



**ATENEO DE MANILA
UNIVERSITY**
Loyola Schools

**SYLLABUS FOR UNDERGRADUATE COURSES
MAJOR, CORE CURRICULUM and ELECTIVES**

A. COURSE INFORMATION

COURSE NUMBER	Philo 11.05	NO. OF UNITS	3
COURSE TITLE	The Human Condition – The Political Dimension		
PREREQUISITE/S	None		
DEPARTMENT/ PROGRAM	Philosophy	SCHOOL	Humanities
SCHOOL YEAR	2021-2022	SEMESTER	First
INSTRUCTOR/S	Maria Lovelyn C. Paclibar		
VENUE		SECTION	SCHEDULE
		A	MWF
		B	A – 1400 -1500
		C	B – 1500 – 1600
		D	C – 1600 – 1700
		E	D – 1830 – 1930
			E – 1930 - 2030

B. COURSE DESCRIPTION

Philo 11 is a course designed to **introduce students to philosophical modes of inquiry**, characterized by reflection, critique, and logical argumentation aimed at broad synthetic claims and presuppositions, **about human nature**, which is intrinsically socio-politico-ethical.

It addresses the fundamental question “What does it mean to be human?” by discussing crucial themes such as intellect and will, agency and freedom in the face of determination, the dialectic between individual identity and sociality, and the finitude of human existence and the possibility of transcendence.

**WHERE IS THE COURSE SITUATED WITHIN THE FORMATION STAGES IN THE
FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA**

	FOUNDATIONS: Exploring and Equipping the Self
X	ROOTEDNESS: Investigating and Knowing the World
	DEEPENING: Defining the Self in the World
	LEADERSHIP: Engaging and Transforming the World

C. COURSE LEARNING OUTCOMES

By the end of this course, students should be able to:

COURSE LEARNING OUTCOMES	
CLO1:	Identify philosophical modes of inquiry, contrast philosophy with other forms of inquiry, and articulate the value of philosophical thinking
CLO2:	Develop skills in reading philosophical texts, i.e., extract and explain the main point and central argument of philosophical texts, state implicit presuppositions in philosophical texts and critically respond to them.
CLO3:	Identify and define the different concepts, ideas, and arguments that philosophers have developed in the exploration of the human condition.
CLO4:	Discuss specific philosophical issues about human existence in a way that demonstrates familiarity with the strengths and weaknesses of different positions.
CLO5:	Formulate one's own philosophical insights on the human condition and articulate and defend a considered philosophical judgment about issues raised in the course.

Alignment of the Course to the Core Curriculum Learning Outcomes*

The Ideal Ateneo Graduate: A Person of Conscience Competence Compassion Commitment							
CCLO 1	CCLO 2	CCLO 3	CCLO 4	CCLO 5	CCLO 6	CCLO 7	CCLO 8
CLO 1 CLO 2		CLO 5	CLO 3 CLO 4 CLO 5				

Reference: Core Curriculum Learning Outcomes

LEGEND:	
CCLO 1	Demonstrate effective communication skills (listening and speaking, reading and writing) in English and Filipino.
CCLO 2	Evaluate information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data.
CCLO 3	Propose ways to address pressing social and ecological problems using appropriate critical approaches and scientific thinking
CCLO 4	Develop a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions.
CCLO 5	Internalize the significance and value of her/ his unique existence and purpose in life in light of Christian faith.
CCLO 6	Discern life choices with a keen awareness of ethical dilemmas and considerations.
CCLO 7	Exemplify a commitment to enhancing human life and dignity, especially those who are excluded and in greatest need.
CCLO 8	Practice a vision of leadership and committed citizenship rooted in Christian humanism.

D. COURSE OUTLINE and LEARNING HOURS

Course Outline	Estimated Contact or Learning Hours
AUGUST 27-30 Module 0: Introduction "Guidelines on Reading Philosophy" by Jim Pryor http://www.jimpryor.net/teaching/guidelines/reading.html	4 hours

