PHIL 2200
Ways of Knowing

Semester: fall 2013
Location: online
Time: asynchronous – no set meeting times

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Course Description:
A philosophical, critical examination of the different ways of knowing and thinking in the humanities, natural sciences, and social sciences including ethical and religious perspectives. Emphasis is on the nature and purpose of philosophical inquiry as applied to selected issues within philosophy and the broader implications of these methods and questions for other disciplines and in everyday contexts.

Learning Objectives:
PHIL 2200 satisfies one of Kennesaw State University’s general education program requirements. It addresses the Critical Thinking learning outcome. The learning outcome states: Students articulate a position on an issue and support it by evaluating evidence relevant to the position, considering opposing positions or evidence, and evaluating the implications and/or consequences of the issue. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=10&poid=704

Required Reading:
Passion of the Western Mind (Tarnas), The Republic of Plato (trans. Bloom), Schopenhaur: Essays and Aphorisms (trans. Hollingdale), Tao te Ching (trans. Wu). The Tarnas volume is our primary “textbook.” It’s a narrative – a story – that tells the history of Western philosophy. The other texts are translations that I feel are greatly superior to the free versions you can find online. Our other reading assignments are available on the course website.

Attendance Policy:
Since this is an asynchronous, fully online course, we have no fixed meeting times. However, you are still responsible for weekly discussion board posts. To adequately complete this assignment, you will need to keep up with the weekly lectures and readings.
You will see all of the relevant course readings, lectures and assignments for each week in the learning module(s) labeled for that week. In attempt to simulate the face-to-face learning environment of a classroom, I have recorded audio (MP3) versions of the lectures, corresponding roughly to the number and duration (minus discussion) of class meetings that you would expect from a course that meets in person twice per week. To ask questions about the lecture or reading material, simply post your questions in that week’s discussion board. Also in effort to recreate the classroom environment, I have created a PDF file for each lecture that corresponds to the kind of outline material and key terms that I normally write on the board during class. The PDF files are designed to supplement the lectures, not to summarize or replace them.

**Electronic Devices Policy:**
Aside from the computer that you use to access the course, no other electronic devices are allowed while you take the exams. This includes accessing online materials other than the test on the course website.

**Technological Proficiency:**
Since this is an entirely online course, the minimum for computer proficiency is naturally somewhat higher than it might be for a traditional course. I expect that you will have consistent access to an internet connection with a computer and browser capable of displaying the course website for this class. You will also need software that is capable of playing the audio lectures in MP3 format (e.g., windows media player). Some familiarity with discussion boards and threads is also assumed.

**Course Assessments/Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due by 11:59PM on …</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
<td>Each Sunday</td>
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<td></td>
<td></td>
<td>September 1 – November 24</td>
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<tr>
<td>Structured Reading:</td>
<td>10</td>
<td>Friday, September 13</td>
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<tr>
<td>Aristotle’s <em>Nicomachean Ethics</em>, Book I</td>
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<tr>
<td>First Test</td>
<td>20</td>
<td>Open from</td>
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<tr>
<td>topics 1-11</td>
<td></td>
<td>Monday, September 30 –</td>
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<td></td>
<td>Monday, October 4</td>
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<tr>
<td>Structured Reading:</td>
<td>10</td>
<td>Friday, November 1</td>
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<tr>
<td>Descartes’ <em>Meditations</em></td>
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<tr>
<td>Philosophical Analysis</td>
<td>25</td>
<td>Friday, November 22</td>
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<tr>
<td>Second Test (Final Exam)</td>
<td>20</td>
<td>Open from</td>
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<tr>
<td>topics 12-26</td>
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<td>Thursday, December 5 –</td>
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<td>Wednesday, December 11</td>
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**DISCUSSION BOARDS:**
Each week, you will be graded on your participation on the class’ discussion board. You will be expected to contribute at least **two separate substantive comments per module of at least a paragraph**, each in response to either my posted discussion questions, ideas that are relevant to the week’s material or other students’ postings. You may post on any subject matter that is somehow relevant to that module – your post does not have to respond to my posted discussion questions. Irrelevant or weak responses will be given no credit. This interchange can be fun and does not need to be intimidating or difficult. It must, however, be done consistently and **on time** to receive credit. Late submissions may receive up to half credit. This is a pass/fail assignment for each post. As long as your post is relevant and has some substance, you will receive credit. Each post will therefore not be graded. If there is a problem with your posts then I will contact you by email and tell you. Otherwise, you may assume that your posts are adequate for the assignment.

