

## Introduction to Philosophy

PHIL 1301-M5 CID 0119 (and password); Turnitin: 2728018

May Minimester 2009

MTWRF 8:00 – 11:45 a.m.

Academic 1

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Academic O-3

Conference hours: after class and by appointment

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### Course Description

Philosophy 1301: Introduction to Philosophy surveys the perennial problems of philosophy including the fundamental nature of reality, the limits of knowledge, the proof of the existence of God, the problem of evil, the nature of evil, and the difference between right and wrong. Three class hours per week. Three semester hours credit (adapted, Bulletin of Blinn College).

### Expanded Course Description

Philosophy 1301 invites the student to approach ideas critically and then to reason about them logically in both private and public contexts. The course urges the student to no longer exist as a passive receptor of what has been and is offered to him or her; the course asks the individual to consider deeply what underlies his or her understanding of the world and to think actively about the important questions underlying everyday existence.

### Course Objectives and Student Learning Objectives

Philosophy 1301 requires the student both to become familiar with and to understand representative philosophical problems, important philosophical arguments, and the important Western philosophers whose lives and works give us direction in our attempt to understand ourselves and the nature of the universe. Specifically, the student of philosophy at the introductory level will become familiar with and work toward an understanding of

- I. The purpose and method of philosophy
  - A. Philosophy as "love of wisdom"
  - B. The basic areas of philosophical investigation
    1. Metaphysics
    2. Epistemology
    3. Ethics
- II. The problems of and theories in metaphysics and epistemology
  - A. Knowledge of the world beyond our minds
    1. Rationalism
    2. Empiricism
    3. Kantianism
  - B. The relation between mind and brain
    1. Dualism
    2. Idealism
    3. Materialism
  - C. The existence and nature of God
    1. The cosmological arguments
    2. The ontological arguments
    3. The teleological argument
    4. The problem of evil
  - D. The problem of free will
    1. Determinism, hard and soft
    2. Indeterminism
- III. Problems and theories of ethics and ethical claims
  - A. The nature of ethics and ethical claims
    1. Ethical relativism
    2. Ethical absolutism
  - B. Ethical theories
    1. Aristotelian virtue
    2. Kantian ethics
    3. Utilitarianism
    4. Existentialism

### Representative Philosophers

Socrates 470-399

Plato 427-347

Aristotle 384-322

Augustine 354-430

Anselm of Canterbury 1033-1109

Thomas Aquinas 1225-1274

Thomas Hobbes 1588-1679

René Descartes 1596-1650

Benedictus de Spinoza 1632-1677

John Locke 1632-1704

Gottfried Wilhelm von Leibniz 1646-1716

George Berkeley 1685-1753

David Hume 1711-1776

Immanuel Kant 1724-1804

Georg Wilhelm Friedrich Hegel 1770-1831

John Stuart Mill 1806-1873

John Dewey 1859-1952

Bertrand Russell 1872-1970

Jean-Paul Sartre 1905-1980

Simone de Beauvoir 1908-1986

Albert Camus 1913-1960

Paul Tillich 1886-1965

Noam Chomsky 1928-

Susan Sontag 1933-2004

Karen Armstrong 1944-

Susan Neiman 1947-

Cornel West 1953-

### Required Texts

Solomon, Robert C. Introducing Philosophy: A Text with Integrated Readings. 9th ed. New York: Oxford UP, 2008.

Standard college-level dictionary. N.B.: a good, not simply adequate, dictionary is required.

### Recommended Handbook

Fowler, H. Ramsey, and Jane E. Aaron. The Little, Brown Handbook. 10th ed. New York: Longman, 2007. (9th ed. suffices)

### Course Requirements

The student is required to bring the Solomon text—and he or she should bring a college-level dictionary—to every class meeting.

The student is required to bring highlighter(s), pen or pencil, paper, etc. to every class meeting.

The student is required to annotate the textbook while preparing for class.

The student will compose and submit

five two-page (absolute minimum) typed, double-spaced, 21-24 lines per page (MLA-format) essays, as scheduled, and

The student will complete three major examinations (essay and objective) and a final examination (essay and course inventory).

The student should prepare himself or herself for not a few unannounced quizzes.

