PHIL 2200  
Ways of Knowing  
Semester: Spring 2014  
Location: Social Sciences Bldg 2030  
Time: TR 9:30-10:45am  

Instructor: Brandie Martinez Bedard
Email: bbedard@kennesaw.edu

**DO NOT send emails through D2L or send emails through any account other than your official KSU email, they will not be answered. Be sure to check your official KSU email on a regular basis for updates and important communications.**

Phone: (770) 331-2731 (cell)
Office: Social Sciences Bldg 4005
Office Hours: TR 11-12pm, before and after class, 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 general education 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 this 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=14&poid=1248

Kennesaw State University is currently engaged in a campus-wide assessment of its general education program. The purpose is to measure student achievement with respect to faculty defined student learning outcomes. This course has been selected to participate in the process. No individually-identifiable student information will be collected as part of the assessment. Data will be reported only in aggregated form. Students should know that the data may be used for scholarly work by members of KSU faculty (but only in anonymous and aggregated form). If you are opposed to having your anonymous data used for scholarly work, you can “opt out” of this specific aspect of the process. For more information on the general education assessment process and for access to an “opt out” form, please click http://www.kennesaw.edu/gened/optoutform.html
Required Reading:
ISBN-13: 978-0872208599. (8th ed. is also acceptable). Additional readings are posted on D2L.

Attendance Policy:
Attendance is required and expected. Everyone’s presence is an intrinsic and vital feature of the class. Even if you do not speak, your presence has an effect on what is said by others. If your final course grade is on the borderline, your presence or absence can be the deciding factor. Attendance will be taken via the daily quizzes.

Electronic Devices Policy:
No cell phones, computers, or other electronic devices may be used in the classroom. If you carry such a device, it should be turned off before entering the room and should not be placed in your lap or on your desk. Please note that using any electronic device during the exams or quizzes counts as cheating and will be reported (see the statement on Plagiarism and Cheating from the KSU Student Code of Conduct). Each occurrence of one of these devices going off during class, or you using them during class, will result in 2 points deducted from your final grade.

Course Assessments/Assignments:
EXAMS (45%)- There will be three exams. The exams will consist of multiple choice questions and short essay questions. They will require that you understand the terms and theories we discuss in class and ask you to critically evaluate the theories and arguments we look at. More information will be given in class.

PAPER (30%)- There are three components to your paper: a proposal, a draft, and a final draft. *Paper proposals and at least one draft are necessary for a passing grade on the paper. I will not accept any final papers without a proposal and a draft already turned in. This means that if you fail to turn in a paper proposal and a draft, you will receive a failing grade on the paper.* You will be required to demonstrate that you can critically evaluate one of the theories discussed in class through one of the following methods: (1) Compare and contrast two different philosophers or philosophical schools that we discuss; (2) Evaluate a contemporary social and ethical issue in light of one of the positions we discuss. Paper topics may vary according to your interests, but must specifically fulfill one of the two methods listed above. If you have trouble finding a paper topic, one will be assigned to you. Requests for paper topics must be sent by email by February 6th, otherwise you will have to select your own topic following the guidelines. Formatting and Length- Your final paper and draft should be at a minimum 5 pages. Paper proposal should be at least 500-750 words (excluding works cited and outline, a minimum of 2 pages). Failure to meet the minimum required words will result in a 10 point penalty. Each component of your paper will be typed in 12 point font, times new roman, one inch margins, and double spaced. Failure to correctly format your paper proposal, draft, and/or final paper will result in a 10 point penalty on the individual assignment.

Proposals- There are three required parts to the proposal: (1) a few paragraphs where you describe the topic you will discuss (either the philosophers, or the contemporary social and ethical issue and the ethical theory you will use), describe either your points of similarities and differences between the philosophers, or your critical evaluation of the contemporary social and
ethical issue, and counter arguments you will explain and address; (2) include an outline of the paper; (3) include a bibliography in MLA style format. Your grade will reflect how well you complete these three components.

