

DC 227 *Film Philosophy* Winter 2019

Course Information

- **Course:** DC 227 section 501 (25404), section 510 (26067) Online
- **Meeting Day and Times:** Thursdays 10:00am - 1:15pm
- **Meeting Location:** 14 East Jackson Room LL105
- **Course Duration:** Jan 5, 2019- Mar 22, 2019
- **Course Management System:** D2L
- **Course Type:** Lecture, discussion

- **Instructor:** Dr. Scott Kelley, Associate Vice President for Mission Integration, Division of Mission and Ministry
- **Email:** scott.kelley@depaul.edu You can normally expect a response within 24 hours.
- **Office Hours:** By appointment only. Students must contact me to confirm a specific time and location. I am happy to talk with students on the phone, Skype, or in person.
- **Location:** 55 E. Jackson, suite 850 Chicago, IL 60604
- **Phone:** +1 (312) 362-6674
- **Preferred Contact:** via email first

Please review the University Academic Calendar for a list of dates pertinent to the course: <https://academics.depaul.edu/calendar/Pages/default.aspx>

Course Overview

An introduction to philosophy, using film as a lens through which philosophical ideas are examined. Through class discussion and written contributions, students will analyze narrative or documentary films (classic or contemporary) focusing on enduring philosophical questions such as:

- what is truth?
- what is morally good?
- what is the meaning of life?
- what is the role of myth in shaping personal and social identity?
- how does social theory inform an analysis of narrative?

DC 227 Film Philosophy is included in the Liberal Studies program as a course with credit in the Philosophical Inquiry domain. Philosophical Inquiry examines the most basic questions of human existence. It considers the fundamental beliefs and convictions that shape what it means to be human, our relationships with others, and the nature of the world itself. Its aim is to develop our critical, imaginative, and analytical abilities so that students can better understand various kinds of important intellectual problems from a variety of perspectives and approaches. Students will interpret and assess historical and contemporary texts concerned with these issues, and articulate reasoned judgments about these most basic concerns of human life. Philosophical inquiry is thus committed to reflect on the ideas and events that make up the cultures, societies, and traditions within which we live and to enhance our understanding of their significance and complexity. Courses in Philosophical Inquiry support the mission of the Liberal Studies Program by fostering deeper understanding and appreciation of the worlds of meaning and of value and of the enterprise of intellectual inquiry and social dialogue.

COURSE PREREQUISITES

For the online section of the course, you will need at minimum:

- Frequent access to a computer that connects to the Internet.
- A working e-mail account that you check regularly (and that is updated in Campus Connection)
- Access to a software suite such as Microsoft Office (Word, Excel, Power Point). If you do not have access to Office, you can download a free, open source alternative such as Open Office (<http://www.openoffice.org/>) that will give you the same basic functionality.
- The ability to view video files, either in a streaming (Flash) or downloadable (mp4, mov) format.

OPTIONAL MATERIALS

All required readings will be available through D2L

The following optional texts are available through the Bookstore:

<i>Philosophy Through Film - 3rd edition</i>	Mary M. Litch, Amy Karofsky	Publisher: Routledge - 2014-07-11	ISBN13: 9780415839327
<i>Philosophy goes to the movies - 3rd edition</i>	Falzon, Christopher	Publisher: Routledge	ISBN13: 9780415538169

Learning Objectives

The overarching learning goals of the course are (1) for students to **think critically and creatively** about major philosophical questions as they are expressed and explored in cinematic art and (2) for students to **articulate** with clarity, in both written and verbal form, their informed philosophical inquiry into the meaning of a particular film or filmmaker's work. By the end of the quarter, students in DC 227 will be able to demonstrate the following:

Objective 1: using multiple perspectives, students will be able to identify and frame **philosophical questions and problems**, including ethical issues.

Objective 2: Students will be able to analyze, interpret, and apply the terms, concepts, or methods **used by philosophers** in addressing philosophical questions, issues, and/or problems.

Objective 3: Students will be able to **evaluate** philosophical terms, concepts, questions, issues and/or problems using their **own informed judgment**.

Objective 4: Students will be able to develop an understanding of the **historical context** of philosophical topics, figures, and texts.

Objective 5: Students will be able to **write an analytic essay** treating a philosophical question, issue and/or problem that forwards an identifiable thesis, argument, and conclusion.

