Introduction to World Philosophy

PHIL 2010

CRN: 89658

Classroom: 117

Class times: 7:30-8:15 T/TH

Text: Fifty Readings Plus, Abel, 2nd Edition

Catalog Description: Introduction to World Philosophy. An introduction to philosophy through the study of representative texts of major philosophers from Plato to the present, from East and West. Topics addressed include personal identity, the nature of knowledge, the existence of God, happiness, the nature of the external world, the relation of language to the world, meaning, and truth. Critical thinking and communication skills are emphasized. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

Course Description: This course is designed to introduce the student to the academic study of philosophy. We will examine writings from modern to ancient philosophers. It will be of paramount importance for the student to keep up with the assigned readings. The exams will be designed to test the student’s knowledge and understanding of the details of the assigned authors’ arguments. As such, regular class attendance is strongly recommended.

Credit Hours: 3.0 semester credit hours (3-0-3)

Prerequisite(s): ENGL 1101(C) required; ENGL 1102 recommended.

Instructor: Alfred Tucker
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fax: (678) 466-4899
e-mail: alfredtucker@clayton.edu
internet: http://a-s.clayton.edu/ctucker

Office: TBA

Office hours: 5:00-6:00 T/TH
Other times by appointment

Computer Requirement: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.

Computer Skill Prerequisite:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via e-mail
- Able to use a Web browser

In Class Use of Computers: Student notebook computers will not be used in the classroom in this course. Computers will be required to access any course materials the instructor posts to the web and to communicate with your instructor. Students may take notes on their computer, but should not web-serf during class.

GeorgiaVIEW Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting "GaVIEW" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

Program Learning Outcomes

Course Outcome 1: The student will gain a deeper understanding of basic philosophical questions in the three main branches of philosophy: ethics, metaphysics, and epistemology..
Course Outcome 2: The student will improve is/her ability to read academic writing.

| PHIL 2201 Communications Outcomes | **Description:** Assigned papers and journal entries require students to convey information that is sufficiently accurate and extensive to achieve the purpose of the assignment, which is to either elucidate some aspect of a reading or develop a reasoned response to a specific question on a reading or topic.  

**Evidence:** Student papers, journal entries, examinations. |
|---|---|
| **Description:** Student papers and presentations are typically addressed to the entire class, and not solely to the instructor, requiring attention to a public audience, fellow classmates.  

**Evidence:** Class feedback following presentations, instructor feedback on papers and presentations. |
| **Description:** Critical thinking is central to any course in philosophy, requiring clarity on questions of issue, evidence, and reasoning, i.e., on logical organization. Student papers must clearly identify the issue being addressed and must articulate reasons for positions held. In classroom discussion, students are similarly required to focus on the reasoning behind positions or theories.  

**Evidence:** Student papers, presentations, and examination answers require attention to elements of proper and effective logical argumentation, as well as attention to the fundamentals of proper grammar and syntax  

**Evidence:** Assignments are graded on these points. Examinations test elements of logical presentation. |
| **Description:** the chief stylistic requirement is directness and precision of expression both in individual sentences and in the framing of the overall argument.  

**Evidence:** Assignments are evaluated on these points. |
PHIL 2201
Critical Thinking Outcomes

**Description:** Since argument, logic, and critical thinking are central to the discipline of philosophy, these four components in fact frame much of the study and discussion that take place in the course. Students must understand what issue is being addressed in a given reading in order to understand the reading.

**Evidence:** Student papers – whether they clearly identify the issue being addressed. Examinations that require recognition of what is actually at issue in a given context.

**Description:** Critical method is central to philosophy, and students are continuously confronted with the necessity of identifying what is at issue, considering the reasoning and evidence brought to bear on the issue and understanding how a given position or conclusion is found to follow, and with what strength, from the evidence.

**Evidence:** Assigned papers, classroom presentations on issues, examinations.

**Description:** Philosophy requires that one understand how one comes to believe as one does, i.e., what evidence there is for a given belief, position, conclusion, opinion.

**Evidence:** Student papers must give reasons and evidence for theses. Class discussion is so structured as to require more than mere assertion of belief, and students come to see what it means, first hand, to have or not have evidence for beliefs.

**Description:** Conclusion is integral to reasons and evidence; whether and with what probability a conclusion follows from argument, both those of the readings and those of student papers, is a matter of continuous attention.

**Evidence:** Student papers, classroom presentations, examinations

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**Grading and Evaluation**

**Evaluation:** The student’s grade in the course will be computed as the average of five exams and a term paper. The instructor does not curve exam grades nor drop the lowest exam score. Students should prepare for the exams with this in mind.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
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<tr>
<td>C</td>
<td>70 - 79%</td>
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<tr>
<td>D</td>
<td>60 - 69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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**Mid-term Progress Report:** The mid-term grade in this course, which will be issued on 10-04-13, reflects 40% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on 10-04-13.