**Draft and Final Papers** - A good writer is someone who writes several drafts. Therefore, a draft of your paper is a necessary requirement for passing the essay. The grading rubric is attached at the end of the syllabus and will be available online.

More details on the specific requirements of the essay will be discussed in class. *Paper proposals, drafts, and final paper will be turned in at the beginning of the class in which they are due. Late proposals, drafts, and final papers will be penalized 10 points per calendar day they are late regardless of the reason.*

**QUizzes (10%)** - All class meetings will begin with a quiz. *The quizzes will be administered promptly at the beginning of class and will last 3 minutes. If you come to class late, you will not be able to take the quiz.* The quizzes will be composed of two multiple choice questions which cover the reading assigned for that day’s class. The questions will be written so that they will be easy if you have done the reading. For merely taking the quiz, you will get 50 of a possible 100 points. You will get 75 of 100 if you get one question right and 100 of 100 if you get both questions right. Your three lowest scores will be dropped. Quizzes cannot be made up for any reason. The quizzes will cover the reading assigned for that day’s class.

**CRITICAL RESPONSES (15%)** - There will be five critical responses due throughout the semester. The due dates are listed on the tentative schedule, but are subject to change which will be announced in class and/or by email. It is your responsibility to keep up with any changes made to the schedule and due dates of assignments. *You must turn in a printed copy of your critical response at the beginning of class on which they are due. I will not accept late or hand written critical responses for any reason.* The critical responses should be at a minimum one page and not exceed two pages. 10 points will be deducted for not meeting the minimum page requirement or exceeding the page requirement. 10 points will also be deducted for failing to format your CR properly (see the formatting information above in the paper assignment). The critical responses will require that you explain a specific argument in support of a certain position that one of the philosophers holds that we are discussing in the time frame and give a critical response of that argument. The lowest two grades will be dropped. The critical responses should be in this format:

1. Briefly explain the philosopher’s position and their argument for that position. Be sure to include at least two quotes.
2. Critique the argument given by the philosopher. Your critique can take many forms: contradictions arise in the position, there is a logical gap in the argument, etc. It is not appropriate to critique their position on the basis of later scientific findings.

**Late Assignments, Makeups, and Inclement weather**
Exams can only be made up based on last minute, documented emergencies. Quizzes and critical responses can never be made up for any reason. See the above section on your paper for details on late assignments. No late assignments will be accepted after May 1, 2014 at 5pm. In the case of inclement weather that results in the closing of the University, which will be indicated on the University website, you will receive an email from me indicating what changes in the readings and so forth will be expected of you.
Grading:

Grade Calculations

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>15% x 3 = 45%</td>
</tr>
<tr>
<td>Paper</td>
<td>5%(Proposal) + 10%(Draft) + 15%(Final) = 30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Responses</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Scale

Students are evaluated on the following scale:

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

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

Given the importance of learning how and when to give credit to other peoples’ work and for the sake of the integrity of the University, any student who violates this code will receive a
failing grade in the class, not just on the assignment. Failure of the course will result no matter how small the offence (one sentence not cited) and no matter how small the assignment (such as the daily quizzes or critical responses). Please note that as indicated on the grading grid for your paper, one sentence improperly cited will result in a failure of the assignment and the course. This includes citing paraphrases and summaries, as well as direct quotes. Although we will have several in class sessions on how to properly cite using MLA format, if you have not taken a course in which you learned to properly cite, you will need to make special efforts to ensure you pass this course. You should use the following internet site as a guide: https://owlenglish.purdue.edu/owl/resource/747/01/. Remember the general rule is: if you are in doubt about whether you need to cite, then cite it!

Examples of Plagiarism Avoidance websites:
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. Nastassia Sanabria, ADA Compliance Officer for Students 770-423-6443.

