PHIL 2200/01
Ways of Knowing
Semester: Spring 2014
Location: Social Sciences Building, Room 3023
Time: Mondays and Wednesdays, 9:30am—10:45am

Instructor: Dr. Amy Donahue
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Phone: 770.423.6624
Office: Social Sciences Building, Rm. 4092
Office Hours: Mondays and Wednesdays, 11:15am — 12:15pm, 2:45pm — 3:15pm, or by appointment. I’m very willing to meet, in person or electronically, when my schedule allows.

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:
Select online materials and handouts.

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*.

Electronic Devices Policy:
The volume on all electronic devices should be turned off in class. Students are welcome to use laptops and smart phones to take notes in class and to look up material relevant to class discussions. However, texting, chatting, or web-surfing during class will negatively affect students’ class participation grades.

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 important historical and contemporary texts, arguments, and counterarguments through two short answer exams (each 10% of overall grade), one midterm paper (25% of overall grade), a final paper (25% of overall grade), online 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.jimpryor.net/teaching/guidelines/writing.html)
  - [http://www.fas.harvard.edu/~phildept/files/ShortGuidetoPhilosophicalWriting.pdf](http://www.fas.harvard.edu/~phildept/files/ShortGuidetoPhilosophicalWriting.pdf)
  - [http://www.claremontmckenna.edu/pages/faculty/AKind/Intro01s/writing.htm](http://www.claremontmckenna.edu/pages/faculty/AKind/Intro01s/writing.htm)
  - [http://www2.gsu.edu/~phltso/paperguide.html](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 and the “learning objectives” section above.

- A good (“B” or above) class participation grade requires more than physical attendance. You must also actively and critically engage with class content, including text materials and your fellow students’ and the professor’s class contributions. Assist others with their thoughts and pose relevant, informed, and on-topic critical questions.
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 before or no later than one week after the missed/late 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.

**Grading:**

**Grade Calculations**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Two Short Answer Exams</td>
<td>20% (10% each)</td>
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<tr>
<td>Midterm Paper</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
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</tbody>
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**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:**

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

The instructor has a zero-tolerance policy against plagiarism and will use TurnItIn plagiarism detection services when grading written assignments. **At a minimum**, 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 plagiarizism, 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:**
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.
Course Schedule:
Tentative schedule of assignments and topics.

Week 1:
1/8 — 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? Short introduction to basic logical concepts: logically true, false, and indeterminate sentences, logically consistent and inconsistent sets of sentences, logically equivalent and non-equivalent pairs of sentences, and invalid, valid, and sound arguments.

Week 2:
1/13 — Reading due — Mark Fisher, “It’s Easier to Imagine the End of the World…,” chapter 1 of Capitalist Realism (uploaded to D2L). Identification of logically relevant claims in the Fisher reading. Critical discussion. Discussion of examples to support or challenge Fisher’s claims. Continued discussion of basic logical concepts.
1/15 — Online quiz on basic logical concepts. Re-reading due — Mark Fisher, “It’s Easier to Imagine the End of the World…,” chapter 1 of Capitalist Realism (uploaded to D2L). Summarization of logically relevant claims in the Fisher reading. Continued discussion of basic logical concepts. Introduction to methods of testing and demonstrating logical properties (i.e., forming, elaborating, and defending philosophically relevant theses).

Week 3:
1/20 — Rev. Dr. Martin Luther King, Jr. Holiday. No classes.
1/22 — Online quiz on the meaning and logical structure of Fisher’s philosophically relevant claims. Continued lecture on methods of testing and demonstrating logical properties. Extension of these methods to Fisher.

Week 4:
1/27 — Online quiz on methods of testing and demonstrating logical properties. Reading due — Marx, Capital Vol. 1 selection on the logic(?) of exchange value (uploaded to D2L)
1/29 — Re-read Marx, Capital Vol. 1 selection on exchange value. Reading due — Marx, Capital Vol. 1 selection on the social subject of capital. Identification and discussion of philosophically relevant theses. Logically, does the emergence of the social subject of capital (“normal” people) demand that embodied people be alienated?

