INTRODUCTION TO PHILOSOPHY
DIVISION OF MULTIDISCIPLINARY STUDIES
13902 - PHI 153 – 601
( Hybrid )
FALL 2017

Dr. Paul R. Shockley              Location of class: Ferguson: # 373
Home:  713.857.2912              Time of class: Mondays/Wednesdays
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                                 appointment

“Philosophy begins in wonder.
And, at the end, when philosophic thought has done its best, the wonder remains.”
~ Alfred North Whitehead

I.  COURSE DESCRIPTION:

In addition to a concern with the goals, nature, and methods of philosophy, this
course focuses on issues concerning philosophical theories of knowledge and
reality, drawing on ideas from a variety of disciplines. Possible topics: the nature of
philosophy, the problem of skepticism and knowledge, mind and personal identity,
and the nature and existence of God. Emphasis is on the nature of philosophy and its
relation to education, logic, and critical thinking.

II.  COGNITIVE AND AFFECTIVE OBJECTIVES:

A.  Problem Learning Outcomes:

➢ This is a general education core curriculum course and no specific
  program learning outcomes for this major are addressed in this
  course.

B.  Exemplary Educational Objectives:

➢ Awareness of the scope and variety of texts dealing with various
  philosophical issues.

➢ Understanding of the historical and social contexts of philosophical
  movements.

➢ Ability to respond critically to works in philosophy.
Ability to formulate, express, and support opinions on the philosophical issues covered in this course.

Knowledge of cross-cultural influence of philosophy.

C. **Student Learning Outcomes: Student Learning Outcomes and Assessment Assignment:**

- PHI 153 is part of the university’s Core Curriculum. As such, the work assigned in this course recognizes the general goals of the core and the specific objectives attached to those classes designated for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

- Specifically, students enrolled in this course will demonstrate the general ability to:

  1. Think critically, which includes the ability to analyze, evaluate, and synthesize information about specific philosophical concepts.

  2. Communicate effectively by developing and expressing ideas through written and visual communication.

  3. Gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.

  4. Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

**Assessment Assignment:**

1. To measure the success of student acquisition of these mandated skills, during the unit on Epistemology, students will construct a written assignment that will dovetail with the specific epistemological theories covered in that section of the course.

2. The assignment will be a single essay that is step driven. Specific instructions of this assignment can be found in this syllabus. Completion of this assignment is required by the university and is an integral component in the successful completion of this course.
III. GRADE POLICIES, COURSE REQUIREMENTS, & TESTING INFORMATION:

A. Course Policies and Requirements:
   - 20% Mid-Term Exam (Exam 1): 2 October
   - 20% Epistemology Essay Paper: 6 November
   - 20% Cumulative Final Exam (Exam 2): 15 December
   - 20% Discussion Board Lectures and Questions: Weekly (10 Entries)
   - 20% Online Review of One Debate: 29 November

B. Attendance is expected. A complete attendance report may be filed with the student’s dean and the registrar with the final course grade. In fact, more than one absence, whether excused or unexcused, means you will receive a final grade of “F” for this course.

Please do not miss class! In view of your interests, too much is at stake.

C. All students are required to be present for announced exams. Any missed exam without a cogent documented excuse will be counted numerically as a zero (00). This is considerably lower than an average F.

D. Because of the nature of these exams over assigned readings and lecture material, it is in your best interest to attend class and proactively engage material, especially since each exam counts 20% towards your final grade.

E. Required Books:


1. This book will stimulate our thoughts regarding ultimate questions like:
   - Where did we come from? (*origin*)
   - What are we? Who are we? (*identity*)
   - Why are we here? (*meaning*)
   - How should we then live? (*morality*)
   - What’s gone wrong with the world? (*evil*)
   - What can be done to fix the problems of the world? (*hope*)


F. Exam Information:
Each exam may involve multiple choice, matching, true/false questions, short discussion, and/or essay. You need scantron (882E) and blue books for mid-term exam. Please bring writing utensil, scantron, and blue book. I will not be in a position to keep additional bluebooks, writing utensils, and 882E scantron. For final exam, all you need is 882 E scantron and number 2 pencil.