Class Format:
The class will be a combination of lecture and discussion. This format demands that students be well prepared for class. You do not have to understand all the readings before class, but you do need to read all the readings before class, be prepared to discuss the readings, answer questions, and be prepared to ask questions about what you do not understand. It is essential that you bring your book to class every day.

Language Note:
Understanding philosophical writings and lectures is hard for those who are native speakers of English as well as those who are not native speakers. Moreover, this is a writing intensive course so spelling, grammar, and punctuation are part of what is considered when grading assignments. Those who are not native speakers of English and/or who have not successfully completed college level composition courses in writing essays in English, should be aware of these facts. You will need to make special efforts to compensate for language and grammar problems.

Professional Courtesy Statement
Philosophical arguments often involve topics that people have strong feelings about, such as the existence of God, the Bible, abortion, homosexuality, and racism to name a few. It is important to discuss these arguments in a calm, logical manner. Part of a quality education and learning to compose and respond to arguments in a logical, persuasive manner is to understand views that are different from your own. Everyone in the class deserves respect and will be treated in that
manner. If a student becomes disruptive, they will be asked to leave the room and appropriate actions will be taken. It is important that you inform me, in a calm manner, if either I or one of your classmates makes you uncomfortable. I will always endeavor to present an unbiased presentation of the arguments and will never reveal my personal opinions on the matter as that is completely irrelevant to a logical discussion of arguments concerning these topics. Keep in mind that it is human nature when presented with arguments that differ from deeply held personal beliefs you may have to react as if you are being attacked or to misconstrue what the other person has said. It is important as an educated person to recognize this, understand opinions different from your own, respond constructively to those opinions, and support your own beliefs.

Final Note:
Everything in this syllabus can change (and something always does). You are responsible for all changes, which will be announced in class, whether or not you are absent on the day it is announced. Therefore it would be wise to acquire email addresses of several classmates to contact when you miss class. You will also be required to sign the statement at the end of the syllabus ensuring that you have read and will comply with the requirements of the course as stated in this syllabus.

Course Schedule:
All dates, content, and due dates of assignments scheduled are tentative, and subject to change by the Instructor! It is your responsibility to keep up with these changes which will be announced in class and/or by email.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Jan</td>
<td>Introduction to Course</td>
<td>What is Philosophy?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logic 101</td>
</tr>
<tr>
<td>14 Jan</td>
<td>Introduction to Course; Read syllabus</td>
<td>Logic 101cont’d</td>
</tr>
<tr>
<td></td>
<td>(quiz will cover the syllabus; turn in signature sheet)</td>
<td>Citations</td>
</tr>
<tr>
<td>16 Jan</td>
<td>Plato, <em>Euthyphro</em> (pp. 20-28)</td>
<td>Definitions &amp; Divine Command Theory</td>
</tr>
<tr>
<td>21 Jan</td>
<td>Plato, <em>Meno</em> (pp. 3-19)</td>
<td>Meno’s Paradox &amp; Theory of Recollection</td>
</tr>
<tr>
<td>23 Jan</td>
<td>Plato, <em>Phaedo</em> (pp. 57 (72e)-81)</td>
<td>Forms &amp; the Soul</td>
</tr>
<tr>
<td>28 Jan</td>
<td>Plato, Republic VI-VII (pp. 154-163)</td>
<td>Allegory of the Cave &amp; The Divided Line</td>
</tr>
<tr>
<td>30 Jan</td>
<td>Catch up Day</td>
<td></td>
</tr>
<tr>
<td>4 Feb</td>
<td>Discussion of Papers/ Citations and Plagiarism</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Physics</em> (Book II-3) (pp. 202-204)</td>
<td></td>
</tr>
</tbody>
</table>

