

Course Information

Number:	PH201
Name:	Philosophy
Description:	This course includes review and analysis of principle ideas in western philosophy and the impact of those ideas on contemporary thinking in the study of nature and human nature, political and social theory, art, theory of knowledge, philosophy of religion, and moral philosophy. Students are introduced to critical and analytical methods in order to distinguish between what a person thinks and how a person thinks.
Credit(s):	3
Offered (DAY schedule):	Every semester
Instructor Permission Required:	N
Pre-Requisite(s):	

Course Objectives

Understand and apply components of philosophical inquiry

Gain familiarity with origins and development of western philosophy

"Know major categories of philosophical thought, major philosophers, and their work.

"Appreciate relevance of philosophy to our social, professional, and personal lives.

PH 201 Philosophy Fall 2018

Dr. Robert Bruce Kelsey
Contact: kelseyr@thomas.edu or 859-1331

Office: AD111
Office Hours: Announced at first class meeting

Required Texts

NONE.

This course was developed to eliminate textbook costs under a generous grant from the Davis Educational Foundation.

Required Software

- Microsoft Office Word or office suite capable of saving in DOC, DOCX, or RTF formats
- ADOBE Acrobat Reader, v.10 or higher (free download from adobe.com)

Course Description

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Course Objectives

Students successfully completing this course will be able to:

- Understand and apply components of philosophical inquiry;
- Gain familiarity with origins and development of western philosophy;
- Know major categories of philosophical thought, major philosophers, and their work;
- Appreciate the relevance of philosophy to our social, professional, and personal lives.

Course Approach and Analysis Framework

This course engages “philosophy” from the perspective of the history of ideas:

- A. How have conceptions of the nature and purpose of humans, the foundations and goals of social and political systems, and the value of the natural world changed over time?

and

- B. How do changes in philosophy, science, and social systems including religion reflect the initial cultural milieu, and how have they affected our contemporary culture?

The course work – primary and secondary source readings, class discussions, and lectures – presents “philosophy” as a dynamic, evolving, and multi-discipline effort to understand who we are, what we know, and how we should behave. By the end of the course, students will have demonstrated:

- A familiarity with the contributions to the history of ideas and to culture of some ‘canonical’ philosophers (such as Aristotle, Aquinas, Hume, Locke, and Kant) and several non-canonical philosophers (such as Gregory of Nyssa, Noddings, and Gadamer).
- The ability to trace the roots of contemporary issues in American society, in particular ideological and political polarization, to seminal movements in philosophy and the two disciplines with which it is intimately bound, science and theology.
- An appreciation for contemporary convergences between philosophy, ecology, physics/cosmology, and theology that together challenge traditional understandings of mind, matter, good, evil, and ethical behavior.

To achieve these goals, we will use the following “Analytic Framework”:

Understanding the Philosopher:

How does this particular philosophy answer the following “Fundamental Questions”?

- What is real, and how do we know it?
 - How do we find “truth”?
 - What is the model for understanding (psychological, metaphysical)?
 - What is the purpose of knowledge?
- What is the purpose/goal of being human (Telos)?
 - How do we know this?
 - Where does virtue (morality) come from / how do we attain it?
- What is the purpose of society (political philosophy)?
 - How does this relate to human telos?
 - How is this affected by the model of understanding?

Understanding the History:

How does this particular philosophy “fit” with its predecessors?

- What does it use from prior philosophy in answering the Fundamental Questions?
 - How does it modify prior philosophy in its answers?
- What novel answers or insights does it introduce?

Determining the Value:

What does this philosophy tell us about our selves, about contemporary socio-political-philosophical issues, and about ‘being human’ in the 21st century?

- How has this philosophy affected our current understanding of the value of humans, the purpose of society, and/or the nature of knowledge?
- What are the strengths and weakness of this philosophy, and have we inherited some or all of these?
- Does this philosophy support or challenge the three major polarizations we struggle with today: science vs. religion, ‘conservative’ vs. ‘liberal’ worldviews, and mechanism vs. vitalism?
- How does this philosophy support or challenge the contemporary dominant “Isms” of egoism, hedonism, and relativism?

Course Activities

As the Analytic Framework indicates, this is a course in philosophical analysis. It has a ‘content’ component: you need to know what a particular philosopher said in order to apply those insights or to trace their effect on our contemporary worldview. The more important component in the course is, however, performative: your effort to analyze and apply those insights.