**NB:** The researched explication must reflect a sincere effort in order for the student to earn credit for the course.

### Grade Determination

note-taking and participation, including use of dictionary	10%	T 19 May	major examination
three major examinations	35%	T 26 May	major examination
five two-three-page response essays	40%	see schedule below	major examination due
final examination (required to earn credit)	15%	T 2 June	final examination

### Important Dates: Tentative

**All written assignments must be submitted in a timely fashion for the student to earn credit for the course. Weekly essays not submitted in a timely fashion will earn a zero. Neither essays nor the researched explication will be accepted via e-mail.**

First essay submitted on	Monday, 18 May	First take-home exam essay submitted by	Wednesday, 27 May
Second essay submitted on	Wednesday, 20 May	Second take-home exam essay submitted by	Thursday, 28 May
Third essay submitted on	Thursday, 21 May	Third take-home exam essay submitted by	Friday, 29 May
Fourth essay submitted on	Friday, May 22 May	Fifth essay submitted on	Monday, 1 June

The student should retain for his or her own folder, in addition to returned essays, photocopies of all essays, etc. submitted.

### Due Dates

No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Unless otherwise indicated, all assignments are due at the beginning of the class. Severe penalty means one letter grade off for each calendar day the assignment is late.

### Grading Criteria

The **A** paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the **A** paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the **A** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

The **B** paper is significantly more than competent. Besides being almost free of mechanical errors, the **B** paper delivers substantial information and makes cogent, fresh arguments—that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The **B** paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the **B** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **C** paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its **content/focus** is general, commonplace, or trivial, or not adequately related to the assignment; its **development** is vague, incomplete, or inconsistent; its **organization** lacks adequate or appropriate transitions or relation of ideas. The **C** paper, in addition to meeting all the requirements of the assignment, exhibits a **writing style** that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a **C** paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the **C** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **D** paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

**NB:** A paper exhibiting major weaknesses in any specific area—**content, development, organization, grammar and mechanics, documentation conventions, writing style**—or, indeed, a failure to address the assignment is usually considered, at best, a **D** paper.

As writing that falls below minimal standards for college-level literacy, the **F** paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

A paper should earn the grade **zero** if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a **zero** if it does not address the assigned topic or if directions have been either ignored or not followed.

Editing symbols and chapter-section references used in the marking of student papers are found on the end sheets in LBH.

The following common, inexcusable errors, absent from **A** and **B** papers, occur infrequently in **C** papers and guarantee, when they occur with any frequency, the paper's earning a **D** at best.

agr; s-v; p-a	= error in subject-verb or pronoun-antecedent agreement	Chapter 8a	-	8b
ap	= apostrophe needed or misused	23a	-	23d
cs	= comma splice	11a	-	11b
frag	= sentence fragment	10a	-	10d
fs; r-o; ro	= fused sentence; run-on sentence	11c	and	21; 22
ref	= error in pronoun reference and/or shift, including the indefinite you	12a	-	12f
sp	= misspelled word	34		
vb	= error in verb form or verb tense	7a	-	7f
ww	= wrong word	31b		
wc	= word choice: perhaps a synonym study, not a thesaurus, is the appropriate resource!			
SLN	= see lecture notes			
HUH ? (?+)	= indecipherable intention, purpose, or meaning			

### **Division of Humanities, Brenham Campus Class Attendance: Class Attendance Is Required**

The College District believes that class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in college. Class participation shall constitute at least ten percent of the final course grade. It is the responsibility of each faculty member, in consultation with the division chairperson, to determine how participation is achieved in his or her class. Faculty will require students to regularly attend class and will keep record of attendance from the first day of class or the first day the student's name appears on the roster through the final examination meeting. If a student has one week's worth of unexcused absences during the semester, he or she will be sent an e-mail by the College requiring the student to contact his or her instructor and schedule a conference immediately to discuss his or her attendance issues. If the student subsequently accumulates two weeks' worth of unexcused absences, he or she will be administratively withdrawn from the class.

**NB:** The instructor is not responsible for ensuring that the student who elects not to attend class and who chooses not to complete a Change of Registration Card is dropped from this course. It is the student's responsibility to officially drop the class. The student should check the academic calendar for Last Day to Drop dates. The student accruing six hours of absences during the course of a long or short academic term is well on the way to ensuring his or her failing the course.

