Professor: Dr. David Jones
Office: 4082 Social Science Building
Consultation Times: TTH 12:30-1:30 or by appointment
Phone: 770-423-6596 (office) and 770-423-6294 (department)
E-Mail: djones@atlas.kennesaw.edu (for no answer, contact me on Desire to Learn)
Facsimile: 770-423-6432
Web site: http://ksuweb.kennesaw.edu/~djones/

Catalogue Course Description:
Major Themes in Philosophy is an in-depth examination of a major theme in the history of western or non-western philosophy. Themes may include time, justice, love, friendship, beauty, materialism, aesthetics, epistemology, and metaphysics. Course may be repeated if the course content is different.

Instructor’s Course Description:
This course examines the nature of the self through a reading of classical and contemporary sources. Topics include: the Western construction of soul; non-Western notions of self and no-self; the unconscious and consciousness; relation of mind and body; self and society; and self and nature. The approach will be a historical and comparative in nature and will map out the construction of the Western concept of self and counter-pose that conception with Indian, Chinese, and Japanese versions as well as bringing those traditions into counterpoint with each other.

Course Objectives:
1. develop a thematic sense of the historical development of a topic
2. develop comparative and analytic skills when studying different traditions
3. hone requisite research skills for doing philosophy
4. develop an understanding of the construction of the self in a historical context
5. learn to question claims about social ad natural realities arising from assumptions arising from and particular concepts of the self and learn to test them against available evidence with a view to advancing general and transferable critical skills
6. learn to appreciate an everyday sense of self in our world of experience
7. achieve competency in the technical terminology of comparative philosophical investigation and philosophy in general
8. compare the tools and concerns of comparative philosophy with those of other philosophical and non-philosophical approaches and practices
9. refine advanced levels of comprehension, argumentation, presentation, and writing skills

Course Format:
Merriam-Webster defines a seminar as “a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussion.”

Classroom sessions will combine formal interactive lectures and informal discussions. Students are encouraged to participate actively in dialogue and raise related issues relevant to their lives and experience. Students are expected to prepare all readings in advance of the sessions for
which they are scheduled. Some of the assigned primary texts are very difficult, but will be openly discussed in class and complemented with optional secondary readings.

**Required Readings:**
Some primary readings will be made available online as electronic documents.

*The Discovery of the Mind Paperback*
Bruno Snell
Dover Publications (October 20, 2011)
ISBN-10: 0486242641

*Aristotle's On the Soul and On Memory and Recollection*
Joe Sachs
Green Lion Press (September 1, 2001)
ISBN-10: 1888009179

*Intimacy or Integrity: Philosophy and Cultural Difference*
Thomas P. Kasulis
University of Hawaii Press (May 1, 2002)
ISBN-10: 0824825594

*Discourse on Method and Meditations on First Philosophy*
Rene Descartes
BN Publishing (August 9, 2007)
ISBN-10: 9562915573

*The Formless Self*
Joan Stambaugh
State University of New York Press
ISBN-10: 0791441504

**Attendance Policy:**
There are no excused absences. Attendance is required. Students will not be able to succeed in this course without complete attendance. Responsibility for material covered while absent is solely the responsibility of the student.

**Electronic Devices Policy:**
All electronic devices must be turned off in class including cell phones. The use of cell phones is strictly prohibited in class. Students are welcome to use laptops for note-taking purposes only (no web based activity) unless necessary for classroom as designated by the instructor. Any violation of this policy will negatively affect students’ participation grades.
Course Assessment:
- Reflective Essay 1 20%
- Reflective Essay 2 20%
- Analytic Research Paper 25%
- Final Argumentative Research Paper 25%
- Participation 10%

*Nota Bene: Late assignments will automatically receive a mark of zero unless official medical documentation is provided. *

Description of Assignments:
Reflective Essays: Your reflective essays should be formatted with double-spacing, 12 point Times New Roman font, and 1 inch margins, and follow Chicago Manual of Style 16th Edition citation guidelines (see https://owl.english.purdue.edu/owl/resource/717/01/). You are required to write 600 words on any of the readings discussed to date in class (for Reflective Essay 1, select a reading from week 2, 3, or 4; for Reflective Essay 2, select a reading from week 5, 6, 7, or 8), providing philosophical reflection on a point of your choosing. For Major Reflective Essay 3 you are required to write 7500 words on an assigned reading. You are required to discuss and cite at least the primary reading selected. The essays are graded on the evaluation scale below.

