

Philosophy

Philosophy during the non-attendance period (March 16- May 22, 2020)

Update 5.20 - Please help me improve distance education for next year by taking [this quick survey](#). Thank you!

Update 5.19 - Philosophy semester grades are now complete. All state and district guidelines were followed to determine fourth quarter and second semester final marks. Please note that the grade book grade may be lower than the grade received (the grade that will appear on your transcript) due to state and district "do no harm policy." Please contact me if you have any questions.

Update 5.11 - Today is the last day to submit the final draft of your PA. They are due to me by noon. Please send papers only to my dhaydock@tusd.net account. Thank you.

Update 5.10 - This is the last week of formal distance instruction. Next week I am going to ask that everybody take the time to complete a Google forms survey assessing the distance education component of this class. Your honest response is important as we (at Tracy High) begin thinking about what next year will look like.

Week of May 11

Date	Agenda	Homework
Monday	• This week's Canvas assignment • Video lecture - Ecocentric environmental ethics: From Peter Singer to Aldo Leopold • Odyssey of a Carbon Atom - By Aldo Leopold	Read Leopold and complete paragraph 1 of this week's response (in the Canvas assignment)

Tuesday	• Video lecture -Deep ecology and its origins in the ideas of Baruch Spinoza • Documents A (Bible), B (Spinoza) and C (Naess)	Read documents A and B and complete paragraph 2 of this week's response (in the Canvas assignment)
Wednesday	• Complete and upload paragraphs 1-3 of the Canvas assignment	Read document C and complete paragraph 3 of this week's response (in the Canvas assignment); Paste your three paragraphs into the Canvas discussion board
Thursday	• Canvas response posts	Complete your responses to your group members' posts by Friday, May 15 at 11:59 PM
Friday	• Brief video highlighting key observations from this week's canvas discussion • This week is the last week of formal instruction!! Next week I will be asking you to take a Google form survey assessing the distance education component of this class.	Complete your responses to your group members' posts by Friday, May 15 at 11:59 PM

Week of 5.4

Update 5.4 - I have now completed and returned all of the PA drafts that were submitted before school closed. For those of you who are not testing, your final draft is due no later than noon on Monday, May 11. Please email me if you have questions on my comments or regarding your revision. We are almost done!

Date

Agenda

Homework

Monday

- [This week's canvas assignment](#)
- Video lecture - [Introduction to environmental ethics](#)

Watch the introduction to environmental ethics video first, then;

Read [Baxter's "The Case for optimal pollution"](#)

Tuesday

- Video Lecture - [The Anthropocentric approach to environmental ethics: Baxter and the disposable penguins](#)

Complete your initial Canvas post by Wednesday, May 5 at 11:59 PM

Wednesday

- Video lecture - [Strengths and weaknesses of the anthropocentric approach](#)

Complete your initial Canvas post by Wednesday, May 6 at 11:59 PM

Thursday

- Canvas response posts

Complete your responses to your group members' posts by Friday, May 8 at 11:59 PM

Friday

- [Brief video highlighting key observations from this week's canvas discussion.](#)
- Next week is the last week of formal instruction!! We will be examining ecocentric approaches to environmental ethics. The plans will be posted here and in canvas by Sunday at 3:00PM

Complete your responses to your group members' posts by Friday, May 8 at 11:59 PM

Update 5.1 - Bear with me over the next few days folks. On Thursday, my computer crashed and this has definitely slowed me up, as I now have to negotiate computer time with another teacher (my wife) and two full time students (my daughters). I will still have all the PA comments back on Monday, but discussion board grading will not be complete until Sunday. Next week's plans should be up by Sunday night. Thank you for your patience.

Update 4.27 - To access this week's assignment use the link in the webpage This will guarantee that you get into the discussion board and can reply.

Week of April 27

Date	Agenda	Homework
Monday	• This week's canvas assignment • Video lecture - Overview and two approaches to distributive justice • The Rawls reading is an excerpt from a 500+ page work. If it seems choppy, it is because these are excerpts from various parts of the book. The reading will make more sense if you listen to tomorrow's lecture.	Read the excerpts from John Rawls and Robert Nozick Complete your initial Canvas post by Wednesday, April 29 at 11:59 PM
Tuesday	• Video Lecture - Rawls' concept of justice: the original position, self interest and the veil of ignorance	Read the excerpts from John Rawls and Robert Nozick Complete your initial Canvas post by Wednesday, April 29 at 11:59 PM
Wednesday	• Video Lecture - Nozick's libertarian concept of distributive justice	Read the excerpts from John Rawls and Robert Nozick Complete your initial Canvas post by Wednesday, April 29 at 11:59 PM
Thursday	• Please complete your second post (responding to others in your group) by Friday at 11:59	

Friday

- No videos today. Due to my computer crash, most of today was spent trying to configure another computer so I could update the website. As you can see I was successful! I am going to focus on grading discussion boards over the weekend. Next week's plans should be up by Sunday at 3:00 PM.

Week of April 20

Update 4.21 - One of our presentation groups is asking for your opinions on a survey. Please take a moment to [click on this link](#) and help out your colleagues!

Update 2.20 - I just realized that my due date for the submission of the final version of the PA was on a Sunday. So let me make a slight change (and give all y'all one more day). PA comments will be returned to you no later than May 4 (insert Star Wars joke here) and the final version will be due back to me by 11:59 PM on May 11.

Date	Agenda	Homework
Monday	• Link to this week's Canvas assignment • Video lecture on inequality • Pew center reading on inequality	Summarize what you consider to be the most important findings of the Pew article on American inequality. Please include specific examples from the document.
Tuesday	• Watch Richard Wilkinson's TED talk	Summarize what you consider to be the most important evidence and conclusions of the Wilkinson video. Please include specific examples from the video itself.
Wednesday	• Upload all three paragraphs to Canvas by 11:59	In this paragraph you will discuss what you think should be done to address the rising level of inequality in America and the world. This paragraph is asking for you to take a position and then defend that position with evidence and examples.

Thursday

- Read the posts made by others on [Canvas](#) and respond to their ideas contained in their third paragraph.

Complete responses to other's posts on Canvas by Friday at 11:59 PM

Friday

- Read the posts made by others on [Canvas](#) and respond to their ideas contained in their third paragraph.
- What's coming next week (video lecture)

Complete responses to other's posts on Canvas by Friday at 11:59 PM

Update 4.10 - For those who are testing, the final draft of your PA is due to me no later than Monday, April 13 at noon. Thanks to those who have already submitted their final drafts! I will be posting the assignments for the week after break over the weekend. Have a great spring break and remember to practice social distancing.

Update 4.9 - Please ignore the assignments on the THS school site for philosophy. These assignments are for people without the ability to access content remotely. For those who have Internet access, I will only be accepting the assignments through Canvas.

Update 4.8 - I am going to extend the dates for those who are NOT testing to get their final PAs to me. I have been very busy the last two weeks getting the IAs processed for IB both for ToK and Philosophy. This has slowed my commenting of the PAs for those not testing. In light of this, non testing PAs will be returned to you by May 3 and final drafts will be due to me on May 10. Thank you for your understanding. If you are testing, your PA revision MUST be to me by noon on Monday, April 13.

Update 4.5 - I want to thank the folks that joined us for the Zoom meeting on Monday morning. During this meeting I clarified several important

changes to the Philosophy syllabus in light of school closure. First, I am canceling the ethics and Taylor midterms. This follows IB canceling its sit down exams and is consistent with the homework time management policies mandated by the district. None of us needs the stress of formal exams in these trying times. Second, I have altered the grade weighting in light of these changes. The new breakdown will be as follows: Taylor annotations through chapter 6 - 15% (I will put videos up for the last two chapters of Taylor, but the study guides are no longer required), annotations (including those before closure and those that will be completed in Canvas assignments) 30%, Philosophical analysis - 35% (the first 5% is automatic if you completed a draft of your essay), participation - 20% (this includes pre-closure and post closure points earned through Canvas discussions). Third - IB sit down testing has been canceled. Your IB grade in philosophy will be determined entirely on the basis of the internal assessment - the philosophical analysis.