HOW LEARNING OUTCOMES WILL BE MET

Learning objectives 1 through 3 will be met primarily through participation in the **weekly module discussions** that prompt students (1) to identify and frame a philosophical question raised in a particular film, (2) to use terms, concepts, or methods from the assigned readings to analyze, interpret, or address the philosophical questions raised in the film, and (3) to evaluate the film or the philosophical approach using the student's own informed judgement.

Learning objective 4 will be met primarily through weekly module **reading engagement activities** that require students to demonstrate a basic understanding of the historical context of philosophical topics, figures, and texts encountered through primary and secondary sources.

Learning objective 5 will be met through the **final essay exam**.

WRITING EXPECTATIONS

Students will be expected to complete a minimum of 10 pages (2,500 words) of writing for this course. This writing will occur through (a) weekly contributions to the Discussion Board and (b) the Final Synthesis Exam, which will involve some revision of previous work.

ASSESSMENT CATEGORIES

Category	Percent of Grade	Description
Reading Engagement Activities (REAs)	40%	The Reading Engagement Activities (REAs) are a set of online reading comprehension tools for modules 2 through 10 to ensure that students are engaging the assigned texts focusing on key ideas to prepare for class discussion. Through REAs, students will demonstrate an understanding of the historical context of philosophical topics, figures, and texts encountered through primary and secondary sources. Students can complete the REAs at any time and Softchalk will automatically count the highest score. The lowest score for the quarter will be dropped.
Class Participation	40%	Class participation is foundational for the course. Students will not be successful in meeting the learning objectives without consistent, informed participation in class discussion. Through their contributions in each of the module discussions on D2L, students will demonstrate the ability to evaluate philosophical questions, issues and/or problems using their own informed judgment. In these module discussions, students will also demonstrate the ability to identify, analyze, and interpret the terms, concepts, and methods used by philosophers in addressing philosophical questions, issues, and/or problems. Each module will include a film screening in class followed by an in class discussion in small groups (for those taking the course in person) and a simultaneous discussion in the D2L discussion board (for those taking the course online). Students will summarize their small group in class discussion and post it in the D2L discussion board. Discussions will be open from the start of class on Monday until 11:59pm the following Wednesday evening. Participation in each of the modules will be assessed by the quality of all contributions to the module discussion board. Students who are unable to attend class are still able to contribute to the Discussion Board, but only after they make their own arrangements to view the film. Assessment for the module will begin on Thursday morning and any contribution submitted after the deadline will be accepted for HALF credit. The lowest score for the quarter will be dropped.
Final Synthesis Exam	20%	The final synthesis exam will include a series of short essay questions that provide an opportunity for students to demonstrate and showcase their learning over the quarter.

Grading Scale

A	94 - 100
A-	90 - 93
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72

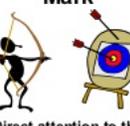
D+	67 - 69
D	60 - 66
F	Below 59

The final percentage grade, after calculation and adjustment, will be rounded down if it is less than .5 and rounded up if it is more than .5. For example, an 82.7% will be rounded up to 83% (B), but an 82.3% will be rounded down to 82% (B-).

ASSESSMENT DESCRIPTIONS

Reading Engagement Activities (REAs). For each of the modules, there will be a set of activities in Softchalk designed to focus attention on key terms, concepts, and figures from the assigned readings. There will also be additional resources to aid with comprehension. The questions in the REAs will be scored according to the number of correct answers. Students may take the REAs as often as they would like, but only the highest score will be included in the assessment.

Discussion Board Contributions. Once students have completed the reading engagement activities and have viewed the film for the particular module screened during class time, they will contribute to the Discussion Board to showcase their learning. Contributions to the Discussion Board are designed to hold each other accountable to the learning community, accountable to the particular knowledge of the module, and accountable to rigorous, higher order thinking as illustrated in the chart below:

Class Discussion Guidelines				
Accountable to the Learning Community	Listen  Pay attention to the statements of others.	Summarize  Restate the ideas of a previous speaker in new language.	Build  Add to the statement of a previous speaker.	Mark  Direct attention to the importance of another's statement.
	Verify  Check your understanding of previous statements & knowledge.	Unpack  Explain how you arrived at your answer.	Support  Give examples & evidence to support your answer.	Link  Point out the relationships among previous statements & knowledge.
Accountable to the Knowledge	Defend  Defend your reasoning against a different point of view.	Challenge  Ask a previous speaker to explain & provide evidence for a statement.	Combine  Incorporate knowledge from multiple resources to form your ideas.	Predict  Draw conclusions about what might happen next, or as a result of ideas.
	Accountable to Rigorous Thinking			

Created by Angela Cunningham, Bullitt Central High School, Shepherdsville, KY 40165

All contributions in D2L must demonstrate respect for the individual(s) posting, even if they critique the content of the post.

