

**CSUS Philosophy Department****PHIL 117: EXISTENTIALISM, Class Nbr 31368**  
**SPRING 2018 Syllabus**

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**Part 1: Course Information****Course Information**

**Class Meeting:** Section 01, Days: MW Time: 4:30-5:45 pm

**Place: Room DH # 110**

**Instructor Information**

**Instructor:** Dr. Clovis Karam

**Office:** Mendocino 3032

**Office Hours:** MW 2:00 to 3:00 pm, or by appointment

**Office Telephone:** (916) 278-6424

**E-mail:** [clovis.karam@csus.edu](mailto:clovis.karam@csus.edu)

**Faculty Website:** <http://cloviskaram.wordpress.com>

**Course Description****EXISTENTIALISM**

Study of the problem of the existing individual or inner-self, most especially the problem of choice in the context of radical freedom and finitude. Particular attention will be paid to the philosophical writings of Soren Kierkegaard, Frederic Nietzsche, Martin Heidegger, Jean Paul Sartre, Albert Camus, Dostoevsky, Simone de Beauvoir, and Teilhard de Chardin. **Units Graded: Graded Student: 3.0**

**PREREQUISITES:**

**GWAR** certification before Fall '09, or **WPJ** score of 80+; or 3-unit placement in **ENGL 109M/W**; or 4- until placement in ENGL 109 M/W and co-enrollment in ENGL 109X; or **WPJ score 70/71** and co-enrollment in ENGL 109X.

**Section Description:** Has it perhaps occurred to you that something fundamentally important seems to be missing from most (or all) of the philosophies we have studied so far? Has the ancient challenge to philosophy been answered for you: "Philosophy, what practical difference do you make to me?" It seems as if philosophy has passed over the genuine concerns of individuals. Though we profess to value individuality, we reward conformity, and we all succumb to fads and fashions, and become oblivious, perhaps, to the emptiness in our lives. Instead of seeing ourselves as individuals, we may think of

ourselves as types. What if the key elements of our "identities" are only abstractions, lifeless concepts that do not encompass the real qualities of human existence? We cope, it seems, only by a kind of self-deception, in which we attempt to convince ourselves that we are living the way we choose to, that we are living reasonably, "all things considered".

One of the most influential, intriguing, and arresting responses to the massing of society and the loss of respect to the individual goes under the name **existentialism**. Existentialism refers to any philosophy that says the most important philosophical matters involve fundamental questions of meaning and choice as they affect individuals. Existential themes include choice, freedom, identity, alienation, inauthenticity, despair, and awareness of our own mortality. Existentialism points out that objective science and rationalistic philosophy do not come to grips with the real problems of human existence: "What I am to do?" "To what can I commit myself?" "What does my life mean?" Existentialists believe that general answers, grand Hegelian-type metaphysical systems, and supposedly objective and rational theories cannot address the existential (living, concrete) concerns of individuals.

**Students will:**

By the completion of the course, students should be able to:

1. Develop competence in existential analysis, language, and literature, including the historical origins and transformations of Existentialist philosophy. This will be demonstrated through the student's ability to:
  - Accurately describe and distinguish between varieties of key concepts, including existence, being, authenticity, inauthenticity, bad faith, freedom;
  - Apply processes of critical analysis to key existential texts.
  - Explicate and evaluate the positions of major existentialist philosophers.
  - Identify and analyze the cultural values and historical developments, which contribute to the development of existentialism.
  - Develop and express one's own critical judgments regarding existence and the human condition;
  - Apply existential conceptual tools to analyze specific social problems, both historical and contemporary.
  
2. Develop written communication skills, especially as those are associated with expository and argumentative writing. This will be demonstrated through the student's ability to:
  - Write competently, concisely, precisely, logically;
  - Develop and express a point of view through the formulation of a coherent and consistent argument.
  - Explain and interpret text in a coherent manner to an audience of peers.

**Part 2: Textbook & Course Materials****Required Textbook:**

From Rationalism to Existentialism, The Existentialists and their Nineteenth-Century Backgrounds. Robert

C. Solomon. Rowman & Littlefield Publishers. INC. 2001. ISBN 0-7425-1241-X.

**Recommended Texts & Supplementary Readings**

The Cambridge Companion to Existentialism, Edited by Steven Crowell. Cambridge University Press 2012 ISBN 978-0-521-732789 in paperback. Also available as a free digital copy, for on line access to CSUS students on the main library one search web site. The text book (and the extra free digital copy) exceptionally offer extensive and economical collection of the major works, however, selected related readings will be made available on the SacCT Black Board and/or in the Open Reserve at Sac State Library.