Remember, this week's Canvas assignments are optional, but strongly recommended so we can get used to how the system works prior to April 20, when assignments will be required. As always, if you have a question, please email me.

Update 4.3 - Please see the lesson plans directly below for next week. If you have not already emailed me to join Canvas - please do so now and complete the registration process described in the email from Canvas. Remember we are going to have an informational town hall where you can ask questions on Monday, April 6 at 11 Click for details and entry code. The remaining PAs for those testing should be back to you by Sunday evening. Please take a look at the video I made for how to format the final draft of the PA. It is posted in the calendar (below) for Friday, April 3 and [here](#). Please email me if there are any questions.

Week of April 6

Date

Agenda

Homework

Monday

- Remember our philosophy town hall Zoom meeting today at 11:00. Click for details and entry code. The password for this document is the one we have used all year in philosophy. Email me if you have forgotten it.
- This week we will do a practice run of our new distance education format. It will not count for a grade, but I expect everyone to participate so we can work out any kinks before we start for real on April 20.
- Please [log on to Canvas](#). You must have sent me an email and completed the registration process in the Canvas email you received. Email me if there are problems. The assignment, "Egoism discussion board," is described under discussions
- Complete this week's assignments (described to the right and in Canvas.)
- Ethical egoism 1: [Introduction and background to Ayn Rand](#) (this is the same lecture from last Monday)

Read the Rand and Rachels documents

Read the assignment on [Canvas](#) (You will be prompted for a log in and then taken directly to the discussion.)

Your first post (2 paragraphs) will be due by Tuesday, April 7 at 11:59 PM.

Your second (and subsequent) posts must be completed by 11:59 PM on Thursday (or ASAP)

Tuesday

- [Ethical egoism 2 - Rand's Ethical egoism \(video lecture\)](#)

Your first post (2 paragraphs) will be due by tonight by 11:59 PM.

Wednesday

- [Ethical egoism 3 - James Rachels analysis of arguments for and against egoism \(video lecture\)](#)

Your response posts will be due by Thursday at 11:59 PM

Thursday

- [Ethical egoism 4 - Contractarianism](#) (video lecture)
- Remember:
 - If you are testing: Your final draft of the PA must be to me by Monday, April 13 by noon, NO EXCEPTIONS.
 - If you are NOT testing, I will have PA drafts back no later than May 3 and the

Your response posts will be due by Thursday at 11:59 PM

final draft is due to me by noon on May 10.

Friday

- Egoism summation (will either be a video or a zoom conference)
- Taylor 9 video
- Readings and assignments for the week after Spring Break (our first official week of distance education)

Read the Rawls and Nozick Documents for the week of April 20

Update (4.2) - This morning The Superintendent announced that Tracy Unified School District would not resume live instruction this school year. Now that we have clarity about what the future looks like, it will be easier to plan for the rest of the year. Officially, distance education does not start until April 20. This means that next week will be a good opportunity to practice using the new system which combines the website, Canvas and Zoom. If you have not sent me your email so that I can put you into the canvas class, please do so ASAP. Several people have emailed me asking questions about grading, IB testing, and other topics. On Monday, April 6, I am going to release a new grading breakdown that reflects our new reality. My goal is to minimize stress for students while still making distance assignments count. The new breakdown will make significant changes to the breakdown I handed out in January. To help smooth the transition to distance education, I want to hold a Zoom meeting for my philosophy classes on Monday, April 6 at 11:00 AM. My goal with this meeting is to answer any and all questions and concerns students have about the new format. If you are interested in participating in this meeting, which is optional, please click on this link and use our standard password (for accessing documents). If you forgot the password, email me. The purpose of the meeting is to answer questions and ease concerns about the transition. One final note, since I have spent my work time this week on the transition and completing district requirements, I am not going to post further content this week. I will resume next week with the daily videos. As always, if you have questions - email me - and come to the Zoom meeting.

Update (4.1) - Letter to families and guardians of Mr. Haydock's philosophy and ToK students

Update (4.1) - Based on the district's distance education plan distributed on 3.31 and clarified today (4.1), I need to verify the ability of each of you to access content online. Please email me, ASAP. Put your full name in the subject line. In your response, please answer the following questions: 1. Do you have the means to access content posted by Mr. Haydock online? 2. What type (phone, tablet, laptop, desktop) of device are you primarily accessing content with? 3. How will you contact Mr. Haydock if you need help? (email, zoom conference or other Internet tools or will you need to speak to Mr. Haydock over the phone?) 4. Will you be able to access Mr. Haydock's instructional materials online or will you require hard copies? Again, I want to emphasize that you should only request hard copies if you cannot access materials remotely. I will be calling families that request hard copies to see if there is any other assistance that I can offer to ensure the continuation of their student's education.

Mr. Haydock's office hours will be daily 11-1PM and by arrangement.

Update (3.31) - Please watch the video describing the changes we will be making to Philosophy in light of the district's new distance education guidelines.

Update (3.30) - On March 17 IB announced that they were extending due dates for the PA until May 20. That is what the time line I gave to you earlier was based on. On March 27, IB retracted the extensions and went back to the original due date of April 20. While I think what IB has done is reprehensible and immoral (I would never dream of giving kids an extension and then pulling it back in ten days), they are sticking to this date. So, I will have the last of the PA drafts back to you by Thursday, April 2. I would like to get revisions back to me no later than Monday, April 13. Please let me know ahead of time if you will have any problems meeting this deadline. If you already have your comments, get the revisions to me as soon as you have finalized the paper. I will be making a video about some IB specific formatting guidelines and some general comments Thursday (4.1). Please submit your revisions only after viewing this video. For those who are not testing, the previous dates have not changed.

Week of March 30

Date	Agenda	Homework
Monday	• Ethical egoism 1: Introduction and background to Ayn Rand	
Tuesday	• Changes to Philosophy in light of new TUSD distance education guidelines (video) • I need everyone's email address. Please email me at dhaydock@tUSD.net. Put your name in the subject line. This will enable me to add you to Canvas, the learning management system we will be using for the rest of the year. Please remind others you know who have me to email ASAP. • Link to Canvas • Once you have sent me your email and I have added you: ○ Watch the getting started in Canvas video. I made this video for ToK, but the information applies to us now as well. You must send me your email to be registered. Remember, this is now not optional. ○ Complete the Canvas registration process ○ Please let me know via my district email (dhaydock@tUSD.net) if you have any problems with Canvas.	

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- Based on the district's distance education plan distributed on 3.31 and clarified today (4.1), I need to verify the ability of each of you to access content online. Please email me, ASAP. Put your full name in the subject line. In your response, please answer the following questions: 1. Do you have the means to access content posted by Mr. Haydock online? 2. What type (phone, tablet, laptop, desktop) of device are you primarily accessing content with? 3. How will you contact Mr. Haydock if you need help? (email, zoom conference or other Internet tools or will you need to speak to Mr. Haydock over the phone?) 4. Will you be able to access Mr. Haydock's instructional materials online or will you require hard copies? Again, I want to emphasize that you should only request hard copies if you **cannot** access materials remotely.
- Once you have sent me your email and I will add you to the philosophy Canvas classroom. Then you should:
 - [Watch the getting started in Canvas video](#). I made this video for ToK, but the information applies to us now as well. You must send me your email to be registered. Remember, this is now not optional.
 - Complete the Canvas registration process
 - Please let me know via my district email (dhaydock@tusd.net) if you have any problems with Canvas.
- Begin/continue reading [Egoism reading 1 - Ayn Rand](#) and [Egoism reading 2 - James Rachels](#) and Rachels in preparation for next week's assignment
- No video today

Thursday

- Please see the 4.2 update at the top of this page.
- If you have not sent me an email to set up your Canvas account - please do so ASAP
- No videos today

Friday

- Works cited in Philosophy 19-20
- [Formatting the PA \(video\)](#)

Update (3.23) - Some of you may have noticed that my PA comments come from a non-school email account. This is because my school account makes it difficult to upload image files. However, if you need to communicate with me, please use my school email, dhaydock@tUSD.net, as this is the only account I check frequently.