You will learn about the evolution of key concepts in philosophy, theology, political theory, and ethics through:

- Reading selections from major philosophical tracts, and
- Class discussions and analyses of the assigned reading.

You will demonstrate your understanding of the material through:

- Participating in class discussion and asking questions in class about the reading assignments,
- Completing “Reading Questions” that require you to rephrase reading material in your own words and/or analyze that material,
- Successfully completing quizzes, and
- Completing three papers.

The schedule of readings, homework to be turned in, and papers will be distributed at the first class session and made available on Moodle.

Course Segments

The course is divided into the “Searches”: the search for universal truth, the search for true-isms, and the search for unity. These searches trace the evolution of dominant themes and perspectives in Western philosophy and theo-philosophy, and within a search we will look at multiple sub-disciplines of philosophy (e.g., theory of knowledge, ethics, political philosophy).

See the Appendix for a list of philosophers and their works studied in each Search as well as the media used (AV synopsis or introduction, source extract, synopsis, presentation).

Course Policies

Note: Your continued enrollment in this instance of this course signifies your acceptance of these policies.

Grading Policy & Requirements

Recognizing that this is an elective and that not all students may have a commitment to understanding the roots of their current ideological environment or any significant interest in “philosophical argumentation”, grades in the course will be assigned based on work completed.

To receive a C in the course:

Students must demonstrate an understanding of the course material, but do not have to demonstrate the ability to synthesize that information into new insights or to extrapolate from historical information to contemporary issues.

Students wishing to receive a C grade for course must meet ALL of the following criteria:

- Attend classes except in the case of illness or a Legitimate Excuse
- Turn in all assigned Reading Questions on time
- Receive a passing grade for all quizzes
- Complete the “C” version of the Final Papers for all three Searches.

To receive a B in the course:

Students must demonstrate an understanding of the course material AND the ability to synthesize that information into new insights or to extrapolate from historical information to contemporary issues.

Students wishing to receive a B meet ALL of the following criteria:

- Attend classes except in the case of illness or a Legitimate Excuse
- Turn in all assigned Reading Questions on time (two more than C track)
- Receive a passing grade for all quizzes
- Complete the “AB” version of the Final Papers for all three Searches.

To receive an A in the course:

Students must demonstrate an understanding of the course material AND the ability to synthesize that information into new insights or to extrapolate from historical information to contemporary issues, AND the ability to read, analyze, and summarize challenging philosophical material.

Students wishing to receive an A in the course meet ALL of the following criteria:

- Attend classes except in the case of illness or a Legitimate Excuse
- Turn in all assigned Reading Questions on time (two more than C track)
- Receive a passing grade for all quizzes
- Complete the “AB” version of the Final Papers for all three Searches.
- PRIOR TO THE START OF THE CLASS SESSION devoted to the following philosophers, complete the “A-track” assignment (additional reading and the completion of critical summaries or reading questions):
 - Athanasius (critical summary)
 - Hume (critical summary)
 - Kant (reading questions)
 - Gadamer (reading questions)

Penalty for Failure to Meet All Requirements

Students pursuing one grade trajectory who do not meet all the requirements will receive the grade in the next lower tier: a D instead of a C, a C or C+ instead of a B, a B or B+ instead of an A. The “+” will be awarded in those cases where a student has completed the majority of the work on the A or B trajectory before failing to meet a specific requirement.

Communicating & Submitting Work

Our official and only communication mechanism outside of class is Thomas Outlook accessed via your personal computer or a Thomas desktop.

Submitting Writing Assignments

Depending on the assignment, papers may be handed in in hardcopy, or emailed to me, or submitted to a Moodle drop box.

Submit electronic versions in DOC, DOCX, RTF, or PDF format. Do not submit in native Pages format.

E-mails to Instructor

When submitting written assignments via e-mail, include the assignment name in the email and ensure your name is on the file you are submitting.

What are my responsibilities in this course?

Prepared Attendance

You are expected to attend class, to attend to and to participate in class discussions, and to participate in class activities such as peer reviews or group projects.

Illegitimate absences and/or lack of proper preparation for class signify a lack of commitment to the course. **If you have more than 4 illegitimate absences, and/or if you fail to meet assignment deadlines or repeatedly submit inadequate work, I may at my discretion have you withdrawn from the course.**

Students involved in College sponsored sports or educational activities that conflict with this course may incur additional absences without penalty IF they notify me in advance of the schedule conflicts AND all work required to meet course/project deadlines are met.

Timely completion of assignments

You are expected to complete assigned readings, exercises, writing assignments, and presentations by the due date listed in the course schedule (available in hardcopy and/or Moodle).

