



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Scien Department School of Humanities, Arts & Cultural Studies
Prefix PHI Number 415 Title Philosophy and Film Units: 3
Is this a cross-listed course? No If yes, please identify course(s) N/A

Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials N/A (Required)

Course description: Introduces philosophical themes via the medium of film. Students read classical and contemporary literature in philosophy, view films that portray philosophical concepts, and demonstrate their understanding through writing assignments and class presentations.

Requested designation: Humanities, Arts and Design-HU Mandatory Review: No

Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Bertha Manninen E-mail bertha.manninen@asu.edu Phone (602)543-3433

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/16/16



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Lucy

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	See syllabus course description and the readings list. These are highlighted in yellow.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	See syllabus reading list and also the assignments for the course. Reading list is highlighted in yellow, course assignments are highlighted in pink, and film list is highlighted in blue. I have also included a sheet that gives a more detailed explanation of the assignments.
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	See syllabus reading list; highlighted in yellow
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	

ASU - [HU] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.

Course Prefix	Number	Title	General Studies Designation
PHI	415	Philosophy and Film	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course is focused on learning different philosophical theories and traditions through the use of primary texts, and films that illustrate the applications of those theories	Starting on page 5 of the syllabus, you will be able to see the exact texts that are used, works from classic philosophers such as Plato, Descartes, and Kierkegaard, along with more contemporary philosophers like Putnam, Hospers, and Searle (amongst many others). On certain weeks, you will also see the assigned movie the class watches that illustrates the relevant philosophical ideas for that section.
2	Students are required to analyze and interpret philosophical material and how it is showcased in film through three paper assignments and a group presentation.	Via discussion, the students analyze and interpret the philosophical literature, and its illustration in film, in class. Moreover, as you can see from in the assignments section, they are also required to do this via written work and a group presentation. The accompanying assignments sheet after the syllabus illustrates the nature of these assignments in more detail.
4a	Course is focused on studying different theories in epistemology, metaphysics, and ethics (e.g., the nature of knowledge, the existence of free will, the criteria for personal identity over time, and the nature of moral personhood).	Students are exposed to these ideas through several readings and corresponding films. See highlighted areas starting on p. 5.

PHI 415
Philosophy and Film
Mondays, 4:50 – 7:35 PM
SANDS 233

ARIZONA STATE UNIVERSITY WEST
School of Humanities, Arts, and Cultural Studies

Dr. Bertha Alvarez Manninen
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Office: FAB – N261
Office Phone Number: 602-543-3433
Office Hours: Mondays and Tuesdays, 10:30 am – 11:30 am, and by appointment

Course Description:

The goal of this course is to introduce the student to philosophical themes via the medium of film. The students will read a combination of classical and contemporary literature in philosophy, and then view various films (either in its entirety or excerpts) that portray the philosophical concepts in the literature. The end goal is to help familiarize students with some basic themes in philosophy and illustrate those philosophical concepts can be found outside, as well as inside, the classroom.

Required Readings and Texts:

Introducing Philosophy through Film. Richard Fumerton and Diane Jeske (eds). Wiley-Blackwell, 2009-2010.

Readings that are on Blackboard only (found in the ‘Course Information’ section) are denoted as ‘**BB.**’

Class Format

Classes will usually be conducted in a seminar format: the instructor and students will discuss the assigned readings together. The instructor will also utilize Power Points in order to emphasize the main points of the readings. *Although the instructor will use Power Points, the student is still expected to take his/her own notes in addition, since much of the elaboration of these main points will not be on the Power Points.* The instructor's role will primarily involve moderating and guiding the discussion, and answering technical questions about the readings, many of which are quite challenging. Students are *strongly* encouraged to contribute to discussions and to ask questions. All the Power Points will be available to the students and can be located under the “Course Information” section of the Blackboard.

Participation: This format of this course balances lecture with discussion and debate. Your preparedness and participation is vital. Participation includes reading, listening, and discussing. Disruptive behavior (e.g., talking out of turn, being disrespectful to others, conducting your own personal conversations during class) or distracted behavior (e.g., sleeping, completing work for other classes, reading a newspaper, texting etc.) will earn you a pass out of the class.