Beginning Monday, March 16, I am going to begin posting brief lessons that cover what we would have done were we in school. I would encourage everyone (and especially those who are testing) to keep up with readings and lessons (which will be in the form of brief, 15 minute screen-capture lectures.) My goal will be to have each day's lesson up no later than 12:00 PM that day.

This is not, however, a requirement. Nothing done during this three week period will be collected or graded.

I will also be reading and commenting about five PAs per day beginning on Monday. I will email these to you if I have your email address. If you want your comments, send me an email to make sure I have your address. Final PAs will be collected a week after we return.

Week of March 23

Date	Agenda	Homework
Monday	• Aristotle 1: Overview of virtue ethics (video lecture)	I would recommend reading and completing the Aristotle template this week. The video lectures will make more sense if you have completed this.
Tuesday	• Aristotle 2: Intrinsic and instrumental value (again!)	I would also recommend completing the Taylor 8 template before watching the Taylor 8 video . This template has you look at some art that can be found here . Ignore the older version of the study guide and just scroll down to the art. Again, this is not required, but it will make the video more useful if you do this ahead of time.

Wednesday

- [Aristotle 3: Excellence, virtue and the doctrine of the mean](#)

Thursday

- [Aristotle 4: Review and strengths and weaknesses of Aristotle](#)

Friday

- [Taylor chapter 8](#) Next week: Ethical egoism and contractarianism
[Egoism reading 1 - Ayn Rand](#)

Week of March 16

Date	Agenda	Homework
Monday	• Mill 1, paragraphs 1-3: Higher and lower pleasures (Links to screen cast)	
Tuesday	• Mill 2, paragraphs 4-5: Distinguishing between higher and lower pleasures and Mill's concept of dignity (link to screen cast)	
Wednesday	• Mill 3, Paragraphs 6-9: Mill and the greater good (link to screen cast)	

Thursday

- Read the last page of the packet on rule utilitarianism
- [Mill 4. Assessing the utilitarian argument and rule utilitarianism](#) ([Link to screen cast](#))

Next week - Aristotle - Here is the reading

Friday

- [Announcement regarding PA dates](#) (screen cast)
- [Taylor chapter 7 \(link to screen cast\)](#)

April 10: Mr. Haydock will have all PAs returned, with comments.

May 3: Deadline for submission of PA final draft (technically an optional assignment - if you choose not to revise, you will be given the grade earned from the draft)

Week of March 9

Date	Agenda	Homework
Monday	• Don't touch your face • Questions about the PA • Lecture/Discussion - Bentham's utilitarianism	PA draft - due Wednesday
Tuesday	• Don't touch your face • Substitute - Read and complete the reading guide for Taylor 6 - due at the end of the period (if the sub says you worked well through the period I will accept this as done not done for credit)	PA draft - due Wednesday
Wednesday	• Turn in drafts - concerns/questions on PA • Thanks for yesterday • Lecture/Discussion - Finish Bentham • Don't touch your face	Read and annotate Mill 1-5 - Monday, March 16; Taylor 7 - Due Tuesday - March 17

Thursday

- Don't touch your face
- Questions and discussion - Taylor chapter 6

Read and annotate
Mill 1-5 - Monday,
March 16;

Taylor 7 - Due
Tuesday - March
17

Friday

- Don't touch your face
- Lecture/Discussion - Taylor chapter six

Read and annotate
Mill 1-5 - Monday,
March 16;

Taylor 7 - Due
Tuesday - March
17

Week of March 2

Election Day is Tomorrow - Tuesday, March 3, 2020

Forget to register to vote in the primary - Don't Worry! If you are 18 and a citizen, you can [register to vote at any polling place on election day \(follow the link for details\)](#)

Date	Agenda	Homework
Monday	• Lecture/Discussion - Finish/review Levinas • Those who Walk Away from Omelas assignment and reading time • PA consultations	Read and complete "Those Who Walk Away from Omelas" assignment; Read and annotate Bentham - Due Wednesday

Tuesday

- Omelas activity
 - The class will be divided into thirds - A. Those who stay, B. Those who walk away, C. Those who seek to free the child.
 - Find a partner from your group. Together, discuss and answer the following questions:
 - Why is your option the most ethical course of action? What are the other groups missing that you understand?
 - Should members of the other groups be penalized/sanctioned? What is your justification?
 - What questions would you ask members of the other groups?
- Omelas whole group discussion
 - Is Omelas a good society? What is the basis for your answer?
 - Are we Omelas? Be as specific as you can
 - What is the ethical response if we find ourselves living in Omelas?

Read and annotate
Bentham - Due
Wednesday

Wednesday

- Bentham SGD

Read and annotate
Mill 1-5 - Monday;

Bring materials to
work on your PA -
Tomorrow

Thursday

- PA consultations

Read and annotate
Mill 1-5 - Monday;

Friday

- No School

Week of February 24

Date	Agenda	Homework
Monday	• Final thoughts on Taylor 4 • Journal: Make a t chart. List what you consider to be the most significant strengths and weaknesses of Kant's theory. • Lecture/Discussion - Review and assessment of Kant	Taylor 5 - due tomorrow; PA topics must be approved by Friday
Tuesday	• Kant, self defense and the dignity of persons - "Death, Dignity and Respect" by Professor Samuel Kerstein • Levinas SGD (use the template from last week)	PA topics must be approved by Friday
Wednesday	• Emergency procedures • Lecture/Discussion - Levinas	PA topics must be approved by Friday
Thursday	• Questions and discussion - Taylor chapter 5	PA topics must be approved by Friday
Friday	• Lecture/Discussion - Taylor 5	

Week of February 17

Date	Agenda	Homework
Monday	• No School	Taylor 4 study guide - due Tuesday, February 18
Tuesday	• Kant review	

Wednesday

- Discussion of yesterday's activity
- Lecture/Discussion - Kant flow chart
- Journal - Discuss with your group what you feel are the two greatest strengths and two greatest weaknesses of Kant's theory. Be prepared to explain your criticisms

Read and annotate
Levinas article - due
Monday;

Taylor 5 - Due
Tuesday

Thursday

- Taylor chapter 4 - SGD

Read and annotate
Levinas article - due
Monday;

Taylor 5 - Due
Tuesday

Friday

- Lecture/discussion - Taylor chapter 4

Read and annotate
Levinas article - due
Monday;

Taylor 5 - Due
Tuesday

Week of February 10

Date	Agenda	Homework
Monday	• No School	
Tuesday	• Journal: Explain the importance of these concepts to Kant's ethical theory: the good will, the categorical imperative, logical contradictions • Lecture/Discussion: Examples of perfect and imperfect duties • PA reminders	Taylor 3 study guide - due tomorrow

Wednesday	- Journal: Explain the process by which Kant determines whether an action is right or wrong. In the course of this, explain the distinction between perfect and imperfect duties - Discussion of election 2020	Taylor 4 study guide - due Tuesday, February 18
Thursday	- Journal - Explain Kant's four categories of action. Then explain the difference between an act that is ethically wrong and an act that is ethically right but not morally laudable. - Lecture/Discussion - The second version of the categorical imperative	PA proposals - due tomorrow! Taylor 4 study guide - due Tuesday, February 18
Friday	- Journal - What questions do you have regarding Taylor chapter 3? - Lecture/Discussion - Taylor 3	Taylor 4 study guide - due Tuesday, February 18

Week of February 3

Date	Agenda	Homework
Monday	- Lecture/Discussion - Finish Taylor 1 - Journal: How strong is Taylor/ de Tocqueville argument regarding soft despotism? - Four categories of action - examples	Taylor 2 - Due Wednesday, February 4; Read and annotate Kant 19-25 - due Wednesday - EQ - In your own words, explain the distinction between a perfect and an imperfect duty. How does Kant say that these types of duties can be distinguished?