**Course Requirements**

Need access to SacCT

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with SacCT you can:

- Visit the SacCT [Student Resources Page](#)
- Review SacCT [Student Tutorials](#)
- Visit the SacCT [Student FAQ's Web Page](#)
- Submit a [SacCT Problem Form](#)

**Part 3: Course Objectives**

**GE Area C2 Learning Outcomes**

Students who complete a GE Area C2 course should be able to:

- Demonstrate knowledge of the conventions and methods of the study of the humanities;
- Investigate, describe, and analyze the roles of effects of human culture and understanding in the development of human societies;
- Compare and analyze various conceptions of humankind;
- Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values;
- Explain the historical and cultural significance of the major phenomena within the period(s) and region(s) studies;
- Compare the basic values of the people/cultures studied; and
- Recreate and participate into the ongoing epic of Being, Becoming and Overcoming.

Objectives	Practical Goals	Assessment Tools
Discover & investigate major existential, philosophical currents	Reflect on the existential phenomenon.	Group discussions and presentations emphasized.

and texts, from Kierkegaard to Beauvoir.	Demonstrate competence in discerning philosophical 'topics' approach & concepts' analysis.	Quizzes Reading reports & Term Papers.
Explore most of the archetypal figures in existential philosophy, and in-depth analysis of more than 16 contributors in the field.	Identify, integrate, and develop a wider and deeper understanding, and sound argumentation for existential tolerant thinking.	Acquisition of needed writing tools: Structure, clarity, logic, grammar & syntax.

**Part 4: Topic Outline/Schedule**

**Important Note:** Please always if not daily; refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module via SacCt and Blackboard. If you have any questions, please contact me via email at clovis.karam@csus.edu

<b>Week</b>	<b>Topic</b>	<b>Readings / Assignments</b>
1	<p><b>The Universal Hunger for Meaning Pre-Existentialism</b></p> <ul style="list-style-type: none"> <li>• Methodology &amp; hermeneutics.</li> <li>• Mythology &amp; Religion.</li> <li>• Timely &amp; Timeless Questions</li> <li>• The Sages Legacy.</li> <li>• Areas of Philosophy.</li> <li>• Why Existential Philosophy is Dangerous?</li> </ul>	<p>Related PPTS will be posted on Blackboard.</p> <p>Reading from the free on-line book "The Cambridge Companion to Existentialism, Edited by Steven Crowell.</p> <p>"Existentialism legacy and historical perspective" full article.</p>
2	<p><b>Axial moments in Western Philosophy:</b></p> <ul style="list-style-type: none"> <li>• The Pre-Socratics,</li> <li>• Appearance, and Reality &amp; the Mystical Logos.</li> <li>• Pythagoras: From Chaos to Cosmos.</li> <li>• Parmenides: Being and Change.</li> <li>• Protagoras the Sophist.</li> <li>• Socrates the Sophos.</li> <li>• The Demise of Stoicism.</li> <li>• Cartesian Revolution.</li> <li>• Lutheran Reformation.</li> <li>• Modern &amp; Post-Modern Agora.</li> <li>• Continental Philosophy.</li> </ul>	<p>Related PPTS will be posted on Blackboard.</p> <p>Readings from assigned Textbook: From Rationalism to Existentialism, The Existentialists and their Nineteenth-Century Backgrounds. Robert C. Solomon. Chapter 1-Immanuel Kant, The Problems of Metaphysics and Morals. Page 9 to 38. &amp; Chapter 2-G.W.Hegel, Spirit and Absolute Truth. Page 39 to 68.</p>
3	<p><b>Formation of the Group Work Teams &amp; Selection of the Term Paper Topics.</b></p> <p><b>Quiz #1 on Friday:</b> on reading materials, PPTS, lectures from weeks 1-2-3)</p>	<p>Assigned readings for each group will be announced in class and posted on Blackboard for quiz #2.</p> <p>Term Papers Themes will be posted on Blackboard.</p>

