



PHIL 2200/02

Ways of Knowing

Semester: Fall 2017

Location: Burruss Building 109

Time: Mondays and Wednesdays, 9:30am—10:45pm



Instructor: Dr. Amy K. Donahue

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Phone: 470.578.6624

Office: Social Sciences Building, Rm. 4092

Office Hours: Mondays and Wednesdays, 2:00pm — 3:15pm.

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** general education learning outcome(s). The learning outcome states: Students will evaluate and synthesize information to support ideas and perspectives.

For more information about KSU's General Education program requirements and associated learning outcomes, please visit

http://catalog.kennesaw.edu/preview_program.php?catoid=34&poid=3977

Required Texts:

Kant. *Groundwork of the Metaphysics of Morals*. Cambridge University Press. 2nd Edition. Mary Gregor, Jens Timmermann, and Christine Korsgaard, trans. ISBN: 978-1-10-740106-8.

Plato. *Five Dialogues*. Hackett Publishing Co. 2nd Edition, 2002. ISBN: 978-0-87-220633-5.

Thich Nhat Hanh. *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. Bantam, 1992. ISBN: 978-0-55-335139-2.

Additional materials uploaded to D2L.

Student Support: The History and Philosophy Department offers a **study lab space in SO 5074** for students who wish to study, work on a group project, or receive tutoring. This lab is open on Mondays, 9-11am; Wednesdays, 3-5pm; and Thursdays, 9-11am.

HB 280 “Campus Carry”: Please follow this link for all relevant information and campus policies: [<http://police.kennesaw.edu/campuscarry.php>]

Of particular importance is the following paragraph found in Chancellor Steve Wrigley’s guidance to the University System of Georgia (which can be found in the link above):

“Under the new law, *it is a misdemeanor crime* for a license-holder to carry a handgun 'in a manner or in a building, property, room, or space in violation of' these provisions. Doing so also may be a violation of the institution’s student code of conduct and personnel rules. *It will be the responsibility of those license-holders who choose to carry handguns on campus to know the law and to understand where they can go while carrying.* Institutions will not provide gun storage facilities or erect signs outside restricted areas.”

Attendance Policy:

Attendance is mandatory. Students are required to provide a reasonable, documentable explanation for class absences. After three unexcused absences, students lose a full letter grade, to be deducted from class participation, with *each additional unexcused absence*.

To do well in this course, you cannot afford to miss class. If you miss class, be sure to meet me during my office hours to discuss what you have missed.

Electronic Devices Policy:

The use of electronic devices is not permitted in class. The volume on all such devices should be off, and the devices should be placed out of sight.

Course Assessments/Assignments:

For a grade of “B” or better, students must fulfill the following learning outcomes for this course:

- Demonstrate direct, primary text-based knowledge and understanding of historical and contemporary texts, arguments, and counterarguments through two long answer exams (each 10% of overall grade), one midterm paper (25% of overall grade), a final paper (25% of overall grade), online long answer quizzes (roughly one per week, totaling 10% of your overall grade), and active classroom participation (20% of overall grade).
- Write two five to seven page essays on a topic to be assigned, each articulating a philosophically relevant thesis, and elaborating and defending this thesis through accurate, detailed, logically coherent, and well-written summaries of supporting and opposing materials from assigned texts. Please visit the following links for guidance on how to write philosophy papers:
 - ◆ <http://www.jimpryor.net/teaching/guidelines/writing.html>
 - ◆ <http://www.fas.harvard.edu/~phildept/files/ShortGuidetoPhilosophicalWriting.pdf>
 - ◆ <http://www.claremontmckenna.edu/pages/faculty/AKind/Intro01s/writing.htm>
 - ◆ <http://www2.gsu.edu/~phltso/paperguide.html>

- Demonstrate disciplined critical thinking in your midterm and final papers, and in class discussions. See the previous bullet point, the “learning objectives” section above, and the grading rubric detailed below.
- Good (i.e., “B”-level) participation in class requires consistent and on-time attendance, in-class preparation and attentiveness, and appropriate engagement with others— e.g., asking appropriate questions, completing assigned readings, responding appropriately to instructor and student questions, working constructively in group exercises, treating fellow class participants with respect and courtesy, etc.

Late assignments will receive a failing grade. In some cases, the professor may choose to allow students to make up a missed/late assignment. To explore this possibility, students should contact the professor at least **two days before** the missed assignment deadline. The professor is not obliged to allow students to make up missed/late assignments except when absences are excused, or when extenuating circumstances (e.g., inclement weather) affect the entire class.