Each exam will cover lecture material and assigned readings as dictated on course schedule or as directed by professor.

I may add additional required readings as deemed appropriate. I will inform you if the additional material will be added to quizzes or exams when I distribute the material in class.

Take good notes. Recordings of any sort are not allowed for class lectures (except for ADA compliance).

Any student who has to miss the mid-semester exam must personally contact me with a cogent documented excuse to re-take the exam within two class days. Otherwise, you will receive no credit (00). If you miss the final exam, contact me to take the exam immediately; otherwise, you receive no credit for the exam (00).

G. **Epistemology Paper:**

1. During the unit on Epistemology, students will construct a written assignment that will dovetail with the specific epistemological theories covered in that section of the course. The assignment will be a single essay that is step driven and may be described to the students in the manner seen below. While the sample directions below break the assignment into steps, this is a single essay and will be uploaded for each objective.

2. **Student Directions:**

   a. Following the unit on Epistemology, each student will complete and turn in a written assignment. The stylistic requirements for the assignment will be the completion of a four to five page essay that is stylistically clean and displays academic citation of all source material. The work will be typed and will include a works cited page. While the content requirements have been broken down into a series of steps that build upon one another and thus highlight our learning process (see below), this is to be written as a single, cohesive essay. The content steps are:

   b. As you have been introduced to a number of epistemological theories during the last several weeks, you are to choose **TWO of those theories and provide a critical evaluation of each theory.** Upon identifying and explaining each
theory, you will then critically evaluate each theory. (This will tie to the Written Communication and Critical Thinking rubrics).

c. Next, you will transition from a direct analysis of an epistemological theory to an indirect analysis of a third theory. In this case, you are to either design your own cartoon or find a cartoon online that you believe comments on a third epistemological theory. After providing the cartoon, you will write an analysis of this image in which you identify and explain how the cartoon, in terms of its context and assumptions, comments on this third epistemological theory. (This will Connect with the Critical Thinking and Written Communication rubrics, and will tie the visual to the written element)

d. Finally, you will conclude your paper with a personal discussion in which you identify the epistemological theory that you find most convincing and then critically explore how your choosing that theory will impact your own ethical self-awareness in different contexts and your cultural self-awareness as it is tied to such issues as civic responsibility or understanding your role in a regional, national, or global community. (This will tie to the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility rubrics)

e. As you can see from the description, this assignment interconnects with the Core Curriculum Objectives and will be used as part of the core assessment process. Therefore, you need to make yourself familiar with and work towards accomplishing those goals found on the rubrics for Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility; these rubrics can be found at: http://www.sfasu.edu/acadaffairs/114.asp. These rubrics will be used to assess your essay.

f. This work is to be done in your words. All sources must be properly cited. Plagiarism, which is your responsibility to know what it is and how to avoid it, is totally unacceptable. Strict plagiarism policy is upheld. No “cut-in-paste” from internet.

**H Video Debate:**

- You will watch **ONE** of the following three video debates and offer a 5-7 page critical review. Cover sheet is required. 12 size font. Romans/New Times. Proper grammar, citations, and punctuation are expected. If any other sources are consulted, bibliography is required.
Summarize each major argument from both sides and offer a thoughtful response/critique using the philosophical tools you have gained in this class. Look for logical fallacies as studied in chapter 1 and consider the seven-fold criteria for evaluation:

- Logical Coherence
- Empirical Adequacy
- Existential Relevance
- Viability
- Workability
- Explanatory Power
- Ethical and Aesthetic Values

This paper will be uploaded to D2L and is subject to turnitin.com. Therefore, plagiarism is not acceptable whatsoever.

All three debates are offered on youtube.com. Choose only one!

The first debate is John Lennox vs. Richard Dawkins Debate: Has Science Buried God? Oxford Museum of Natural History hosts this debate. John Lennox of Oxford explains how science points to an intelligent creator and Richard Dawkins of Oxford offers a counterargument. This debate is 1:20. This paper is due 29 November by midnight and is to be uploaded to D2L.

The second debate is William Lane Craig vs. Paul Kurtz William Lane Craig vs. Paul Kurtz: Is Goodness Without God Good Enough? This debate took place at Franklin & Marshall College. This debate is 1:39 long. This paper is to be uploaded to D2L by 29 November by midnight.

