical errors, though not enough to distract from the main message of the paper.	This paper contains several errors and/or fails to adhere to some of the directions for submission.	This paper utterly fails to follow directions for submission and is full of mechanical errors.

***Ishmael* Portfolio Group Project**

In addition to your 3 discussions, your group will also compile a Portfolio showcasing a number of assignments you create related to *Ishmael*. You will create your portfolio during the last several weeks of the course. The Portfolio will have 3 components:

1. Class Connections (Due April 18, 5pm): This will involve a couple paragraphs you will write together as a group, connecting different parts of the course together.
2. Theme Summary (Due April 18, 5pm): Each group will be assigned one theme from *Ishmael*. Your group will contribute an elaborate summary of how the theme you are assigned shows up within the text, including important quotes and passages, as well as your group's own thematic insights about the text.
3. *Ishmael* Poster (Due April 25, 5pm): You will create an electronic poster to convey the message of *Ishmael* to a general audience, and post it to a blog.

Each of these components of your portfolio will be accessible via a link on Moodle, where I will post details about each component separately. These assignments are intended to be completed by your group all working together, which means you should create the documents together. For the first two items, I've used Google docs to make

this possible. You should all be viewing the Google document at the same time as you complete it. You can create your own Google doc to complete the poster together, or work collaboratively on that another way. The final poster will be shared in a blog created for that purpose, so that it can be viewed by your classmates and a wider audience. In general, you should not be delegating different components of the *Ishmael* Portfolio to different people to work on separately, since the primary goal of each of these components is collaboration and sharing your ideas with one another. The three components are also very unequal in terms of the effort required. Be sure to save plenty of time during the weeks they are assigned to work on them together with your group.

Final Exam (Due May 10, 5pm)

The final exam will be an open-book, open-notes, comprehensive, 30-question multiple choice exam. The exam will cover material from the course readings, videos, lectures, and supplementary materials. The exam will be available during the university exam period, from May 3-10. It will become available May 3 at 8am and be due by May 10 at 5pm. You will have 2.5 hours to complete the exam once you begin. You may not consult your classmates while you are completing the exam. The final exam will not be accepted late.

Writing and Research Support

For academic support in this class, visit the University Tutorial Center's website: tutorial.dasa.ncsu.edu.

Policy on Late Assignments and Missed Quizzes

Quizzes cannot be made up, except in the case of excessive missed quizzes due to excused absence. See the section on quizzes for more information. The optional term paper will not be accepted late. The final exam will not be accepted late. The group work, including Group Discussions and the *Ishmael* Portfolio, along with the self-reflection essay, will be penalized 20% for each day that they are late. That means if you miss the deadline, but submit it within 24 hours, you could receive at most 80% of the grade you would have received had it been on time. You will be uploading many of your assignments through Moodle, which makes it likely that at least some of you will encounter technical difficulties. Leave yourselves time to deal with these. Do not wait until the last minute to submit your work. Technical difficulties will not count as a reason to grant an extension. If extenuating circumstances interfere with your ability to complete your work in this class on time, please communicate with me to develop an alternative plan as soon as you are able.

Names and Communication

You may use any name you wish in this class. If the name you use is different from the name that appears on the class roster, please let me know. You may call me Amy. Regular communication is essential to the success of this course. It is important that you share questions and concerns with me as they arise. Your classmates can also help answer some questions that come up throughout the semester. Please do not hesitate to contact me with whatever you want to share. It is the best way for me to be able to support you. I will do my best to respond promptly to all the emails I receive during the week. I generally do not check email on Saturdays. If you email me and do not receive a response within a few weekdays, feel free to check in again. I may also email you as matters arise, or post important updates on Moodle, so please stay tuned to both of these throughout the week.

Discussion Forum

There is an Open Forum for student discussion posts in Moodle. You may use this forum to communicate anything you want to the rest of the class. Participation in the forum is optional.