The assignments in this course are “scaffolded.” Online quiz assignments will typically ask students to explain select arguments and concepts from each week’s texts, and to use parenthetical page references to support each of their textual claims. Grading standards for these quizzes are low—to receive full credit (1 point), students need only submit a response through D2L that addresses each element of the quiz prompt and includes *at least two* parenthetical page references. If either of these criteria is not met, the student will receive 0 points on the quiz. Quiz responses will not be graded for grammar or style, accuracy or comprehensiveness, or degree of textual detail. *However, because students can use content from their quiz responses in their long answer exams and thesis papers, the more seriously students take the weekly quizzes, the more prepared they will be to perform well on their long answer exams and thesis papers.* Quizzes will typically be posted by 5pm on Fridays, and will be due through D2L by 10am on the day of the next week’s class (usually Monday). **Missed credit on online quizzes cannot be made up.**

Before your midterm and final papers are due, students will be required to complete a 500 word **long answer exam** response. *These exam responses are expository, and are not reflective or evaluative.* Each exam prompt will ask students to identify a thesis from one of the course readings, and to demonstrate how the author attempts to support this thesis through specific arguments and concepts. The task in these assignments is to faithfully and accurately represent another person’s reasoning, rather than to opine about it. Exams will be graded for a) accuracy and comprehensiveness (40%), b) use of parenthetical citations to support appropriately detailed textual claims (30%), and c) grammar and clarity (30%). Students are welcome to re-use content from their quizzes in their exams.

Further, students are welcome to use content from their first exam in their midterm paper, and from their second exam in their final paper. The exams offer students an opportunity to test their understandings and receive detailed feedback before completing their midterm and final papers. Your exams should be formatted with double-spacing, 12 point Times New Roman font, and 1” margins, and follow Chicago citation guidelines (see <http://www.lib.umd.edu/tl/guides/citing-chicago-ad>).

After the first exam, students will complete a 5-7 page (1,250-1,750 word) **midterm paper**. In this assignment, students will a) state a clear and relevant philosophical thesis (25%), b) provide accurate and comprehensive expositions of relevant textual concepts and arguments to support this thesis (30%), c) include parenthetical textual citations after each specific textual claim (25%), and d) write clearly and grammatically (20%).

After the second exam, students will complete a 5-7 page (1,250-1,750 word) **final paper**. This paper will be graded according to the same criteria as the midterm paper but will involve a different set of texts.

All exams and papers should be submitted as **Word documents** through D2L, and should be double-spaced in 12 point Times New Roman font with 1” margins, and follow Chicago citation guidelines (see <http://www.lib.umd.edu/tl/guides/citing-chicago-ad>). Be sure to review KSU’s policies on academic integrity and plagiarism before submission (see below). Time permitting, I am happy to review paper drafts before assignments are due and to work with students to improve their academic writing. Graded papers are normally returned with extensive comments approximately two weeks after the due date.

Grading:

Grade Calculations

Online Quizzes —	10%
Two Long Answer Exams —	20% (10% each)
Midterm Paper —	25%
Final Paper —	25%
Class participation —	20%

Grading Scale

Students are evaluated on the following scale:

A — 100 — 90

B — 89 — 80

C — 79 — 70

D — 69 — 60

F — < 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.

Academic Honesty:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C 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 Department of Student Conduct and Academic Integrity (SCAI), 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. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

The instructor has a zero-tolerance policy against plagiarism and uses TurnItIn plagiarism detection services when grading written assignments. Students who plagiarize **any part of an assignment** will receive an F for that assignment, in accord with KSU's academic misconduct procedures.

To avoid plagiarism, including unintentional plagiarism, please visit:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University's Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

Tentative Course Schedule
(reading assignments and activities are subject to revision)

Week 1:

- 8/14 — Class introductions, welcome, and discussion of syllabus and the concept of “capitalist realism.” Is it easier today to imagine the end of the world than to imagine the end of capitalism?
- 8/16 — Reading due—Mark Fisher, “It’s Easier to Imagine the End of the World...,” Chapter 1 of *Capitalist Realism* (uploaded to D2L). Critical discussion. What is capitalism? Online quiz assigned on Thursday.

Week 2:

- 8/21 — Online quiz due. Reading due—Marx, first excerpt from Vol. 1 of *Capital* (uploaded to D2L). Lecture. Critical discussion.
- 8/23 — Re-reading due — First Marx excerpt. Critical discussion. According to Marx, what are commodities, use-values, and exchange-values. How do capitalist M-C-M circuits of commodity exchange differ from non-capitalist C-M-C circuits? Can we use the excerpts from *Capital* to strengthen Fisher’s argument? If so, how? Online quiz assigned on Thursday.