Third debate is Does God Exist between William Lane Craig vs. Christopher Hitchens. This 4 April 2009 debate took place at Biola university. This debate is 2.12 hours long. This paper is to be uploaded to D2L by 29 November by midnight.

Plagiarism is not acceptable whatsoever. Your review and critique is to be in your own words.

I. Discussion Board Lectures and Questions:

I will upload lecture material and pertinent questions each and every Wednesday. As a result, you will offer a minimal of 500 word response to 10 of the entries I upload.

Each entry will graded with a potential possibility of earning 10 points. Thus, 10 points per entry could earn total of 100 points (A+).
Proper grammar, citation, and punctuation.

No plagiarism whatsoever.

No extensive quotes.

Use skills of analysis and thoughtful reflection.

Any qualitative feedback you offer to the other entries *within the week they are posted*, might qualitatively contribute to your overall grade.

You have one week to offer a thoughtful, philosophical response from the day it is posted for each entry. No exceptions.

IV. GENERAL RULES:

- No use of cell-phones, text-messaging, games, I-Pods (or equivalent), social utilities, or internet in class. No use of any technological device (unless ADA) that may be a distraction to the learning process. Laptops used exclusively for class-notes are acceptable. Please silence cell-phones before class. **If you use the computer for other purposes than taking notes, then you will be asked to leave class.**

- No smoking or use of tobacco will be permitted in the classroom.

- All university rules governing academic dishonesty will apply.

- Lectures may not be taped, recorded, or video transcribed.

- No reading of newspapers, magazine, kindle books, and other materials for other classes.

- Respect your classmates and professor.

- If you have to step out to the restroom be sure to do so quietly.

- Do not bring attention to yourself.

- Attendance is expected. **In fact, more than one absent, whether excused or unexcused, means you will receive a final grade of “F” for this course.**

- I will be taking attendance at beginning of class. It is imperative that you be present and on-time.

- If you are late to class you must inform me at end of class or you will be counted as absent.
If you are more than fifteen minutes late to my class, then you will be counted as absent.

If you are gone more than 15 minutes from class, then you will be counted as absent.

For every three times you are tardy to class (under 15 minutes), your excessive tardiness will be counted as one absence.

V. HOW TO DO WELL IN THIS COURSE:

- Carefully read assigned work. Proactively bombard your assigned readings with the following questions: why, where, what, when, who, and so what?

- Consider making an outline of the major units of thought in your readings. As you formulate your outline from the reading, ask yourself the following question: “What do I see?” The more observations you make, the better your interpretation of the author's position or claim may be. Afterwards ask, “What does it mean?”

- After you outline the author’s position/claim go back and see what arguments are being provided to support that position or claim. Keep asking yourself, “What is the issue?” Then consider what objections can be raised against that issue, position, or claim. Lastly, what replies can be given to defend the position or claim?

- You should consult with me as often as possible to make sure you are understanding the material. Do not wait until the day before a test to begin studying. This is not the kind of course for which you can cram and expect to do well. Take advantage of the office hours.

- Consider forming study groups to prepare for quizzes and exams.

- Those who sit front and central statistically do better on their exams.

- Try to read when you are at your best (e.g., if you are a “morning person”, then make a way to study philosophy in the morning and not late at night).

- Make sure you are able to contact another student for lecture material in case you happen to miss a class (es).

- Eight Strategies for First-Rate Studying:
  
  Read Thoughtfully
  Read Repeatedly
  Read Patently
  Read Selectively
  Read Imaginatively
  Read Purposefully
  Read Acquisitively
Read Telescopically

If you want to improve your reading comprehension skills I would encourage you to purchase Mortimer J. Adler’s informative work, *How to Read a Book*.