Submitting work late without a legitimate excuse will cause you to be dropped from your current grade trajectory.

Obtaining support as necessary

In addition to the academic support provided by Peer Mentors and Tutors, you are expected to pursue at your own initiative other support as required:

1. Students with disabilities or learning differences who need academic accommodations should contact Lisa Desautels-Poliquin, Vice-President of Student Affairs, at desautelsl@thomas.edu or 859-1243.
2. Free, confidential counseling services are available to all fulltime day students. To schedule an appointment email Carol Jollotta, LCSW at counselor@thomas.edu.
3. Many faculty members including myself have designated their offices as Safe Space for students seeking informal support for lifestyle, spiritual, or social challenges.

What are legitimate excuses for missing class or a due date?

Students should notify me as soon as possible if any of these events occur, since they legitimize absences and remove penalties for late work:

- Hospitalization or death of immediate family member
- Armed forces or emergency response duties
- Local emergency/disaster
- Documented chronic illness, personal or family emergency situation.

How are Academic Honesty and Plagiarism defined in this course?

Students in this course are expected to adhere to the College standards regarding academic honesty. Plagiarizing another person's work (even that of a fellow student) violates Thomas College's Academic Dishonesty policy.

In this course, plagiarism is defined as presenting someone else's words or ideas or images, without attribution and, when appropriate, quotation marks.

For responses to textbook review/study questions and for Forum prompt responses, mentioning the name of the author you are discussing will be considered attribution, however, quotation marks will be required if you actually quote from the text.

Examples of Plagiarism

For example, you plagiarize when you:

Use phrases, sentences, paragraphs or complete texts from someone else's published work, in any media and in any form, without accurately citing that source and/or (for text) without using quotation marks. This includes Open Source materials.

Use ideas from someone else's published work other than the course textbook(s), in any media and in any form, without accurately citing that source and/or without using quotation marks. This includes Open Source materials.

Use phrases, sentences, paragraphs or complete texts from someone else's answers to homework assignments regardless of citing the source.

Use images obtained from any source other than your own camera or graphic application without accurately citing that source and/or without using quotation marks. This includes internet archives, internet image repositories, and Open Source materials.

There are two exceptions:

Including without citation or quotation marks standard usage or colloquial phrases and technical terms or phrases. For example, sports journalism uses stock verbs and adjectives to describe players and plays; use of these terms would not constitute plagiarism.

Using quotes but failing to provide references in the correct format (an error in citation format is not an act of plagiarism).

Penalties for Plagiarism

For the first instance of plagiarism, the student will receive zero points for the work in which the plagiarism occurs. If the assignment is an examination, no makeup exam will be offered. If the student plagiarizes in any subsequent assignment, the student will be forced to withdraw from the course and at instructor's discretion the incident may be reported to Academic Affairs.

Can I earn extra credit in this course?

Several Programs at Thomas regularly sponsor student-led research efforts that require Thomas student participants. Students in this class may earn 5 additional points, to be added to their lowest score for any assignment, by participating in any course-sanctioned research efforts undertaken by students in Psychology, Communications, or Criminal Justice.

Appendix – Philosophers, Works, & Media, by Search

The Search For Universal Truth

Plato

<i>Theaetetus</i>	Extract
<i>Phaedrus, 245c - 246d</i>	Extract
<i>Republic, Allegory of the Cave</i>	Source Online
<i>Parmenides</i>	PowerPoint

Plotinus

Metaphysics	AV Overview
Effect on Christian metaphysics	AV Overview
<i>Enneads, Of Beauty</i>	Source Online

Athanasius

<i>On the Incarnation of the Word, 6 – 9, 17</i>	PowerPoint
	Extract

Augustine

<i>On Christian Doctrine, II, Chs. 30 – 38</i>	Source Online
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Gregory of Nyssa

<i>On “Not Three Gods”, paragraphs 6, 15 – 18</i>	Extract
<i>“On the Making of Man”</i> & <i>“On the Soul and the Resurrection”</i>	Extract

Anselm

<i>Proof of God</i>	AV Synopsis
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Aristotle

<i>Ethics</i>	PowerPoint
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Aquinas*Proof of God**Summa Theologiae, ST, I Q.2, A3&4*AV Synopsis &
Source Online**Natural Law***Summa Theologiae, ST, I-2, Q.90, A1, A2, A3;* Source Online*Q91, A1, A2; Q94, A1, A2, A3, A4***The Search For True-isms****Aristotle***Politics*