Week 3:

- 8/28 — Online quiz due. Reading due — Marx, second excerpt from Vol. 1. of *Capital* (uploaded to D2L). Lecture. Critical discussion. What’s peculiar about money? And what happens to these peculiarities in M-C-M societies versus C-M-C societies?
- 8/30 — Re-reading due — Marx, second excerpt. Critical discussion. No online quiz.

Week 4:

- 9/4 — Labor Day. No class.
- 9/6 — Re-reading due — Marx and Fisher excerpts. No online quiz due. Review.

Week 5:

- 9/11 — **FIRST EXAM.**
- 9/13 — Reading due — Thich Nhat Hanh, pages 5-48. Critical discussion. Does Hanh make relevant arguments? What is he calling on you to do? No online quiz.

Week 6:

- 9/18 — Reading due — excerpts from the Buddhist Pāli canon and Sue Hamilton excerpt (uploaded to D2L), and Hanh, pages 51-91. Lecture and critical discussion of canonical Buddhist concepts and arguments. Discussion of their relevance to Hanh.

- 9/20 — Reading due — Hanh, pages 95-134. Reading exercise. Use the excerpts from the canonical Buddhist readings to explain and strengthen Hanh's claims. Critical discussion. Online quiz posted on Thursday.
- Week 7:
- 9/25 — Online quiz due. Reading due — philosophy writing guides (see D2L). In class workshop — how to write a philosophy paper. Discussion — what is a thesis? Homework for Wednesday: come with a draft thesis statement and rough outline of your first paper.
- 9/27 — Critical discussion and evaluation of Fisher/Marx & Hanh/Buddha arguments. Online quiz posted on Thursday.
- Week 8:
- 10/2 — Review of Marx, Fisher, Hanh, and Pāli canon and Hamilton excerpts. Peer review of paper drafts.
- 10/4 — **MIDTERM PAPER DUE.**
LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY.
 No online quiz.
- Week 9:
- 10/9 — Reading due — Plato's Euthyphro. Lecture and critical discussion. What does it mean to live a humane life? How do we know what makes a humane life humane? Searching for intelligible universal principles. Mapping Socrates' arguments.
- 10/11 — Re-reading due — Euthyphro. In class reading exercise and critical discussion — map and evaluate Socrates' arguments. No online quiz.
- Week 10:
- 10/16 — Reading due — Plato's Apology. Lecture and critical discussion. What if anything makes a humane life 'humane' and a petty life 'petty'?
- 10/18 — Reading due — Plato's Crito. Critical discussion. For human beings, what kinds of lives are worth living? And according to Socrates, what kinds of human life aren't worth living? Online quiz posted on Thursday.
- Week 11:
- 10/23 — Online quiz due. Re-read the three dialogues. Review and critical discussion of central concepts and arguments from Plato. Introduction to Kant and to key terms in the upcoming Kant reading.
- 10/25 — Reading due — Kant, pp. xiii — xvii, and 9-20. Defining terms and mapping Kant's argument in Section 1. Online quiz posted on Thursday.
- Week 12:
- 10/30 — Online quiz due (bring to class). Reading due — Kant (pp. 21-55, and corresponding pages in Introduction).
- 11/1 — Re-reading due — First and second sections of Kant. Online quiz posted on Thursday.

- Week 13:
- 11/6 — Online quiz due. Reading due — Kant (pp. 56-72, and corresponding pages in Introduction). Defining terms and mapping Kant's arguments in Sections 2 & 3.
 - 11/8 — Re-reading due. Kant section 3. Online quiz posted on Thursday.
- Week 14:
- 11/13 — Online quiz due. Reading due — Langton article (uploaded to D2L). Class discussion of Langton & possible weaknesses in Kant's moral philosophy. Critical discussion of potential theses for the final paper.
 - 11/15 — **SECOND EXAM 2.** Re-reading due: Langton. Critical discussion of potential theses for the final paper. Online quiz posted on Thursday.
- Week 15:
- 11/20 — Fall break — no class
 - 11/22 — Fall break — no class
- Week 16:
- 11/27 — Online quiz due. Come to class with the draft thesis and outline of your final paper that you completed for the weekly quiz. Review and critical discussion of Socrates' and Kant's philosophies of human flourishing. Discussion of potential theses.
 - 11/29 — Review and discussion. No online quiz.
- Week 17:
- 12/4 — Last Day of Class. No new reading due. Review and discussion.

FINAL PAPER: DUE ELECTRONICALLY MONDAY, DECEMBER 11 BY 12:30PM.