Requests for Paper Proposals must be sent

11 Feb: Aristotle, *Nicomachean Ethics* Books I-II (pp. 260-275) Virtue Ethics

13 Feb: Catch up Day/ Review

18 Feb: Exam 1
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Feb:</td>
<td>Descartes, <em>Meditations</em> I – II (pp. 490-496)</td>
</tr>
<tr>
<td></td>
<td>Radical Doubt &amp; the</td>
</tr>
<tr>
<td></td>
<td><em>Cogito</em> &amp; Dualism</td>
</tr>
<tr>
<td>(2) CR Due</td>
<td></td>
</tr>
<tr>
<td>25 Feb:</td>
<td>Descartes, <em>Meditations</em> III - V (pp. 496-509)</td>
</tr>
<tr>
<td></td>
<td>Cosmological Arg &amp;</td>
</tr>
<tr>
<td></td>
<td>Ontological Arg</td>
</tr>
<tr>
<td>Paper Proposals Due</td>
<td></td>
</tr>
<tr>
<td>27 Feb:</td>
<td>Descartes, <em>Meditations</em> VI</td>
</tr>
<tr>
<td></td>
<td>(pp. 509-516)</td>
</tr>
<tr>
<td>March 3</td>
<td>Last Day to Withdraw Without Academic Penalty</td>
</tr>
<tr>
<td>4 March:</td>
<td>Locke, <em>Essay Concerning Human Understanding</em></td>
</tr>
<tr>
<td></td>
<td>Intro., Books I Ch. I and II Ch. I, VIII, XI, XII (pp. 629-633, 637-640,</td>
</tr>
<tr>
<td></td>
<td>642-645)</td>
</tr>
<tr>
<td>(3) CR Due</td>
<td></td>
</tr>
<tr>
<td>6 March:</td>
<td>Hume, <em>Enquiry Concerning Human Understanding</em></td>
</tr>
<tr>
<td></td>
<td>Sections II-IV (pp. 767-776)</td>
</tr>
<tr>
<td>11 March:</td>
<td>Hume, <em>Dialogues Concerning Natural Religion</em></td>
</tr>
<tr>
<td></td>
<td>II (pp. 862-867), IX-XII (pp. 883-902)</td>
</tr>
<tr>
<td>13 March:</td>
<td>Catch up day</td>
</tr>
<tr>
<td>18 March:</td>
<td>Kant, <em>Grounding of the Metaphysics of Morals</em></td>
</tr>
<tr>
<td></td>
<td>(pp. 984 (393)-1008 (440))</td>
</tr>
<tr>
<td>20 March:</td>
<td>Mill, <em>Utilitarianism</em> I &amp; II (pp. 1060-1070)</td>
</tr>
<tr>
<td>Paper Drafts Due</td>
<td></td>
</tr>
<tr>
<td>25 March:</td>
<td>Catch up Day/ Review</td>
</tr>
<tr>
<td>(4) CR Due</td>
<td></td>
</tr>
<tr>
<td>27 March:</td>
<td><strong>Exam 2</strong></td>
</tr>
<tr>
<td>March 29</td>
<td>- April 4- No Classes- Spring Break</td>
</tr>
<tr>
<td>8 April:</td>
<td>Arabic Philosophy, <em>An Invitation to World Phil</em></td>
</tr>
<tr>
<td></td>
<td>(handout p.125-149)</td>
</tr>
<tr>
<td>10 April:</td>
<td>Hindu Phil- The <em>Dasanas, An Into to Hinduism</em></td>
</tr>
<tr>
<td></td>
<td>(handout p. 225-236)</td>
</tr>
<tr>
<td>15 April:</td>
<td>Hindu Phil- The <em>Dasanas, An Into to Hinduism</em></td>
</tr>
<tr>
<td></td>
<td>(handout p. 236-249)</td>
</tr>
<tr>
<td>17 April:</td>
<td>Mahayana Buddhist Phil, <em>An Intro to Buddhism</em></td>
</tr>
<tr>
<td></td>
<td>(handout p. 95-104)</td>
</tr>
<tr>
<td>22 April:</td>
<td>Mahayana Buddhist Phil, <em>An Intro to Buddhism</em></td>
</tr>
<tr>
<td></td>
<td>(handout p. 104-113)</td>
</tr>
<tr>
<td>24 April:</td>
<td>Catch up day</td>
</tr>
<tr>
<td>(5) CR Due</td>
<td></td>
</tr>
<tr>
<td>29 April:</td>
<td>Review for Exam 3</td>
</tr>
<tr>
<td>Final Paper Due</td>
<td></td>
</tr>
<tr>
<td>Exam 3- May 6th 10:30-12:30pm</td>
<td></td>
</tr>
</tbody>
</table>
Grading Rubric for Draft and Final Paper:
PHILOSOPHY 2200 ESSAY GRADE SHEET