**NB:** This instructor views arriving to class late and, especially, leaving class before it is dismissed inexcusable; **indeed, (and note well) three tardies constitute an absence.** A student should not expect to successfully complete the course if he or she chooses not to attend class. Arriving late is grossly inconsiderate and inappropriate. Repeated tardiness can negatively affect a student's performance in this class. Leaving the room before class is dismissed—except in extremely dire circumstances—is also grossly inconsiderate and inappropriate and can negatively affect a student's performance in this class.

Conference [office] hours are reserved for students who come to class on a very regular basis: These students are encouraged to seek clarification or to pursue a line of questioning stemming from either classroom discussion or individual reading. If, however, the student's need for a conference is more along the lines of academic progress, the student—no matter how many classes he or she might have missed—should come by to discuss viable options.

## Make-Up Policy

The student is responsible for all assignments, including those made during any class meeting from which the student has absented him- or herself. Any clarification of directions, etc. for any assigned work will take place during the instructor's conference hours. All assigned work is due before or on the designated day and time. Unless indicated otherwise, all assignments are due at the beginning of class on the day designated. If a student is unable to attend class on the day that an assignment is due, he or she should nevertheless ensure that the instructor receives the assignment by the designated time. In-class essays and daily quizzes can be made up only if the student's absence is excused in accordance with Blinn attendance policy. No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Severe penalty means one letter grade off for each calendar day the assignment is late.

## Manuscript Form

All papers should be written in dark ink or typed (dark ribbon, etc.) on standard-size paper—one side only—in accordance with the MLA format as outlined in the MLA Handbook for Writers of Research Papers, 5th or 6th edition. (See LBH and hand-outs.) Handwritten papers must exhibit an understanding of the MLA format, including adherence to margin requirements. All bibliographies and works-cited pages, as well as the researched essays, must be typed. Papers must be argued from the third-person and in the literary present tense. All essays and papers submitted must have a title that is both appropriate and adequate. Philosophy 1301 is not a course in creative writing: Be certain that the paper's title indicates fully the paper's contents.

----- No staples; use a paper clip. Do not align right. -----

## Scholastic Dishonesty

Pride of accomplishment is the boon of any academic achievement. It should be the goal of each student to put forth the best effort possible for each assignment; progression toward better writing is the reward of diligent application to the tasks assigned. The student who demonstrates a lack of integrity by seeking academic gain (good grades, scholarships, etc.) through avenues that circumvent the rigors and rewards of truthful scholarship will be, at some point, thwarted and ill-prepared to work within an honest system.

College policy maintains that it is "the responsibility of instructors to maintain scholastic integrity at Blinn College by refusing to tolerate any form of scholastic dishonesty. [. . .] If there is compelling evidence that a student is involved in cheating or plagiarism, the instructor should assume responsibility and address the infraction" (2008-2009 Blinn College Student Handbook 52).

Any degree of plagiarism appearing in any assignment submitted by the student will earn that student a zero for that assignment. Egregious plagiarism may result in the student's failing the course. The 2007-2008 Blinn College Student Handbook states that "sanctions may be imposed by the instructor and the division chairman: an appropriate grade penalty ranging from a grade of zero on the assignment/examination up to and including the imposition of an F for the entire course" (54). For clarification of the concept, see Joseph Gibaldi's MLA Handbook for Writers of Research Papers, 6th edition, which is available for in-library use at the circulation desk, and/or The Little, Brown Handbook 10e, chapter 47. And because the numerical equivalent for an F earned for an honest paper is 50, it is better to submit a poor paper than to submit a plagiarized paper.

Blinn Board Policy FLB (Local) defines plagiarism as the "appropriating, buying, receiving as a gift, obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work." All students should be aware of the several different types--not levels--of plagiarism, including the failure to properly indicate directly quoted passages, phrases, or significant wordings as such by the proper use of quotation marks, as well as other failures, including misattribution of cited material, as early as possible in the semester. Students should also be made aware that collusion is considered to be as egregious an offense as plagiarism is.

Blinn Board Policy FLB (Local) defines collusion as the "unauthorized collaboration with another person in preparing written work for fulfillment of course requirements."