PowerPoint

Hobbes*Leviathan, CHs. VI, VII, XIII, XIV*

Extract

Locke*Second Treatise, II. Chs. 1, 2, 3, 5, & 7*

Extract

Hume*Treatise of Human Nature, 1.iii, III.i*

PowerPoint

Knowledge and causation

Extract

Ethics

Kant

Transcendental Idealism

AV introduction & PowerPoint

Duty Ethics

PowerPoint

Summary Extract

Mill*Utilitarianism, Ch. 2*

AV Synopsis

Extract

Noddings*The Language of Care Ethics*

Academic Search Complete

The Search For Unity**Kuhn**

Paradigms and revolutions

AV lectures, Leiden Univ.

PowerPoint

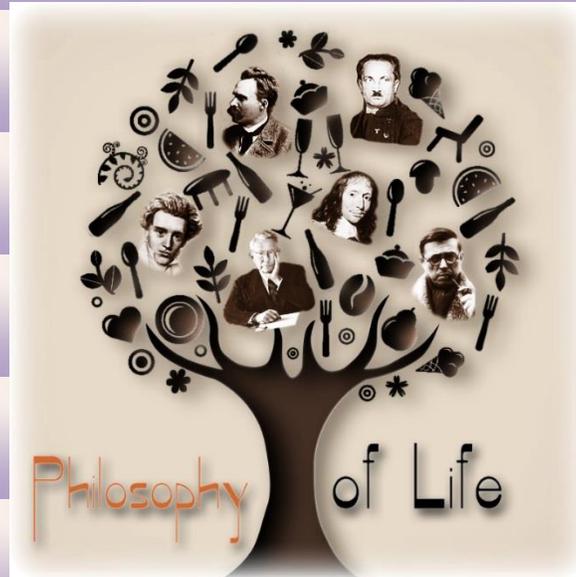
Sheldrake

Materialism and Operationalism

AV talk

	PowerPoint
Complexity & Emergence	AV presentations PowerPoint
Cosmology / Fine Tuning	PowerPoint
Gadamer Historical consciousness, play	PowerPoint Summary extract
Delio Eco-/Emergent-Christology	Article (Moodle)
Deep Ecology Tenets and analysis	Online sources
Evolution / Humanness Multiple authors	PowerPoint

PHILOSOPHY



THOMAS COLLEGE

PH 201

Fall Semester 2018

Instructor: [Prof. Judy Hansen-Childers](#)

Office: Room AD- 212

Office Hours:

Monday – 1:00 PM to 4:00 PM

Wednesday – 1:00 PM to 3:00 PM

Friday – 1:00 – 2:00 PM

You are welcome to drop by at other times or make an appointment.

Office Phone: 859-1335

Cell Phone: 462-3082

Text or Facetime: 207-462-3082

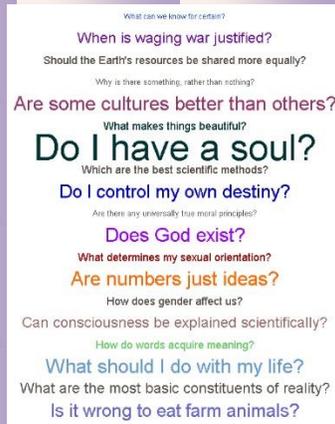
E-Mail hansenj@thomas.edu

Snow Phone/Cancellation Line: 859-1140

Class Schedule: Monday, Wednesday, Friday (Section D: 11:00 – 11:50) in Room AD-205.

Required Text:

The Philosophy Book (Big Ideas Simply Explained) – (DK, 2011) ISBN – 978-0-7566-6861-7)



COURSE DESCRIPTION:

This course includes review and analysis of principle ideas in western philosophy and the impact of those ideas on contemporary thinking in the study of nature and human nature, political and social theory, art, theory of knowledge, philosophy of religion, and moral philosophy. Students are introduced to critical and analytical methods in order to distinguish between what a person thinks and how a person thinks.

NOTE TO STUDENTS:

This course will introduce you to philosophical thinking and to the problems of philosophy. Through our readings and class discussions, you will be led to reflect on such questions as:

- Who am I?
- Why am I here?
- Does my life have a purpose?
- Where does the world come from?
- Is there a basic substance that everything is made of?
- How do I know that something is a fact?
- What is reality?
- What is truth?
- Do I have an immortal soul?
- Is there a god and an afterlife?
- Am I my body or do I *have* a body?
- What is freedom?
- How should I live my life?
- What have some of the great thinkers and traditions said about these issues?