Workshop on Writing Good Annotations in Perusall	
SEPTEMBER Module 1: What is Philosophy? Roque Ferriols, "Insight." In Manuel B. Dy. <i>Philosophy of Man: Selected Readings</i>. Ateneo de Manila Press. 2018. Plato. "Apology" trans. GMA Grube. In <i>Plato: Complete Works</i>. John M. Cooper, Ed. Hacket Publishing Company, 1997. Bertrand Russell. "The Value of Philosophy". In <i>The Problems of Philosophy</i>. Oxford University Press, 2001. Walter Mignolo. "Yes, We Can." Foreword in Hamid Dabashi. <i>Can Non-Europeans Think?</i> Zed Books, 2015.	20 hours
SEPTEMBER 27 – OCTOBER 1: ORAL EXAM	
OCTOBER Module 2: What is a person? Charles Taylor. "The Person." In Carrithers, Michael, et.al., eds., <i>The Category of the Person: Anthropology, Philosophy, History</i>. Cambridge University Press, 1985. Module 3: What does it mean to be political? Hannah Arendt. "Labor, Work, Action." In <i>Amor Mundi: Explorations in the Faith and Thought of Hannah Arendt</i>. James Bernauer, Ed. Martinus Nijhoff, 1987.	20 Hours
NOVEMBER 2 to 6 – ORAL EXAM	
NOVEMBER - DECEMBER Module 4 : What is freedom? Hannah Arendt. "What is Freedom?" In <i>Between Past and Future: Six Exercises in Political Thought</i>. The Viking Press: 1961. Module 5: How can we relate social justice with responsibility? Iris Marion Young. <i>Responsibility for Justice</i>. Oxford University Press, 2011.	20 Hours
DECEMBER 9-18 - ORAL EXAM	

E. ASSESSMENTS AND RUBRICS

Assessment Tasks	Assessment Weight	CLOs
3 Oral Exams	30% x 3	1-5
Perusall Annotation (average of top 4 scores in Perusall)	10%	1-3
TOTAL:	100 %	

Note 1: An alternative assessment for oral exams (3 papers) is available only to students who live in areas with very poor internet.

Note 2: Students can opt to write a final paper which will cover 30% of their final grade, and consequently redistribute the weight of the three oral exams into 20 % each.

RUBRIC: Oral Exam / Final Paper

Standard	1 Standard not met	2 Standard partially met	3 Standard met	4 Exceeds Expectations
Mastery of the material			Demonstrates good understanding of the concepts, questions and arguments in the readings through clear and independent explication (doesn't parrot the teacher or the book)	
Argumentation			Responds to critical questions related to current social issues with a coherent and well-grounded argument.	
Integration			Draws up well-analyzed connections and conflicts among the main concepts and arguments discussed in the course	
Synthesis			Displays holistic understanding by showing how the integrated concepts answer the main questions of the course	
Metacognition			Shows awareness of what is at stake in learning the different analytical tools offered in the course	

G. TEACHING and LEARNING METHODS

TEACHING & LEARNING METHODS and ACTIVITIES	CLOs
Synchronous Discussions Zoom meetings every Wednesday of the week, prompted by the annotations in Perusall (to be recorded and made available in the Cloud). For every meeting, one Perusall group will start with a discussion prompt. Prompts can be based on questions or comments in the annotations.	CLO 1-5
Special Synchronous Meetings Zoom meetings scheduled every Friday as needed for follow up discussions, consultations, etc.	

Asynchronous Classes Video lectures posted on Canvas, Perusall annotation done in groups, recap* through memes, periodicals, comments and questions shared in Discussion Boards in Canvas. *recap entries can be counted as extra credit for participation	CLO 1-5
Annotation of Texts in Perusall Pages of the reading assignments are posted in Perusall. The class is divided into smaller annotations groups. For every reading assignment, each student is expected to write <u>at least 2 questions, at least 2 analytical comments, at least 1 meta-reflection (connection of concepts to the module topic).</u> Upvoted comments and questions can be chosen as discussion prompts for synchronous class discussions or group consultations. "Confusion reports" from Perusall will also be addressed in synchronous discussions.	CLO 1-5
Self-check Quizzes Short quizzes to measure understanding (not graded but required) posted at the end of every module in Canvas	CLO 1
Workshop on Making Good Annotations in Perusall Done simultaneously with the first two required readings.	CLO 1
Oral Exams Distributed into three segments of the course, done in groups but graded individually.	CLO 1-5
*Final Paper (OPTIONAL -See note 2 in Section E. Assessment and Rubrics) Due on December 17, 2021 – 4-paged synthesis paper guided by a clear thesis statement regarding the political dimension of the human condition. The paper should address current social and political affairs (i.e., global pandemic, socio-political situation in the Philippines, etc.)	CLO 1-5

H. REQUIRED READINGS

Arendt, Hannah. "Labor, Work, Action." In *Amor Mundi: Explorations in the Faith and Thought of Hannah Arendt*. James Bernauer, Ed. Martinus Nijhoff, 1987.