Week	Topic	Readings / Assignments
	<p><b>Existentialism: The Individuals, and the fundamental questions of Meaning and Choice.</b></p>	<p><b>Quiz #1</b> (on reading materials, PPTS, and lectures from weeks 1-2-3)                      Readings from "The Cambridge Companion to Existentialism, Edited by Steven Crowell: "Existentialism as a historical and as a cultural movement" article.</p>
4	<p><b>Kierkegaard: Father of Existentialism, and the " Archetypal Individual".</b></p> <ul style="list-style-type: none"> <li>• Had I to carve an inscription on my grave I would ask for none other than "the Individual".</li> <li>• His Life and the Family Curse,</li> <li>• The Universal Formula.</li> <li>• The Christian, "Training in Christianity" (1850).</li> <li>• "Either/Or A Fragment of life (1843).</li> <li>• Either God or the World.</li> <li>• "Either Or" – Leap of Faith</li> <li>• The Courage to live Authentically</li> </ul>	<p>Related PPT &amp;                      Readings from TB, Soren Kierkegaard, Faith and the Subjective Individual, Cahpter 3, Page 69 to 84.</p> <p>You are requested to submit by email your subject of choice with a short plan of you term paper topic. Due Monday morning.</p>
5	<p><b>Quiz #2 (Groups PPT presentations on selected materials).</b></p>	<p><b>Quiz #2 on Friday</b> (Groups PPT presentations on selected materials).                      GW PPTs will be posted on Blackboard.</p>
6	<p><b>Truth and Subjectivity.</b></p> <ul style="list-style-type: none"> <li>• The Dilemma of Lived Choices.</li> <li>• <b>Objectivity as Untruth:</b> Uniqueness of Individual existence as opposed to the General Self of Descartes' "thing which thinks", or Kant's "rational agent", or Hume's "bundle of perceptions".</li> <li>• The Present Age (1846).</li> <li>• The Age of Equality: "the crowd".</li> <li>• Summary &amp; Commentary</li> </ul>	<p>TB selected readings on Kierkegaard: from pp 84 to 104.</p>
7	<p><b>FRIEDERICH NIETZSCHE: THE OUTSIDER</b></p> <ul style="list-style-type: none"> <li>• The Little Pastor.</li> <li>• Arthur Schopenhauer Pessimism &amp; Will to Live.</li> <li>• Beyond the Academy.</li> <li>• Tragic Optimism: Bismarck's Model.</li> <li>• Darwin's Evolution.</li> <li>• Nietzsche's Will to Power and Overcoming.</li> </ul>	<p>Related PPTS will be posted on Blackboard.</p> <p>TB readings on Nietzsche, Chapter 4, Pages 105 to 111.                      PPT, on Blackboard.</p> <p>Supplements on Schopenhauer.                      Blackboard.</p>

Week	Topic	Readings / Assignments
8	<p><b>ZARATOUSTRA SPEAKS the Prophet of a Higher Morality.</b></p> <ul style="list-style-type: none"> <li>• The Cheerful Days and Books: "The Dawn of Day" 91881). &amp; the "Gay Science" (1882).</li> <li>• Doing Philosophy with the Hammer.</li> <li>• Beyond Good and Evil (1886).</li> <li>• The Genealogy of Morals (1887).</li> <li>• The Last Philosopher, the Last Man.</li> </ul>	<p>TB readings from Nietzsche Chapter 4- PP 111 to 124.</p> <p>Supplemented materials will be posted on the Blackboard.</p> <p><b>Quiz #3 (Group Work PPT Presentations on assigned materials).</b></p>
9	<p><b>GOD IS DEAD: Almost two thousand years and no new god!</b></p> <p><b>Authentic faith in God is not possible in the modern world.</b></p> <ul style="list-style-type: none"> <li>• God is dead and we have killed him.</li> <li>• Then all values must be reevaluated.</li> <li>• The death of God leads to Nihilism, the wave of the future, our present.</li> <li>• Without God we can only turn to ourselves.</li> </ul> <p><b>The emergence of a new higher type: The Overman</b> as announced in "Thus Spake Zathustra. Glimpse of its shadow.</p> <ul style="list-style-type: none"> <li>• Something perfect, that has attained its end, happy, powerful, and triumphant.</li> <li>• Overcomes the false idols of conventional morality and religion.</li> </ul> <p>The Underman:</p> <ul style="list-style-type: none"> <li>• Merely human,</li> <li>• Slave Morality.</li> <li>• "Ressentiment": "Another century of readers-and the mind itself will sink"</li> </ul> <p><b>Master Morality: The Authentic, Nobel Individual.</b></p> <ul style="list-style-type: none"> <li>• The twilight of Culture.</li> <li>• The Horizon is Free.</li> <li>• "I teach you the Overman"</li> <li>• No victor believes in chance.</li> </ul>	<p>The Concept of Nihilism, supplemented texts. Blackboard.</p> <p>Supplemented text scan from "Twilight of the Idols, trans Walter Kaufman 1968 pp 508,502; 510-511.</p> <p>TB readings from Nietzsche PP 123 to 139.</p>
10	<p><b>THE ESISTENTIALIST: JEAN-PAUL SARTRE.</b></p> <ul style="list-style-type: none"> <li>• <b>Contemporary Existentialism (1940)</b></li> <li>• <b>Sartre and Edmund Husserl</b></li> </ul> <p><b>Phenomenology:</b> The liberation from the philosophical disillusionment.</p>	<p>Related PPT will be posted on Blackboard.</p> <p>TB readings on Edmund Husserl and</p>