Computers: In the past, I have allowed students to use their computers to take notes in class. Given the massive amount of abuse this entailed, I have significantly curtailed this. If you need to use a computer to take notes in class please come talk to me about it personally, and understand that if I have reason to believe you are using the computer for any other purpose, I will ask you to put the computer away and leave class for the day. I will also please ask you to sit within the first two rows.

Attendance and Personal Responsibility

There is no mandatory attendance in this class. You are adults, and may choose to attend class as you see fit. However, keep in mind that, given the difficult nature of the material, missing a lecture may very well place you behind. Also, keep in mind that your attendance and effort in the class may come to be significant towards the end of the semester if you are borderlining on a higher grade.

PLEASE REMEMBER:

You are 100% responsible for EVERYTHING that you missed in class: lectures, assignments, and extra credit offers etc. The following are the pre-emptive answers to the most FAQs in reference to attendance.

Did I miss anything important?

Yes, if I bring it up in class, I do so for a reason. Everything that you miss is important.

Can you tell me what I missed in class?

No, this is your responsibility. I cannot feasibly hold another lecture to benefit those who are absent. You will have the Power Points available to you, and perhaps you can ask a fellow student to take notes for you or tape the lecture (with prior approval from me). What I will do is, if you do not understand something after you have done the readings, looked at the Power Points, and read over the notes, I will be happy to meet with you to clarify any holes you need filling.

What is your policy on late assignments?

I typically give students several weeks to complete an assignment, **because of this, I generally do not give extensions nor do I accept late assignments**. If you have several weeks to complete an assignment, there is no reason to wait until the last minute. Although I am rather understanding about medical or family emergencies (**with documentation**), procrastination does not count as a legitimate reason to not complete an assignment on time.

Why did I get a ___ in the class? Can you give me a ___ instead?

If you get a bad grade in this class, it will most likely be the result of one or more of the following: poor attendance, failure to read the material, failure to pay attention in class, failure to ask the teacher questions in cases you do not understand something, or failure to take responsibility for this class or your education. I don't "give" grades; I simply communicate the grade you have earned. Therefore, I do not give a grade that you have not earned, so please do not ask me to improve your grade without you putting in the effort. If you know up front that you need a certain grade in this class, then please work from the very beginning to achieve that grade.

In short, here is my philosophy: I will go to the end of the world and back to help a student that really wants to learn and really puts in the effort. I am there for you 100%. I don't have time for students who do not take their education, or my class, seriously. It is up to you to decide which type of student you will be, and whether you will get the most out of this class.

Course Requirements:

Two Shorter Papers: (5-7 pages for undergraduate students; 7-10 for graduate students; due on 10/3 and 11/7). These papers will take the form of a philosophical movie review, where you will be asked to pick 2 films we have watched in class and present it as a film critic/philosopher. A more detailed assignment sheet is present on the Blackboard. Each paper is worth 100 points (200 points total)

Final Paper: (7-10 pages for undergraduate students; 10-20 pages for graduate students; due on 11/28). This will be in lieu of a final exam, and will allow students more freedom to discuss any topic they wish that we covered in class, both in literature and in film. A more detailed assignment sheet is present on the Blackboard. This is worth 150 points.

Student Film Festival: These will be group presentations where the students will be able to bring in external films or television shows that illustrates one of the topics we have discussed in class. A more detailed assignment sheet is present on the Blackboard. The presentation is worth **50** points.

Therefore, the total number of points possible for this class is **400** points.

Grading Scale: I use a +/- scale with the following breakdown:

A+ = 395+ (4.33)	C+ = 314 - 299 (2.33)
A = 394 - 379 (4.00)	C = 298 - 268 (2.00)
A- = 378 - 363 (3.67)	D = 267 - 237 (1.0)
B+ = 362 - 347 (3.33)	E = 236 and below
B = 346 - 331 (3.00)	
B- = 330 - 315 (2.67)	

I will not negotiate grades, either during or after the term is over. If you have a problem with the grade you are receiving in the class, or any other class policy, you need to speak with me early in the semester, and not at the last minute.