_____. "What is Freedom?" In *Between Past and Future: Six Exercises in Political Thought*. The Viking Press: 1961.

Ferriols, Roque. "Insight." In Manuel B. Dy. *Philosophy of Man: Selected Readings*. Ateneo de Manila Press. 2018.

Mignolo, Walter. "Yes, We Can." Foreword in Hamid Dabashi. *Can Non-Europeans Think?* Zed Books, 2015.

Plato. "Apology" trans. GMA Grube. In *Plato: Complete Works*. John M. Cooper, Ed. Hackett Publishing Company, 1997.

Russell, Bertrand. "The Value of Philosophy". In *The Problems of Philosophy*. Oxford University Press, 2001.

Taylor, Charles. "The Person." In Carrithers, Michael, et.al., eds., *The Category of the Person: Anthropology, Philosophy, History*. Cambridge University Press, 1985.

Young, Iris Marion. "Asymmetrical Reciprocity: On Moral Respect, Wonder and Enlarged Thought." *Constellations*, vol.3, 1997.

_____. *Responsibility for Justice*. Oxford University Press, 2011.

I. SUGGESTED READINGS

De Botton, Alain. *The Consolations of Philosophy*. Vintage Books, 2000.

Goldstein R. *Plato at The Googleplex: Why Philosophy Won't Go Away*. Pantheon Books; 2014.

Habermas, Jürgen. "Citizenship and National Identity." In *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*. Polity Press, 1997.

Nagel, Thomas. "Introduction." In *The View from Nowhere*. Oxford University Press, 1989.

_____. *What does it all mean? A Very Short Introduction to Philosophy*. Oxford University Press, 1987.

Ricoeur, Paul. "The Socius and the Neighbor." In *History and Truth*. Evanston: Northwestern University Press, 1965. 98-109.

Vaughn, Lewis. 2018. *Writing Philosophy: A Student's Guide to Reading and Writing Philosophy Essays*. Oxford University Press.

J. GRADING SYSTEM

Ranges for Final Marks
3.70 – 4.00 = A
3.40 – 3.69 = B+
3.00 – 3.39 = B
2.50 – 2.99 = C+
2.00 – 2.49 = C
1.00 – 1.99 = D
0.00 – 0.99 = F

K. CLASS POLICIES

Policies for Students Enrolled in SOH Courses *

1. Syllabus

- 1.1. The course syllabus should already indicate the schedule of major topics, course requirements, and deadlines at the beginning of the course, even if it happens that not all of the course modules are published simultaneously at the beginning of the course.
- 1.2. Even if deadlines can be set for accomplishing each module and submitting requirements within each module, while the course is still running, students should not be barred from accessing course materials made available in previous modules.
- 1.3. Once the course has begun, revisions to the syllabus require the consent of the students.
 - 1.3.1. Once consent is given, the revised syllabus should be submitted to the department chair/program director, who then posts it after it has been reviewed.
 - 1.3.2. In case not all of the students agree to the changes approved by the majority of the students, these dissenting students should be allowed to follow the provisions on

requirements and grade computation specified in the original syllabus.

2. Communication (Student-Teacher)

- 2.1. The designated consultation hours (whether individual or group consultations) are the registered class schedule, but consultations may be scheduled at other times by mutual agreement between the teacher and the student(s).
- 2.2. Teachers may require students to schedule consultations in advance, even for appointments to be scheduled at the appointed consultation hour.
- 2.3. Official communication channels are restricted to the following: Ateneo email and Canvas inbox.
- 2.4. Students are responsible for their notification settings in Canvas.

3. Asynchronicity

- 3.1. Although courses are expected to employ more asynchronous methods of delivery and participation than synchronous sessions, the online courses offered by the Loyola Schools are not entirely self-paced. Students are expected to keep pace with the published schedules of the modules and abide by requirement deadlines.
- 3.2. On the other hand, teachers are expected to make reasonable provisions for difficulties encountered by students owing to the various challenges posed by the current situation.