Tuesday

- Journal- Why does Kant claim that reason commands the will? What does this mean?
- Lecture/ Discussion - Kant and the first version of the categorical imperative

Read and annotate Kant 19-24 - due Wednesday - EQ - In your own words, explain the distinction between a perfect and an imperfect duty. How does Kant say that these types of duties can be distinguished?

Wednesday

- Journal - What is the categorical imperative? What role does it play in Kant's ethical system? Where can its clearest statement be found in the document?
- Lecture/Discussion - Kant: perfect and imperfect duties

Taylor 3 - Due Wednesday, February 12;

Read and annotate Kant 25-32 - due Tuesday, February 11 - EQ - Put the second version of the categorical imperative into your own words and then explain it in your own words

Thursday

- Discussion and questions - Taylor 2

Read and annotate Kant 25-32 - due Tuesday, February 11 - EQ - Put the second version of the categorical imperative into your own words and then explain it in your own words;

Taylor 3 - Due Wednesday, February 12;

Friday

- Lecture/Discussion - Taylor 2

Read and annotate Kant 25-32 - due Tuesday, February 11 - EQ - Put the second version of the categorical imperative into your own words and then explain it in your own words;

Taylor 3 - Due Wednesday, February 12;

Week of January 27

Date	Agenda	Homework
Monday	• Debrief Friday's discussion • Lecture/Discussion - Finish subjectivism notes	Read and annotate Kant, 1-3 - Due Tuesday; Taylor chapter 2 - due Tuesday, February 4
Tuesday	• Journal - How does Kant 1-3 relate to the concept of intrinsic value? Explain. Then define what you think Kant means by the "good will." • Lecture/Discussion - Introduction to and overview of Kant's ethical theory, Kant and the idea of the good will • Kant reading time (time allowing)	Read and annotate Kant 4-10 - Due Wednesday - EQ - Identify (and copy) the quote from this section that most clearly indicates Kant's non consequentialism. Explain what Kant means by the quote you chose.
Wednesday	• Journal - Why does Kant maintain the good will is so important? What does it say about what it means to be human? How does this connect to the concept of human rights and human dignity? • Lecture/Discussion - Duty and motivation: How an action can be morally right but not praiseworthy	Describe two examples from your own life of each of Kant's four categories of action. Explain why each actions fits into the category you assigned it. This will count as an annotation and is due on Monday, February 3; Taylor 2 - Due Tuesday, February 4
Thursday	• Journal - What questions do you have regarding Taylor chapter 1 • Discussion - Taylor 1	Describe two examples from your own life of each of Kant's four categories of action. Explain why each actions fits into the category you assigned it. This will count as an annotation and is due on Monday, February 3;

Taylor 2 - Due Tuesday, February 4

Friday

- Lecture/Discussion - Taylor 1

Read and annotate Kant paragraphs 11-18 - due Monday. EQ: Re-write the categorical imperative in your own words and then explain what it means;

Describe two examples from your own life of each of Kant's four categories of action. Explain why each actions fits into the category you assigned it. This will count as an annotation and is due on Monday, February 3;

Taylor 2 - Due Tuesday, February 4

Week of January 20

Date	Agenda	Homework
Monday	• No School	
Tuesday	• Journal - on the back of Rachels - describe the cultural differences argument in standard form. • Lecture/Discussion - cultural relativism	Read and annotate the selection from Edward Westermarck's Moral Relativism. Read pages 44-46. Note: This reading is online only. - Due tomorrow -EQ: What is Westermarck's argument for moral subjectivism? Do you agree or disagree with this argument?
Wednesday	• Journal - What is Westermarck's argument for Moral subjectivism? • Lecture/Discussion - relativism/subjectivism	

Thursday

- SGD - Relativism and subjectivism

Read and annotate Kant, 1-3 - Due Tuesday;

Taylor chapter 2 - due Tuesday, February 4

Friday

- No School

Week of January 13

Date	Agenda	Homework
Monday	• Ethics discussions	Read and annotate relativism article, pt. 1 - Thursday
Tuesday	• Ethics discussions	Read and annotate relativism article, pt. 1 - Thursday
Wednesday	• Finish ethics discussions • Lecture/Discussion - Introduction to ethics • Relativism reading instructions	Read and annotate relativism article, pt. 1 - Thursday
Thursday	• Journal - Define authenticity and list at least five synonyms for authenticity • Lecture/Discussion - Introduction to Charles Taylor and the Ethics of Authenticity • Ethics of authenticity page, resources and the reading guides • Journal - What questions do you have about the Rachels reading? Are you comfortable with the relativist position? • Questions/observations about the relativism reading	Read and annotate relativism article, pt.2 - Friday

Friday

- Journal - What questions do you have about the Rachels reading? Are you comfortable with the relativist position?
- Questions/observations about the relativism reading

Week of January 6

Date	Agenda	Homework
Monday	• New groups • SGD: Thinking about ethics	
Tuesday	• Second semester overview • Ethics situations work time	
Wednesday	• Ethics situations discussions	
Thursday	• Ethics situations discussions	
Friday	• Lecture/Discussion - Overview of ethics	

Fall semester exam checklist and key concepts

Final exam stimuli

Fall Final Review

Week of December 16

Date	Agenda	Homework
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Monday

- Journal: What weaknesses do you think Locke's theory has?
- Lecture/Discussion - Locke and psychic continuity theory

Read and annotate Hume - tomorrow - What other philosophical source have we read this year that is similar in some way to this excerpt from Hume? Explain the similarity.

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Tuesday

- Journal: What questions do you have regarding Hume? What most struck you about his argument?
- Lecture/Discussion - Hume's theory of personal identity and its strengths and weaknesses

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Wednesday

- Final - periods 1-2

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Thursday

- Final - period 3

Friday

- No class - Have a great break!

Week of December 9

Date

Agenda

Homework

Monday

- Journal - How is Frankfurt's soft determinism different from that of Stace? (on the back of your annotation)
- Lecture/Discussion - Deep self compatibilism

Read and annotate Chisholm - EQ:
Based on the Chisholm reading, what did I mean when I said that a strength Stace's theory is that it doesn't involve magic? Identify a specific quote from Chisholm that helps to explain your answer;

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Tuesday

- Journal - What questions do you have regarding Chisholm's argument? What is the most significant weakness of his argument?
- Lecture/Discussion - two varieties of Libertarianism: Chisholm and Kane

Read and annotate Kane, pt. 2;

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Wednesday

- What questions do you have regarding Kane section 2? What argument does Kane make against Chisholm? Is he right?
- Lecture/Discussion - Kane pt. 2

Read and annotate Kane, pt.3 (paragraphs 37-39, 42-48, 52, 53) - due Thursday;

Final review - today - 3:10-4:00 PM A211

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Thursday

- Lecture discussion - Kane pt. 3 and strengths and weaknesses of libertarianism

Read and annotate Locke - Monday - EQ: What strengths and weakness can you identify for Lock's theory?