NAME
CLASS DAY & TIME
GRADE

N/A
YES
NO

Necessary Requirements for Passing the Assignment
1. Do you appropriately cite any direct quotations?
2. Do you appropriately cite any paraphrases or summarizing?
3. Do you appropriately cite sources other than the article?
4. Does your essay address the assigned topic or article?
5. Is the paper proposal and/or draft attached?

Necessary for a Grade of "C" (Note: not sufficient for a "C")
6. Did you turn in the essay on or before the due date?
   Deduction of 10 points per calendar day (see syllabus)
7. Do you correctly identify who is making the argument(s) you discuss?
   eg, be sure not to attribute an argmt to someone who is actually refuting it
   later, or to someone who is merely reporting an argumt by someone else
8. Do you provide premises for every conclusion you draw?
9. Do you have a clear thesis statement?
   That begins with "In this paper I will argue that..."
10. Do you attempt to explain the argument(s) you are critiquing?
    Either explain the ethical issue and philosopher, or the philosophers' theories
11. Do you attempt to evaluate the argument(s)?
    Either evaluate the ethical issue in light of the ethical theory, or discuss
    similarities and differences between the philosophers

Other Requirements
12. Do you explicitly state conclusion of main and sub-argument(s)?
    Both ones that you make and ones you are reporting.
13. Do you correctly explain the argument(s) you are critiquing? (See above)
14. Do you paraphrase more than you directly quote?
15. Do you disagree with at least one part of the argument you discuss?
    eg. similarities and differences, critique, refutation, and/or counter
    argument?
16. Do you evaluate the argument(s) correctly? (see above)
17. Do you avoid making any factual errors?
18. Do you avoid misusing any key terms, such as validity?
19. Do you avoid making two or more grammatical errors?

Please see general grading guidelines, which will be used in conjunction
with this grid to calculate your grade.

Comments:
General Guidelines for Grades

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 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).

1 These guidelines are adapted from the faculty handbook for the department of History and Philosophy. These guidelines in conjunction with the grading grid will be used to calculate your grade on your paper.
Read, Sign Below, and Return to Your Professor the Second Day of Class

By signing below, I acknowledge receipt of the course syllabus and agree that in order to successfully complete the course, I need to follow the requirements on the syllabus. I also understand that I am responsible for all materials discussed in class whether or not I am present and whether or not my absence is excused. I understand that if I commit plagiarism on any assignment, no matter how small the assignment (such as the daily quizzes) or how small the offence (even one sentence that is not cited), I will receive a failing grade in the class (not just on the assignment) and an Academic Misconduct Incident Report form will be forwarded to the Department of Student Conduct and Academic Integrity which may result in a formal hearing and a disciplinary penalty as well as failure of the course. I understand that it is my responsibility to be aware of the Policy on Academic Dishonesty, available in Section II A of the KSU Student Code of Conduct- this includes being aware of the policy on the use of electronic devices during any in class graded assignment. Lastly, I realize that I need to check my KSU email daily and that I can only communicate with my professor through my KSU email account. I understand that any emails I send from a non-KSU account will not be answered and that it is my responsibility to send emails from my KSU account. It is not my professor’s responsibility to notify me that I have sent an email from a non-KSU account.

Printed Name____________________________________________________________

Signature________________________________________________________________

KSU Email___________________
___________________________________________

Date_________________________