Instructor: Dr. Jacob Rump  
Email: jrump@kennesaw.edu (please use D2L as primary means of contact)  
Phone: 770.423.6294 (Department Office Office)  
Office: Social Sciences 4005  
Office Hours: MW 11:00AM-12:00PM (or by appointment)

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:

All other readings will be made available to students electronically.

Attendance Policy:
Attendance at every class meeting is essential to your success in this course, and along with participation (in class and in discussions on D2L) and class preparedness, accounts for 10% of your total grade. If you MUST miss class because of illness or other legitimate emergencies you MUST attempt to email me prior to class time to request that your absence to be excused. Absences will be excused at my discretion. Needing to study, to write a paper, to take a test, etc., for another course is never a valid excuse for missing this course. You are allowed one “freebie,” but each unexcused absence after the first will result in a letter grade deduction from your maximum possible participation grade (e.g., 2 unexcused absences = maximum possible participation grade of B; 3 unexcused absences = maximum possible participation grade of C; 4 unexcused absences = maximum possible participation grade of D; and so on). In the case of repeated absence due to illness, I reserve the right to request a doctor's or nurse's note. Please note that
good attendance is necessary but not sufficient for a high participation grade. Your participation grade is determined on the basis of attendance, evidence of completion of the reading assignments, class participation, and online participation (see “Participation,” below). Makeup/late exams will not be permitted except in extreme circumstances (determined at my discretion).

**Electronic Devices Policy:**
Use of cell phones, smart phones, etc. for any purpose during class is prohibited, and all phones should be turned off or silenced and put away for the duration of the class period. Use of tablets or laptops will be permitted only on the specific days noted on the syllabus (exam days and days when the assigned reading is not from the textbook). As this is primarily an interactive, discussion-based class, student focus should be primarily on participation and understanding as opposed to rote word-for-word note-taking.

**Inclement Weather Policy:**
In the case of inclement weather resulting in a closure of the university, students should expect a communication from me on D2L specifying changes to the schedule, what readings should be completed prior to the next session, etc., as well as specific instructions in the case of a cancellation on an exam day.

**Course Assessments/Assignments:**

**Participation**
Your participation grade will reflect the adequacy of your fulfillment of four criteria:

1) Regular Attendance (see specifics under “Attendance Policy,” above);
2) Class Preparedness (evidence of careful completion of the reading, arrival to class on time and with all necessary materials);
3) In-class Participation (quality and quantity of discussion, posing questions, volunteering to answer questions posed by the instructor or other students, etc.)
4) Online Participation (quality and quantity of posts and responses on the course D2L site)

I reserve the right to give short reading quizzes in class at any time to test completion of assigned readings prior to class. These quizzes will be graded “A” (adequate preparation with the assigned reading) or “I” (inadequate or no preparation with the assigned reading), and will be factored into my consideration of your fulfillment of criteria two in determining your total participation grade at the end of the semester. Criteria three and four will be evaluated in tandem. Students who may be shy or feel less comfortable speaking in class should make an extra effort to participate in the online discussions, and students whose online participation is minimal will be expected to have greater participation in class (although all students are expected to participate in both formats). Although I may keep a tally of instances of participation in class and online, there is no exact rubric or magic number, and the consistency and quality of your participation (thoughtfulness, pertinence, clarity of expression and argument, openness to questions and comments from others, etc.) is ultimately more important than the mere quantity. These four criteria will be considered holistically at the end of the semester to determine your participation grade, and may also be used as a deciding factor for determining overall grades in “borderline” cases. You may contact me (through D2L) at any time to ask how you are doing concerning participation up to that point in the course, but your participation grade will not be posted in D2L until the end of the semester.

**Summary & Response Papers**
Students will write three 2-3 page papers over the course of the semester, in which they will be expected to clearly and succinctly pick out and summarize the argument and major points of a reading from the course (1 page) and then pose an original question concerning the reading and reflect upon and answer it
in a short essay with a clear thesis, argumentative structure, and conclusion (1-2 pages). The first of these papers will be on Bertrand Russell’s “On the Value of Philosophy” (our first assigned reading), and we will spend some time in class prior to its due date discussing how best to approach these papers and going over the grading rubric (which will be made available as a separate document in D2L). The second paper may be on any reading from Unit Two, and the third on any reading from Unit Three of the course.

