PHIL 2200
Ways of Knowing
Semester: Spring 2014
Location: Social Sciences 3010
Time: MWF 11:00AM-11:50AM

Instructor: Dr. Jacob Rump
Email: jrump@kennesaw.edu (D2L email strongly preferred)
Phone: 770.423.6294 (Department Office)
Office: Social Sciences 4005
Office Hours: MW 10AM-11AM (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 Text (Students MUST have a copy of this text for the course):

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 writing workshop days and group work days and days when the assigned reading is not from the textbook. As this is primarily an interactive, discussion-based and critical-thinking-oriented class, students should be focused primarily on participation, attention, and comprehension 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 two 2-3 page papers (double-spaced, one-inch margins, 11 or 12 point standard font) 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 (1-1.5 pages) 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 (1-1.5 pages). We will spend some time in class prior to the due date for the first paper discussing how best to approach it and going over the grading rubric (which will be made available as a separate document in D2L). The first paper may be on any reading from Unit One and the second on any reading from Unit Two of the course. 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 (i.e., don't try to write your paper for Unit Two when we are still on Unit One). I am happy to discuss paper ideas, look at drafts, comment on initial thesis statements, etc., during office hours or by email, but in order to encourage you to get started early on your papers, I will not respond to such requests initiated less 48 hours before the paper is due.

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. 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 highly encouraged to make appointments at the Writing Center (details below) prior to the submission of their papers. It is your responsibility to double check that your paper has been properly uploaded to the dropbox by the due date and time, and to send the paper to me as an email attachment immediately if there are problems with the dropbox. I will NOT send you follow up emails regarding missing assignments, and you will receive a zero for any work not submitted.

For each paper, you are permitted (but not required) to submit one significantly rewritten version. The rewrites are due in hard copy, with the original graded essay printed out and attached, along with a short one-paragraph description (handwritten or typed) of what you have done to change the paper beyond simply correcting spelling and grammar errors two weeks after the original is returned to you. Your rewrite grade will be determined based on the initial grade and the improvements made to the essay, and will replace the initial grade.

Essay Exams
Students will take two essay exams over the course of the semester, one covering each unit of the course. The exams will be administered in online format (answers typed on the computer) through D2L, and students will have a time period of 48 hours during which they may choose take the exam and a window of two hours to complete it once it is initiated online. The first exam is due at the latest by 11:59PM on the exam day, and the second exam is due by the end of the official final exam period listed at the end of the course schedule below. Although the second exam will be administered during the final exam period, it will only cover material from unit (i.e. it will not be a truly cumulative “final exam”). Late exams will not be accepted except in extreme circumstances. I highly recommend that you type your answers in a word processing program, saving regularly, and then copy and paste your final essays into the exam program upon completion. This will allow you to save a copy of your answers should there be any problems with submission of the exam in D2L. As for the papers, it is your responsibility to double check that your exam has been properly submitted in D2L by the due date and time, and to send the saved copy of your essay responses to me as an email attachment immediately if there are problems the D2L submission.
Your answers on the essay exams should resemble shorter versions (200-300 words) of the response 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, organization, etc., will 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.

Use of your text and notes is permitted for the 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 gives them less than the allotted two hours). Students should set up their computers, log on, etc., well ahead of time to avoid technical difficulties, and should email me immediately or contact the Department office (phone 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: 25%

Summary & Response Paper #2: 25%

Essay Exam #1: 20%

Essay Exam #2: 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 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 of the text 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 it. 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 thought about ethics, the nature of the mind, and the self in readings selected from different ancient philosophical 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 some of the “big questions” concerning knowledge and reality, limiting our focus to the Western philosophical tradition and focusing on developments in epistemology (the theory of knowledge), metaphysics (theories about the nature and ultimate constituents of reality) and Theology (theories about about the possible existence and attributes of God).

**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 to be discussed on 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 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Assigned Reading</th>
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<tbody>
<tr>
<td>W, 1/8</td>
<td>Course Introduction, Syllabus Overview, Syllabus Q&amp;A</td>
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<tr>
<td>F, 1/10</td>
<td>Workshop: How to read philosophy and why: Russell, “The Value of Philosophy”</td>
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<tr>
<td>M, 1/13</td>
<td>Workshop: How to read philosophy and why: Russell, “The Value of Philosophy”</td>
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**Unit One: Ancient Views on Ethics and the Self**