4. Synchronous Sessions

- 4.1. In general, synchronous class sessions should be held only during the official class hours.
- 4.2. Special activities which cannot be accommodated during the assigned class hours (e.g., film viewings) may be scheduled outside of class hours, provided that:
 - 4.2.1. the students agree to the alternative common time,
 - 4.2.2. in case the time agreed upon by the majority of the class conflicts with class schedules of a few, the latter students are excused from attending the activity, and
 - 4.2.3. students who are unable to attend the event are given the option to participate in it at an alternative time or in an alternative activity.
- 4.3. Recordings and text versions¹ of the synchronous sessions have to be made available to students.
 - 4.3.1. Synchronous sessions that are largely composed of drills and recitations, such as those that occur in language classes, are not subject to this requirement. Such student-teacher interactions may be recorded at the request of or with the consent of the students, but may not be shared with other non-participating students.
- 4.4. During synchronous meetings, turning on the students' video at least some of the time is highly encouraged but--out of consideration for connectivity limitations--not strictly required.
 - 4.4.1. Exempted from this rule are sessions where proof of identity, participation, and measures against cheating are necessary. The exception includes: oral examinations, dialogue or graded recitation -- for instance, in language and performance arts classes, and similar cases.
- 4.5. Non-attendance in synchronous sessions cannot be the basis of failing a course.
 - 4.5.1. However, in cases where participation in synchronous activities is essential to the course (for instance, language and performance arts classes), the teacher may require the students to attend a set number or percentage of synchronous sessions as a precondition for graded participation, with the proviso that:
 - 4.5.1.1. For justified absences, students are entitled to ask the teacher for an alternative to the missed graded synchronous activity.
- 4.6. Students should advise teachers regarding their absences from synchronous sessions, whether or not graded activities are associated with the missed session.

¹ "Text versions" include lecture notes that need not be verbatim transcriptions of the recorded session.

- 4.7. Synchronous sessions should be opened 10 minutes ahead of schedule to allot enough time for students to join the session.
- 4.8. Technical difficulties
 - 4.8.1. Students should immediately inform the teacher if they encounter technical difficulties in joining a synchronous session.
 - 4.8.2. The teacher may give a 5-minute grace period before starting a synchronous class to allow students (and teachers) to address any technological challenges or to settle down.
 - 4.8.3. In the event that the teacher's internet connection is lost in the middle of a session, and in the absence of prior instructions addressing this eventuality, students should wait 15 minutes for the resumption of the session before they leave the session.

5. Oral Examinations

- 5.1. Oral examinations are to be restricted to small groups of at least two students.
 - 5.1.1. In case the other student(s) -- co-examinee(s) -- is (are) unable to attend the oral exam and a student is left to take the oral exam alone, the oral examination may not proceed, and the teacher must make an alternative arrangement for the student's examination.

6. Deadlines

- 6.1. Deadlines for major requirements should be indicated in the syllabus (i.e., publicized at the beginning of the course).
- 6.2. Deadlines for minor requirements should be announced at the beginning of each module.
- 6.3. No submission deadlines are to be set on holidays and non-working days.

7. Privacy and Confidentiality

- 7.1. Teachers and students are expected to respect everyone's privacy. The online environment gives rise to increasing concerns about privacy and confidentiality, and it is imperative that we all take the extra effort to protect our own work and those of our peers. In light of this, let us commit to the rule that **what happens in the class's spaces stays in the class's spaces.**²
- 7.2. Private information, which includes email addresses and other contact information, grades, and other sensitive information, should not be shared.

8. Intellectual Property Protection

- 8.1. Students are expected to respect the intellectual property rights of their instructors and peers.
- 8.2. Students **are not allowed to share or repost any of the class content posted in the LMS or other class-designated spaces** (e.g., the class Google Drive created by your instructor) on any other online platforms without your instructor's express written permission as well as the express written permission of any and all parties who have contributed to the content.
- 8.3. Such content includes but is not limited to, both through copy-pasted text and through screenshots or screen recordings: the text of the LMS pages, posts by your instructor and/or peers in the discussion boards, and your peers' uploaded assignments.

9. Academic Integrity

- 9.1. Students are expected to give credit where it is due.
- 9.2. Plagiarism, whether in a major or minor requirement, will not be tolerated. It **will be dealt with according to the official LS policies on academic dishonesty.**

10. Decorum

² This commitment to confidentiality is not absolute. Knowledge of possible and imminent harm to yourself and to others may be disclosed to prevent such harm.

