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## PHI 11001-003 INTRODUCTION TO PHILOSOPHY

FALL 2019 MWF 12-12:50am 224 Bowman Hall



**Course Content:** Your primary aim in this class will be to acquire an introductory understanding of some of the major themes and figures within the historical tradition of western philosophy. We will focus on questions concerning truth, existence, and the nature of reality. You will engage in close detailed technical readings of classical texts as well as develop your skills in critical and creative thinking.

**Requirements:** Your work throughout the semester will include several quizzes and/or in-class assignments and one exam with a large emphasis on in class participation. Extra credit opportunities TBA

**Texts:** *Western Philosophy: An Anthology*, ed. John Cottingham, Blackwell Publishing ©2008, second edition, ISBN: 9781405124782

\*Any additional reading assignments will be available through Blackboard.

There are no prerequisites for this class.

This course may be used to satisfy a **Kent Core** requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

This course may also be used to satisfy the **University Diversity** requirement. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability, and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences, and opportunities to learn how to deal constructively with them.


**Disability Support:** University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility

Services. Contact them by phone at 330.672.3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures.

The official registration deadline for this course is **August 29, 2019**. University policy requires all students to be officially registered in each class they are attending. Any course withdrawal(s) processed after the second week of the full semester will appear on your academic record with a grade of 'W'. The last day to withdraw from the course without a 'W' is **September 4, 2019**. The last day to withdraw *with* a 'W' is **October 30, 2019**. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking her/his/their/hir/zir class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

**Academic Integrity:** University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at <http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism> and/or ask.

## pla·gia·rism

/ˈplājəˌrizəm/ 

*noun*

the practice of taking someone else's work or ideas and passing them off as one's own.

Make sure to read the **primary** text before or alongside any secondary sources. Secondary sources can **supplement** primary sources, but they cannot **substitute** for them. The point of using secondary sources in a philosophy class is not have the text explained to you in summary form. Appropriate secondary sources exist to enrich your interpretation of the philosophical content of the primary source. Please do not cite or unintentionally plagiarize from SparkNotes, CliffsNotes, Wikipedia, and similar sources. These are not appropriate for a college level course. If you are having trouble understanding what you are reading, you may consult these on your own time, but using them in lieu of reading the primary texts does not fulfill the requirements for this course.

Here are two peer reviewed online academic resources that are approved for the purposes of this class:

**The Stanford Encyclopedia of Philosophy:** <https://plato.stanford.edu>

**The Internet Encyclopedia of Philosophy:** <http://www.iep.utm.edu/>

It is important that the work you hand in reflects **your own thought process and writing style**. If I receive two or more identical or nearly identical assignments, each student will receive either a 0 or partial credit for the assignment, depending on the nature of the assignment and the degree to which it is plagiarized. To avoid this issue, **make sure that you do not copy directly from anyone else's work or allow any other student(s) to copy directly from your work**. Openly sharing and debating ideas in a group setting can be expressed in unique and individual ways in writing. That is what I expect to see. If you have any questions about this, feel free to ask.

**Policy on Cell phones, Laptops, Tablets:** In the aim of fostering an engaged and distraction-free environment, students are expected to silence their cell phones and refrain from texting and accessing the Internet during class, unless it is pertinent to class discussion. The use of laptops or tablets strictly for the purpose of taking notes is permitted, but not encouraged (or discouraged). I will not police your use of phones, but if I notice that you are consistently on your phone during class, it will negatively impact your participation grade. For example, you raise a great question about our reading for the week that contributes to class discussion but other than that, you are completely checked out on your phone, this may change your 3 to a 2 for that class (see below).