## Students with Disabilities

Services and reasonable accommodations are available to students with documented disabilities. The Office of Disability Services (ODS) on the Brenham campus is located in room 104 of the Administration Building 979 830 4157." The ODS provides "direct services to students with documented disabilities and [makes] appropriate referrals to other resources on and off campus. The ODS promotes awareness of the special needs and abilities of students with disabilities through educational events and outreach activities.

## Decorum / Civility Statement / Civility Notification Statement

Members of the Blinn College community, which includes faculty, staff, and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behav[ing] in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others.

If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor; it is the student's responsibility to arrange for this conference.

### Participation

Students are encouraged, indeed expected, to actively engage the subject matter—an engagement that reflects the student's interest in academics and his or her willingness to join in productive discussion.

### Other Considerations

Because the nature of the course and the nature of the presentation both invite classroom discussion, any potential impediment to the free flow of ideas cannot be allowed; therefore, **no mechanical recording of class meetings is allowed**. See instructor.

The Internet cannot be considered a final, authoritative source of information; therefore, the Internet and information obtained therefrom should not contribute to any aspect of the research for any paper associated with this course unless it has been cleared with the instructor well beforehand.

The student will be held responsible for all assignments, even reading assignments not actually discussed during scheduled class meetings. Class meetings are designed to further understanding; therefore, class time will be spent exploring—not explaining—the assigned reading. In short, the student must come to class prepared to discuss any and all aspects of the assigned reading.

The student should bring to the classroom setting notebook paper, highlighter(s), functioning pen, dictionary, the Solomon textbook, and all handouts. The student should not at any time rely on borrowing; borrowing will be construed as a sign of ill preparedness, which, in turn, affects the student's participation grade.

In an effort to enhance student engagement on the Brenham campus, **The Writing Room** provides, free of charge, a supportive, non-directive environment for all students at any stage of the writing process. Located in room 14 of the Academic Building, The Writing Room, while not providing proofreading or editing services, does provide activities for idea invention, computers and computer programs that simplify the task of composing, reference books to help students find the answers to their questions, and English consultants to offer feedback to students as they learn to identify both the strengths and weaknesses of their own writing. While computers in The Writing Room are available on a walk-in basis, students are encouraged to make appointments in advance to meet with Writing Room consultants. (Summer hours doubtful.)

In-class testing will be handwritten; **no laptops for testing**.

Cell phones and beepers/pagers **must be disengaged** while the student is in the Blinn College Library or any classroom or lab.

Consumption of food and drinks is not allowed in Blinn College's library, classrooms, and labs.

*Tentative Course Outline Tentative*  
and  
**Schedule of Readings**  
**May Minimester 2009**

The student is responsible for understanding the vocabulary found in the readings, the very words (familiar and unfamiliar to the student) that constitute the philosophical concepts and arguments. The student should annotate his or her textbook carefully. Dates listed are dates by which the assigned reading should have been read.

**Solomon = Introducing Philosophy: A Text with Integrated Readings**

F	15 May	what philosophy is; doing philosophy; course inventory; justice	551-605
		Solomon: introduction: Socrates; modern approaches	1-22
		Solomon: logic	22-39
M	18 May	Solomon: metaphysics: early Greek philosophers and Plato	45-78
		Solomon: metaphysics: Aristotle	78-85
T	19 May	Solomon: metaphysics: Descartes, Spinoza, Leibniz, et alii	85-118
W	20 May	Solomon: epistemology: Descartes's rationalism	184-201
		Solomon: epistemology: Locke's empiricism	201-13
R	21 May	Solomon: epistemology: empiricism; Berkeley's excess; Hume's empiricism	213-35
F	22 May	Solomon: the Kantian Revolution: brief overview of nineteenth and twentieth century	235-43
T	26 May	major examination: 75 minutes only; systems theory	
W	27 May	Solomon: self and consciousness	321-82
R	28 May	Solomon: dualism; alternatives to dualism	383-410
F	29 May	Solomon: determinism, indeterminism, consciousness, soft determinism	437-75
		Solomon: the problem of evil	154-63
M	1 June	Solomon: ethics: Aristotelian virtue; Kantian ethics	478-92
		Solomon: utilitarianism: Bentham, J. S. Mill; existentialism: Nietzsche, Sartre, Camus	514-27; 527-38
T	2 June	Solomon: ethics and justice	551-605
		final examination and course inventory: 120 minutes only	