

Phil 444: Philosophy of Civilization

Fall 2008

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Office hours: Monday 9 - 10 am

Tuesday/Thursday 1 - 2pm
and by appointment

MC Catalog Course Description

The ideas of philosophers, historians, social scientists, and political analysts as to how society may best be ordered, what causes the development and breakdown of civilization, and the highest ideals on which human life may be built.

The offering meets the Critical Connections (GE-L) requirement, is a 440 (advanced) course, and has (W) designation for majors.

Course Learning Objectives

1. Students will understand diverse perspectives on problems of modernity and consider the roots of such problems.
2. Students will be able to articulate differing theories of 'the good life', for individuals and societies.
3. Students will examine the relationship between the individual and society.

Required texts

1. Quinn, Daniel. (1992). *Ishmael*. New York: Bantam Books.
2. Frankl, Viktor. (1992). *Man's Search for Meaning*. Boston: Beacon Press.
3. Singer, Peter. (1995). *How Are We to Live?: Ethics in an Age of Self-Interest*. Amherst, NY: Prometheus Books.
4. Korten, David. (2006). *The Great Turning: From Empire to Earth Community*. San Francisco: Berrett-Koehler.
5. ANGEL website postings, reserve readings, and handouts, to be announced (TBA) in class.

Course Requirements

Attendance

- Because this is a discussion-based class, more than four absences will negatively affect your grade. For each additional class missed, your final grade will be lowered 2% (eg. from 89% to 87% or from 75% to 73%). Distinctions will not be made between an excused and an unexcused absence except in the most extreme circumstances (for example, hospitalization.)

Participation

10%

- Because small group work is emphasized in this class, attendance is critical to doing well in the course. Even more important, respectful participation in both large and small group discussion is a requirement for this class. Do not be, as a teacher of mine once described, a 'discussion saboteur'- someone who dominates discussion to the

point of excluding others. A basic ground rule for the course is 'step up, step back': do engage in the conversation, do not dominate discussions. We are responsible for inviting participation from each member of the class. Because this environment is so important, students may be dismissed from the course for disruptive or disrespectful behavior in class after receiving a warning issued in a private conversation.

- I use a grading rubric from *Grading Class Participation*, by Martha L. Maznevski: Participation is graded on a scale from 0 (lowest) through 4 (highest). The criteria, described below, focus on what I am able to observe in class and do not allow me to guess at what you know but *do not demonstrate*. The average level of participation will satisfy the criteria for a "3".

Class Participation Grading Criteria

0	- Absent
1	- Present, not disruptive. - Tries to respond when called on but does not offer much. - Demonstrates very infrequent involvement in discussion.
2	- Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. - Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). - Does not offer to contribute to discussion, but contributes to a moderate degree when called on. - Demonstrates sporadic involvement.
3	- Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. - Offers interpretations and analysis of case material (more than just facts) to class. - Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. - Demonstrates consistent ongoing involvement.
4	- Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). - Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. - Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. - Demonstrates ongoing very active involvement.

- Small group assignments: several times during the semester, I will distribute discussion projects to be completed in class by your small groups. These will be

collected and figured into your participation grade. Sometimes, assignments will require you to write summaries to prepare for class discussion responsibilities.

Summary & Response 15%

Each student will sign up to assume responsibilities to help facilitate class discussion twice during the semester, once as a summarizer and once as a respondent. As a summarizer, you will provide a synopsis of the key points of the reading. A brief write-up of this will be posted on a class discussion board by 5pm the day before the class session. (10%)

Respondents will bring three questions about the reading to kick-off class discussion. These, too, will be posted the day before class meets. (5%)

Quizzes 20%

Frequently, I will give a quiz in class. Your lowest three quiz grades will be dropped before an average is figured for your grade. Since the lowest three quiz scores are dropped, no make-up quizzes are offered.

Exams 20%

There will be two in-class exams, each worth 10% of the final grade.

Recognizing that some of us take written exams better than others, I offer students the option of taking an oral exam instead. If you're interested in this option, you must make arrangements with me (yes, in advance - let's say two days in advance) and schedule a time to meet on the same day as the exam is given in class. Make-up exams are available only for officially excused absences (see college catalog). Make-up exams will differ from the version given in class, and may rely more heavily on essay questions. All make-up exams must be completed within two days of the original test date, or incur a penalty.

Written Assignments 35%

Paper one: 3 pages, due 9/9	5%
Paper two: On <i>Ishmael</i> . 5 pages, due 9/18	10%
Paper three: 7 pages, due during final exam week	15% *Draft required*
Blog: In the Right Direction, 3 postings	5%

Grading Standards

A – Excellent work; all major and minor goals achieved

B – Good work; all major goals achieved; some minor ones not

C – Fair work; all major goals achieved; many minor ones not

D – Poor work; a few major goals achieved, but student is not prepared for advanced work

F – Failing work; none of the major goals achieved

I - Incomplete; this will be issued only in rare cases where advance arrangements have been made.