## **Course Evaluation:**

### **Attendance and participation 50%**

There will be a sign-in sheet for each class. **Each attended class will earn you 1 attendance point. In addition to earning up to 3 points per week for showing up to class, there will be a participation component worth up to 2 (or 4) additional points per week.** (See the section on Speakers, Writers and Questioners.) **Documented illness or other situation:** If you have to miss class due to a *documentable* illness or situation, you will have the opportunity to make-up for lost participation in the form of an alternative assignment. In order to qualify for this, you will need formal documentation of your absence(s). Alternative participation assignments will be **due no later than one week after the date of your last absence.** It is your responsibility to contact me. If you are absent for a justifiable reason with documentation but you wait until the following week to contact me about making up for participation points, you will not qualify for an alternative assignment. **If you are missing class for any other reason and you do not have documentation, you will have up to two opportunities to make up for lost attendance and participation** and the same rules apply: It is your responsibility to contact me and your alternative assignment will be due no later than one week from the class that you missed. After two undocumented absences, you will have no additional make-up opportunities under any circumstances (for additional undocumented absences).

### **Quizzes & Assignments 30%**

You will have several quizzes and assignments throughout the semester that will comprise 30% of your total grade. **Quizzes: *There are no make ups on quizzes.*** If you are late to class and arrive after a quiz has been collected, you are not entitled to a make up. **I will drop your lowest quiz score at the end of the semester.** Quizzes will consist of 2-4 multiple choice questions. **Assignments:** You will also have some written assignments that go along with the texts we will be reading. Some assignments will be done in class and handed in as group work and some you will complete individually outside of class. I will accept late assignments with a 5% deduction in your score for each additional class that it is late. So, if an assignment is due on Monday and you hand it in on Wednesday, I will deduct 5% from your score. Or, if an assignment is due on Monday and you hand it in that Friday, I will deduct 10% from your score. **Once an assignment is graded and handed back, I will no longer accept late work for credit under any circumstances.** If you completed your assignment but you left it at home or if you are absent on the day an assignment is due, send me an image of your completed assignment *by the end of that day*, and you may hand in your work at the beginning of your next attended class for full credit. If there is a discrepancy between your emailed image and the work that you hand in, I will treat your assignment as a late assignment and deduct the % based on how late it is. Emailing me an image of your assignment is not equivalent to handing in your work. I do not accept assignments over email. If you are absent on the day a take-home assignment is distributed, it is your responsibility to contact me about making up for any work that you may

have missed. If you wait to contact me until after I have graded and handed back the assignment, you are not eligible to make up the work. If you have a documentable illness or other documentable situation, the same rules apply. If you are absent on the day of a group-assignment without documentation, email me that day and I will send you a copy to complete individually to hand in at the beginning of your next attended class for full credit. After that, the 5+% deductions on late assignments apply to individual make-ups of group work. **Once a group assignment has been graded and handed back, individual make-ups will no longer be accepted under any circumstances.** I tend to have assignments graded and handed back one week from the day they are due.

### **Final Exam 20%**

You will have one exam during finals week on the date listed in the course schedule below worth 20% of your total grade. This exam will be cumulative. It will consist of 20-30 multiple choice, matching, fill-ins with word banks and 2-4 short essays. One week before the last day of class, I will give you a review sheet that covers everything that could be on the exam. The last day of class, I will hold a review session with sample questions that reflect the format of the exam.

### **Grading Scale:**

93-100 A	80-82 B-	68-69 D+
90-92 A-	78-79 C+	63-66 D
88-89 B+	73-77 C	60-62 D-
83-87 B	70-72 C-	0-59 F

### **Speakers, Writers, Questioners:**

For each class as indicated on the course schedule below, you will be assigned one of three roles: a **speaker**, **writer** or **questioner**. On the first day of class, you will be assigned a number **1**, **2** or **3** and you will see those numbers listed in the course schedule next to an **S**, **W** or **Q** (speaker, writer, questioner). This is what you are assigned for that class. Your role will rotate six times throughout the semester. Here are the duties for each role:

#### **Speaker:**

As a speaker, it is your job to have conversations with other speakers that are also directed to the rest of the class. Explain to the best of your ability what is going on in the text. What are the main ideas? What makes sense? What doesn't make sense? How are you interpreting what you are reading? How might you apply it to your experiences? Do you agree or disagree with the ideas? Give us some background on the philosopher or historical context. Think out loud. Talk to each other. You are expected to show up having read carefully through the assigned reading and talk informally about it. If you can't make it to class and you are assigned as a speaker for that day, see the attendance policy above. If you show up to class and don't contribute anything to the conversation, you will receive a 1. If you show up and offer very little but make a point to say something for the sake of not saying nothing, you will earn a 2. If you meaningfully engage in a class-long discussion - think quality over quantity - you will receive a 3.

