

University of Central Oklahoma
College of Liberal Arts
Department of Humanities & Philosophy
Fall 2017

PHIL 1113: Introduction to Philosophy
CRN: 17658
MWF __:00_M-__:50_M
Liberal Arts Rm. 124

Instructor: Dr. Jerry Green

Email: jgreen67@uco.edu

Phone: 405.974.5612

Office: Liberal Arts 203E

Office Hours: M,W 3:00-5:00PM; T: 1-3:00PM

Course Description:

"This course is a general introduction to the major areas of philosophical study. Students will be provided with the opportunity to begin their own critical analysis of their philosophical beliefs."

What does this mean? In this course we will focus on (i) our ability to think, and the various factors that impede or distort that ability, (ii) what steps we can take to avoid these impediments and distortions, and so cultivate our ability to think better, and (iii) some of the values which support and direct good thinking. Hence the main goal of this course is practical: how can we transform ourselves into clearer, more careful, and more cogent thinkers and actors?

The content of this course will include:

- The nature and value of truth, and its relationship to judgement, belief, and opinion
- The composition of the human mind, and the complex relationships between its parts
- The standards and habits which distinguish good reasoning and use of evidence from bad
- The nature, source, and variety of moral value, and the case for why we should act morally
- The shortcomings of our ability to decide and act the way we want, and how to do it better
- The structure of moral and epistemic virtues, and how to cultivate them
- The nature of happiness, and some strategies for pursuing it

Finally, we will focus on developing the following more practical philosophical skills:

- Reading and understanding conceptually difficult texts
- Critically evaluating arguments and assumptions (yours and others')
- Communicating complex ideas clearly and efficiently

In other words, this course will be like a boot camp for learning to think and communicate clearly.

Core Curriculum Course: This course is a Critical Inquiry Core Course and fulfills one of the core curriculum requirements of the university. It emphasizes ethical and critical thinking skills necessary for interpreting the self in relation to culture and society. This course will introduce students to philosophic inquiry into many of the seminal ideas in metaphysics, epistemology, and ethics that have shaped our world. This course stresses the teaching of philosophic inquiry as a significant way of knowing. The course addresses many of the major topics in the history of philosophy and includes the study of both inductive and deductive reasoning as well as logical fallacies.

Prerequisites: None

Course Objectives: In this course students will read classical and contemporary writings on such matters as ethics and the quest for the good life, truth and the problem of knowledge, the concept of self, the idea of freedom and the concept of human nature. Students will seek to answer, using critical reasoning, a series of questions about these issues as raised by the course readings. In addition, students will engage each other in sustained discussion of these issues. The following are the outcomes a successful student will attain by the end of this course: (1) identify and define key philosophical terms studied in the course, (2) distinguish among the philosophic views studied in the course, (3) identify major points and arguments of various philosophic essays, (4) critically analyze and evaluate philosophic arguments, and (5) provide rationally persuasive arguments in defense of their own beliefs about a variety of controversial issues in philosophy.

Student Learning Objectives:

- 1) Students will begin the process of developing ethical and critical thinking skills necessary for interpreting the self in relation to culture and society.
- 2) Students will read, analyze, and synthesize major texts from the history of philosophy and communicate about them in writing.
- 3) Students will analyze, appraise, and formally symbolize arguments.

Transformational Learning Outcomes: The University of Central Oklahoma is a learning-centered organization committed to Transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. Transformative learning goals (the “Central Six”) have been identified as: *Discipline Knowledge*, *Leadership*, *Research*, *Scholarly and Creative Activities*, *Service Learning and Civic Engagement*, *Global and Cultural Competencies*, and *Health and Wellness*.

This course addresses four of the University’s transformative learning goals:

- Discipline Knowledge*, by investigating some core questions and subfields of philosophy
- Leadership*, by developing self-awareness, decision-making skills, and ethical fluency
- Research, Scholarly and Creative Activities*, by applying course content to personal interests
- Health and Wellness*, by focusing on mental health and practical/academic success

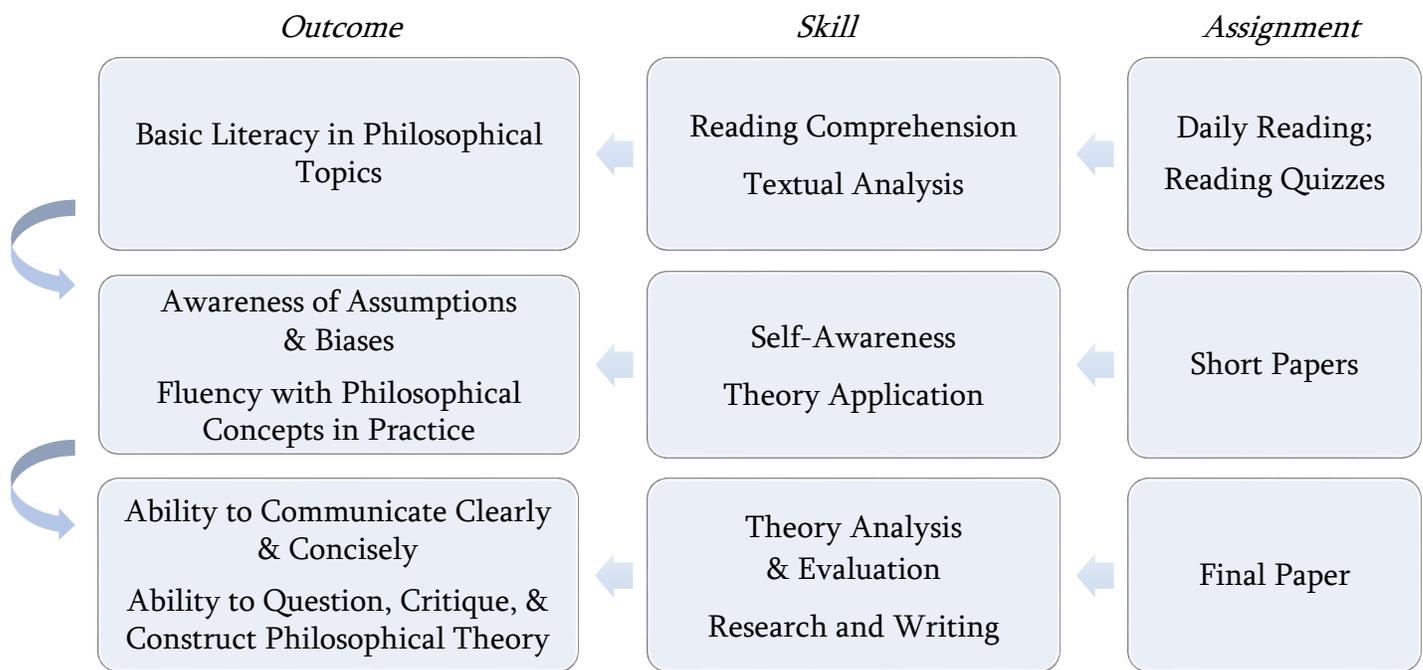
Course Materials

We will not use a textbook for this course, because books are expensive. Instead, I have carefully (and laboriously!) selected a range of relevant free- and fair-use materials, from academic journal articles and book chapters to blog posts and interviews. These works are available in two settings:

1. A course pack, available at [R.K Black Office](#), located at Nigh University Center Rm. 146. This is a **required text** for class: you must bring your hard copy of the reading to class every session (and I recommend you use it for studying as well).
2. Online, on D2L. I have posted pdfs of each text, with the relevant date in the file name. Note that these files are posted for your convenience and accessibility. They are not a substitute for the course pack.

In addition to this primary course material, I will also post a number of handouts and other material to D2L. Most important are the *Daily Reading Handouts*, one-page supplements to each day’s reading that give background context, highlight key points, and suggest study questions. Daily Reading Handouts are also **required texts**: material introduced there are fair game for quizzes and papers. My advice is to read the Daily Reading Handouts first, then the day’s material, then the Handouts again.

Assignments & Learning Outcomes



Reading

You'll have 30-45 pages of reading per week in this course; the average is 13 pages per meeting. This material can be very difficult, and will typically require multiple reads to fully grasp. I've done everything I can to keep the assignments short and wholly relevant, and I will tell you when you can occasionally skim, so you won't waste your time reading pages that don't matter.

Daily Reading Quizzes

We will have low-stakes reading comprehension quizzes in class almost every day. These quizzes will use a variety of short-answer questions (multiple choice, True/False, etc), and will test whether you're keeping up with the reading and paying attention in class. These should be easy points that you earn simply by doing the minimal required work. Conversely, if you're doing poorly on these quizzes, this shows that you need to change your study habits. If you find yourself in this position, come talk to me about study strategies.

Short Papers¹

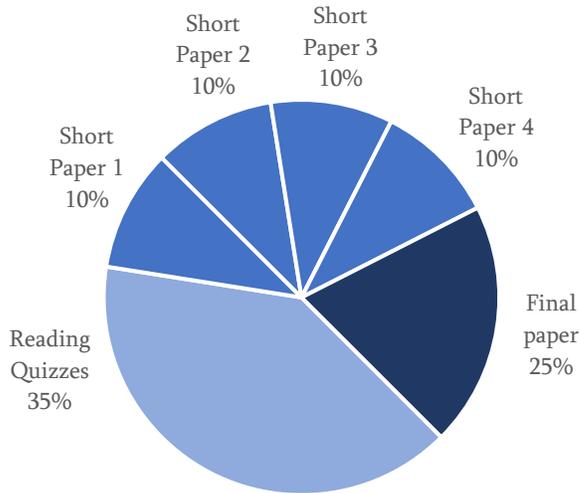
We will have four short (2-5 pp) papers in this class, due 9.4, 9.25, 10.23, and 11.27. These papers will give you the opportunity to connect the material from class to issues you find interesting or important outside of class. Each paper will require you to show both that you understand course content and that you can apply this content in novel settings.

Final Paper²

For the class's final assessment, you'll be asked to write a medium-length paper (6-10 pp.) focusing on a topic of your choice from the course. In essence, the final paper is simply an expanded version of a short paper, but with added requirements for research. We'll spend some time toward the end of class talking on advice for writing good papers. This paper will be due on 12.15.

¹ I'll give you more info about these exams in a handout later.

² Ditto



Grade Scale:

100.0-90.0	= A
89.9-80.0	= B
79.9-70.0	= C
69.9-60.0	= D
59.9 – 0.0	= F

Quizzes: There will be 41 total class meetings, and roughly 38 class meetings when we have in-class quizzes. Each quiz will be worth 1 point total, which equals 1% of your total grade. I will only count your highest 35 quizzes, which means you can miss three quizzes worth of questions with no penalty (either by missing the quiz, or by getting questions wrong on a quiz you attempted). Conversely, you can only get a maximum 35 possible points out of the 38 quizzes. In other words, you will get more than 35 chances to earn 35% points, which is a like a curve but better, because it rewards people who regularly attend class but don't always ace the quizzes.

Attendance: Attendance is not, as such, part of your grade, and I will not take attendance in class. But since we have quizzes every day, your quiz grade functions as a *de facto* attendance grade, because you will get 20% on each quiz just for showing up

Short Papers: Each short paper is worth 10 pts = 10% of your total grade (due 9.4, 9.25, 10.23, 11.27)

Final Paper: Your paper will be worth 25 pts = 25% of your total grade (due 12.15)

Extra Credit: I do not offer extra credit assignments, though I will occasionally give extra quiz points for things like taking evaluation surveys. Don't bug me about this: focus instead on doing well on the work you already have.

R&R Policy: If you get less than an 80% on a short paper that you submitted on time, you can revise and resubmit it to earn up to an 80%. To do this, you will have to both revise the paper to fix its shortcomings, and to write a cover letter detailing, for each point you lost on the paper, (i) what exactly you failed to do correctly, and why you did this, and (ii) what specifically you did to fix. (I will give you a handout about how to do this later).

Rounding: The letter grade cut-off for, e.g. an A is 90.0, not 89.5 or 89.9. But I may choose to round up in exceptional cases, if (i) I feel you've done better or worked harder than your score suggests, and (ii) your grade is not due to excessive incomplete or missing assignments. This is a courtesy, not an entitlement.

Appeals: I am more than happy to talk to you about low grades, and regrade your assignment if merited (but note the risk that the second grade could be lower). However, I consider asking for a grade increase for non-performance reasons (e.g. to keep a scholarship or prevent your parents from being mad) to be academic misconduct, because you are asking for me to give you a grade you did not earn. So don't ask.

Late Work & Make-Ups

Daily Reading Quizzes will be administered in class, usually in the first few minutes (though I reserve the right to hold them at any point in class). If you arrive to class late and miss the quiz, you may not make it up. Likewise, if you skip class that day, you may not make up the quiz, because there is a built-in allowance of missed quizzes before you grade starts to be impacted.

Short Papers and the Final Paper will also be submitted online, and instructions will be circulated well in advance, so there should be no need for make-ups, barring exceptional circumstances (e.g. a prolonged illness). If you find yourself in such circumstances, it is your responsibility to get in contact with me ASAP to work something out.

A 1-point late penalty will be deducted once every 24 hours after the submission deadline for Short Papers. A 2-point late penalty will be deducted once every 24 hours after the submission deadline for the Final Paper. *Final Papers not submitted by 9:00 AM Dec. 18th will receive an automatic '0'.*

Excused Absences

The exception to the Late/Make-Up policy listed above is excused absences. The University considers absences for the following reasons excused:

- travel considered part of the instructional program of the university
- invited participation in activities directly and officially sponsored by the university
- jury duty or military obligations
- serious illness, medical condition, pregnant and parenting students' rights (as outlined in Title IX), accident, or injury
- death or serious illness in immediate family
- religious observances. *Note: a list of religious observances must be submitted to the instructor the first two weeks of the semester of which the observance will be held.*

Academic Honesty

Given that much of this course is devoted to intellectual and moral virtues, it should be no surprise that it also has high standards for academic conduct. You are expected to consult and understand the University's Academic Dishonesty Policy (<http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>); participation in this class constitutes an agreement to follow this policy.

My own policy is this: it is always better to ask for help than to cheat. Always. Cheating takes more work, with worse results, than simply attempting the assignment, even if you phone it in. If you are confused at any point about whether something constitutes academic dishonesty, ask. I am here to help. However, if you are caught engaging in academic misconduct, I will pursue whatever maximum penalties the University may apply, from a 0 to an assignment to an F for the course to expulsion from the University. Don't try it.

Note that UCO subscribes to the Turnitin.com plagiarism prevention service. Students, by taking this course, agree that all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of the various plagiarism prevention tools and methods that may be utilized by your instructor during the semester. The UCO Student Handbook describes the process for contesting allegations of plagiarism.

Tech Policy

Computers, tablets, e-readers, etc., will not be allowed during class time. I know it sounds paternalistic (it is) and lame (it isn't), but computers in class do [much more harm than good](#).

Three main reasons for this policy:

- 1) You might think you can multi-task well. [You are incorrect](#). Even if you were miraculously among the 2% of good multi-taskers, you would still distract those around you.
- 2) Electronic texts are much [less effective](#) than paper for the kind of reading we'll be doing.
- 3) [It is well-documented that taking](#) notes by hand is much more effective than typing. If you want a digital version of your notes, scan them or, better, type them out after class.

So, unless you have an accommodation from DSS (see below), no electronic devices in class.

Reasonable Accommodations Policy

Any student who needs extra time or resources to do their best work due to a physical, cognitive or emotional condition may qualify for academic accommodations. You should consult Disability Support Services for further information: <http://sites.uco.edu/student-affairs/dss/>

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516 (V/TTY). The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible.

A bit of advice: do not let shyness or embarrassment or pride stop you from getting the services you deserve. I've seen too many students allow their grades to suffer because they didn't speak up to claim the accommodations they were entitled to. I will do everything I can to make sure that your accommodations stay between you, me, and DSS.

Title IX

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D. For more information about your options, including reporting and confidential resources, please visit:

<http://www.uco.edu/central/title-ix/index.asp>.

Physical and Mental Health

College can be a very stressful time, emotionally, socially, and academically. You don't have to face these stresses alone. There are numerous resources on campus to help, including:

<http://sites.uco.edu/student-affairs/scc/>

<http://sites.uco.edu/wellness/shc/>

Student Information Sheet

More important info here: <http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Schedule (Subject to Revision)

- 8.21: Syllabus. Rowlands, Mark (2016) "A Right to Believe"
- 8.23: Corvino, (2015) "The Fact/Opinion Distinction"; Lamme-Heindel (2016) "Facts & Opinions"
- 8.25: Koons, Rob & Pickavance, Tim (2017), *Atlas of Reality*, Ch. 2.1-2.2
- 8.28: Lynch, Michael (2004) *True to Life*, Ch. 1
- 8.30: Frankfurt, Harry (2004) "On Bullshit"
- 9.01: Arendt (1956) "Thinking and Moral Considerations"; Snyder (2017) *On Tyranny*, Chs. 10-11
- 9.06: Plato, *Charmides* 164d-176d
- 9.08: Eurich, Tasha (2017) *Insight*, Ch. 3
- 9.11: Fehlhaber, Kate (2017) "What know-it-alls don't know..."; Weir, Kristen (2013) "Feel Like a Fraud?"
- 9.13: Kahneman, Daniel (2011) *Thinking, Fast and Slow*, Ch.1
- 9.15: Kahneman, Daniel (2011) *Thinking, Fast and Slow*, Ch.1 (cont.)
- 9.18: Davis, Lauren Cassini (2016) "Do Emotions and Morality Mix?"
- 9.20: Dobelli, Rolf (2011) *The Art of Thinking Clearly*, §§ 7-8, 11, 41-42, 44-45, 66
- 9.22: McRaney, David (2011) *You Are Not So Smart*, §§ 2, 5, 25, 39, 40,
- 9.25: Cotrell, Stella (2005) *Critical Thinking Skills*, Ch. 1
- 9.27: Bowell, Tracy & Kemp, Gary (2015) *Critical Thinking: A Concise Guide*, Ch. 3
- 9.29: Lau, Joe Y.F. (2011) *An Introduction to Critical Thinking and Creativity*, Ch. 10
- 10.02: Haack, Susan (2015) "Epistemology: Who Needs it?"
- 10.04: Zagzebski, Linda (2009) *On Epistemology*, §§1.1-1.2
- 10.06: Aristotle, *Nicomachean Ethics* II.1-6; Sherman, Nancy & White, Heath (2013), "Epistemic Virtue", pt I
- 10.09: Casam, Quassim (2015) "The Intellectual Character of Conspiracy Theorists"
- 10.11: Kahan (2011) "What is Motivated Reasoning?"; Resnick (2017) "There May be an Antidote to Politically Motivated Reasoning"; Kushnir (2015) "What Intellectual Virtues Might an Adult Learn from a Child's Curiosity"
- 10.13: Audi (2002) "The Sources of Knowledge", §1; Dvorsky (2013) "How Bayes' Rule Can Make You a Better Thinker"
- 10.16: Nagel, Jennifer (2006) *Epistemology: A Very Short Introduction*, Ch.6
- 10.18: Lackey, Jennifer (2012) "What is the Rational Response to Everyday Disagreements?"
- 10.23: Plato, *Euthyphro*
- 10.25: Enoch, David (2014) "Why I am an Objectivist about Ethics (And Why You are Too)"
- 10.27: Chang, Ruth (2015) "Value Pluralism"; Chang (2014) "The Existentialist of Hard Choices (3:AM interview)"
- 10.30: Plato, *Republic* II, 357a-367e
- 11.01: Bloomfield, Paul (2015) "Good to be Bad?"; Bloomfield, Paul (2014) "10 reasons why it is good to be good"
- 11.03: Maphappy (2014) "The True Guide to Airport Etiquette";
Corrigan, Paul & McNabb, Cameron Hunt (2015) "Re: Your Recent Email to Your Professor"
- 11.06: Beck, Julie (2016) "Understanding America's Moral Divides"; Ropeik, David (2012) "How Risky is it, really?"
- 11.08: Asma, Stephen (2012) "9 Reasons Life isn't Fair";
Burkeman, Oliver (2015) "Believing that Life is Fair Might Make You a Terrible Person"
- 11.10: Kamtekar, Rachana (2004) "Situationism and Virtue Ethics on the Content of our Character";
Arpaly, Nomy (2005) "Comments on Lack of Character by John Doris"
- 11.13: Iyengar, Sheena (2011) *The Art of Choosing*, Prologue & Ch. 1
- 11.15: McGonigal, Kelly (2010) *The Willpower Instinct*, Ch. 3
- 11.17: Pink, Daniel (2008), *Drive*, Ch. 2
- 11.20: Tavis, Carol & Aronson, Elliot (2007) *Mistakes Were Made (but Not by Me)*, Ch.0-1
- 11.27: Foot, Philippa (1997) "Virtue and Vices"
- 11.29: Annas, Julia (2011) *Intelligent Virtue*, Ch. 2
- 12.01: Annas, Julia (2011) *Intelligent Virtue*, Ch. 2 (cont.)
- 12.04: Sharot, Tali (2011) *The Optimism Bias*, Ch. 5
- 12.06: Tiberius, Valerie (2009) "The Reflective Life: Wisdom and Happiness for Real People"
- 12.08: Paul, L.A. (2014) "The Transformative Experience"; Paul (2015) "Précis of *The Transformative Experience*"