Plagiarism

Plagiarism occurs when students turn in work that is not their own. Plagiarism occurs when written work 1) fails to cite quotations and borrowed ideas from outside sources, including the World Wide Web and other student work, 2) fails to enclose borrowed language in quotation marks, and 3) fails to put summaries and paraphrases in the writer's own words. The definition of plagiarism was derived from Diana Hacker's *A Writer's Reference*, Fourth Edition. Boston: Bedford/St. Martin's, 1999.

Academic Dishonesty

Any academic dishonesty will be dealt with via the policies outlined in "The MC Source". **Please note:** In cases of deliberate plagiarism, and in all cases of cheating and attempted cheating, the work assigned will be failed. At the instructor's discretion, the student may also be failed from the class (regardless of the grade-weight of the work assigned). In either a case of deliberate plagiarism or cheating a letter recording the deception will be sent to the student, with copies sent to the vice president and dean for academic affairs, the vice president and dean for student development, and the student's academic advisor. Given the incompatibility of deceptive behavior with the integrity of the community, students found cheating or plagiarizing a second time, at any point in their career at Manchester College, are liable to disciplinary probation, suspension, and possible expulsion. These actions will be initiated by the vice president and dean for academic affairs.

Disability Accommodations

Manchester College, in compliance with federal guidelines, is committed to assuring students with disabilities equal access to programs and activities that are provided to students without disabilities. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Bonnie O'Connell, the director of services for students with disabilities, to establish eligibility and to coordinate reasonable accommodations. It is the student's responsibility to self-disclose their disability. Students whose accommodation requests are approved will be provided with confidential letters to deliver to their professors which verify the nature of the student's disability and documents the need for auxiliary aids and services and/or academic adjustments or accommodations. Students are encouraged to meet with each professor early in the semester to discuss the academic implications of the disability as they relate to the specific course and to request appropriate accommodation. The Disabilities Office is located in the Success Center (second floor of the Union) telephone 982.5076 to schedule an appointment.

Other Circumstances

If other circumstances in your life occur that may affect your performance in class (i.e. childcare issues, undependable transportation, a sick grandparent, expected recurring absences for any reason), you should talk to me and other professors immediately. The early contact about such issues will help all of your professors be more understanding.

Reading Schedule

Course Outline & Reading Schedule

This schedule is subject to change and/or eventual abandonment. But right now it seems like a good idea.

Under 'Date', T = Tuesday, R = Thursday.

TBA = to be announced

<i>Date</i>	<i>Readings to be discussed ... please complete before class</i>	<i>Source</i>
R 9/4	Introductions: what's our problem?	
T 9/9	<i>Ishmael</i> ; Paper 1 due	Quinn, pp 3-75
R 9/11	<i>Ishmael</i>	Quinn, pp 76-148
T 9/16	<i>Ishmael</i>	Quinn, pp 149-229
R 9/18	<i>Ishmael</i> Paper 2 due by 11am, Monday 9/22	Quinn, pp 230-263
T 9/23	<i>Man's Search for Meaning</i> - begin reading	Frankl, part I
W 9/24	Camp Mack Day	
R 9/25	Introduce Frankl: <i>Man's Search for Meaning</i> Hedges: <i>War Is a Force Which Gives Us Meaning</i>	Frankl, Part I Hedges (Angel)
F 9/26	Convocation on war journalism	Upper Union, 10am
T 9/30	<i>Man's Search for Meaning</i>	Frankl, Part II & end
R 10/2	Exam I	
T 10/7	Reading Day – no class	Singer, 1-54
R 10/9	Singer: <i>How Are We to Live?</i>	Singer, 84-105
T 10/14	Singer: <i>How Are We to Live?</i>	Singer, 129-170
R 10/16	<i>How Are We to Live?</i>	Singer, 194-235
T 10/21	Fall break – no class	
R 10/23	Consumerism & branding	TBA
T 10/28	Consumerism & debt	TBA
R 10/30	Exam II	
T 11/4	Introduction to Korten: <i>The Great Turning</i>	Korten, 25-89
R 11/6	Reading day –no class	
T 11/11	<i>The Great Turning</i>	Korten, 91-200
R 11/13	<i>The Great Turning</i>	Korten, 237-250
T 11/18	<i>The Great Turning</i>	Korten, 267-301
R 11/20	<i>The Great Turning</i>	Korten, 302-327
T 11/25	<i>The Great Turning</i>	Korten, 327-359
R 11/27	Thanksgiving break – no class	
T 12/2	Positive Directions	TBA
R 12/4	Positive Directions	TBA
T 12/9	Positive Directions	TBA
R 12/11	Positive Directions	TBA
Dec 10-14	Final Exam Week – Paper III due, TBA	