**In summary:**
1) **Post on the modules we are covering that week in class**
2) **Two posts per discussion board**
   - 50 total for the whole course = 25 modules × 2 posts
3) **Your posts for that week are due by Sunday night by 11:59pm**

**Example:**
For October 14–18, we are covering Taoism (module 15) and Confucianism (module 16). This means that you need to have four total posts by 11:59pm on Sunday October 20: two on the discussion board for module 15 and two on the discussion board for module 16.

For the first two weeks, since people will still be shuffling their schedules, the eight posts for modules 1, 2, 3 and 4 are not due until September 1st.

**Discussion Board Etiquette:** Please remember that these discussion boards are part of a university course and that the other people posting are your fellow students. In other words, you should interact with them with the courtesy and consideration that you would if you were sitting next to them in class. This does not mean that you shouldn’t disagree – this is philosophy, after all. If you do disagree with someone, simply remember to do so in a respectful manner.

**STRUCTURED READINGS:**
Twice during the semester, you will be asked to submit (in the class website's assignment dropbox) a "Structured Reading" write-up. These are basically notes that you might make for yourself if you were researching a topic and reading a lot of articles and books on that topic. The assignment consists of three basic sections:

1) **Overall summary:** A few sentences summarizing the entire work. Why was it written? What were the conclusions? What was the author trying to accomplish/prove/disprove? Philosophical papers and books typically try to achieve some kind of movement on a topic. This can come in the form of novel ideas, modifications of existing ideas, objections or
new support for existing ideas, etc. Take care in writing this section – it is not as easy as it sounds to encapsulate a work in a few sentences!

2) Argument: In a series of bullet points, lay out the lines of argumentation in the work. These notes exist so that you can easily come back, perhaps years from now, and bring yourself up to speed quickly on what the main ideas were and what you thought about them. So, ideally, they should contain concise descriptions of the main ideas. If you see a particularly impressive (or distressing) quotation that you think you might use in a paper later, write that down as well. You will be expected to have at least a couple of quotations from the text in your structured reading assignment.

3) Commentary: Discuss your reaction to the work and objections or support for the arguments presented. Was the reading enlightening? Confusing? Hopelessly misguided? Be honest and be thorough. I do not care what conclusions you draw about the validity of the ideas - I just want you to dig into them and think about them. This section does not need to be a finely polished piece of prose. What it should show, however, is the process of your digesting and wrestling with the ideas. If you don't understand an idea, that's fine - just say so! Write down why it's confusing. You may find that in the process of trying to explain to yourself why an idea was confusing that you've figured it out. This is no accident since the process of thinking is often much easier when writing at the same time (the same applies to conversation). This assignment is to help you methodically work through the text and, in doing so, create a resource that you can use later to quickly come up to speed on the ideas.

This assignment reflects a strategy that I have found successful for years. I have a significant library of these notes, complete with quotations, citations and discussion for every academic article and book that I have read in the past ten years. Because it's electronic (and, in my case, exists on Evernote), it is a searchable database. When I go to write a paper and I need a particular idea on Kant, let's say, I can quickly search my notes for "Kant" or "Kant metaphysics" and find comments that I made when the ideas were fresh in my head. Often times, I do not even need to go back to the original sources themselves since I have the quotes and material that I need in my notes. This makes researching a topic much faster than it would be without this resource.