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Friday

- Unit 5 readings
- Elderly Killer activity

Read and annotate Locke - Monday- EQ: What strengths and weakness can you identify for Lock's theory?

Final exam - period 1-2 - Wednesday, December 18 - period 3 - Thursday, December 19

Week of December 2

Date	Agenda	Homework
Monday	• Journal (on your annotation) - What questions do you have regarding d'Holbach? • Lecture/Discussion - Hard Determinism	Read and annotate Stace - Due Wednesday - EQ: How is Stace's theory of freedom different from d'Holbach's

Tuesday

- Journal (on your annotation)
 1. Do you have any questions regarding the reading?
 2. What passage most stands out to you from d'Holbach and why?
 3. Do you agree with d'Holbach's argument? If you do, what do you think are its greatest strengths (support your ideas with quotations from the text). If you don't, what is the basis for your disagreement? What passages from the text illustrate why you think d'Holbach's argument is flawed.
- Lecture/discussion - Analyzing and assessing d'Holbach's hard determinism .
- Reading time - Stace

Read and annotate
Stace - Due
Wednesday - EQ:
How is Stace's theory
of freedom different
from d'Holbach's

Wednesday

- Lecture/Discussion - strengths and weaknesses of hard determinism
- Journal (on your annotation) - Put d'Holbach's argument regarding freedom into simplified standard form. Then do the same for Stace? Where are these theories similar and where are they different?
- Lecture/Discussion - Compatibilism
- Questions on Stace

Read and annotate
Frankfurt - Friday

Thursday

- Arrange desks into color groups
- Lecture/SGD - Stace and freedom

Read and annotate
Frankfurt - tomorrow

Friday

- Lecture/SGD - Frankfurt and deep self compatibilism
- Final stimuli

Read and annotate
Kane, Pt. 2 - Tuesday,
December 10

Week of November 18

Date

Agenda

Homework

Monday

- Finish SGD/Lecture/Discussion Lycan
- [Fall midterm exam checklist and key concepts](#)
- [Fall midterm review](#)

[Fall midterm - tomorrow - remember, I will randomly select 2 stimuli and you will choose and write on 1 of these:](#)

Read and annotate Kane, Pt. 1 - Thursday

Tuesday

- Fall Midterm

Read and annotate Kane, Pt. 1 - Thursday

Wednesday

- Journal: How does the concept of God impact the question of whether or not humans have free will? Explain your answer.
- Theistic fatalism - Freedom, God and fate
- Unit 4 reading packet
- [Resources on theistic fatalism from the SEP](#)

Read and annotate d'Holbach - Friday

Thursday

- Get into color groups
- SGD - Kane and the importance and meaning of freedom
- Lecture/Discussion - Choice and determinism - an introduction to the philosophical problem of freedom

Read and annotate d'Holbach - Friday

Friday

- d' Holbach and hard determinism questions and informal discussion

Week of November 11

Date

Agenda

Homework

Monday

- No School. Remember the sacrifices made by those who have served. Honor their sacrifices by being an active participant in the democracy they fought to save.

Read and complete Turing reading three - Due Tuesday, November 12;

Read and annotate Lycan - Due Wednesday, November 13;

Fall midterm 2 - Tuesday, November 19

Tuesday

- Journal: List the counter arguments that Turing discusses. Of these, which do you think is the most significant? Explain and be prepared to share with the class.
- Lecture/Discussion - Turing and counter arguments to machine minds

Read and annotate Lycan - Due Wednesday, November 13;

Midterm review - Tomorrow after school, 3:10-4:00

Fall midterm 2 - Tuesday, November 19

Wednesday

- Read and discuss model unit 1 essay. In your journal list two strengths and two potential areas of improvement (do this before reading my comments)
- Discussion of midterm
- Lecture/Discussion - Finish Turing and AI
- Fall midterm review presentation

Fall midterm 2 - Tuesday, November 19

Thursday

- Small group discussion - Lycan

Fall midterm 2 - Tuesday, November 19

Friday

- The ethics of algorithms
- FFF

Fall midterm 2 - Tuesday, November 19

Week of November 4

Date	Agenda	Homework
Monday	- Journal - On your Singer annotation - What is the most significant similarity and the most significant difference between Singer and Carruthers? - Lecture/Discussion - Singer	Read and annotate Turing (now marked in readings), section 1, section 4 and the last paragraph of section 5 - Due Tuesday, November 5 - EQ: What is Turing's substitute for the question "can machines think?" Does this questions address the same issues? 3. With which of the mind-body theories that we examined in unit one do you think Turing would most likely agree? Explain your answer; Fall midterm 2 - Tuesday, November 19
Tuesday	Lecture/Discussion - Alan Turing and the re framing of the machine minds question	Read and annotate Turing part 2 - Thursday; Fall midterm 2 - Tuesday, November 19
Wednesday	- Lecture/Discussion - Alan Turing and AI - Reading time - Turing pt. 2	Read and annotate Turing part 2 - Thursday; Fall midterm 2 - Tuesday, November 19
Thursday	- Turing test activity Link to Mitsuku	Read and complete Turing reading three - Due Tuesday, November 12; Fall midterm 2 - Tuesday, November 19
Friday	Substitute - Read and annotate Lycan part 1 - Due Wednesday, November 13	Read and complete Turing reading three - Due Tuesday, November 12; Read and annotate Lycan - Due Wednesday, November 13;

Week of October 28

Date	Agenda	Homework
Monday	• Periods 2-3 - Finish Sartre (modes of Being) • In small groups: ◦ What are the two factors Descartes claims distinguish people from animals and machines? ◦ Why does Descartes think this distinction is important? ◦ Do you agree with Descartes' argument? ◦ What questions do you have on Descartes?	Read and annotate Carruthers (now marked in readings, paragraphs 1-5, 8-10, 17-18, 20-22 - Due Wednesday - EQ: 1. What does Carruthers mean by non-conscious experience? Provide an example, other than those from the text, of non conscious experience? 2. How does Carruthers define consciousness?
Tuesday	• Lecture/Discussion - Descartes on animal and machine minds • Fall midterm stimuli and instructions	Read and annotate Carruthers, paragraphs 1-5, 8-10, 17-18, 20-22 - Due Wednesday - EQ: 1. What does Carruthers mean by non-conscious experience? Provide an example, other than those from the text, of non conscious experience? 2. How does Carruthers define consciousness?
Wednesday	• Lecture/Discussion - Finish Descartes • Lecture/small group discussion - Carruthers 1	Read and annotate Carruthers, paragraphs 23-27, 28-31 - Due Thursday - EQ: 1. What implications does Carruthers have for the circle of respect? 2. Do you agree with Carruthers in this regard or not?

Thursday

- Lecture/small group discussion - Carruthers 2

Read and annotate Singer (now marked in readings), paragraphs 1-20,33-35,42-45 -1. How does Singer differ from Carruthers regarding where the boundaries should be drawn for the circle of respect? 2. Are your actions more consistent with the ideas of Singer or the ideas of Carruthers? - Due Monday

Friday

- Lecture/Discussion - Carruthers - finish

Read and annotate Singer, paragraphs 1-20,33-35,42-45 -1. How does Singer differ from Carruthers regarding where the boundaries should be drawn for the circle of respect? 2. Are your actions more consistent with the ideas of Singer or the ideas of Carruthers? - Due Monday

Week of October 21

Date	Agenda	Homework
Monday	• No School - Parent conferences	
Tuesday	• Lecture/Discussion - Nietzsche's existentialism	Read and annotate Sartre - Wednesday, October 23 - EQ - 1. How does Sartre's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Sartre's reading reflect the themes of existentialism? 3. Does Sartre's writing seem more similar to or more different from the Nietzsche and Kierkegaard excerpts we read? - This part of the annotation should be an additional half page.