**Writer:**

As a writer, you will come to class with a one-paragraph summary of the reading assignment. This need be no more than half a page. Do not plagiarize. In addition to your short summary, you will have two options. 1- You will take extensive notes on class discussion, including your own thoughts. You will hand your notes in at the end of class. Or, if you are using a laptop, you can paste your notes into a shared google doc *by the end of class*. 2- Your other option is to create a visual interpretation of some idea in the text that you are encouraged to share with the class by drawing it on the white board and explaining what it means. If you provide the class with a visual interpretation of an idea (a drawing, chart, or infographic - and this can happen in dialogue with the speakers), you will hand in your drawing(s) on paper along with your summary instead of handing in notes + summary at the end of class. If you do not come to class or submit your summary, you will get a 0. If you do not come to class but you submit a summary of your reading of the text, you will receive a 1. If you show up to class but you don't hand anything in, you will earn a 1. If you come to class and submit something at the end of class but it is incomplete and it doesn't look like you put much effort into it, you will earn a 2. If you come to class and either take notes or create a visual interpretation but don't write a summary or vice versa (you come to class and hand in a summary but no notes or visual interpretation), you will earn a 2. If you wait until after class to submit notes online, you will receive a 2. If you wait until the next day to submit notes online, you will receive a 1. I will no longer accept class notes that are 2+ days late. If you come to class and turn in a short summary of the reading assignment along with a carefully scripted account of what was discussed in class and your thoughts about it *or* if you hand in a short summary and a thoughtful and interesting visual interpretation of an idea that you share with the class, you will earn a 3. If you don't share your visual interpretation with the class but you hand it in, you will need to provide a clear written explanation of the drawing in order to get a 3. Otherwise, you'll earn a 2.

**Questioner:**


As a questioner, you will hand in two prepared questions about the reading at the *beginning* of class. During class, you will raise questions for the purposes of clarification or to respectfully disagree with or challenge someone else's analysis. You can play the skeptic and argue against an idea or simply push the speakers to be clear in what they are saying. If you do not come to class and do not submit any questions, you will earn a 0. If you submit questions online but you don't come to class, you will earn a 1. If you can't make it to class and you are assigned to be a questioner for that day, see the attendance policy above. If you come to class and hand in your questions at the beginning of class but you don't ask any questions during class, you will receive a 2. If you simply show up to class and listen, you will also earn a 2. If you hand in your prepared questions at the beginning of class and raise at least one meaningful question in connection with the topic and/or engage in a counterargument with someone else about said topic, you will earn a 3. The questions you ask during class don't have to be the same questions you hand in.

I will play up to all three roles for any given class period and will often begin class with a prompt to get things going.

*The rules for speakers and questioners will apply primarily when conversation is dominated by only a few people or if it feels dead in the room and no one is talking. If discussion is lively and coming from lots of different people, I will give all the attending speakers and questioners 3s so that people aren't awkwardly struggling to get a word in for the sake of their grade.*