Major Final Term Paper: Your major term-paper should be formatted with double-spacing, 12 point Times New Roman font, and 1” margins, and follow Chicago Manual of Style 16th Edition guidelines (see https://owl.english.purdue.edu/owl/resource/717/01/). You are required to write 2500 words on a topic of your choosing, which must be approved by the instructor no later than March 25. In order to receive approval, you must submit the following: a title and thesis statement, along with a provisional bibliography that includes at least three legitimate secondary sources in addition to at least one of the primary readings from class. This will be an argumentative research paper.

There are two major types of research papers:

Argumentative research paper
The argumentative research paper consists of an introduction in which the writer clearly introduces the topic and informs his audience exactly which stance he intends to take; this stance is often identified as the thesis statement. An important goal of the argumentative research paper is persuasion, which means the topic chosen should be debatable or controversial.

Analytical research paper
The analytical research paper often begins with the student asking a question (a.k.a. a research question) on which he has taken no stance. Such a paper is often an exercise in exploration and evaluation.

See https://owl.english.purdue.edu/owl/owlprint/658/ for more information and examples.
**Grading Scale:**
Students are evaluated on the following scale on both individual assignments and final grades:

- **A** 100–90
- **B** 89–80
- **C** 79–70
- **D** 69–60
- **F** <60

**Academic Integrity:**
No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required 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 that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they must 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 must 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 instructor.

To avoid plagiarizing, including unintentionally plagiarizing visit:
- [http://plagiarism.org/](http://plagiarism.org/)
- [http://www.indiana.edu/~wts/pamphlets/plagiarism.html](http://www.indiana.edu/~wts/pamphlets/plagiarism.html)
- [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html)

**Other Resources for writing a philosophy paper:**
- [http://writingcenter.unc.edu/handouts/philosophy/](http://writingcenter.unc.edu/handouts/philosophy/)
- [http://www.sfu.ca/philosophy/resources/writing.html](http://www.sfu.ca/philosophy/resources/writing.html)
- [http://las.depaul.edu/philosophy/Programs/Undergraduate/Paper_Writing_Suggestions.asp](http://las.depaul.edu/philosophy/Programs/Undergraduate/Paper_Writing_Suggestions.asp)

The KSU Writing Center
A free service offered to all KSU students. Experienced writing assistants work with you throughout the writing process (on concerns such as topic development, revision, research, documentation, grammar, and mechanics) although assistants cannot edit or proofread your paper for you. Appointments are strongly encouraged. For more information or to make an appointment, visit [http://kennesaw.edu/writingcenter/](http://kennesaw.edu/writingcenter/), or stop by Room 242 in the English Building.

Additional resources are your professors and instructors and the Philosophy Program Writing Workshops.
Topics and Readings (subject to change at the discretion of the professor):

**Week 1—The Greek Self**
January 14
Reading: Chapters 1-3 and 8 and 9 in *Discovery of Mind*.

**Week 2—The Platonic Soul**
January 21
Reading: Book IV of the *Republic*, *Phaedrus* Books IX-XII, and *Aristotle's On the Soul and On Memory and Recollection*; review your previous readings of the *Apology* and *Phaedo*.

**Week 3—Reading Day**
January 28

**Week 4— The Rational Self**
February 4
Readings: René Descartes’ *Discourse on Method and Meditations on First Philosophy*

**Week 5— The Empirical Self**
February 11
*Reflective Essay 1 due February 11*
Readings:
BOOK II - OF IDEAS, Chapter XXVII Of Identity and Diversity in *An Essay Concerning Human Understanding* by John Locke—
[Link to An Essay Concerning Human Understanding by John Locke](http://oregonstate.edu/instruct/phl302/texts/locke/locke1/Essay_contents.html)
Michael Ayers on John Locke: [http://people.brandeis.edu/~teuber/locke.html](http://people.brandeis.edu/~teuber/locke.html)