Each paper must be submitted via the dropbox on D2L by the due date and time listed on the course schedule below, although students should feel free to submit their papers earlier in the course of the unit. You are welcome to read ahead and to write your paper on a reading from the same unit scheduled later than the paper due date, but you may not skip ahead to work on readings from subsequent units (e.g., don't try to write your paper for Unit Two when we are still on Unit One). Late papers will be penalized one letter grade for each class day late (e.g., two class days late = maximum possible grade of C). Students are encouraged to make appointments at the Writing Center (details below) prior to the submission of their papers.

**Essay Exams**

Students will take three essay exams over the course of the semester, one covering each unit of the course. The first two exams will be administered in online format (answers typed on the computer), and students will have a time period of 48 hours during which they may take the exam and a window of two hours to complete it once it is initiated online. Each online exam is due *at the latest* by 11:59PM on the exam day, and late exams will not be accepted. Exam Three will be administered as traditional handwritten blue book exam in class during the designated final exam period. While not cumulative in the sense of testing retention of specific material from Units One and Two, Exam Three will also include broader essay questions in which you are asked to reflect on the course as a whole, to discuss the the relation between the different areas of philosophy we've covered over the course of the semester, etc.

Your answers on the essay exams should resemble shorter versions of the summary sections of your Summary and Response papers (introduced with a clear preliminary statement of your thesis/answer, followed by argument, conclusion, etc.), except that you will not get to choose the questions and reading(s) on which you will write. While the expectations of writing quality, style, etc., will of course be somewhat lower than for your papers, your essays are still expected to be written in clear, grammatically correct English prose, and to be as free of spelling and other errors as possible. Evaluation of your essays may include deductions in the case of frequent and egregious violations of this expectation, or in cases where your answers as a whole are unclear due to a lack clarity and precision in your writing, or illegibility in the case of the handwritten exam.

Use of your text and notes is permitted for all three exams. *Makeup exams will not be permitted* except in extreme circumstances (determined at my discretion), and students beginning an exam late will still be required to submit their work at the end of the defined exam period (even if this is less than the allotted two hours). For the online exams, students should set up their computers, log on, etc., well ahead of time to avoid technical difficulties, and should contact the Department office (number given above) if they are unable to access the exam due to technical difficulties.

**Grading:**

All Grades will be posted in the gradebook on D2L in a timely manner. As noted above, participation grades will only be posted at the end of the semester.
Grade Calculations
Attendance and Participation (including D2L discussions): 10%
Summary & Response Paper #1: 10%
Summary & Response Paper #2: 15%
Summary & Response Paper #3: 15%
Essay Exam #1: 15%
Essay Exam #2: 15%
Essay Exam #3: 20%

Grading Scale
Students are evaluated on the following scale:
A = 90-100 = Excellent (4 quality points per credit)
B = 80-89 = Good/ Above Average (3 quality points per credit)
C = 70-79 = Satisfactory/ Average (2 quality points per credit)
D = 60-69 = Passing, but less than Satisfactory (1 quality point per credit)
F = < 60 = Failing (0 quality points)
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.

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

Any violations of this code will result in a failure on the assignment in question and may (at my discretion, according to the nature and extent of the violation) result in failure of the course. Information on good citation practices and on how to avoid plagiarism can be found on the following websites:

http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
ADA Compliance and Disability Accommodations:
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. Any student who, because of a disabling condition, may require some special arrangements in order to meet the course requirements should contact the instructor as soon as possible. All discussions will remain confidential. No special accommodations will be allowed without verification in the form of a packet on behalf of the student from KSU disAbled Student Support Services, according to the approved University process.

More information is available at http://www.kennesaw.edu/stu_dev/dsss/newstudents.html. Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students, at 770-423-6443.