Week	Topic	Readings / Assignments
	<ul style="list-style-type: none"> <li>• Stressing the Concrete rather than the Abstract, the Experienced facts rather than Theories.</li> <li>• The Absurdities of Europe’s “unleashed Beasts”: War War I &amp; II, and the apparent “Silence of God”.</li> <li>• <b>Nausea</b>: a pulsating, ever-flowing monstrous nothingness.</li> <li>• <b>Existence is Absurd</b>: Evil is not an Abstraction.</li> <li>• The Holocaust and Nietzschean Abyss.</li> <li>• <b>Civilization and Order</b>: a thin veneer.</li> </ul> <p><b>Midterm in class (on material from weeks 1 through 10) MT on Monday.</b></p>	<p>phenomenology, the New Way of Philosophy, Chapter 5, pages 13 to 183</p> <p>Martin’s Heidegger (1889-1976) “Sein und Zeit”- “Being and Time”, influence on Sartre. Blackboard.</p>
11	<p><b>Quiz #4 (Groups PPT presentations on assigned materials.</b></p>	<p><b>Quiz #4 (Groups PPT presentations on assigned materials.</b></p>
12	<p><b>The Celebrity Philosopher &amp; Beauvoir:</b> The Celebrities Postwar Intellectuals</p> <ul style="list-style-type: none"> <li>• The Critique of Dialectical Reason (1960).</li> <li>• Sartre’s Existential Marxism.</li> <li>• <b>Freedom and Anguish.</b></li> <li>• We are left alone.</li> <li>• Engagement: we are whatever we do.</li> <li>• <b>Inauthenticity</b>: Living through the Crowd.</li> <li>• <b>There is no Exit</b>, from choice, no escape from freedom, in a God- universe.</li> <li>• <b>Forlornness</b>: life we face alone, without God, without certainty, with only absolute freedom.</li> <li>• <b>There is no fixed human nature, no “essence”</b> that influence us.</li> <li>• <b>We are condemned to be free.</b></li> <li>• The authentic self and the awesomeness of choice.</li> </ul> <p><b>The Authentic Self as a Project.</b></p> <ul style="list-style-type: none"> <li>• Being is reduced to Doing.</li> <li>• <b>Nihilate</b> to “recreate” the world as we find it (versus Mill’s consequentialism).</li> <li>• Sartre’s call for courageous heroism with a tone of anguish and absurdity (missing</li> </ul>	<p>TB readings on Martin Heidegger: Being and being Human Chapt 6. Pp 185244.</p> <p>TB readings from J.P Sartre and French Existentialism Chapter 7, pp 245 to 323.</p> <p>Supplement readings: J.P Sartre, “Existentialism is a Humanism” on Blackboard.</p> <p>Reading from Sartre’s “L’Etre et le Neant” “Being and Nothingness” on Blackboard.</p> <p>Supplements from “No Exit” Huis-clos”, on Blackboard.</p>