- 10 maxims I encourage you to inculcate into your life in order to achieve academic success:
  1. Be focused! Your energy, time, and discipline need to be bent on becoming the very best. Focus on what really counts. Do not allow yourself to become diverted by the trivial and unimportant.
  2. Be holistic! Pro-actively make decisions and pursue interests in your daily life that will assist you in obtaining success. Your resources must always be redirected to your goal.
  3. Be undivided! Do not separate one area of your life from another. Pursuing opposing interests may marginalize your success because it divides up your energy, time, resources, and attention.
  4. Be determined! Academic progress is rough, ever so time-consuming, and ever so demanding. Meet every demand with a determination for excellence. Learn from your mistakes. Pick yourself up when you fail and press on!
  5. Be resilient! Do not give up. You will perhaps fail some time or another during your program. You may even become depressed from the critical feedback you receive from your professors and peers. When those times come, and they do for most if not all, you must pick yourself up again—for accomplishing the goal is worth facing seemingly insurmountable obstacles.
  6. Be sacrificial! Purposefully let go of those things that will hinder your success. Willfully discard every hindrance and degenerative influence that will keep you from achieving your goal with a passion for excellence. Routinely examine your life and see what is encouraging or discouraging you from reaching excellence.
  7. Be healthy! Realize, as Aristotle states, that one area of your life impacts all other areas, whether intellectual, physical, or moral. Take very tender care of your mind, soul, and body. You need to strive to be holistically healthy—for if you are not mentally, physically, and spiritually healthy, then you may easily become fatigued, develop inner angst, regret, disappointment, and waiver in the completion of your goals. Remember, a good night sleep is one of the best things you can do for yourself.
  8. Be supported! Cultivate a network of people who will exhort you to succeed! Develop relationships with peers who are also bent on achieving success.
9. Be excellent! Successful students realize the importance of cultivating a disposition, i.e., an inner character, which desires intellectual and moral excellence. Seek to desire excellence. Aristotle encourages us to do deeds of excellence until excellence becomes habitual in our personhood.

10. Be balanced! Learn how to balance “having fun” with “hard work.” Don’t ignore those opportunities to relax or play hard. In fact, pursue them! But do not allow those opportunities to displace your study opportunities. Remember, learning is pleasurable!

One of the dangers for those who do achieve success is the problem of malnourishment. Successful people may reach their long-term goals, but so many of them starve themselves in the process. Do not so focus on your goals that you miss out on dynamic opportunities that can nourish your person, inform your circumstance, grow your character, and enlarge your world. In other words, do not so focus on the future that you neglect the blessings that are right in front of you.

VI. CLASS SCHEDULE, TOPICS, & ASSIGNED READING:

Depending upon class context, I may alter our readings and topics. Notwithstanding, follow this outline unless otherwise directed by professor. Sometimes I may ask you to re-read certain chapters or portions from required readings or articles.

“When you look into an abyss, the abyss also looks into you.”
~Friedrich Nietzsche

<table>
<thead>
<tr>
<th>Class meeting</th>
<th>Topic</th>
<th>I will be introducing you to some important ideas from the following books and authors:</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 August</td>
<td>Introduction to Course: What is a worldview? What is Philosophy?</td>
<td>Introduction</td>
<td>Power of Ideas: Chapter 1</td>
</tr>
<tr>
<td>4 September</td>
<td>Development of Critical Thinking Skills; How to study philosophy Presocratic philosophy</td>
<td>Presocratic Philosophy</td>
<td>Power of Ideas: Chapters 1-2.</td>
</tr>
</tbody>
</table>