The Writing Center:
Students are encouraged to make an appointment at the writing center to improve their written work for this course. The KSU Writing Center helps students in all disciplines improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit www.kennesaw.edu/writingcenter, or stop by Room 242 in the English Building.

Class Format:
The class will be conducted primarily as an informal, interactive discussion introduced and led by the instructor, though we may occasionally break into smaller groups, hold structured team debates, etc. Our time in class will be spent discussing and further investigating of the ideas in the text, not merely establishing what the text said (see “Philosophical Reading and Using the Text in Class,” below). While questions for clarification are always welcome, students are also expected to raise their own original questions concerning the text and to respond to and constructively build upon the comments of one another. As should go without saying, reasoned disagreement and rigorous debate are encouraged, but resorting to ad hominem attacks, refusing to legitimately listen to and consider the ideas of others, and other generally rude and improper behavior will not be tolerated. The ideal participant in class discussion will further the dialogue by offering his or her own views, with reference to the text, and listen to others carefully and with an open mind in order to help the group to arrive at a more nuanced and thoughtful understanding of the course material. Philosophical inquiry is an art that takes practice, and we should all (instructor included) strive to improve our abilities at it over the course of the semester.

Philosophical Reading and Using the Text in Class:
Your task in this course will not be “cramming” or memorization of material. Reading, thinking about, and discussing philosophical issues (in class and online discussions and in your papers and exams) will be your main task. You are thus expected to devote a significant amount of time to carefully reading the assigned material, and to come to class, text in hand, with a basic grasp of the issues and arguments presented in the assigned reading. This may mean reading sentences, paragraphs, or the entire reading more than once. The reading of philosophical texts is a skill that must be developed. The texts we will study are challenging in both style and content, and should be read slowly and carefully, pencil in hand. It will benefit you both in this class and in your future studies to get in the habit of taking notes as you read, either in the margins or in a notebook. Though not all issues from the texts will come up in class, you are responsible for all of the assigned material for a given day and should be prepared to discuss any aspect of
Always remember that these are primary texts in philosophy, not simply “textbook material”: the main goal of this course (and of philosophical work in general) is thinking about the issues, not memorizing and regurgitating course material. A big part of philosophy is the thought and reflection that the readings evoke, so leave yourself some time after reading to think about what you’ve read before our discussion (i.e. don’t attempt to finish the reading as you walk into class), and don’t be afraid to discuss these issues with friends and colleagues outside of class time. Arriving at class without having carefully done the reading will be a detriment both to your own intellectual development (and thus your grade!) and to that of your colleagues.

Course Trajectory and Overview:
We will begin the course by asking what exactly philosophy is, reflecting upon our commonsense conceptions of the discipline and its value and then discussing an account of these matters from a very distinguished professional philosopher, Bertrand Russell. We then move into Unit One, a broad survey of different types of ethical thought in readings selected from classic texts from different traditions around the world. This unit will also help us to familiarize ourselves with the pleasures and difficulties of comparative philosophy: evaluating and comparing ideas from different traditions arising from often very different social, cultural, and historical situations. In Unit Two, we will turn to conceptions of the self, the nature of the mind, and epistemology, where—despite continuing points of difference—we will begin to see important similarities in the basic philosophical conceptions arising in different traditions as they struggle with universal questions concerning identity, the nature and makeup of the self, and the status and extent of our knowledge. Our focus here will be primarily on Indian, Western European, and African philosophers. Finally, in Unit Three, we focus specifically on the development of theological and metaphysical thought, taking a closer look at some important ideas in the history of Western philosophical and religious thought concerning “big questions” like the possible existence and attributes of God and the nature and ultimate constituents of reality.