## Course Schedule:

	<b>Week 0</b>			Fri Aug 23 Introduction to the class
Being and Knowledge	<b>Week 1</b>	Mon Aug 26 The Allegory of the Cave: Plato <i>Republic</i> pp. 69-75	Weds Aug 2	Fri Aug 30 Knowledge versus Opinion: Plato, <i>Republic</i> pp. 12-18 S: 1 W: 2 Q: 3
	<b>Week 2</b>	Mon Sept 2 LABOR DAY	Weds Sept 4	Fri Sept 6 Individual Substance: Aristotle, <i>Categories</i> pp. 76-79  Four Types of Explanation: Aristotle, <i>Physics</i> pp. 413-415 S: 2 W: 3 Q: 1
	<b>Week 3</b>	Mon Sept 9	Weds Sept 11 New Foundations for Knowledge: Descartes, <i>Meditations</i> , pp. 21-25 S: 3 W: 1 Q: 2	Fri Sept 13
	<b>Week 4</b>	Mon Sept 16 The Senses as the Basis of Knowledge: John Locke, <i>Essay Concerning Human Understanding</i> pp. 25-31 S: 1 W: 2 Q: 3	Weds Sept 18	Fri Sept 20 Innate Knowledge Defended: Gottfried Leibniz, <i>New Essays on Human Understanding</i> pp. 31-35 S: 2 W: 3 Q: 1
	<b>Week 5</b>	Mon Sept 23	Weds Sept 25 Nothing Outside the Mind: George Berkeley, <i>Principles of Human Knowledge</i> pp. 97-102 S: 3 W: 1 Q: 2	Fri Sept 27

	<b>Week 6</b>	Mon Sept 30 Metaphysics, Old and New: Immanuel Kant, <i>Prolegomena</i> pp. 108-114 S: 1 W: 2 Q: 3	Weds Oct 2	Fri Oct 4
God and existence	<b>Week 7</b>	Mon Oct 7 The Existence of God: Anselm of Canterbury, <i>Proslogion</i> pp. 345-347 S: 2 W: 3 Q: 1	Weds Oct 9 <i>*Midterm grades available ...*</i>	Fri Oct 11 FALL BREAK
	<b>Week 8</b>	Mon Oct 14 The Five Proofs of God: Thomas Aquinas, <i>Summa Theologiae</i> pp. 348-351 S: 3 W: 1 Q: 2	Weds Oct 16	Fri Oct 18 The Problem of Evil: Gottfried Leibniz, <i>Theodicy</i> pp. 359-364 S: 1 W: 2 Q: 3
	<b>Week 9</b>	Mon Oct 21	Weds Oct 23 Idealism in a Godless Universe: Bertrand Russell, <i>A Free Man's Worship</i> pp. 790-796 S: 2 W: 3 Q: 1	Fri Oct 25
	<b>Week 10</b>	Mon Oct 28 Condemned to be Free: Jean-Paul Sartre, <i>Being and Nothingness</i> pp. 320-325 S: 3 W: 1 Q: 2	Weds Oct 30	Fri Nov 1 

Science and Language	<b>Week 11</b>	Mon Nov 4 The Problem of Induction: David Hume, <i>Enquiry Concerning Human Understanding</i> pp. 433-437 S: 1 W: 2 Q: 3	Weds Nov 6	Fri Nov 8 The Relation between Cause and Effect: David Hume, <i>Enquiry Concerning Human Understanding</i> pp. 438-443 S: 2 W: 3 Q: 1
	<b>Week 12</b>	Mon Nov 11	Weds Nov 13 Science and Falsifiability: Karl Popper, <i>Conjectures and Refutations</i> pp. 453-459 S: 3 W: 1 Q: 2	Fri Nov 15
	<b>Week 13</b>	Mon Nov 18 Change and Crisis in Science: Thomas Kuhn, <i>The Structure of Scientific Revolutions</i> pp. 475-481 S: 1 W: 2 Q: 3	Weds Nov 20	Fri Nov 22 The Meanings of Words: Plato, <i>Cratylus</i> pp. 143-150 S: 2 W: 3 Q: 1
	<b>Week 14</b>	Mon Nov 25	Weds Nov 27 THANKSGIVING BREAK	Fri Nov 29 THANKSGIVING BREAK
	<b>Week 15</b>	Mon Dec 2 Names and their Meaning: Gottlob Frege: <i>Sense and Reference</i> Pp. 170-174 S: 3 W: 1 Q: 2	Weds Dec 4	Fri Dec 6 Review

FINAL EXAM Monday December 9, 2019 10:15-12:30 pm