The goals of this course are:

- To encourage you to reflect on these and other fundamental questions
- To help you to develop and exercise your ability to think critically and incisively, to analyze concepts, and to synthesize insights from diverse areas
- To stimulate your imagination and creativity
- To help you understand and appreciate the place of philosophical reflection in your own life

Learning Outcomes:

By the end of the course, students will be able to:

1. Demonstrate an understanding of the major Western philosophical theories.
2. Recognize and describe the impact and influence of these theories over the course of Western history to the present.
3. Recognize and describe the impact and influence of these theories in current events, popular culture, and individual experience.
4. Examine one's assumptions and opinions through reflective and critical thinking.
5. Develop and articulate a personal life philosophy.

ASSESSMENT:

The student's attainment of the learning outcomes will be assessed in the following ways:

1. **Class Participation and In-Class Assignments.** Class participation is very important. Class participation entails your attendance, contribution to class or group discussion, and in-class assignments. It is expected that students attend all classes prepared and ready to work. There will be many questions that come up throughout the lectures and readings, and everyone should feel free to contribute to the discussions. *Student participation is critical to successful learning and performance in this class.* If you are a bit reluctant (as we all are at times) this is the time to overcome your reluctance. This means speaking up when you have something to say as well as not monopolizing the conversation.
2. **Exams.** There will be three in-class exams during the semester. Students will be given a study guide one week before the exam.
3. **Written Assignments.** There will be periodic written assignments based on the text, class discussion and personal reflection.

GRADING SYSTEM

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 (63 - 66)

D- (60 - 62) F (below 60)

GRADING:

Written Assignments (40% of your grade)

Exams (3) (30% of your grade)

Class Attendance and Participation (30% of your grade)

ATTENDANCE and PARTICIPATION:

Participation grades will be based upon regular attendance and the frequency and quality of your contributions to class discussions.

Please notify the instructor in advance if you have to miss a class. Excusable absences will be at the discretion of the instructor. If you are absent, it is your responsibility to arrange other ways of obtaining the information covered in class including arranging a discussion of the material with the instructor. If you are absent more than 6 times you may be dropped from the class.

INTEGRITY OF SCHOLARSHIP:

Students who plagiarize papers and projects or cheat on exams will receive zeros for the work in question and may fail the course. Please refer to the section on “Academic Honesty” in your student handbook for an explanation of plagiarism and academic misconduct and the policies and procedures that apply.

OTHER IMPORTANT NOTES:

- Changes in the syllabus and assignments may be modified as deemed appropriate by the instructor. All changes will be announced in class.
- Students who would like to strengthen or polish their writing skills are strongly encouraged to check out the services provided by the Student Success Center.
- Students with disabilities or learning differences who need academic accommodations should contact Lisa Desautels-Poliquin, Vice-President of Student Affairs and the instructor as soon as possible.

[Thomas College Homepage](#)

SCHEDULE OF IMPORTANT DATES:

CLASSES BEGIN	Monday, August 27th
LABOR DAY	NO CLASS on Monday, September 3rd

SEPT 4th	Last day to add courses; last day to drop courses with no transcript record
SEPT 10th	NO CLASS on Monday, September 10th
SEPT 19th	NO CLASS on Wednesday, September 19th
COLUMBUS DAY BREAK	Monday and Tuesday, October 8th and 9th – Columbus Day Break – NO CLASSES
OCT 12th	Mid-Semester Warnings
OCT 29th	Last day to drop a class without receiving a failing grade
NOV 6th	ELECTION DAY – VOTE!
NOV 9-16th	Pre-Registration Week
NOV 12th	NO CLASS on Friday, November 12th
	VETERANS' DAY
NO CLASS	November 20-23 - Thanksgiving Break - NO CLASSES
LAST DAY OF CLASSES	Friday, December 7th
	Pearl Harbor Day
DEC 10-14th	Finals Week – Final time TBA

LIST OF TOPICS

TOPICS

Introduction to the Course and Philosophy

The Natural Philosophers
Socrates
Plato
Aristotle
The Hellenistic Philosophers
Christianity and the Middle Ages
The Renaissance and The Reformation
Descartes and Spinoza
Locke and Hume
The Enlightenment
Kant
Romanticism and Existentialism
Materialism and Naturalism
Late 20th Century

This syllabus may be changed at the discretion of the instructor.

Last revised: August 3, 2018