Writing Abilities: This is a senior level course, and thus, as soon-to-be graduates from Arizona State University, I expect my students to be able to write clear and intelligent papers and reading essays. I will strictly grade errors in grammar, spelling, punctuation etc. Moreover, I expect to be able to understand your writings. Do not use “text-speak” during a reading essay or paper, or in your formal e-mails to me. I will not tolerate essays with obvious and excessive mistakes and I will heavily penalize essays that have little structure, coherence, or fail to follow directions. I expect my students to be good writers and take pride in their work. ***This goes double for graduate students!***

I expect college-level students to have a good grasp of basic grammar skills. It is inexcusable for a college level student not know, for example,

There vs. their vs. they’re

Too vs. two vs. to

Possessives vs. plurals (e.g., dogs vs. dog’s vs. dogs’).

Any variation of these thereof.

Student Responsibility:

Students are responsible for all information given to them by me during this class. This includes all verbal communication that occurs during the class and all written communication provided in the form of handouts, such as this syllabus. Absence and/or tardiness are not excuses for ignorance of any of this information. Students are also responsible for keeping up with all assigned readings and for all of the information contained in the readings. It is vital that students come to class prepared to discuss the assigned material. **Please set your cell phones or pagers on silent or vibrate during the class lecture. There is also no texting, e-mailing, twittering, facebooking, or any variation thereof in class. If I suspect you of doing any of these, I will ask you to leave class and not return until you can illustrate proper respect to me and your classmates.**

I will also post several announcements and pertinent course information on the Blackboard. Students are responsible for frequently checking the Blackboard and their ASU e-mail in order to ensure that all information pertaining to the class is received.

Finally, I want all my students to feel that their views are respected and welcome in my classroom. While I encourage dialogue among opposing viewpoints, we need to ensure that our environment is one of open communication and respect. Any student displaying disruptive, threatening, or violent behavior will be dealt with according to ASU’s policies. Please see: <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Academic Dishonesty:

In short, DON'T DO IT! I do not tolerate any form of academic dishonesty!

Any form of academic dishonesty, including any form of cheating or plagiarism, will be punished in accordance with University guidelines. Academic dishonesty includes, but is not limited to:

1. Copying someone else's work from ANY source (e.g., article, book, internet website, or a friend's paper) and passing it on as something that you wrote for this class.
2. Using a paper or assignment written for another class, written either by you or someone else. I expect all the work in the class to be original, specifically for this class, and written by you.
3. Directly quoting someone and not using quotation marks to denote that it is a direct quotation rather than a paraphrase.
4. Failing to correctly cite ANYTHING that is not your idea, either within the text or in the bibliography page. You should use the Chicago Manual of Style, the APA style, or any other professional citing method to cite and create your bibliography. All styles can be found on the internet.

Students should familiarize themselves with the University guidelines:

<http://www.asu.edu/aad/manuals/acd/studentacint.html>

The minimum sanction for academic dishonesty will be a grade of *XE* (failure due to academic dishonesty) for the course, which will be permanently displayed on your transcript. I will also write a formal complaint to the Dean of the college and your dishonesty will be part of your permanent record. There will be no exceptions to this rule. If you are unsure as to what counts as academic dishonesty, please see instructor before turning in your assignment. Ignorance will not excuse you from an *XE* grade.

PLEASE NOTE: I have never NOT failed a student I have caught cheating or plagiarizing on ANY assignment (including extra credit assignments). Not once in over ten years of teaching. Chances are, you will not be an exception to this.

Statement of Disability: The Disability Resource Center (DRC) provides information and services to students with any documented disability. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students may also access specialized equipment and support services. Please contact me ASAP if you have a disability that will affect your learning in this course so that we can arrange suitable accommodations.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epoupdate/>.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is

prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish discuss any concerns confidentially and privately.

Class Schedule (subject to revision with ample notice).

All readings are to be completed before you come to class on that day

Week 1 – 8/22

Introductions, Introduction to Philosophical Analysis and Argumentation
Discuss Plato's "Allegory of the cave."

Week 2 – 8/29

Topic: Truth, Ignorance, Meaning, and Happiness
Read: Plato's "Allegory of the cave": <http://webspace.ship.edu/cgboer/platoscave.html>
Nozick's "The Experience Machine", pp. 121-122.

Week 3 – 9/5: LABOR DAY, NO CLASS

Week 4 – 9/12

Watch: *The Truman Show*
Read: "Deceit and Doubt: The Search for Truth in *The Truman Show* and Descartes' *Meditations*" (BB)

Week 5 – 9/19

Topic: Epistemology
Read: Introduction, Descartes' "Meditations," pp. 13-20 and Putnam's "Brains in a Vat," pp. pp. 98-105.