Wednesday

- Lecture/Discussion - Finish Nietzsche
- Journal - On your annotation
 - What questions do you have regarding the Sartre reading? What passage from the reading most struck you? On a scale of 1-10, how well did you understand this reading?
- Questions on Sartre

Thursday

- Lecture/Discussion - Sartre
- Unit 3 readings

Read and Annotate Descartes - EQ: What does Descartes see as the two essential differences between people and animals/machines? Do you agree with this distinction? Provide supporting examples
- Due Monday, October 28

Friday

- FFF - Abortion

Read and Annotate Descartes - EQ: What does Descartes see as the two essential differences between people and animals/machines? Do you agree with this distinction? Provide supporting examples
- Due Monday, October 28

Week of October 14

Date

Agenda

Homework

Monday

- Journal: 1) Based on what we discussed Friday what is meant by the "crisis of the modern?" 2) Note down two questions you have regarding the Kierkegaard reading - then propose answers to each. Rate your understanding of the reading on a scale of 1 (least) to 10 (most)
- Questions regarding Kierkegaard?
- In small groups - What examples of the themes of existentialism can be seen in Kierkegaard? Identify as many as you can and be prepared to support your assertion with quotes from the document.
- Brainstorm examples of the themes of existentialism from Kierkegaard

Read and annotate Nietzsche - Thursday, October 17- EQ - 1. How does Nietzsche's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Nietzsche's reading reflect the themes of existentialism? 3. Does Nietzsche's writing seem more similar to or more different from the Kierkegaard excerpts we read? - This part of the annotation should be an additional half page.

Tuesday

- 1. How does Kierkegaard's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Kierkegaard reading reflect the themes of existentialism?
- Lecture/Discussion - Essential concepts in Kierkegaard's thought

Read and annotate Nietzsche - Thursday, October 17- EQ - 1. How does Nietzsche's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Nietzsche's reading reflect the themes of existentialism? 3. Does Nietzsche's writing seem more similar to or more different from the Kierkegaard excerpts we read? - This part of the annotation should be an additional half page

Wednesday

- Lecture/Discussion - Essential concepts in Kierkegaard's thought

Read and annotate Nietzsche - Thursday, October 17- EQ - 1. How does Nietzsche's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Nietzsche's reading reflect the themes of existentialism? 3. Does Nietzsche's writing seem more similar to or more different from the Kierkegaard excerpts we read? - This part of the annotation should be an additional half page

Thursday

- Period 1-2 - Lecture/Discussion - finish Kierkegaard
- Get into color groups
- Small group discussion/Exploration of Nietzsche

Read and annotate Sartre - Wednesday, October 23 - EQ - 1. How does Sartre's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Sartre's reading reflect the themes of existentialism? 3. Does Sartre's writing seem more similar to or more different from the Nietzsche and Kierkegaard excerpts we read? - This part of the annotation should be an additional half page.

Friday

- Questions on Sartre
- Lecture/Discussion - Keys to Sartre's thought
- Unit 3 reading packet

Read and annotate Sartre - Wednesday, October 23 - EQ - 1. How does Sartre's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Sartre's reading reflect the themes of existentialism? 3. Does Sartre's writing seem more similar to or more different from the Nietzsche and Kierkegaard excerpts we read? - This part of the annotation should be an additional half page.

Week of October 7

Date

Agenda

Homework

Monday

- Get into color groups. Review your group's chapter
- Tao Te Ching group sharing

Read and annotate Kierkegaard - Monday, October 14 - EQ - Think about the presentation on Thursday (10.11) - 1. How does Kierkegaard's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Kierkegaard reading reflect the themes of existentialism? - This part of the annotation should be an additional half page.

Tuesday

- Finish Tao Te Ching group sharing
- Tao concepts sorting activity
- Lecture/Discussion - Human nature and Taoism

Read and annotate Kierkegaard - Monday, October 14 - EQ - Think about the presentation on Thursday (10.11) - 1. How does Kierkegaard's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Kierkegaard reading reflect the themes of existentialism? - This part of the annotation should be an additional half page.

Wednesday

- Tao contrast activity and share out
- Lecture/Discussion - The Tao and human nature

Read and annotate Kierkegaard - Monday, October 14 - EQ - Think about the presentation on Thursday (10.11) - 1. How does Kierkegaard's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Kierkegaard reading reflect the themes of existentialism? - This part of the annotation should be an additional half page.

Thursday

- Lecture/ Discussion - Lecture/Discussion - The Crisis of the Modern and the existentialist conception of human nature

Read and annotate Kierkegaard - Monday, October 14 - EQ - Think about the presentation on Thursday (10.11) - 1. How does Kierkegaard's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Kierkegaard reading reflect the themes of existentialism? - This part of the annotation should be an additional half page.

Friday

- Lecture/ Discussion - Lecture/Discussion - The Crisis of the Modern and the existentialist conception of human nature

Read and annotate Kierkegaard - Monday, October 14 - EQ - Think about the presentation on Thursday (10.11) - 1. How does Kierkegaard's writing connect to/reflect what we called the "crisis of the modern," 2. How does the Kierkegaard reading reflect the themes of existentialism? - This part of the annotation should be an additional half page.

Week of September 30

Date	Agenda	Homework
Monday	• Journal - What questions do you have regarding the Buddhism excerpts • Lecture/Discussion - Buddhism and human nature	
Tuesday	• Substitute - Impeachment resources page • The EQ for this annotation is: In two sentences, based on your reading, summarize the reasons for the impeachment inquiry. • Annotations should be turned in at the end of the period.	
Wednesday	• Lecture/Discussion - An Overview of Ancient China	Read and annotate Kierkegaard - Thursday, October 10

Thursday

- Get into your color groups
- Announcements - End of quarter, New additions to the impeachment resources page
- Review of Confucian ideals
- In small groups:
 - Read your assigned chapter(s) of the Tao Te Ching.
 - Discuss the chapter with your group and decide what you think the meaning of the chapter is.
 - Using this [link](#), look up your assigned chapter(s) and read through the three additional translations. How do the translations differ in terms of meaning? Which translation seems clearest? In light of the four translations together, how has your assessment of the meaning of the chapter changed?
 - Your group should discuss and prepare three observations and a question:
 - One of these observations should explain the **central metaphor (s)** used in this chapter (if possible).
 - A second observation should explain how this chapter **rejects or reacts to the Confucian ideal** discussed in lecture yesterday
 - A third observation should relate to what groups considered to be the **main argument of the chapter**
 - Additionally, groups developed and wrote a question pertaining to human nature and their chapter. The question could be either something the group would like to know or doesn't understand or something that probed more deeply into the Taoist concept of human nature.
- Please post your three observations and question to the [Google form here](#)
- Group share out - 3 observations and a question

Read and
annotate
Kierkegaard -
Thursday,
October 10

Friday

- FFF - Impeachment
- Impeachment information page

Read and
annotate
Kierkegaard -
Thursday,
October 10

Week of September 23

Date	Agenda	Homework
Monday	• Substitute • Read and annotate Wilson	Read and annotate Wilson - Due Wednesday, September 24 - EQ: How does Wilson's view of human nature differ from that of Western monotheism?
Tuesday	• Lecture/Discussion - The western monotheistic view of human nature • In small groups - answering the human nature questions based on the excerpts from monotheistic scripture: • Lecture/Discussion - The western monotheistic view of human nature	Read and annotate Wilson - Due Thursday, September 26- EQ: How does Wilson's view of human nature differ from that of Western monotheism?