**A. Ethics in Ancient Indian, Chinese, and Greek Thought**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>W, 1/15</td>
<td>Socratic Ethics: Plato, from <em>Laches</em> (3.1-3.1.1)</td>
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<tr>
<td>F, 1/17</td>
<td>Socratic Ethics: Plato, from <em>Laches</em> (3.1.1) (2nd day: reread/ review before class)</td>
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<tr>
<td>M, 1/20</td>
<td>MLK JR. HOLIDAY: NO CLASS</td>
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<tr>
<td>W, 1/22</td>
<td>Platonic Ethics: Plato, from the <em>Republic</em> (3.2-3.2.1)</td>
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<tr>
<td>F, 1/24</td>
<td>Aristotelian Virtue Ethics: Aristotle, from <em>Nichomachean Ethics</em> (3.3-3.3.1)</td>
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<tr>
<td>M, 1/27</td>
<td>Karma and Dharma in Hindu Thought: from the <em>Bhagavad Gita</em> (1.1-1.1.1)</td>
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<tr>
<td>W, 1/29</td>
<td>Theravada Buddhism: from <em>The First Sermon</em> (1.3-1.3.1); from <em>The Dhammapada</em> (1.3.2)</td>
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<tr>
<td>F, 1/31</td>
<td>Mahayana Buddhism: from <em>The Lankavatara Sutra</em> (1.5-1.5.1)</td>
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<tr>
<td>M, 2/3</td>
<td>Jainism: from the <em>Acaranga Sutra</em> (1.6.1)</td>
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<tr>
<td>W, 2/5</td>
<td>Confucianism: Confucius: from <em>The Analects</em> (2.1-2.1.1)</td>
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<tr>
<td>F, 2/7</td>
<td>Chinese Views of Human Nature: from <em>Mencius</em> (2.2-2.2.1)</td>
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<tr>
<td>M, 2/10</td>
<td>Chinese Views of Human Nature: Xunzi, from “That the Nature is Evil” (2.3-2.3.1)</td>
</tr>
<tr>
<td>W, 2/12</td>
<td>Workshop Day: Thesis Writing and Argument (review previous readings)</td>
</tr>
<tr>
<td>F, 2/14</td>
<td>Daoism: Laozi, from <em>Dao-de-Jing</em> (2.5-2.5.1)</td>
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**B. Self and Mind in Classical Indian and Greek Thought**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>M, 2/17</td>
<td>PAPER ONE due via Dropbox by 11:59PM</td>
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<tr>
<td>M, 2/17</td>
<td>Classical Indian Conceptions of the Self (7.1-7.1.1 and 7.1.7)</td>
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<tr>
<td>W, 2/19</td>
<td>Buddhist Conceptions of the Self: from <em>Questions to King Milinda</em> (7.3-7.3.1)</td>
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<tr>
<td>F, 2/21</td>
<td>Indian Materialist Conceptions of the Self: Madhava, from <em>Compendium of Philosophy</em> (7.4.2)</td>
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<tr>
<td>M, 2/24</td>
<td>Nyaya Conceptions of the Self: from the <em>Nyaya Sutra</em>; Udayana, from <em>Atmatattvaviveka</em> (7.4.4)</td>
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<tr>
<td>W, 2/26</td>
<td>Plato on the Self as Tripartite Soul: from <em>Phaedo</em> (9.1-9.1.1)</td>
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<tr>
<td>F, 2/28</td>
<td>Aristotle on the Self: from <em>De Anima</em> (9.2-9.2.1)</td>
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<tr>
<td>M, 3/3</td>
<td>EXAM ONE due online by 11:59 PM; available Saturday 3/1 at 11:59PM (no in-class meeting)</td>
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<tr>
<td>M, 3/3</td>
<td>LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY</td>
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Unit Two: Theology, Epistemology and Metaphysics in the Western Tradition

A. Epistemology

F, 3/7  Defining Knowledge: Plato, from *Theaetetus* (14.1.2)
M, 3/10 Aristotle on Thought and Inference: from *De Anima* (14.2-14.2.1)
W, 3/12 Sextus Empiricus on Skepticism: from *Outlines of Pyrrhonism* (14.3)
F, 3/14 René Descartes, from *Meditations on First Philosophy* (16.1-16.1.1)
M, 3/17 Descartes continued: from *Meditations on First Philosophy* (10.1-10.1.1)
W, 3/19 Empiricism: John Locke, from *An Essay Concerning Human Understanding* (16.2-16.2.1)
F, 3/21 Rationalism: G.W. Leibniz, from *New Essays Concerning Human Understanding* (16.3-16.3.1)
M, 3/24 Catch-up/ Workshop day
W, 3/26 Hume, from *An Enquiry Concerning Human Understanding* (16.4-16.4.1; to p. 393b)
F, 3/28 Hume continued (16.4.1; pp. 393b-398b)
F, 3/28 PAPER TWO due via dropbox by 11:59PM
M-F, 3/31-4/4 SPRING BREAK: NO CLASS

B. Metaphysics: Realism vs. Idealism

M, 4/7  Descartes’ Metaphysics: from *Meditations on First Philosophy* (20.1-20.1.1)
W, 4/9  Realism: John Locke, from *An Essay Concerning Human Understanding* (20.1.2)
F, 4/11 Idealism: George Berkeley, from *Three Dialogues Between Hylas and Philonous* (20.2-20.2.1), from *Principles of Human Knowledge* (20.2.2)
M, 4/14  Bertrand Russell’s Rejection of Idealism: from *Problems of Philosophy* (21.5.1)

C. Theology: Classic Arguments concerning the Existence of God

W, 4/16 The Ontological Argument: St. Anselm, from *Proslogion* (23.2-23.2.1)
F, 4/18 The Cosmological Argument: St. Thomas Aquinas, from *Summa Theologica* (23.3-23.3.1)
M, 4/21 Christian Mysticism: Julian of Norwich, from *Revelations of Divine Love* (23.4-23.4.1)
W, 4/23 Practical Arguments: Blaise Pascal, from *Thoughts* (25.2-25.2.1)
F, 4/25 The Argument from Design: William Paley, from *Natural Theology* (25.4-25.4.1)
M, 4/28 Skepticism Concerning God's Existence: David Hume, from *Dialogues Concerning Natural Religion* (25.5-25.5.1)
W 4/30 LAST DAY OF CLASS: Course wrap-up and review (no new reading)

ESSAY EXAM #2 (over Unit Two): Due by 12:30 PM on Wednesday, May 7th (no in-class meeting). As with the first exam, the exam will be made available on D2L 48 hours earlier (i.e. at 12:30 PM on Monday, May 5th), and you will have two hours to complete the exam once it is initiated. Late submissions will NOT be accepted.