Evaluated holistically on a 10 point scale, all learning showcase discussion board contributions will be assessed according to the following criteria:

Level	Points	Description
Mastery	10	Evaluated collectively, the posts do an excellent job in each of the following: (a) they identify and frame a philosophical question or problem, which may include an ethical issue, (b) they analyze, interpret, and apply terms, concepts, or methods used by a particular philosopher in the assigned readings to address a philosophical question, issue, and/or problem, using proper citation , and (c) they evaluate philosophical terms, concepts, questions, issues and/or problems using their own informed judgment . In addition, all posts must be free of grammatical or spelling errors that detract from the post.
Near Mastery	9	Evaluated collectively, the posts do a very good job in each of the following: (a) they identify and frame a philosophical question or problem, which may include an ethical issue, (b) they analyze, interpret, and apply terms, concepts, or methods used by a particular philosopher in the assigned readings to address a philosophical question, issue, and/or problem, and (c) they evaluate philosophical terms, concepts, questions, issues and/or problems using their own informed judgment . In addition, all posts must be free of grammatical or spelling errors that detract from the post.
Developing Mastery	8	Evaluated collectively, the posts demonstrate strength in TWO of the following: (a) they identify and frame a philosophical question or problem, which may include an ethical issue, (b) they analyze, interpret, and apply terms, concepts, or methods used by a particular philosopher in the assigned readings to address a philosophical question, issue, and/or problem, and (c) they evaluate philosophical terms, concepts, questions, issues and/or problems using their own informed judgment . In addition, all posts must be free of grammatical or spelling errors that detract from the post.
Beginning Mastery	7	Evaluated collectively, the posts demonstrate strength in ONE of the following: (a) they identify and frame a philosophical question or problem, which may include an ethical issue, (b) they analyze, interpret, and apply terms, concepts, or methods used by a particular philosopher in the assigned readings to address a philosophical question, issue, and/or problem, and (c) they evaluate philosophical terms, concepts, questions, issues and/or problems using their own informed judgment . In addition, all posts must be free of grammatical or spelling errors that detract from the post.
Deficient	6	Evaluated collectively, the posts demonstrate an attempt to do ONE of the following: (a) they identify and frame a philosophical question or problem, which may include an ethical issue, (b) they analyze, interpret, and apply terms, concepts, or methods used by a particular philosopher in the assigned

		readings to address a philosophical question, issue, and/or problem, and (c) they evaluate philosophical terms, concepts, questions, issues and/or problems using their own informed judgment . Posts include grammatical or spelling errors that detract from the post.
No contribution	0	No attempt to contribute to the discussion board

EXPECTATIONS

Participation. Students are expected to participate in each class and to remain for the duration. Participation will be documented through attendance sheets and evidence of participation posted in the discussion board. Coming 15 minutes late or leaving 15 minutes early will result in a lowered participation grade. Three absences for any reason, whether excused or not, may constitute failure for the course. When a student must miss class for a medical, mental health or personal reason, s/he MUST notify the [Dean of Students Office](#) that will, in turn, notify faculty. Students must submit an absence notification form along with proper documentation for the absence. Please consult the [Absence Notification](#) policy for additional information.

Class Discussion: Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude: A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call: If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Reading. Liberal studies courses generally assign around 1,000 pages of reading for the quarter, which is approximately 100 pages per module. Readings for each of the modules are not likely to exceed that amount and may in many cases be less than that to account for other learning activities such as watching videos. Regardless of the length of the assigned readings, students should read carefully, think critically, and take notes. These techniques are explained in detail on the Active Reading Strategies page from the McGraw Center for Teaching and Learning

Communication. Since a section of this course is online, it is likely that many of us will not meet in person. As such, it is very important to remember that there is a person on the other end of a post or an email and to maintain the kind of respectful tone that is consistent with DePaul's Vincentian and Catholic values and is expected in the work place. Here are some recommendations for communicating with me and with other students:

- If you have general questions or comments about the course, an assignment, or a module please post them in the class questions discussion board so that other students will see them as well. Often times I receive a few emails from students asking the same question. This discussion board will serve as a knowledge bank. Note: do NOT post questions about grades or grading in this discussion board.
- If you have specific questions about your circumstances, please email me.
- If there is a need to talk on the phone, over skype, or in person, we can make arrangements that work for both of our schedules. I do not have open office hours.
- Please personalize your D2L page by adding a photo of yourself to serve as a reminder that we are communicating with a real person (and not a robot!).