Wednesday

- Happy Stanislas Petrov day! To honor the man who saved the world, be informed, be concerned and be involved.
- Petrov presentation from class
- In small groups - answer the questions from the art activity based on the excerpts from monotheistic scripture:
 - What is the essence of humanity?
 - What is the defining characteristic of the human condition?
 - What is the essential conflict or paradox of human existence?
 - Does human nature make humans unique?
- Discussion of the Western monotheistic view of human nature.

Read and annotate Wilson - Due Thursday, September 26 - EQ: How does Wilson's view of human nature differ from that of Western monotheism?

Thursday

- Small group discussion - Wilson's naturalistic view of human nature
- Lecture discussion - The naturalistic view of human nature

Read and annotate Buddhism readings - due Monday, September 30 -EQ - Based on the Buddhist readings you read, do you think this view of human nature sees humans as inherently good or evil or neither? Explain your answer.

Friday

- Conclude small group discussion on EO Wilson
- Lecture/Discussion - The naturalistic view of human nature

Read and annotate Buddhism readings - due Monday, September 30 - EQ- Based on the Buddhist readings you read, do you think this view of human nature sees humans as inherently good or evil or neither? Explain your answer.

Week of September 16

Date	Agenda	Homework
Monday	• Small group discussion - Plato, the cave and human nature	Read and annotate Kant's "What is Enlightenment?" - due Wednesday, September 18 - EQ: We spoke of human nature involving a central irony or paradox. What irony/paradox does Kant describe in his document? How does this relate to the function of government?
Tuesday	• Lecture/Discussion - Plato's "Allegory of the Cave" and human nature • Kant reading time	Read and annotate Kant's "What is Enlightenment?" - due Wednesday, September 18 - EQ: We spoke of human nature involving a central irony or paradox. What irony/paradox does Kant describe in his document? How does this relate to the function of government?
Wednesday	• Period 2 - Finish lecture/discussion of Plato • Journal: 1. What is nonage? 2. Should the goal of school be to keep students in a state of nonage? 3. What struck you about this document? 4. What questions do you have regarding this document? • Whole class guided discussion - Kant, freedom and the lure of nonage	

Thursday

- Lecture/Discussion - Kant, reason and human nature

Read and annotate Kant's "What is Enlightenment?" - due Wednesday, September 18 - EQ: We spoke of human nature involving a central irony or paradox. What irony/paradox does Kant describe in his document? How does this relate to the function of government?

Friday

- Lecture/Discussion - Wrap up Kant
- Read handout from monotheistic scripture. What view of human nature emerges from these religious texts? Explain your answer with quotes from the document.
- Lecture/Discussion - The Western monotheistic view of human nature

Read and annotate Wilson - Due Tuesday, September 24 - EQ: How does Wilson's view of human nature differ from that of Western monotheism?

Week of September 9

Date	Agenda	Homework
Monday	• Get into color groups. • In your groups, based on the article assigned Friday, discuss and explain the difference between art and technology. According to Noe, what does art have to say about human nature? Do you agree with his assessment? • Art and human nature project, pt. 1 ○ In your groups discuss and answer the eight	Read and annotate Plato's "Allegory of the Cave" - Due Friday

questions on human nature.

Tuesday

- Art and human nature project, pt. 2 - Using the resources on line here, identify the work of art you will use for this project and arrange for its printing:
 - [Google Arts and Culture](#)
 - [Smithsonian America Art Museum](#)
 - [The Metropolitan Museum of Art](#)
 - [The British Museum](#)

Read and annotate Plato's "Allegory of the Cave" - Due Friday EQ: How would Plato answer question 3 from the art assignment, based on the "Allegory of the Cave"

Wednesday

- Once around the group, each member should share their impressions and ideas about the work of art and how it represents their conception of human nature
- Discuss the poster questions
- Create the poster using the questions and your work of art
- Decide how you will present your ideas tomorrow - presentations must articulate a clear theory of human nature and should be between 2-3 minutes in length.

Read and annotate Plato's "Allegory of the Cave" - Due Friday - EQ: How would Plato answer question 3 from the art assignment, based on the "Allegory of the Cave"

Thursday

- Art and human nature project, pt. 3
 - Groups touch bases and finalize presentation plans
 - Presentations
 - Whole class discussion

Read and annotate Plato's "Allegory of the Cave" - Due Friday - EQ: How would Plato answer question 3 from the art assignment, based on the "Allegory of the Cave"

Friday

- Finish art and human nature presentations

Read and annotate Kant's "What is Enlightenment?" - due Wednesday, September 18 - EQ: We spoke of human nature involving a central irony or paradox. What irony/paradox does Kant describe in his document? How does this relate to the function of government?

Week of September 2

Date	Agenda	Homework
Monday	• No School	
Tuesday	• Journal - What questions do you have regarding Dennett, or, what is Dennett's essential argument? • Lecture/Discussion - Dennett and the illusion of the hard problem of consciousness	Unit 1 exam review today - 3:10-4:00 in room A211; Unit 1 exam - Thursday
Wednesday	• Lecture/Discussion - Finish Dennett and the illusion of the hard problem of consciousness • Review for exam • Unit 2 readings	Unit 1 exam - Thursday; Read and annotate Plato - due Monday, September 8
Thursday	• Midterm #1 - They are made of meat	Read and annotate Plato - due Monday, September 8

Friday

- FFF#2 - Read the article comparing the experience of teaching in the US and Finland.
 - Based on the article, what is the difference between teaching in Finland and teaching in the US?
 - How do you think the differences shape student experience in the US and Finland?
 - If you had a magic wand and could change any one thing about American education, what would it be? Try to consider all of the stakeholders in the US educational system in your response.

Read and annotate
Noe - due Monday,
September 8

Week of August 26

Date	Agenda	Homework
Monday	● Lecture/Discussion - Strengths and weaknesses of MBI ● Midterm 1 - They are Made of Meat	Read and annotate Chalmers (Packet p. 19)- Wednesday; EQ: Why is the hard problem so difficult? Unit 1 exam - Midterm 1 - Thursday, September 5
Tuesday	● Journal - From the presentation. Explain what the picture is and your reasons for this claim ● Lecture/Discussion - Functionalism ● Read Searle from p. 20 of the reading packet. What is the point of the Chinese room thought experiment?	Read and annotate Chalmers (Packet p. 19)- Wednesday; EQ: Why is the hard problem so difficult? Read Nagel (Packet pp. 17-19) - Answer the questions at the end of the reading - due Thursday;; Unit 1 exam - Midterm 1 - Thursday, September 5

Wednesday

- Journal - How does Chalmers distinguish between the easy and hard problems of consciousness? What makes the hard problems hard? Explain.
- Lecture/Discussion - Finish functionalism and the easy and hard problems of consciousness

Read Nagel (Packet pp. 17-19) - Answer the questions at the end of the reading - due Thursday;

Unit 1 exam - Midterm 1 - Thursday, September 5

Thursday

- Small group discussion on Nagel, "What is it Like to be a Bat"

Read and annotate Dennett (Packet p. 21) - due Tuesday, September 3; EQ: How does Dennett solve the "hard problem" of consciousness?

Unit 1 exam - Midterm 1 - Thursday, September 5

Friday

- Unit 1 exam checklist and key concepts
- Finish small group discussion of Nagel + Nagel summary

Unit 1 exam - Midterm 1 - Thursday, September 5

Week of August 19

Date	Agenda	Homework
Monday	• Journal - What is Descartes' answer to the mind body problem? Describe the basis of this answer. • Lecture/Discussion - Jackson's argument for dualism	First, read and annotate Rauhut (packet 7-9, original page numbers 219-227) and then Churchland (packet p. 22, paragraphs 1-5) - Due Wednesday - EQ: How is behaviorism different from dualism?