Week 6 – 9/26

Watch *The Matrix*
Read: "Skepticism, Morality, and *The Matrix*" and "Ontology and *The Matrix*" (both on BB)

Week 7 – 10/3

Topic: What does it mean to be a person?
Read: Searle's "Minds, Brains, and Programs," pp. 168-180 and Warren's "On the Moral and Legal Status of Abortion" (BB)

FIRST SHORT ESSAY DUE

Week 8 – 10/10: FALL BREAK, NO CLASS

Week 9 – 10/17

Watch: *AI*
Read: "It's All in the Mind: *AI Artificial Intelligence* and Robot Love" (BB)

Week 10 – 10/24

Topic: Free will

Read: Hospers' "Meaning and Free Will," pp. 518-532; also Pike's "Divine Omniscience and Voluntary Action." (BB)

Week 11 – 10/31

Watch: *Minority Report*

Read: "Fate and Choice: The Philosophy of *Minority Report*" (BB)

Week 12 – 11/7

Watch: *The Human Experience*

Read: Kierkegaard's *Works of Love* (BB)

SECOND SHORT PAPER DUE

Student Presentations

Week 13 – 11/14

Week 14 – 11/21

Week 15 – 11/28

Watch: *The Examined Life*

FINAL PAPER DUE IN CLASS AND ON SAFEASSIGNMENT

Paper assignments for Philosophy and Film

ALL PAPERS MUST BE UPLOADED TO THE SAFE ASSIGNMENT IN ADDITION TO TURNING IN A HARD COPY IN CLASS ON THE DUE DATE. BOTH HAVE TO BE DONE BY CLASSTIME ON THE DUE DATE

I. Two shorter papers

Length: 5-7 pages for undergraduate students; 7-10 for graduate students

Due: 10/3 and 11/7, respectively.

Philosophical Movie Reviews

In each paper you are to review the TWO respective movies we watched in each period (that is, for the first paper you will be reviewing *The Truman Show* and *The Matrix* and for the second paper you will be reviewing *AI* and *Minority Report*). In this review, you will tell me whether or not you liked the movie but you will do so through the eyes of a philosopher. You will be required to incorporate at least TWO different in-class readings in your papers, and your main goal is to show how the movies utilize the concepts in the readings. This means that you will spend half of your paper explaining the concepts in the literature and the second half explaining how the movies display those concepts. Only because this is a review, you are allowed to be creative and funny, but constructive (i.e., don't just say "this movie stinks" or "I liked this movie, it was cool"). You must use several citations from both the essays and the movies, and you must hand in a bibliography (which doesn't count towards your page numbers). While you may discuss external films or television shows, make sure the bulk of your paper is on what we have read and seen in class; if you choose to discuss an external piece of media, make sure to give enough background in your paper (in case I haven't seen it). Undergraduates are not required to incorporate external scholarly sources, however **graduate students must incorporate at least 2 external scholarly sources in their review.**

Possible topics (not exhaustive; come see me if you want to write on something not mentioned here):

- Plato's and Nozicks's respective argument about the intrinsic value of truth and how that is portrayed in *The Truman Show* and *The Matrix*
- Descartes on the nature of knowledge and how this portrayed in *The Matrix* and *The Truman Show*.
- The tension between divine omniscience and free will and how this is portrayed in *Minority Report*.
- Issues in free will vs. determinism and how this is portrayed in *Minority Report*.
- Can machines have minds? How can we know? Discuss Searle and *AI*.
- What does it mean to be a person? Discuss Warren and *AI*.

II. Final Paper

Length: 7-10 pages for undergraduate students; 10-20 for graduate students

Due: 11/28

Here you will have more liberty. You may write about a topic discussed in the course and the movies discussed in the course, or you may use our discussions as a springboard to discuss other philosophical concepts (though it must remain relevant to the course). For example:

- You can write a more exhaustive paper on whether it is consistent to believe in God's omniscience and human free will given what we read and seen in *Minority Report*.
- You can use our discussion about personhood and *AI* to talk about the ethics of abortion, or a combination of *AI* and *The Human Experience* to discuss issues in race relations, or dehumanization of "the other", or subjugation in general, and how to best combat these things.
- How do you know right now that you aren't in a Matrix or the star of some reality TV show, and how do your standards for claiming knowledge about this help you in understanding how you claim knowledge in other areas (religion, ethics, politics).