When each class that you take at the university seems like an island to itself, covering material that you may never use again, it is easy to get in the habit of treating your ideas about that material and the quotations from it as disposable - something you'll look to use once and then never again. But once you become involved in researching a topic for a senior thesis, master's thesis, dissertation, academic articles or books, etc., you will need a better strategy for dealing with the mass of research and reading that you will be doing. It does take a few minutes to write things down, especially when you're copying quotations and citations. But it's a great way to work through the ideas... and after you do it once, you will have it forever.

Please note: if you do not cover all of the major ideas in the reading for your structured reading write-up, your grade will reflect this. So, if you only read the first few pages and read a Wikipedia-style summary online, it will be apparent. There are no shortcuts to thinking about the ideas yourself.
**PHILOSOPHICAL ANALYSIS:**
This is not a traditional essay assignment, though like the structured readings, the commentary section should resemble a traditional essay. For a topic of your choosing, you must find two thinkers who argue against one another (or at least with significantly different arguments) and lay out their arguments in a series of bullets. Each bullet should be concise and articulate each step of the argumentation. After laying out their arguments, you will present your own in the same format. So, the first three sections of the assignment should be step by step bullet point walkthroughs of arguments on your topic: 1) a thinker on one side, 2) a thinker on another side, 3) your argument. After clearly and concisely presenting the arguments, you will provide several paragraphs of commentary on the topic. In this commentary, I am looking for pointed, sharply targeted statements about the arguments presented – avoid overly general statements and fluff at all costs! The assignment should be long enough to cover all of the arguments in detail, probably 3-5 pages – when in doubt, more detail about the steps of the arguments is better. The challenge in this assignment is in being able to distill an argument from a text and to formulate your own argument in response in a very structured fashion. If you have questions about what I am looking for in this assignment, please email me and consider using my draft policy (see below)

**SUBMITTING WRITTEN ASSIGNMENTS:**
You must submit your essays on the Desire2Learn course website. Writing will be automatically checked for plagiarism by the Turnitin.com service. The assignment will be marked and returned via the website so that both the student and the instructor have dated copies of the assignment. You must log back into the website to see your graded paper and comments. Assignments submitted by email will not be graded unless this has already been discussed with the instructor. For more detail on the written assignments, see the rubrics at the end of this document.

**DRAFT POLICY:**
Up to one week before a paper is due, the student may elect to submit a draft of the paper to the instructor. Comments will be returned with the paper. I am available via email and during office hours to go over the comments and answer additional questions. If you have concerns about your writing ability, organization, understanding of the topic or are interested in sharpening your paper to get the best grade possible, turning in a draft and revising your paper before it is due is an excellent way to improve your grade. Yes, this policy is very generous – it rewards students who are willing to put the time in. I will go back and forth with you on email as many times as you like to perfect your assignments. This doesn’t result in all of my students getting an A simply because people (for some reason) choose not to do it!

**FIRST AND SECOND TESTS:**
The tests are to ensure that you are doing the readings and understanding the material covered. As the principle focus of this class is (and should be) the papers, the tests are gap-fillers to cover the material that we cover in class but you do not include in your papers. The tests are multiple choice. So are the self-tests online. Notice this. The suggested discussion board questions and summary notes for each week would also be excellent resources in studying for the tests (if you missed the hints, read this paragraph again). One thing that is wonderful about doing an online class is that each test has a window rather than a particular time slot. So you are expected to at any one hour period during the window to sign on to D2L and take the test in the quizzes tab. Be
very sure that you are starting the test at a time that you will not be interrupted and you can finish it. **You may only start the test once.** Grades will be released at the end of the test window. Be advised that the test questions were written knowing that some unscrupulous students will have Wikipedia open in another window even though this is forbidden. You are far better off studying by traditional means as described above.