Accommodation

STUDENTS WITH DISABILITIES

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu .

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

ADDITIONAL ACCOMMODATIONS

This course includes instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

ASSISTANCE WITH WRITING – THE WRITING CENTER

Consider contacting or visiting the [Writing Center](#) to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they

can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

Student Evaluations

At the end of this course, you will be provided with the opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue - the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Academic Integrity

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting [Academic Integrity](#) at DePaul University.

Academic dishonesty, defined clearly in the student handbook will not be tolerated. I will use my discretion, as outlined in the student handbook, for all cases of academic dishonesty. The foundation of all educational endeavors presupposes academic honesty on the part of the student in the same fashion that fair student assessment presupposes the integrity of the instructor.

Students in this course should be aware of the strong sanctions against plagiarism stated in the current Bulletin and Student Handbook. If proven, a charge of plagiarism could result in an automatic "F" in the course and possible expulsion. If you have any question or doubts about what plagiarism entails or how to properly acknowledge course materials and the works of others, be sure to consult the instructor. Proper citation procedures are provided in all writing manuals.

Participation, Emergencies, and Student Support

Students who are unable to participate in class due to an emergency or personal circumstance should immediately contact the Dean of Students Office, which offers a variety of student support services. The Dean of Students can review any supporting documentation and will contact the instructor. Students requesting any adjustment or accommodation from the course schedule must consult with the Dean of Students: <https://studentaffairs.depaul.edu/dos/>

Incompletes

Incompletes are rare and problematic for students and instructors. They will be discouraged as much as possible, with exceptions made only in extraordinary circumstances. Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

DC 227 Film Philosophy
Autumn Quarter 2018
Schedule

The course will meet on Mondays from 1:30 to 4:45 PM from Sep 5, 2018 to Nov 20, 2018. Films will be shown in class for classes 2 through 10. All material for the modules will be in D2L. This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

Module 1: Introduction Th, Jan 10th

In class

- Introduction to the course
- Review of selected clips
- Introductory discussion and post

After class: all posts must be submitted by 11:59pm, Fri, Jan 11th for full credit.

Module 2: Myth Th, Jan 17th Life of Pi (2012)

Before class:

- Read Bill Moyers, On Faith and Reason
- Read Pope John Paul II, Fides et Ratio, Introduction, Chapters 2, 3
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Jan 18th for full credit.

Module 3: Archetypes Th, Jan 24th Star Wars: Episode III - Revenge of the Sith (2005)

Before class:

- Read selections on Carl Jung's view of Archetypes
- Read selections about Joseph Cambell's view of Star Wars
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Jan 25th for full credit.

Module 4: Allegory Th, Jan 31st Office Space (1999)

Before class:

- Plato, Book VII from The Republic on the Allegory of the Cave
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Feb 1st for full credit.

Module 5: Virtue Th, Feb 7 Finding Nemo (2003)

Before class:

- Read Aristotle, Nichomachean Ethics, Books I, II, VII
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Feb 8th for full credit.

Module 6: Evil Th, Feb 14 The Chronicles of Narnia: the Lion, the Witch, and the Wardrobe (2005)

Before class:

- Read Augustine, City of God, Book XII, XIV
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Feb 15th for full credit.

Module 7: Revolution Th, Feb 21 The Hunger Games (2012)

Before class:

- Read Karl Marx, German Ideology, Part I. Feuerbach: Opposition of the Materialist and Idealist Outlooks
- Read Nancy Holmstrom, "A Marxist Theory of Women's Nature," Ethics 94, no. 3 (1984): 456–73
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Feb 22nd for full credit.

Module 8: Authenticity Th, Feb 28 The Hunger Games: Catching Fire (2013)

Before class:

- Read Martin Luther King, "the Three Dimensions of a Complete Life" from a Knock at Midnight.
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Feb 29th for full credit.

Module 9: Society Th, Mar 7th The Road (2009)

Before class:

- Read Hobbes, Leviathan, Preview, Ch XII-XV, XXIX-XXX
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Mar 8th for full credit.

Module 10: Charity Th, Mar 14th Monsieur Vincent (1947)

Before class:

- Watch Charity's Saint
- Complete Reading Engagement Activity

After class: all posts must be submitted by 11:59pm, Fri, Mar 15th for full credit.

Module 11: Final Synthesis Exam Th, Mar 21st

All work, including the Final Synthesis Exam, must be completed by 11:59pm on Thursday, Mar 21st to receive credit.