- A religious interpretation of *The Truman Show* – is Cristoff supposed to be God? If so, what does the film say about the relationship between God and humans?
- The role of love in making us “human”, using *AI*, *The Human Experience*, and Kierkegaard’s *Works of Love*.

Or any other topic you can think of, just make sure to run it by me first.

Here is what you **MUST** do:

- You must incorporate at the very least **THREE** essays that we read in class and **TWO** movies that we watched in class. These pieces must be incorporated **extensively** in the project in order to ensure that your paper does not become too tangential. You can choose whatever combination you wish.
- You must incorporate at the very least **TWO** external *scholarly* sources and **ONE** external movie or TV show (you may, of course, use more).
- You must use several citations from both the essays and the movies, and you must hand in a bibliography. Explain the external sources enough so that I will be able to understand where you are coming from; don’t assume I’ve seen the movie/TV show or read the piece you have chosen.

III. Group presentation (either on 11/14 or 11/21)

Once again, here, you have some liberty. While you must limit yourself to the topics discussed in class (in order to ensure everyone in your audience understands what your presentation is about), you will be bringing in clips from movies or television shows that we have not discussed at all. This is a chance to broaden the students’ perspective in reference to the wide array of media that incorporates philosophical thought. Your job in the presentation is to lead a classroom discussion, focusing on different aspects of any of the literature discussed in the course and showing other movies that project these themes. You should create a Power Point presentation that highlights the parts of the literature you want to focus on, as well as the clips from the movies or TV shows you pick.

Everyone in the group will get the same grade. I expect everyone to pull their weight for these presentations. *If there is a member of your group that's slacking on her/his responsibilities, you need to let me know.*

INTRODUCING PHILOSOPHY THROUGH FILM

KEY TEXTS, DISCUSSION,
AND FILM SELECTIONS

Edited by

Richard Fumerton

and

Diane Jeske

 **WILEY-BLACKWELL**

A John Wiley & Sons, Ltd., Publication

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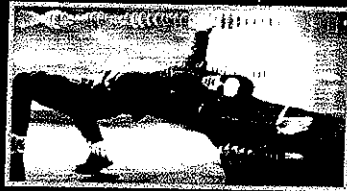


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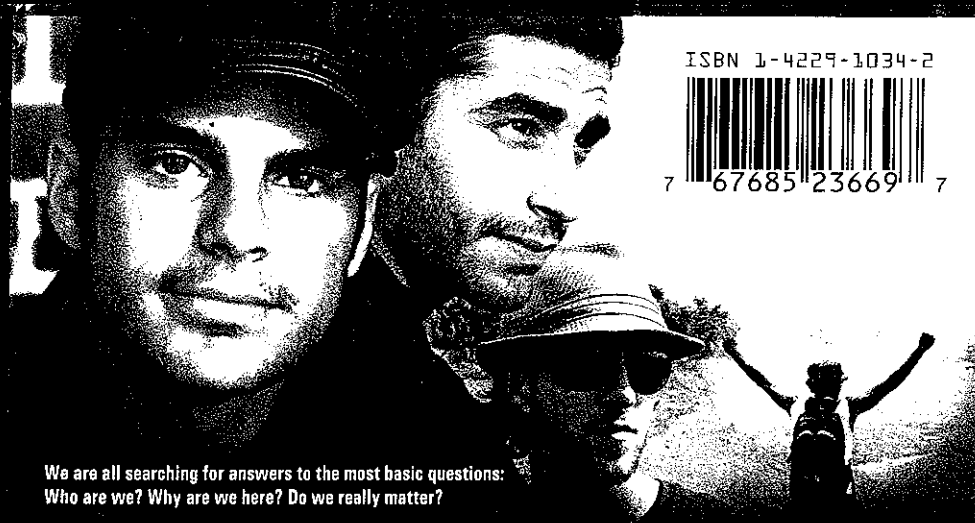
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2009 • 88 minutes • US/Canada • Color • In English
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