**Grading:**

**Grading Scale**
Students are evaluated on the following scale:

- **A** – greater than or equal to 90
- **B** – greater than or equal to 80 and less than 90
- **C** – greater than or equal to 70 and less than 80
- **D** – greater than or equal to 60 and less than 70
- **F** – less than 60

**I**—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

**LATE ASSIGNMENTS POLICY:**
An assignment is late if it is turned in after the day that it is due. Late assignments will be penalized 10% of the point value of the assignment for each week that the assignment is late, up to 20% for being two weeks late. **No assignments that are more than two weeks late will be accepted for credit.** If a student has a circumstance that they feel warrants additional time for an assignment, contact with the instructor must occur well in advance. This does not mean the day before the assignment is due. Exceptions will only be given for appropriately documented medical emergencies.

**Academic Honesty:**
The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student
may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

**It is your responsibility to know what plagiarism is.** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards.

Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Plagiarism includes copying material from websites, books, or any other source and presenting it as your own work without a citation or quotation. I am aware of the online resources available and have the knowledge and ability to search these sources. If you copy entire sentences or paragraphs from an online source or book without a citation, that is plagiarizing. **Anyone caught plagiarizing will immediately receive a grade of F for the course.**

See the following websites for more information on plagiarism:

http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

**ADA Compliance:**
The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Carol Pope, ADA Compliance Officer for Students 770-423-6443.
### Course Schedule:

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Textbook Reading</th>
<th>Online Reading</th>
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<tbody>
<tr>
<td>August 16 – 23</td>
<td>Course Introduction: What is Philosophy and why should you study it? (1) Introduction to Plato (2)</td>
<td>Tarnas pp.1-54</td>
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<tr>
<td>September 2 – 6</td>
<td>Introduction to Aristotle, Aristotle’s <em>Nicomachean Ethics</em> (5,6)</td>
<td>Tarnas pp.55-69, 73-89</td>
<td>Aristotle: <em>Nicomachean Ethics</em> Book I</td>
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<tr>
<td>September 9 – 13</td>
<td>Philosophy after Aristotle, the Stoics and Epictetus’ <em>Enchiridion</em> (7, 8)</td>
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<td>Epictetus: <em>Enchiridion</em></td>
</tr>
<tr>
<td>September 30 – October 4</td>
<td>Introduction and History of Buddhism (12, 13)</td>
<td>First Test available in the assessments tab from September 30 – October 4. Grades released after the end of the test availability window. Test covers topics 1-11</td>
<td><em>Dhammapada</em></td>
</tr>
<tr>
<td>October 7 – 11</td>
<td>Zen (14)</td>
<td><em>Tao te Ching</em></td>
<td>Confucius: <em>Analects</em></td>
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<tr>
<td>October 14 – 18</td>
<td>Taoism, Confucianism (15,16)</td>
<td>Tarnas pp.91-350</td>
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<tr>
<td>October 21 – 25</td>
<td>Aquinas, the Problem of Evil &amp; Occam's Razor (17,18)</td>
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<td>October 28 – November 1</td>
<td>Descartes &amp; Kant, Schopenhauer &amp; Aesthetics (19, 20)</td>
<td>Tarnas pp.351-394</td>
<td>Descartes: <em>Meditations</em> Ch.1</td>
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<tr>
<td>November 4 - 8</td>
<td>Utilitarianism (21)</td>
<td></td>
<td>J.S. Mill: <em>Utilitarianism</em> (abridged)</td>
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<td>November 11 - 15</td>
<td>Introduction to Nietzsche, Nietzsche’s <em>Thus Spoke Zarathustra</em> (22,23)</td>
<td></td>
<td>Nietzsche: <em>Thus Spoke Zarathustra</em>, Prologue &amp; Book I</td>
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<td>November 25 - 29</td>
<td><em>Thanksgiving</em></td>
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<tr>
<td>December 5 –11</td>
<td>Final Exam available in the assessments tab during this time only. Test covers topics 12-25. Grades will be released at the end of the window</td>
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All of the original texts that are listed in the *Online Reading* column are not included in the required textbooks for the course and will be posted to the class’ website.
Rubric: Structured Readings

Due dates: Friday, September 13 and Friday, November 1

1) Overall Summary – 2-3 sentences describing which encapsulate the gist of the work
2) Summary outline – bullet points which detail a step-by-step walkthrough of the argument
3) Several paragraphs of targeted commentary

The overall summary is worth 20%. The outline and commentary are each worth 40%.