Week	Topic	Readings / Assignments
	<p>from William James).</p> <ul style="list-style-type: none"> <li>• <b>Anguish:</b> Our individual choices involve all people.</li> <li>• Sartrean Existential Ethics versus Universal Kantian Ethics.</li> <li>• <b>Despair:</b> Refusal to base choices and action on possibilities (justifications).</li> <li>• There is no reality except in action.</li> <li>• <b>Optimistic Toughness:</b></li> <li>• The philosophy of the <b>actual</b> not the <b>potential</b>.</li> <li>• What the existentialist says is that the <b>coward</b> makes himself cowardly, that the <b>hero</b> makes himself heroic.</li> </ul>	
13	<p><b>ALBERT CAMUS (1930- 1960) AND THE ABSURD. THE MYTH OF SISYPHUS.</b></p> <ul style="list-style-type: none"> <li>• Where can we find solace and wisdom amid the absurdities of the contemporary world?</li> <li>• <b>Nothing is absurd in itself.</b></li> <li>• Our existence is a <b>bad fit, a friction</b> with and in a fated world</li> <li>• "At this moment, each of us must fit an arrow to his bow...".</li> <li>• Absurd reasoning and the temptation to <b>suicide</b>?</li> <li>• The meaning of life is the most urgent of questions.</li> <li>• <b>Conscious revolt:</b> can be obtained when we recognize the absurd, embrace it through conscious revolt, and live it fully.</li> <li>• <b>The Myth of Sisyphus:</b> Capturing the absurd consciousness.</li> <li>• The absurdity of "Sisyphusean fate, punishment and task".</li> <li>• The struggle itself toward the heights is enough to fill a man's heart.</li> <li>• One must imagine Sisyphus happy</li> </ul>	<p>YouTube documentaries and readings on the Myth of Sisyphus " Le Myth de Sisyphé" 1942 and " The "Stranger". Plus PPT.</p> <p><b>Quiz #5 (Comprises draft and progress due on TP assignment).</b></p> <p>Readings from "The Cambridge Companion to Existentialism, Edited by Steven Crowell "Existentialism as literature" article.</p>
14	<p><b>Simone de Beauvoir: The Existentialist Feminist: Le Deuxieme Sex (The Second Sex).</b></p> <ul style="list-style-type: none"> <li>• Social Justice, Gender and the concept of " The Other".</li> </ul>	<p>Readings from De Beauvoir "The Second Sex". plus PPT.</p>

<b>Week</b>	<b>Topic</b>	<b>Readings / Assignments</b>
	<ul style="list-style-type: none"> <li>• Revolutionary work on the Oppression of Women.</li> <li>• Existence precedes essence; "one is not born a woman, but becomes one".</li> </ul> <p><b>Perictione (450-350 BC) A Feminist Model for All Times!</b></p> <p><b>Teilhard de Chardin EPILOGUE: The "Point Omega"</b></p> <p><b>For an Existential Environmental Ethics.</b></p>	Harvest Day period: <b>Term Paper due</b> & optional presentations.  <b>Term Papers due date.</b>
15	<b>Harvest Days: Collection and Presentations of the Term Paper Projects</b>	
16	<b>EXAM WEEK</b>	<b>Good Luck</b>
	<b>Spring Recess</b>	

**Part 4: Grading Policy**

**Graded Course Activities**

<b>Points</b>	<b>Description</b>
10%	5 quizzes on lectures & reading assignments: You will be responsible for the readings assigned for each quiz period. The quizzes take place in the beginning of the class and assigned period.
30%	Midterm Exam: is 4 full pages, essay type Of Q&A. The questions will be on the readings, lectures, and discussions since the beginning of the term.
20%	Term Paper: You will be assigned a topic. Late term papers will go down one full grade for every day past the due date. Attach your paper as an editable file that will open Microsoft Word (not a .pdf or .html file).
30%	Final Exam: Essay type questions. The questions will be on the readings, lectures, and discussions since the Midterm.
10%	5% for attendance and 5% for participation: You will be expected to be present and make regular contributions to discussion in the class period itself. You are encouraged to read the extra materials and share with us in the class. This is the best incentive for you to receive full credit.

**Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. A 10% penalty will be applied on each late day or missed quiz per calendar day from due date.

**Viewing Grades in SacCT**

Points you receive for graded activities will be posted to the SacCT Grade Book. Click on the My

Grades link on the left navigation to view your points. I will update the online grades each time a grading session has been completed—typically 5 days following the completion of an activity. You will see a visual indication of new grades posted on your SacCT home page under the link to this course.