Office Hours on Zoom

I will hold virtual office hours Monday through Wednesday by appointment only. This means you email me and we can schedule a time to speak on Zoom. Please do not hesitate to contact me to schedule a Zoom meeting. These meetings are my primary chance to get to know you as a student, since we will not be able to meet in person. You can schedule a meeting for any reason. Some examples of reasons are: you have a question about a reading, you want us to get to know each other a little better, you had a profound philosophical thought you want to share, something another student posted is upsetting you, something I posted is upsetting you, something another student posted changed your life, you want me to meet your dog, or any other reason. If several students want to meet, we can try to find a time that works for all of us together. Of course, I am available for one-on-one meetings as well.

Course Evaluations

Online class evaluations will be available for students to complete during the last 2 weeks of class, then become unavailable at 8am on the first day of finals. You will receive an email message directing you to a website where you can complete evaluations. For more information about course evaluations, visit the ClassEval website: oirp.ncsu.edu/classeval/for-students/

Disability Accommodations

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) policies.ncsu.edu/regulation/reg-02-20-01/. Students with verified disabilities are encouraged to make an appointment with the instructor to discuss academic accommodations.

Student Wellness

I want to ensure that you have the resources you need to do well in this class. If your circumstances – including any circumstances related to your own mental or physical wellbeing – undermine your success in the class or your ability to complete the assignments as scheduled, please communicate about this with me as soon as possible if you are comfortable doing so. For assistance in having your basic needs met, visit the university's Pack Essentials Program website: dasa.ncsu.edu/pack-essentials.

Supporting Fellow Students in Distress

Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's wellbeing or yours. When this is the case, you are encouraged to report the behavior and seek support at NC State's Students of Concern website: ncstatecares.dasa.ncsu.edu.

N.C. State Policies, Regulations, and Rules (PRR):

Students are responsible for reviewing the NC State University PRRs which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

- Equal Opportunity and Non-Discrimination Policy Statement policies.ncsu.edu/policy/pol-04-25-05 with additional references at oied.ncsu.edu/divweb/policies/
- Code of Student Conduct policies.ncsu.edu/policy/pol-11-35-01
- Audits policies.ncsu.edu/regulation/reg-02-20-04
- Incompletes (IN) policies.ncsu.edu/regulation/reg-02-50-03
- Grades and Grade Point Average policies.ncsu.edu/regulation/reg-02-50-03
- Credit-Only Courses policies.ncsu.edu/regulation/reg-02-20-15

Privacy: Electronic Course Components

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Equal Opportunity and Non-Discrimination Policy Statement

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination or harassment based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at policies.ncsu.edu/policy/pol-04-25-05. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation can submit a formal complaint at cm.maxient.com/reportingform.php?NCStateUniv&layout_id=4.

Academic Integrity

In all course work, students are bound by the Code of Student Conduct and the Pack Pledge. ["I have neither given nor received unauthorized aid on this test or assignment"]. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.02). A recommendation of a zero for at least the affected assignment will be made; a failing grade for the course may be imposed as may other penalties such as suspension or expulsion. See the Code of Student Conduct Policy (NCSU POL11.35.1) policies.ncsu.edu/policy/pol-11-35-01.

Catalog Description

Introduction to selected problems of enduring philosophical importance, including such topics as the nature of morality, knowledge, human freedom, and the existence of God. Content varies with different sections.

GEP Objectives and Student Learning Outcomes

Humanities Objectives/Outcomes:

1. *Objective:* Engage the human experience through the interpretation of human culture
Outcome: Students will read and interpret arguments in contemporary philosophy; the final exam will assess their comprehension
2. *Objective:* Become aware of the act of interpretation itself as a critical form of knowing in the humanities
Outcome: Students will read and interpret contemporary philosophical conversations, and compare and contrast their own interpretations with those of their classmates through the creation of a series of interactive Google documents.
3. *Objective:* Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.
Outcome: Students will formulate and present reasons for their beliefs in discussions with classmates, on the Moodle discussion forum, and in the group exercises related to *Ishmael*.