Tuesday

- Arrange your desks into group formation (making accommodations for new students)
- Appoint one group member as recorder. make a T chart on a piece of paper. With your group, brainstorm as many claims supporting and opposing dualism as you can (each can be done in a single bullet point). Put your list onto the front board. If your claim is already there, add a check mark next to the claim.
- Lecture/Discussion - Strengths and weaknesses of substance dualism

First, read and annotate Rauhut (packet 7-9, original page numbers 219-227) and

then Churchland (packet p. 22, paragraphs 1-5) - Due Wednesday,

EQ: How is behaviorism different from dualism?

Wednesday

- Lecture/Discussion - Wrap up problems with Dualism
- Journal - We are now going to consider materialist theories. 1. What major problem suffered by dualism do all materialist theories avoid? Explain. 2. Specifically, how does behaviorism avoid this problem? (I will check off your annotations at this time)
- Lecture/Discussion - Logical behaviorism

Read and annotate Rauhut (packet 9-10, original page numbers 227-231) - Due Thursday, EQ: What is the essential difference between behaviorism and Mind-Brain identity?

Thursday

- Journal - What is the argument that behaviorism is making about the mind? Is this argument the same or different from the argument made by MBI?
- Lecture/discussion - Behaviorism and MBI

Read and annotate Rauhut (packet 10-13, original page numbers 231-240) - Due Monday, August 26

EQ: What is the difference between a stuff concept and a functional concept? Can you provide an example of each?

Friday

- FFF - Male privilege - Read the article and answer the questions on each side

Read and annotate Rauhut (packet 10-13, original page numbers 231-240) - Due Monday, August 26

EQ: What is the difference between a stuff concept and a functional concept? Can you provide an example of each?

Week of August 12

Date	Agenda	Homework
Monday	• Journal - assessing our arguments red group 1, 2, 3. Examine the argument from your period. Identify a counter claim that challenges this argument. Briefly explain the counter claim and which category it fits into based on our discussion on Thursday (slide 6) • Discussions in philosophy • Lecture discussion - Ontology: the study of what exists (and what doesn't)	Read and annotate Russell's "The Value of Philosophy" - Due Tuesday, August 13 EQ: In 2019, we tend to be focused on the pursuit of practical knowledge, as demonstrated by the emphasis placed on STEM. If Russell were alive today, how might he adapt his argument regarding the value of philosophy to the world we live in today. Mind-body project - due Wednesday, August 14
Tuesday	• Get into small groups (please arrange the desks neatly)	Mind-body project - due Wednesday, August 14;

- Small group discussion - Russell and the value of philosophy

Wednesda
y

- Mind Body project activity
 - Sit in groups
 - Score your six questions in the following way: For each SA +2, for each A +1 for each D -1 for each SD -2. Total your score write it next to the six questions and circle it. Then use your phone to enter your total [here](#)
 - On your desk, arrange your written theory and your illustration so that both are visible at once (side by side). Make sure that your name is clearly visible.
 - Visit each theory. Note down the name and score. Identify the four theories closest to your score and complete the additional information on your MB theory record sheet. Then find four theories where the score is most distant from yours and complete the additional information on your MB theory record sheet.
 - Find four people whose theories are most similar to yours. In these groups, identify what your key similarities are. Then construct a 180 character statement that concretely describes your group's theory on the relationship between the mind and the body (including key definitions). Your theory must address what composes the various elements. Write your completed statement neatly on your MB theory record sheet. Be prepared to argue for your group's ideas tomorrow.

Read and annotate
Descartes - Friday

Thursday

- Brief small group preparation for informal presentations
- Small group presentation of theories
- Socratic discussion - mind/body project
 - What counter claims can be made to the theories presented?
 - What do the theories presented say about our conception of ourselves?
 - What are the implication of the theories presented?
- Unit 1 reading packet /turn in mind body project

Read and annotate
Descartes (packet pp.
14-15) - Friday - EQ - Is
Descartes a materialist or
a dualist?;

Friday

- Journal - Based on the discussion yesterday, what arose as the major difficulty of the mind body problem? Be as specific as you can making reference to issues raised yesterday.
- Philosophy - The art of critical open mindedness
- Lecture discussion - Descartes' systematic doubt and dualist ontology

Read and annotate
Jackson (packet pp. 16-17)
- Monday, August 19 - EQ
- What is Jackson's
argument for why
physicalism (materialism)
must be wrong?

Week of August 6

Date	Agenda	Homework
Monday	• No School	
Tuesday	• Welcome! • Sit with the other people who share your train card color • Lecture/Discussion - What is a philosophical question? • Philosophical questions activity	

Wednesday

- Class nuts and bolts:
 - Seating
 - Syllabus basics
 - Who is Mr. Haydock and what should I know about him?
 - Scope and sequence for the year
 - Testing in IB philosophy

Thursday

- Group seating charts (groups of 4. One group of three is allowed. No exceptions.)
- Questions regarding the syllabus or anything we discussed yesterday?
- Lecture/Discussion - Philosophical arguments
- Building arguments from your Tuesday philosophical question
- Philosophical arguments activity

Friday

- In your groups, finalize your arguments and simple statement of your counter claim. Have a group member write this argument on the board under your train card.
- Bertrand Russell reading
- Annotations in philosophy and the purpose of homework in this class
- Mind Body Project

Read and annotate Russell's "The Value of Philosophy" - Due Tuesday, August 13

EQ: In 2019, we tend to be focused on the pursuit of practical knowledge, as demonstrated by the emphasis placed on STEM. If Russell were alive today, how might he adapt his argument regarding the value of philosophy to the world we live in today.

Mind-body project - due Wednesday, August 14

Sunday, January 22 - 13:39:40

Site Links

Philosophy

ToK 11

ToK 12

Resources

Impeachment resources

Mr. Haydock

My Safety Pin

TUSD Safe Haven Resolution

[Register or preregister to Vote in California](#)

[Tweets by RoomA211board](#)

Course Materials

Ethics of Authenticity page

Works cited 19-20

[THSSWG](#)

Ethics Unit 4 - Utilitarianism

Unit 4 presentation

[Unit 4 readings](#)

Ethics Unit 3 - Levinas

Unit 3 presentation

Levinas Article

Anthony Beavers - Teaching Levinas to Undergraduates

Ethics Unit 2 - Deontological ethics

Unit 2 presentation

Unit 2 readings

Metaphysics of Morals annotated

Ethics unit 1 - Relativism

Ethics 1 presentation

Rachels Reading

Unit 5 - Personal Identity

Unit 5 presentation

Unit 5 readings

Fall Final Review

Unit 4 - Freedom

Unit 4 presentation

Unit 4 readings

Final stimuli

Unit 3 - Machine and animal minds

Unit 3 presentation

Unit 3 readings

Fall midterm review

Fall Midterm stimuli

Unit 2 - Human nature

Unit 2 presentation

Unit 2 readings

Art and Human nature project with Noe reading

Unit 1 - The Mind-Body Problem

Unit 1 presentation

Unit 1 readings

Unit 1 exam rubric

[Dennett video excerpt](#)

Unit 1 exam review

Unit 1 exam checklist and key concepts

Unit 1 exam/midterm1

Introduction

Russell

Philosophical stimuli activity

Introduction to philosophy presentation

Philosophical questions template

Syllabus

IB Philosophy guide

Introduction Presentation

Citation Guidelines

1718 philo works cited

Formatting guidelines

Model Core theme essay

Ethics of Authenticity page

[Textbook readings on ethical theories](#)

Supplemental readings on ethics from Lander University

2 page ethics review with links

IB Philosophy SL reading list

dhaydock.org



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