**Assignment Submission Instructions****Term Paper**

Follow the instructions for argumentative papers found in the "Guidelines for Writing Philosophy Papers" at the Philosophy Department website:

<http://www.csus.edu/phil/Guidance/WritingGuidelines.html>

To submit an essay in SacCT:

- Create the essay on your own computer (editable file, remember);
- Enter SacCT at <http://csus.edu/sacct/>
- Open the main page for PHIL 6;
- On the Course Menu select "Assignments";
- Open the correct assignment; on the "Upload Assignment" click "Browse My Computer" to find your essay file;
- Select the file;
- Click "Submit" (Important)

Only AUTHENTIC papers will be considered in this course. Plagiarism and cheating will cost you a 0 and will be reported to the Students Affairs office for further appropriate actions.

**Quiz**

Since you have ample time to prepare for quiz 1 to 5, I will under no circumstances reset a quiz you have not taken. It's your responsibility to figure out how to take tests and keep track on due dates. 10% penalty will apply for each late or missed quiz from due date.

**Exams**

Take place in general in your classroom, unless otherwise specified.

The difference between an exam and a quiz will be the time constraints. You will have 75 minutes to take the midterm, two hours (120 minutes) to take the final.

**Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

**Important note:** For more information about grading at Sac State, visit the [academic policies and grading section](#) of the university catalog.

#### Part 5: Course & University Policies

##### Attendance 5% - Participation 5%

I will take attendance regularly. Students are expected to always attend and participate in class group activities and report for assigned readings. Excessive unjustified absences (more than 2) and repetitive negative participation in class will result in the loss of one or two of the allocated 5% grades.

##### Make-up Exams

There will be no make-up exams, except for justified absences; otherwise a 10% reduction will apply. Stick to the calendar.

##### Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All assignments must be completed according to the listed due date and time. Late or missing assignments are only permitted under extreme and compelling circumstances; otherwise, the

grade will be reduced by 10 % per calendar day from the beginning of the due date, or 0 for no submission.

**Bonus Opportunities**

Extra 6 points bonus will be earned by those: a-who demonstrate an appetite for extra curriculum readings and reports on traced borrowed books from CSUS main library & for those who come and visit me during my office hours for extra discussion(2 pts), b-for the best presentation of the term papers on the Harvest Day ((2pts), c- for those attending and submitting cumulative analysis reports on the Philosophy Department lectures ( Center for Practical and Professional Ethics & Nammour Symposium etc.) and active participation in the debates of the "PHILOSOPHY CLUB" (2pts).

**Understand When You May Drop This Course**

It is the student's responsibility to understand when they need to consider dis-enrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

**Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from the [Office of Services to Students with Disabilities](#) (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation *before* classes start.

SSWD is in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

**Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom. Misbehavior will be met with a loss of 1point per incident from final course grade.

**Sac State's Academic Honesty Policy & Procedures**

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's [Academic Honesty Policy & Procedures](#)

**Definitions**

At Sac State, "**cheating** is the act of obtaining or attempting to obtain credit for academic work

through the use of any dishonest, deceptive, or fraudulent means. Penalty will be 0.

**"Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgment of that person's contribution." It will be sanctioned with 0.

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student's responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be posted in SacCT.

## Part 6: University Resources

### Writing Center

The Writing Center provides encouraging, focused, and non-judgmental one-to-one tutorials in writing. Their tutors can help with writing at all points in the process, from initial planning and organizing through developing and revising a paper. You can bring the assignment to them for help.

### Sac State Library

The Sac State Library's webpage is <http://library.csus.edu>. To find a book or periodical, go to [http://oneseach.csus.edu/primo\\_library/libweb/action/search.do](http://oneseach.csus.edu/primo_library/libweb/action/search.do)

I particularly recommend Sac State librarian Lisa Roberts' website "Philosophy: Resources." Two ways to find it: through "Research Guides" under "Resources and Collections", or go directly to <http://library.csus.edu/guides/robertsl/philoguide.htm>

### Student Computer Labs

To access SacCT from campus, or use any of the other campus online resources, you can use the IRT managed student computer labs on campus. See University Labs website, that is, <http://www.csus.edu/uccs/labs/generalinfo/about.stm> for information about locations, hours, and resources available.

### SacCT

SacCT is the course management system used on the Sac State campus for web-assisted courses. To access a course on SacCT, you must login from the SacCT Login Page (<https://online.csus.edu>).

To learn more about SacCT visit the Student Resources webpage (<http://www.csus.edu/WebCT/student/>) where you can view online Tutorials, FAQ's and other help resources.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through SacCT email.