

University of Central Oklahoma
College of Liberal Arts
Department of Humanities & Philosophy
Spring 2019

PHIL 4243: Philosophy and Humanism
CRN: 24729
T,TH 2:00 PM-3:15 PM
Liberal Arts Rm 243

Instructor: Dr. Jerry Green

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Office: Liberal Arts 203E

Office Hours: M 2-4:00 PM, T 1-2:00 PM, W 2-4:00 PM (or by appointment)

Course Description:

Philosophy and Humanism is a survey of philosophical ideas from throughout the western tradition about humanity's place in the cosmos and the value and uniqueness of human nature, with special focus on the development of the humanistic scholarly tradition from the early Renaissance to the 21st century.

The humanistic tradition was viewed by its originators as a historical enterprise connecting the past to the present. Our approach will follow this tradition: first by learning about the history of humanism from the ancient world to our own, and then by tracing lines of specific arguments from Classical Greek philosophers, through Renaissance and Enlightenment scholars, and onward to contemporary thinkers.

This course is designed to supplement UCO's other history of philosophy courses. We will cover periods you may have already encountered in Ancient Philosophy, Medieval Philosophy, or Early Modern Philosophy, but the specific figures and questions you will encounter in this class will be mostly new. There are also several readings you are unlikely to encounter in any other class.

Course Objectives:

In this course students will develop fluency with primary and secondary academic sources in philosophy and the history of the humanities. 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
- (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 develop reading and analysis skills across a range of difficult texts.
- 2) Students will develop academic writing skills in short- and long-form writing.
- 3) Students will develop a better understanding of the intellectual traditions they have inherited.

Prerequisites: 3 hours of Philosophy and junior or senior standing.

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
- