PHIL 2200
Ways of Knowing
Semester: spring 2014
Location: online
Time: asynchronous – no set meeting times

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Office Hours: Wednesdays 7-9PM
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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:

Passion of the Western Mind (Tarnas), The Republic of Plato (trans. Bloom), Schopenhaur: Essays and Aphorisms (trans. Hollingdale), Tao te Ching (trans. Wu). The Tarnas volume is our primary “textbook.” It’s a narrative – a story – of Western philosophy’s history. The other texts are translations that I feel are greatly superior to the free versions you can find online. Our other reading assignments are available on the course website.

Attendance Policy:
Since this is an asynchronous, fully online course, we have no fixed meeting times. However, you are still responsible for weekly discussion board posts. To adequately complete this assignment, you will need to keep up with the weekly lectures and readings.

You will see all of the relevant course readings, lectures and assignments for each week in the learning module(s) labeled for that week. In attempt to simulate the face-to-face learning environment of a classroom, I have recorded audio (MP3) versions of the lectures, corresponding roughly to the number and duration (minus discussion) of class meetings that you would expect from a course that meets in person twice per week. Also in effort to recreate the classroom environment, I have created a PDF file for each lecture that corresponds to the kind of outline material and key terms that I normally write on the board during class. The PDF files are designed to supplement the lectures, not to summarize or replace them.

Electronic Devices Policy:
Aside from the computer that you use to access the course, no other electronic devices are allowed while you take the exams. The only online material you should have open during an exam is the exam on the course website.

Technological Proficiency:
Since this is an entirely online course, the minimum for computer proficiency is naturally somewhat higher than it might be for a traditional course. I expect that you will have consistent access to an internet connection with a computer and browser capable of displaying the course website for this class. You will also need software that is capable of playing the audio lectures in MP3 format (e.g., windows media player). Some familiarity with discussion boards and threads is also assumed.

Course Assessments/Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due by 11:59PM on …</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>25</td>
<td>Each Sunday, June 8 – July 20</td>
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<tr>
<td>Midterm (topics 1-11)</td>
<td>25</td>
<td>Open from June 23-29</td>
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<tr>
<td>Philosophical Analysis</td>
<td>25</td>
<td>July 14</td>
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<tr>
<td>Final Exam (topics 12-25)</td>
<td>25</td>
<td>Open from July 23-27</td>
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<tr>
<td>Total</td>
<td>100</td>
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DISCUSSION BOARDS:
Each week, you will be graded on your participation on the class’ discussion board. For each discussion board, you will be expected to do the following:

1. **Cite a particular passage** which contains an idea that you found thought provoking.
2. **Explain the idea:** explain what you think the author meant and back it up with a discussion. Citing other passages may be necessary to do this. A brief summary of its context will also be beneficial.
3. **Reflect on the idea and offer a critique:** is the claim the author makes reasonable? If you disagree with it, how might you object to it? Or if you agree with it, how might you support it?

One sentence on parts 2 and 3 will not suffice. A substantive paragraph for each is expected. I am looking for a philosophical analysis of the ideas, not just your opinions. If you simply say that you disagree with the author because you have a different opinion, you will not be given full credit. You must say why you agree or disagree. What is it specifically about the idea (and its place in the author’s argument) that you agree or disagree with?

Though your grade for this assignment will come from your post, you are also encouraged to respond to other students’ posts. I track discussion board activity (time spent and posts made) carefully because it is a good indication that students are putting in the needed time and effort into the course. If I see that you are responding to others’ posts in a thoughtful way, *I take this into consideration when rounding grades at the end of the course*. I have rounded course grades up several points in the past when I saw that students were truly putting in a lot of effort into the discussion boards. You can think of this like an *extra credit* assignment for the course.

Since these posts are designed to facilitate your thinking about the material we cover and take the place of class discussion, they must be done on time. Late submissions may receive up to half credit. Posts will not be graded until the end of the semester. I do this so that you can go back at any time during the semester and add to your posts, respond to other students’ posts, and so on and still receive at least some credit (or extra credit!).

**In summary:**

1) **Post on the modules we are covering that week in class**
2) **One post per module – so, one post per discussion board**
   
   25 total for the whole course = 25 modules × 1 post each
3) **Your posts for that week are due by Sunday night by 11:59pm**

**Example:**

For July 7-13, we are covering Descartes & Kant (module 19) and Schopenhauer & Aesthetics (module 20). This means that you need to have two total posts by 11:59pm on Sunday July 13: one on the discussion board for module 15 and one on the discussion board for module 16.

For the first week and a half, since people will still be shuffling their schedules, the posts for modules 1, 2, 3 and 4 are not due until June 8.
Rubric: Solid, substantive posts will be given full credit. Posts which fulfill the parameters of the assignment, but are weak and lack detailed explanation and analysis sections will be given 80% of the value of the assignment. Posts that are significantly weak and do not meet the criteria for the assignment will be given 60%.

Discussion Board Etiquette: Please remember that these discussion boards are part of a university course and that the other people posting are your fellow students. In other words, you should interact with them with the courtesy and consideration that you would if you were sitting next to them in class. This does not mean that you shouldn’t disagree – this is philosophy, after all. If you do disagree with someone, simply remember to do so in a respectful manner.

PHILOSOPHICAL ANALYSIS:
This is not a traditional essay assignment, though like the structured readings, the commentary section should resemble a traditional essay. For a topic of your choosing, you must find two thinkers who argue against one another (or at least with significantly different arguments) and lay out their arguments in a series of bullets. Each bullet should be concise and articulate each step of the argumentation. After laying out their arguments, you will present your own in the same format. Each section should display not just the content of the argument, but describe how the argument works (using an outline format is appropriate). Be very careful to include implicit assumptions that the author is making – sometimes these are the most important premises of the arguments! So, the first three sections of the assignment should be step by step bullet point walkthroughs of arguments on your topic: 1) a thinker on one side, 2) a thinker on another side, 3) your argument. After clearly and concisely presenting the arguments, you will provide several paragraphs of commentary on the topic. In this commentary, I am looking for pointed, sharply targeted statements about the arguments presented – avoid overly general statements and fluff at all costs! The assignment should be long enough to cover all of the arguments in detail, probably 7-10 pages – when in doubt, more detail about the steps of the arguments is better. The challenge in this assignment is in being able to distill an argument from a text and to formulate your own argument in response in a very structured fashion. If you have questions about what I am looking for in this assignment, please email me and consider using my draft policy (see below). Sample papers from past students are also available on the course website.

Rubric: Philosophical Analysis

Final due: July 14
Last day for drafts (optional): July 7

1) Bullet points describing the argument made by the first thinker
2) Bullet points describing the argument made by the second, opposing thinker
3) Bullet points describing your own argument
4) Several paragraphs of targeted commentary

Each section is worth one fourth of the total grade for the assignment.
Important Note: Personal opinions on a philosophical topic will not be graded as right or wrong. The written assignments are not such that you must “agree with the professor” to do well. This does not, however, mean that “anything goes.” For each side of every topic we will cover, an eloquent and sophisticated argument is possible. If you are giving serious thought to the topic and can express your ideas with reason and clarity, you will do well.

DO NOT QUOTE WIKIPEDIA – Wikipedia is a great resource to start with if you know nothing about a topic. It is not, however, good as a formal academic resource. For this class, the Stanford Encyclopedia of Philosophy is much better and more reliable.

DO NOT QUOTE THE DICTIONARY – The dictionary is not an authority on anything other than the common usage of words. No philosophical debate of any substance has ever been resolved by looking in the dictionary.

Use of outside sources: aside from the source material for the structured readings and the source material for the two thinkers in your philosophical analysis, you are not required to use any other outside sources, though you may cite additional sources in your commentary if it helps to elucidate a point that you are making.

SUBMITTING WRITTEN ASSIGNMENTS:
You must submit your essays on the Desire2Learn course website. Writing will be automatically checked for plagiarism by the Turnitin.com service. The assignment will be marked and returned via the website so that both the student and the instructor have dated copies of the assignment. You must log back into the website to see your graded paper and comments. Assignments submitted by email will not be graded unless this has already been discussed with the instructor. For more detail on the written assignments, see the rubrics at the end of this document.

DRAFT POLICY:
Up to one week before a paper is due, the student may elect to submit a draft of the paper to the instructor. Comments will be returned with the paper. I am available via email, during office hours and other times by appointment to go over the comments and answer additional questions. If you have concerns about your writing ability, organization, understanding of the topic or are interested in sharpening your paper to get the best grade possible, turning in a draft and revising your paper before it is due is an excellent way to improve your grade. Yes, this policy is very generous – it rewards students who are willing to put the time in. I will go back and forth with you on email as many times as you like to perfect your assignments. This doesn’t result in all of my students getting an A simply because people (for some reason) choose not to do it!

MIDTERM AND FINAL TESTS:
The tests are to ensure that you are doing the readings and understanding the material covered. The tests are multiple choice. So are the self-tests online. Notice this. The suggested discussion board questions and summary notes for each week would also be excellent resources in studying for the tests. One of the advantages in taking this class in an online format is that each test has a window rather than a particular time slot. So you are expected to at any one hour period during the window to sign on to D2L and take the test in the quizzes tab. Be very sure that you are
starting the test at a time that you will not be interrupted and you can finish it. **You may only start the test once.** Grades will be released at the end of the test window. Be advised that the test questions were written with full knowledge that some unscrupulous students will have Wikipedia open in another window even though this is forbidden. You are far better off studying by traditional means as described above.

**Grading Scale**
Students are evaluated on the following scale:

- **A** – greater than or equal to 90
- **B** – greater than or equal to 80 and less than 90
- **C** – greater than or equal to 70 and less than 80
- **D** – greater than or equal to 60 and less than 70
- **F** – less than 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.

**LATE ASSIGNMENTS POLICY:**
An assignment is late if it is turned in after the day that it is due. Late assignments will be penalized 10% of the point value of the assignment for each week that the assignment is late, up to 20% for being two weeks late. **No assignments that are more than two weeks late will be accepted for credit.** If a student has a circumstance that they feel warrants additional time for an assignment, contact with the instructor must occur well in advance. This does not mean the day before the assignment is due. Exceptions will only be given for appropriately documented medical emergencies.

**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

*It is your responsibility to know what plagiarism is.* Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II 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 University Judiciary Program, 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.

Plagiarism includes copying material from websites, books, or any other source and presenting it as your own work without a citation or quotation. I am aware of the online resources available and have the knowledge and ability to search these sources. If you copy entire sentences or paragraphs from an online source or book without a citation, that is plagiarizing. *Anyone caught plagiarizing will immediately receive a grade of F for the course.*

See the following websites for more information on plagiarism:

- [http://plagiarism.org/](http://plagiarism.org/)
- [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
- [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](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. Carol Pope, ADA Compliance Officer for Students 770-423-6443.
## Course Schedule:

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<th>Week of</th>
<th>Topics</th>
<th>Textbook Reading</th>
<th>Online Reading</th>
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<tbody>
<tr>
<td>June 9-15</td>
<td>Introduction to Aristotle, Aristotle’s <em>Nicomachean Ethics</em> (5,6) Philosophy after Aristotle, the Stoics and Epictetus’ <em>Enchiridion</em> (7, 8)</td>
<td>Tarnas pp.55-69, 73-89</td>
<td>Aristotel: <em>Nicomachean Ethics</em> Book I Epictetus: <em>Enchiridion</em></td>
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<tr>
<td>June 23-29</td>
<td>Introduction and History of Buddhism (12, 13) Zen (14) Taoism, Confucianism (15,16) First Test available in the assessments tab from June 23-29, Grades released after the end of the test availability window, Test covers topics 1-11 <em>June 24: last day to withdraw without academic penalty</em></td>
<td><em>Tao te Ching</em></td>
<td><em>Dhammapadda</em> Confucius: <em>Analects</em></td>
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<tr>
<td>June 30 – July 6</td>
<td>Aquinas, the Problem of Evil &amp; Occam's Razor (17,18)</td>
<td>Tarnas pp.91-350</td>
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<tr>
<td>July 7-13</td>
<td>Descartes &amp; Kant, Schopenhauer &amp; Aesthetics (19, 20)</td>
<td>Tarnas pp.351-394 Schopenhauer: <em>Essays and Aphorisms</em>, pp.41-54,117-132</td>
<td>Descartes: <em>Meditations</em> Ch.1</td>
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<tr>
<td>July 23-27</td>
<td>Final Exam available in the assessments tab during this time only. Test covers topics 12-25. Grades will be released at the end of the window</td>
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All of the original texts that are listed in the *Online Reading* column are not included in the required textbooks for the course and will be posted to the class’ website.
Guidelines for paper grades. These are from the History and Philosophy Department – please consider these guidelines for the commentary sections of your written assignments.

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 valid 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).
Bibliography


Carter, Elizabeth. (1758). All the Works of Epictetus, Which Are Now Extant; Consisting of His Discourses, preserved by Arrian, In Four Books, the Enchiridion, and Fragments. Translated from the Original Greek. Meredith: S. Richardson, Printer.