Course Schedule:
Below you will find our tentative course schedule for the entire semester, including the reading assignment to be carefully completed prior to that session (listed by chapter/section number) and often some additional indication of the main topic of discussion for that day. Exam and paper due dates are listed separately in bold. (As noted above, the paper due dates are absolute final deadline dates. You are welcome and indeed encouraged to submit your Reading and Response papers at an earlier date). Other important dates during the semester are listed in ALL CAPS. I reserve the right to update the schedule with advance notice at my discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Assigned Reading</th>
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<tbody>
<tr>
<td>F, 8/16</td>
<td>Course Introduction, Syllabus Overview, Syllabus Q&amp;A (laptops and tablets allowed)</td>
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<tr>
<td>M, 8/19</td>
<td>Workshop: How to read philosophy and why: Russell, “The Value of Philosophy” (available on D2L; laptops and tablets allowed I class)</td>
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Unit One: Ethics in Comparative Context

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<thead>
<tr>
<th>Date</th>
<th>Topic/ Assigned Reading</th>
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<tbody>
<tr>
<td>W, 8/21</td>
<td>Socratic Ethics: Plato, from <em>Laches</em> (3.1-3.1.1)</td>
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<tr>
<td>F, 8/23</td>
<td>Platonic Ethics: Plato, from the <em>Republic</em> (3.2-3.2.1)</td>
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<tr>
<td>M, 8/26</td>
<td>Aristotelian Virtue Ethics: Aristotle, from <em>Nichomachean Ethics</em> (3.3-3.3.1)</td>
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<tr>
<td>W, 8/28</td>
<td>Buddhism: The Buddha, from <em>The First Sermon</em> (1.3-1.3.1); from <em>The Dhammapada</em> (1.3.2); from <em>Psalms of the Sisters</em> (1.4-1.4.1)</td>
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F, 8/30  Buddhist Virtues: from *The Lankavatara Sutra* (1.5-1.5.1)
F, 8/30  Summary & Response #1 (must be on Russell essay) due on D2L by 11:59PM
M, 9/2   LABOR DAY (NO CLASS)
W, 9/4   Chinese Ethics: Confucius: from *The Analects* (2.1-2.1.1)
F, 9/6   Ancient Chinese Views of Human Nature: from *Mencius* (2.2-2.2.1); Xunzi, from “That the Nature is Evil” (2.3-2.3.1)
M, 9/9   Laozi, from *Dao-de-Jing* (2.5-2.5.1); Ban Zhao, from *Lessons for My Daughters* and “Traveling Eastward” (2.4.2.1, 2.4.2)
W, 9/11  St. Augustine, from *Confessions* (4.2-4.2.1) and from *On the Trinity* (4.2.2)
F, 9/13  Al-Farabi, from *The Attainment of Happiness* (4.3-4.3.1)
M, 9/16  Moses Maimonides, from *Guide of the Perplexed* (4.4-4.4.1)
W, 9/18  St. Catherine of Sienna, selected letters (4.6-4.6.2); Christine de Pizan, from *The Treasury of the City of Ladies* (4.7-4.7.1)
F, 9/20  Immanuel Kant, from *Fundamental Principles of the Metaphysics of Morals* (5.3-5.3.1)
M, 9/23  John Stuart Mill, from *Utilitarianism* (5.5-5.5.1)
W, 9/25  Essay Exam One (over Unit One) to be completed online by 11:59PM (NO IN-CLASS MEETING)