Rubric: Philosophical Analysis

Final due: Friday, November 22
Last day for drafts (optional): Friday, November 15

4) Bullet points describing the argument made by the first thinker
5) Bullet points describing the argument made by the second, opposing thinker
6) Bullet points describing the your own argument
7) Several paragraphs of targeted commentary

Each section is worth one fourth of the total grade for the assignment.

Important Note: Personal opinions on a philosophical topic will not be graded as right or wrong. The written assignments are not such that you must “agree with the professor” to do well. This does not, however, mean that “anything goes.” For each side of every topic we will cover, an eloquent and sophisticated argument is possible. If you are giving serious thought to the topic and can express your ideas with reason and clarity, you will do well.

DO NOT QUOTE WIKIPEDIA – Wikipedia is a great resource to start with if you know nothing about a topic. It is not, however, good as a formal academic resource.

DO NOT QUOTE THE DICTIONARY – The dictionary is not an authority on anything other than the common usage of words. No philosophical debate of any substance has ever been resolved by looking in the dictionary.

Use of outside sources: aside from the source material for the structured readings and the source material for the two thinkers in your philosophical analysis, you are not required to use any other outside sources, though you may cite additional sources in your commentary if it helps to elucidate a point that you are making.
Guidelines for paper grades. These are from the History and Philosophy Department – please consider these guidelines for the commentary sections of your written assignments.

A = Excellent. Your essay will:
- Have a strong thesis (main point) that is clearly supported by an organized essay/letter/speech where appropriate.
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the reading.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lecture, reading, and research.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations as per syllabus.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Good. Your essay will:
- Have a valid thesis that is supported by a mostly well organized essay/letter/speech where appropriate.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in class and in the reading.
- Analyze material and arguments found in lecture, reading, and research.
- Connect ideas and arguments to the overall historical period.
- Have proper citations with few mistakes as per syllabus.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Satisfactory/Average. Your essay will:
- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay/letter/speech where appropriate.
- Organized.
- Provide examples to support your thesis.
- Demonstrate basic comprehension of the ideas presented in class and in the reading.
- Reveal some incompleteness in the research.
- Incompletely analyze material and arguments found in lecture, reading, and research.
- Incompletely connect ideas and arguments to the overall historical period.
- Improper use of citations, or incorrect format as per syllabus.
- Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average/Barely passing. Your essay will have one or more major problems:
- A weak thesis; or one that is incompletely supported by the essay/letter/speech where appropriate.
- Incomplete or weak organization.
- Weak examples or neglect to include textual examples.
- Show minimal comprehension of the ideas presented in class and in the reading.
- Show incomplete research.
- Partially analyze material and arguments found in lecture, reading, and research.
- Missing, or use incorrect citation format as per syllabus.
- Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.

F = Failing. Your essay will receive an “F” if it meets ANY of the criteria below:
- Does not meet the minimum requirements for a D.
- Shows evidence of plagiarism.
- Does not fulfill the requirements of the assignment.
- Contains unacceptable number of compositional errors.
- Written in stream of consciousness or incoherent argumentation (babbling).
Bibliography


Carter, Elizabeth. (1758). *All the Works of Epictetus, Which Are Now Extant; Consisting of His Discourses, preserved by Arrian, In Four Books, the Enchiridion, and Fragments. Translated from the Original Greek*. Meredith: S. Richardson, Printer.