Week 5:
2/3 — Online quiz on the meaning and logical structure of Marx’s philosophically relevant claims. Re-reading due — Marx, *Capital Vol. 1* selection on the social subject of capital. Reading due — Kessler, “The Medical Construction of Gender” (uploaded to D2L). Discussion of the relevance, if any, of Kessler’s examples to Marx’s philosophical claims, and of the use of examples in philosophical arguments.

2/5 — Reading due — Butler, *Undoing Gender* selection (uploaded to D2L) and Lugones, “Coloniality of Gender” (uploaded to D2L). Identification of philosophically relevant claims and their pertinence to Marx’s arguments re: alienation within capitalism.

Week 6:

2/10 — **FIRST EXAM.**

2/12 — Reading due — Nietzsche, *Thus Spoke Zarathustra* selection (uploaded to D2L). Discussion of “the Last Man” and “the Over Man.” Should we strive to leave capitalism behind, as Nietzsche (when read through Fisher) suggests? Discussion of philosophical methods we might use to answer this question (e.g., a. demonstrate that the moves Marx criticizes aren’t fallacious, and don’t need to be transcended, or b. show that aspirations to leave anything behind — such as capitalism — are futile).

Week 7:

2/17 — Reading due — Mencius selection (B&P textbook). Does Mencius’ intuitionism suggest a logically viable alternative to Marx’s account of the formation of the social subject of capital?

2/19 — Reading due — Aquinas and Xunzi selections (B&P textbook). Does Aquinas’ natural law philosophy present a logically viable alternative to Marx’s account of the formation of the social subject of capital (or does he, like Mencius, repeat the logical fallacies that Marx thinks he identifies)?

Week 8:

2/24 — Quiz on the meaning and logic of Mencius’, Aquinas’, and Xunzi’s philosophical claims. Reading due — Zhuangzi selection (B&P).

2/26 — Discussion post. Reading due — Nagarjuna selection (B&P)

Week 9:

3/3 — **LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY.** Quiz on the meaning and logic of Zhuangzi’s and Nagarjuna’s philosophical claims. No new reading. Explication of Nagarjuna, Zhuangzi, Aquinas, and Mencius readings.

3/5 — No new reading. Discussion of capitalist realism. Is the Last Man really so bad?
Week 10:  
3/10 — **MIDTERM PAPER DUE.** Imagining alternatives to Capitalist Realism. Reading due — Nyāya selection (B&P). Is it possible to know without practices of normalization?  
3/12 — Re-read Nyāya selection. Read Gangesha selection (B&P). Does the Last Man’s apathy trade on a failure to distinguish between real and fake doubts?  

Week 11:  
3/17 — Reading due — Socrates selections on knowledge (B&P). Why, logically, is knowledge not mere belief, or not just true belief. Why, according to Socrates, does knowledge require “an account?”  
3/19 — Online quiz on Socrates. Re-read Socrates selections. Lecture on externalist, rationalist, empiricist, coherentist, and skeptical theories of knowledge.  

Week 12:  
3/24 — Online quiz on Socrates’ and kinds of theories of knowledge. Reading due — Sextus Empiricus selection (B&P). Would the Over Man or Last Man prefer Sextus Empiricus’ theory of knowledge?  

Week 13:  
3/31 — Spring Break — NO CLASS.  
4/2 — Spring Break — NO CLASS. No discussion post.  

Week 14:  
4/7 — **SECOND SHORT ANSWER EXAM.**  
4/9 — Reading due — Augustine selection (B&P). Would the Over Man or Last Man prefer Augustine’s theory of knowledge?  

Week 15:  
4/14 — Reading due — Descartes selection (B&P). Does Descartes’ rationalism provide a way of knowing without practices of normalization?  
4/16 — Re-reading due — Descartes selection.  

Week 16:  
4/21 — Online quiz on Descartes. Reading due — Locke’s empiricism (B&P). How do empiricist methods of justification differ from rationalist methods. How are they vulnerable to critique by rationalists, externalists, and skeptics?
4/23 — Re-reading due — Locke’s empiricism (B&P).

Week 17:
4/30 — Last day of class. Reading due — Nietzsche selection (B&P). Lecture and discussion on Zarathustra’s and the Saint’s laughter, and philosophy’s dance of self-overcoming.

FINAL PAPER: DUE ELECTRONICALLY TUESDAY, MAY 6, BY 12PM THROUGH D2L.