- 10.1. **Wear appropriate attire.** It is understandable to desire comfortable clothing, but please bear in mind that a professional environment is still expected in an online classroom. Please wear appropriate casual attire during synchronous sessions.
- 10.2. **Show respect by being focused and attentive.** Maintain an environment that is conducive to learning. Students are strongly discouraged from engaging in disruptive behavior.
- 10.3. Discussion boards are an integral part of online learning. Be guided by the following principles as you participate in online discussions:
 - 10.3.1. **PREPARE** before you post so you contribute an organized, coherent response to the discussion. Follow every specification that accompanies the forums.
 - 10.3.2. **PARTICIPATE** actively by interacting with your classmates, replying to their comments, or exchanging ideas with them after you have posted your own response.
 - 10.3.3. **REASON** from various sources when communicating your ideas. There should always be an attempt to establish the foundations of one's argument.
 - 10.3.4. **RESPECT** other people's opinions and feelings by maintaining civility even as you air your opposing views.
- 10.4. **Be mindful of rules of *netiquette* and general policies when engaging with the class online.** Think before sending any communication online, and avoid derogatory, dismissive, and offensive language. Refrain from using all caps and exclamation points. Avoid the pitfalls of social-media comment threads such as trolling, flaming, and other rude behavior.

11. Students' Responsibilities

Students are expected to:

- 11.1. Keep pace with the modules and requirement deadlines.
- 11.2. Advise their teachers regarding their absence from synchronous sessions.
- 11.3. Inform teachers if they need additional assistance and accommodation, including alternative forms of complying with course requirements.
- 11.4. Determine and activate their notification settings in Canvas.
- 11.5. Be consistently respectful and decorous in their behavior.
- 11.6. Abide by the norms of academic integrity.
- 11.7. Comply with regulations pertaining to privacy, confidentiality, and intellectual property rights.

12. Resources for Students

- 12.1. Guide to Canvas for students (Aug. 2020):
<https://lor.instructure.com/resources/5f9a4be58f8747abb2d30d5a1cda846a?shared>
- 12.2. Contacts
 - 12.2.1. For Canvas concerns: Write to canvas.ls@ateneo.edu
 - 12.2.2. For Offline Access to Resources: Write to ls.one@ateneo.edu or call 09209142372
 - 12.2.3. For these and other concerns, including student wellbeing: Write to ls.one@ateneo.edu
- 12.3. Other References:
 - 12.3.1. Tips for Online Learning - <http://ateneosalt.org/abc04>
 - 12.3.2. Rizal Library Access - <http://rizal.library.ateneo.edu/onlineResources>
 - 12.3.3. Ateneo Blue Cloud Primer - <http://ateneobluecloud.ateneo.edu/LS>
 - 12.3.4. Student Guide to the Code of Academic Integrity -
[https://www.ateneo.edu/sites/default/files/The LS Code of Academic Integrity Student Guide.pdf](https://www.ateneo.edu/sites/default/files/The%20LS%20Code%20of%20Academic%20Integrity%20Student%20Guide.pdf)

*** V.4 August 26, 2020**

L. CONSULTATION HOURS

Tuesday and Thursday 2-3:30 pm or by appointment (done in groups)

Email: mpaclibar@ateneo.edu

M. ADDITIONAL NOTES

- a. All discussions in the course (synchronous and asynchronous) shall follow the framework of "Principled Space." *

Principled Space

We commit to adhering to a set of principles that guide and shape the space, and increase the possibility of safety for all involved.

Our principles are:

1) Be aware of your privilege and take a step back so marginalized people can lead, consciously challenging any implicit hierarchy where gender or socio-economic class trumps other dimensions of marginalization including race.

2) Believe people's accounts of their experiences of marginalization, and honor people's vulnerability by not disputing their lived experience, keeping in mind principle number 1.

3) If you feel unsafe for any reason, you may directly communicate with your instructor. We commit to taking steps to address any issues and improve the conditions for the rest of the course.

4) All the experiences that are shared here may be deeply personal and should be treated in confidence. While we cannot guarantee full confidentiality, we request that unless explicit consent is requested and given, that discussions held in the room should stay in the room.

5) No one is permitted to make derogatory comments or posts about any person in the room, or to share experiences that are not yours without explicit consent.

6) While these principles are intended to apply to all, they are written in recognition of existing power structures that continue to marginalize people, perpetuate misogyny and the domination of others, and promote privilege of some at the expense of others. This should be kept in mind throughout the workshop.

* Adapted from Hanalei Ramos (<https://barcworkshop.org/resources/principled-space/>)

v.1 05/2020

- b. Important links to note for the safety and welfare of all students specially on issues involving gender discrimination and sexual harassment
 - i. <http://www.ateneo.edu/ls/ls-gender-policy>
 - ii. <https://www.ateneo.edu/policies/code-decorum-investigation-sexual-harassment>