Unit Two: World Perspectives on Self, Mind, and Epistemology

F, 9/27  Self or No-Self?: Vedanta and Samkhya Hinduism vs. Buddhism: Shankara, from the *Brahmasutra Commentary* (7.2-7.2.1); Ishvarakrishna, from *Verses on the Analysis of Nature* (7.2.2); from *Questions to King Milinda* (7.3-7.3.1)
M, 9/30  The Debate over the Self in Classical Indian Philosophy: Kumilara, from *Notes and Verses* (7.4-7.4.1); Madhava, from *Compendium of Philosophy* (7.4.2); from the *Nyaya Sutra* (7.4.3); Udayana, from *Atmatattvaviveka* (7.4.4)
W, 10/2  Ancient Greek Views of Self and Mind: Plato on the Tripartite Soul: from *Phaedo* (9.1-9.1.1), from *Phaedrus* (9.1.2)
F, 10/4  Ancient Greek Views of Self and Mind: Aristotle on the Self: from *De Anima* (9.2-9.2.1)
M, 10/7  Descartes' Dualism: from *Meditations on First Philosophy* (10.1-10.1.1)
W, 10/9  Critiques of Descartes: Princess Elizabeth, Letters to Descartes (10.2-10.2.4); Anton Wilhelm Amo, from *The Apatheia of the Human Mind* (11.1-11.1.1)
F, 10/11  Hume on The Constructed Self: from *A Treatise of Human Nature* (10.4-10.4.1)
F, 10/11  LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY
M, 10/14  The Problem of Skepticism: Francisco Sanchés, from *That Nothing is Known* (17.1-17.1.1); René Descartes, from *Meditations on First Philosophy* (16.1-16.1.1)
M, 10/14  Summary and Response #2 (on any reading from Unit Two) due on D2L by 11:59PM
W, 10/16  Empiricism: John Locke, from *An Essay Concerning Human Understanding* (16.2-16.2.1)
F, 10/18  Rationalism: G.W. Leibniz, from *New Essays Concerning Human Understanding* (16.3-16.3.1)
M, 10/21     Akan Conceptions of Mind, Self and Reality: Kwasi Wiredu, from “The Concept of Mind” (11.2-11.2.1); N.K. Dzobo, from “The Image of Man in Africa” (11.2.2)
W, 10/23     From Self and Knowledge to Metaphysics: Challenges to Western Epistemology: Leke Adeofe, from “Personal Identity in African Metaphysics” (11.3-11.3.1); Miguel de Unamuno, from *The Tragic Sense of Life* (17.2-17.2.2)
F, 10/25     Essay Exam One (over Unit One) to be completed online by 11:59PM (NO IN-CLASS MEETING)

Unit Three: A Closer Look at Some Big Questions: Theology and Metaphysics
M, 10/28     In-Class Film: Richard Linklater, *Waking Life* (first half)
W, 10/30     In-Class Film: Richard Linklater, *Waking Life* (second half)
F, 11/1     The Ontological Argument: St. Anselm, from *Proslogion* (23.2-23.2.1)
M, 11/4     The Cosmological Argument: St. Thomas Aquinas, from *Summa Theologica* (23.3-23.3.1)
W, 11/6     Christian and Islamic Mysticism: Julian of Norwich, from *Revelations of Divine Love* (23.4-23.4.1); Rabī'ā bint Adwiyya, from *Readings from the Mystics of Islam* (24.3-24.3.1); Zeb-un-Nissa, from *Poetry from the Hidden One* (24.3.2)
F, 11/8     Practical Arguments: Blaise Pascal, from *Thoughts* (25.2-25.2.1)
M, 11/11    The Argument from Design: William Paley, from *Natural Theology* (25.4-25.4.1)
W, 11/13    Skepticism Concerning God's Existence: David Hume, from *Dialogues Concerning Natural Religion*
F, 11/15    Early Modern Realism: John Locke, from *An Essay Concerning Human Understanding* (20.1, 20.1.1)
M, 11/18    Early Modern Idealism: George Berkeley, from *Three Dialogues Between Hylas and Philonous* (20.2-20.2.1), from *Principles of Human Knowledge* (20.2.3)
F, 11/22    Hegel's Historicized Idealism: G.W.F. Hegel, from *Phenomenology of Mind* (21.2-21.2.1)
F, 11/22    Summary and Response Paper #3 (on any reading from Unit Three) due on D2L by 11:59PM
M, 11/25    Pragmatism: Charles Sanders Peirce, from “How to Make our Ideas Clear” (21.3-21.3.1)
W 11/27     FALL BREAK (THANKSGIVING): NO CLASS
F, 11/29    FALL BREAK (THANKSGIVING): NO CLASS
M, 12/2     Perspectivism: Friedrich Nietzsche, from *Human, All Too Human* (21.4-21.4.1), from *The Cheerful Science* (21.4.2); José Ortega y Gasset, from *The Modern Theme* (22.2-22.2.1)
W, 12/4     Course wrap-up and review (no new reading)

**ESSAY EXAM #3** (over Unit Three, plus basic cumulative and course reflection questions) will be administered in class as a traditional blue book exam during the designated class final exam period:  
**M, 12/9, 1:00PM- 3:000PM**