**Week 6— Kant’s Metaphysics of Self**
February 18
Reading: Book II “Of the Dialectical Procedure of Pure Reason” in *Critique of Pure Reason* by Immanuel Kant 274-294
[http://www2.hn.psu.edu/faculty/jmanis/kant/Critique-Pure-Reason.pdf](http://www2.hn.psu.edu/faculty/jmanis/kant/Critique-Pure-Reason.pdf)
Colin Marshall

*Philosophy Writing Workshop from 12:30-2:30 in SO 5074*

**Week 7— Meta-discussion: Intimacy and/or Integrity**
February 25
Reading: *Intimacy or Integrity: Philosophy and Cultural Difference* by Thomas P. Kasulis

**Week 8— Vedic Conceptions of Self**
March 4
Readings:
*Katha Upaniṣad*
*Muṇḍaka Upaniṣad* (selection)
*Chāndogya Upaniṣad*
*Bhagavad Gītā* Ch. 7 (10-30), Ch. 13 (all), and Ch. 14 (all)
(handouts)

**Week 9— No-self in the Buddhist Pāli Canon**

**March 11**
Readings: Selections from the *Saṃyutta Nikāya* (SN) —
SN 22:45; III 44-45 (everything impermanent is non-self; explained through the 5 aggregates)
SN 35:85; IV 54 (the world is "empty of self and what belongs to self")
SN 22:95; III 140-42 (images of emptiness/non-substantiality for each of the aggregates; self-consciousness, and other conceptions of substance/permanence/endurance, i.e., kinds of consciousness, are likened to a magician's illusion)
SN 35:147-49; IV 133-35 (monks see the aggregates as impermanent and non-self)
SN 22:89; III 126-32 (after detachment from each of the 5 aggregates, a lingering sense of self can remain)
SN 12:15; II 16-17 (in lieu of theories of (self-)existence or (self-) non-existence, the Buddha teaches dependent origination)
SN 12:1; II 1-2 (dependent origination explained through a description of how the 5 aggregates co-arise when conditioned by (I-)consciousness/ ignorance)
SN 35:28; IV 19-20 (dependently arising aggregates are burning)
SN 12:38; II 65-66 (dependent origination of (I-)consciousness and volitional formations)
SN 12:44; II 73-74 (the origin and cessation of suffering explained through the interdependence of the five aggregates)

See also Sue Hamilton's *Very Short Introduction to Indian Philosophy* (chapter 4) for a nice explanation of the Buddha's teachings regarding dependent origination, the five aggregates, and non-self as an alternative/middle way between theories of the existence of self (found in the *Veda's*) and theories of the non-existence of self in circulation at the time.

**Week 10— Confucian and Daoist Senses of Self**

**March 18**
*Reflective Essay 2 due March 18*
Reading: Selections from the *Analects*, *Laozi*, and *Zhunagzi* (handouts)

**Week 11— East Asian Versions of Anatman**

**March 25**
Reading: Selections from Eihei Dōgen’s *Shōbōgenzō* and Bashō’s poetry (handouts)

Secondary Readings:
“Objects” of Enquiry: Locating Identity
Ikkyū Sōjun’s Skeletons (selections)
Linji’s True Man of No Rank and the Four Procedures
Masao Abe, “The Oneness of Practice and Attainment”

**Week 12— The Deep Soul**

**April 8**
Readings: Selections from Nietzsche, Freud, and Heidegger (handouts)
Week 13—The Formless Self
April 15
*Analytic Research Paper due April 15*
Reading: *The Formless Self* by Joan Stambaugh

Week 14— The Formless Self
April 22
Reading: *The Formless Self* by Joan Stambaugh

Week 15—The Fractal Self
April 23
Reading: Selections from John L. Culliney and David Jones’s *The Fractal Self: Coming of Age in an Intimate Universe* (handouts)

Week 16— Review and Discussion
April 29
May 2 Final Paper due

**IMPORTANT DATES:**
Philosophy Writing Workshop: February 18 at 12:30-2:30 in SO 5074
Spring Break: March 29-April 4
Last Day to Withdraw Without Academic Penalty: March 12
Reflective Essay 1 Due: February 11
Reflective Essay 2 Due: March 18
Analytic Research Paper Due: April 15
Major Argumentative Paper Due: May 2