10
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 September</td>
<td>Metaphysics &amp; Epistemology: Ancient (Plato; Aristotle), Medieval (Plotinus; St. Augustine; St. Aquinas)</td>
<td>Plato’s Republic, Chapters 3-4.</td>
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<tr>
<td>18 September</td>
<td>Metaphysics &amp; Epistemology continued: Stoicism and Epicureanism</td>
<td>Plato’s Republic, Descartes’ Meditations</td>
<td>Power of Ideas, Chapters 5-6.</td>
</tr>
<tr>
<td>25 September</td>
<td>Continental Philosophy: Critical Theory; Structuralism; Postmodernism; Post-Structuralism; American Pragmatism: Experience as the starting point; Analytic Fallacy (problem of reductionism)</td>
<td>Descartes’ Meditations</td>
<td>Power of Ideas, Chapters 7-9.</td>
</tr>
<tr>
<td>2 October</td>
<td><strong>Mid-Term Exam</strong></td>
<td><em>BE ON TIME TO CLASS!</em></td>
<td>Bring Scantron form 882 E, number 2 pencil, and bluebook essay.</td>
</tr>
<tr>
<td>9 October</td>
<td>Virtue Ethics: Socrates; Plato; Aristotle</td>
<td>Aristotle’s Nicomachean Ethics</td>
<td>Power of Ideas, chapter 10.</td>
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<tr>
<td></td>
<td></td>
<td><em>Be working on epistemology paper</em></td>
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<tr>
<td>16 October</td>
<td>Deontological Ethics: (St. Aquinas; Immanuel Kant); David Hume’s Ethics; Sir William David Ross’ Ethics</td>
<td>Aristotle’s Nicomachean Ethics</td>
<td>Selection 10:2, Aristotle’s Nicomachean Ethics (beginning on pg. 292)</td>
</tr>
<tr>
<td>23 October</td>
<td>Consequential Ethics; Utilitarianism (Jeremy Bentham; John Stuart Mill); Egoism; Relativism; Ethics of Care vs. Ethics of Justice</td>
<td>Nicomachean Ethics</td>
<td>Selection 10:6: Utilitarianism (beginning on pg. 299)</td>
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<tr>
<td></td>
<td>Last day to drop courses and to withdraw from</td>
<td></td>
<td>Selection 10.7 Friedrich Nietzsche:</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading</td>
<td>Notes</td>
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<tr>
<td>25 October</td>
<td>the university without WP or WF is 25 October</td>
<td>(Carol Gilligan)</td>
<td>Beyond Good and Evil (beginning on pg. 301). Be working on epistemology paper.</td>
</tr>
<tr>
<td>30 October</td>
<td>Continuation of Ethics Social and Political Philosophy if time allows.</td>
<td>Plato's Republic; Gandhi's Political Writings</td>
<td>Power of Ideas, chapter 11 Refine and Review Epistemology Paper</td>
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<tr>
<td>6 November</td>
<td>Epistemology Paper is Due BE ON TIME TO CLASS!</td>
<td>BE ON TIME TO CLASS!</td>
<td>Epistemology Paper is due!</td>
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<tr>
<td>13 November</td>
<td>Philosophy of Religion Existence of God: Arguments; Evidences; Existential; Religious Experience Problem of Miracles (Hume); The Problem of evil (Finite God; Author of evil; Natural evil; Gratuitous Evil); Why Isn't God's existence more obvious?</td>
<td>St. Augustine Thomas Aquinas Pascal’s Pensees</td>
<td>Power of Ideas, Chapter 13 Read selection 13.2 Summa Theologica by St. Thomas Aquinas</td>
</tr>
<tr>
<td>27 November</td>
<td>Existentialism (Theistic; Secular; Nihilism)</td>
<td>Simone de Beauvoir’s Ethics of Ambiquity</td>
<td>Re-read Power of Ideas, chapter 8, pages 145-89 on Existentialism and Nihilism. Read selection 8.1 &quot;Existentialism and Humanism&quot; by Sartre Read Selection 8.2 &quot;The</td>
</tr>
</tbody>
</table>
**VII. OTHER IMPORTANT MATTERS:**

A. **Topics, Assignments, Tests, Reading Materials, and Office Hours are subject to change per professor's discretion.**

B. I’m here for you. It is best to contact me by e.mail to make an office appointment.

C. **Academic Integrity:**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic honesty in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. According to the SFA policy located at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp),

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another person in another in act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of
plagiarism are (1) submitting an assignment as if it were one’s work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an internet source or another source and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Anyone who commits an act of cheating or plagiarism will receive an F for the course. Moreover, the student is required to meet with the instructor to discuss the incident, and a formal Report of Academic Dishonesty will be submitted to the student’s permanent file. If you feel the instructor’s determination of academic dishonesty is in error, there is an appeal process described in full at www.http://www.sfasu.edu/policies/academic_appeals_students.asp.

D. Withheld Grades Semester Grades Policy:

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

E. Students with Disabilities:

To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

EXTRA NOTES:

“Sometimes the questions are complicated and the answers are simple.”

~ Dr. Seuss