PHIL 2200/01
Ways of Knowing
Semester: Spring 2016
Location: Kennesaw Hall, Room 1104
Time: Tuesdays and Thursdays, 9:30am—10:45am

Instructor: Dr. Amy K. Donahue
Email: adonahu3@kennesaw.edu
Phone: 470.578.6624
Office: Social Sciences Building, Rm. 4092
Office Hours: Tuesdays and Thursdays, 12:30pm — 1:45pm, or by appointment. I’m happy 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

Required Reading:
Additional materials uploaded to D2L.
Attendance Policy:
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.

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 may use laptops, etc. only to take notes in class and to look up material relevant to class discussions. Texting, chatting, or unrelated web-surfing during class will negatively affect students’ learning, class participation grades, and performance.

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.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/~phtso/paperguide.html](http://www2.gsu.edu/~phtso/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 attentiveness, and appropriate engagement with others— e.g., asking appropriate questions, 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 comprehensive, 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 3pm on the day of the next week’s class (usually Tuesday). **Missed credit on online quizzes cannot be made up.**

Before your midterm and final papers are due, students will be asked to submit online 1000 word **long answer exams.** *These exams are expository, and are not reflective or evaluative.* Each will ask students to identify a thesis from one of the course readings, and to use concepts and arguments from the text to show how the author tries to support this thesis. The task in these assignments is to explain a philosopher’s argument, rather than to evaluate or reflect on it, and to do so in a way that is a) accurate and comprehensive (40%), b) supported through textual references that bolster appropriately detailed textual claims (30%), and c) clearly and grammatically written (30%).

Students are welcome to re-use content from their quizzes in their exams. Further, they are welcome to use content from their first exam in their midterm paper, and their second exam in their final paper. The exams are intended to provide students with an opportunity to test the quality of their understandings of textual arguments and concepts as well as receive feedback on their understanding of course material and their writing before the higher stake papers. Like the quizzes, they are also meant to reinforce the notion of philosophical writing as an ongoing text-based drafting process. **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](http://www.lib.umd.edu/tl/guides/citing-chicago-ad)).

After the first exam, and after in-class exercises and discussions concerning philosophical theses and how to develop them, students will complete a 5-7 page (1,250-1,750 word) **midterm paper.** In this paper, students will be asked a) to state and support a philosophical thesis (25%), and to do so by b) providing accurate and comprehensive expositions of relevant textual concepts
and arguments (30%), c) including parenthetical textual citations to support appropriately
detailed textual claims (25%), and d) writing clearly and grammatically (20%).

After the second exam, students will complete a 5-7 page (1,250-1,750 word) final paper. In this
paper, students will be asked a) to state and support a philosophical thesis (25%), and to do so by
b) providing accurate and comprehensive expositions of relevant textual concepts and arguments
(30%), c) including parenthetical textual citations to support appropriately detailed textual claims
(25%), and d) writing clearly and grammatically (20%).

Your midterm and final papers should be formatted with double-spacing, 12 point Times New
Roman font, and 1” margins, and follow MLA citation guidelines (see http://
owl.english.purdue.edu/owl/resource/747/02/). Please review KSU’s policies on academic
integrity and plagiarism before submission. Time permitting, I will be happy to review paper
drafts before assignments are due and to work with students to improve their academic writing.
Graded papers are normally returned no more than two weeks after their due date.

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 Long Answer Exams</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
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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:

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. 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 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
Primary number for Marietta campus: 678-915-7244
Course Schedule:
_Tentative_ schedule of assignments and topics.

Week 1:

1/12 — 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?

1/14 — Reading due—Mark Fisher, “It’s Easier to Imagine the End of the World…,” Chapter 1 of _Capitalist Realism_ (uploaded to D2L). Reading exercise: “One interesting thing….,” Critical discussion. What is capitalism?

Week 2:


1/21 — Online quiz due. 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 Friday.

Week 3:


1/28 — Re-reading due — Marx and Fisher excerpts. Reading exercise: “One interesting thing….,” Critical discussion. Is it possible today to live without prioritizing exchange values, and to instead prioritize the particular natures and uses of things? Online quiz assigned Friday.

Week 4:

2/2 — Online quiz due. Reading due — Thich Nhat Hanh, pages 5-48. Reading exercise: “One interesting thing….,” Critical discussion. Does Hanh make relevant arguments? What is he calling on you to do?

2/4 — Reading due — excerpts from the Buddhist Pāli canon and Sue Hamilton excerpt (uploaded to D2L), and Hanh, pages 51-91. Lecture and critical
discussion on canonical Buddhist concepts and arguments. Discussion of relevance to Hanh reading. Online quiz assigned Friday.

Week 5:

2/9 — Online quiz due. 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. Review of Marx and Fisher.


Week 6:

2/16 — FIRST EXAM.

2/18 — Reading due — philosophy writing guides (uploaded and/or linked to D2L). In class workshop — how to write a philosophy paper. Discussion — what is a thesis? Homework for Thursday: come with a draft thesis statement and rough outline of your first paper. Online quiz assigned on Friday.

Week 7:

2/23 — Online quiz due. Critical discussion and evaluation of Fisher/Marx & Hanh/Buddha arguments.

2/25 — Clarification of concepts and arguments, and critical discussion of theses. No online quiz assigned Friday.

Week 8:


3/2 — LAST DAY TO WITHDRAWAL WITHOUT ACADEMIC PENALTY.

3/3 — MIDTERM PAPER DUE. No online quiz assigned on Friday.

Week 9:


3/10 — Re-reading due — Euthyphro. In class reading exercise and critical discussion — map and evaluate Socrates’ arguments. Online quiz assigned Friday.

Week 10:
3/15 — Online quiz due (bring to class). Reading due — Plato’s Apology. Lecture and critical discussion. What if anything makes a humane life humane and a petty life petty?


Week 11:

3/22 — Online quiz due. Review and critical discussion of central concepts and arguments from Plato’s Socratic dialogues. Introduction to Kant and to key terms in the upcoming Kant reading.

3/24 — Reading due — Kant (pp. xiii — xvii, and 9-20). Lecture. Online quiz assigned Friday.

Week 12:

3/29 — Online quiz (bring to class). Re-reading due — First Kant reading. Small group reading exercise — defining terms and mapping Kant’s argument in Section 1. Class discussion. Introduction to key terms in the reading for Thursday.

3/31 — Reading due — Kant (pp. 21-55). Lecture. Online quiz assigned Friday.

Week 13:

Spring Break — No classes.

Week 14:

4/12 — Online quiz (bring to class). Re-reading due — Second Kant reading. Small group reading exercise — defining terms and mapping Kant’s argument in Section 2. Class discussion. Introduction to key terms in the reading for Wednesday.

4/14 — Reading due — Kant (pp. 56-72). Lecture. Reading exercise — mapping Kant’s arguments in Sections 2 & 3. Online quiz assigned Friday.

Week 15:

4/19 — Online quiz due. Reading due — Langton article (uploaded to D2L). Re-reading due — Kant, sections 2 & 3. Review lecture and critical discussion of Kantian concepts and arguments. Introduction to Rae Langton’s feminist critique of Kant’s moral theory.

4/21 — SECOND EXAM.

Week 16:
4/26 — No online quiz due. Lecture and critical discussion of potential theses for the final paper.

4/28 — Last day of class. Review and critical discussion of potential theses for the final paper, and of the Kant, Plato, and Langton readings. Come to class with a draft of your second paper.

FINAL PAPER: DUE THROUGH D2L ON TUESDAY, MAY 3, BY 12:30PM.