**The last day to withdraw without academic accountability is 10-04-13.**

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**PHIL 2201 Projected Course Schedule Tentative Reading List**

**08-13:** Introduction

**ETHICS**

**08-15:** The Challenge of Cultural Relativism, Rachels, p.459

**08-20:** A Defense of Abortion, Thomson, available at the web address below: (http://spot.colorado.edu/~heathwoo/Phil160,Fall02/thomson.htm

**08-22:** Utilitarianism, Mill, p.416 / **NO SHOW REPORTING**

**08-27:** Groundwork of the Metaphysics of Morals, Kant, p.404

**08-29:** Beyond Good and Evil, Nietzsche, p.438

**09-03:** Existentialism is a Humanism, p. 447

**09-05:** Review

**09-10:** EXAM 1

**EPISTEMOLOGY**

**09-12:** The Will to Believe, James, p.122

**09-17:** Pensées, Pascal, p.115

**09-19:** Meditations on First Philosophy, Descartes, p.146

**09-24:** An Enquiry Concerning Human Understanding, Hume, p. 187

**09-26:** James, Truth is Established on Pragmatic Grounds, In-class handout
10-01: Review
10-03: EXAM 2
(10-04:

METAPHYSICS
10-08: The Nature of Mind, Armstrong, p.237
10-10: The Middle-Length Discourse of the Buddha, p.278
10-15: Brain Transplant and Personal Identity, Parfit, Handout
10-17: The Range of Human Freedom, Hospers, p.326
10-08: REVIEW
10-10: EXAM 3
10-15: NO CLASS / FALL BREAK

PHILOSOPHY OF RELIGION
10-17: Natural Theology, Paley, p.46
10-22: The Blind Watchmaker, Dawkins, p.64
10-24: On Free Choice of the Will, Augustine, p.77
10-29: The Problem of Evil, Hick, p.102
10-31: REVIEW
11-05: EXAM 4
11-07: Leviathan, Hobbes, p.503
11-12: The State, Rothbard, In-class handout
11-14: Lifeboat Ethics: The Case Against Helping the Poor, Hardin
http://www.garretthardinsociety.org/articles/art_lifeboat_ethics_case_against_helping_poor.html
11-19: Rich and Poor, Singer, Handout / TERM PAPER DUE
The course syllabus provides a general plan for the course; deviations may be necessary.

**Course Policies**

**General Policy:** Students must abide by policies in the [Clayton State University Student Handbook](https://www.clayton.edu/student-handbook), and the [Basic Undergraduate Student Responsibilities](https://www.clayton.edu/student-handbook).

**University Attendance Policy:** Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Course Attendance Policy:** Attendance is expected for all class periods. Attendance is required for quiz and examination periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority.

**Missed Work:** Without a valid excuse, a grade of zero points will be assigned for the missed work. If a valid excuse is provided:

- Make-up examinations will be given only if they are taken before graded examinations are returned to students (next class period). In the event that a make-up examination cannot be taken before exams are returned to other students, the missed examination will not count in calculating the course grade. This means that other graded work will be responsible for a greater weight in determining the course final grade.

- The final examination must be taken.

**Academic Dishonesty:** Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will
be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described beginning on page 14 of the Student Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions).

**Disruption of the Learning Environment:** Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm

**Other Policies:** All examinations are closed book. No student-produced "memory sheets" or note cards are allowed. Cell phones should be placed on silent at the beginning of class. Also, students should refrain from texting in class.
Phil 2201 Paper Guidelines

The Reading: Read the following two articles. The e-mail addresses are listed, but you can also Google the author’s name as well as the name of the article to find the articles.

Ayn Rand, Man’s Rights
http://www.aynrand.org/site/PageServer?pagename=arc_ayn_rand_man_rights

and

Kai Neilson, A Moral Defense of Socialism

The Assignment: After reading the two articles listed above, select the one that you disagree with. You will write a 5-6 page paper about this article. In the first half of your paper you should clearly identify the original author’s thesis and present the most compelling arguments the author gives in favor of his/her position. In the second half of your paper, you should present your own original counter-argument. In other words, you must present the reasons that you disagree with the author in the form of an argument.

Due Date: November 19, 2013. 5 points subtracted per day for late papers.

Rubric for Essays

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<tr>
<th>Category</th>
<th>Above Standards (20 points)</th>
<th>Meets Standards (17 points)</th>
<th>Approaching Standards (15 points)</th>
<th>Below Standards (12 points)</th>
<th>Failure to Perform (10 points)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Organization</td>
<td>Information is very organized with well-constructed paragraphs and well-constructed sentences.</td>
<td>Information is organized with well-constructed paragraphs. Some sentences need work.</td>
<td>Information is organized, but paragraphs and sentences are not well-constructed.</td>
<td>The information appears to be disorganized.</td>
<td>Doesn’t show knowledge of having read the articles.</td>
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<tr>
<td>Thesis Statement</td>
<td>The thesis statement is clear and outlines the main points to be discussed.</td>
<td>The thesis statement is clear but does not provide all of the main points to be discussed.</td>
<td>The thesis sentence is somewhat clear and does not provide all of the main points to be discussed well.</td>
<td>The thesis sentence appears but it does not identify any of the points that will be discussed.</td>
<td>There is no thesis statement.</td>
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<tr>
<td><strong>Sequencing</strong></td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.</td>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.</td>
<td>A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</td>
<td>Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.</td>
<td>There is no argument in the essay nor any logical order.</td>
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<tr>
<td><strong>Evidence and Examples</strong></td>
<td>All of the evidence and examples are specific, relevant, and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td>No evidence is given.</td>
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<tr>
<td><strong>Grammar and Spelling</strong></td>
<td>Author makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Almost impossible to read because of grammatical mistakes.</td>
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**Total:**

Best Possible Score: 100 out 100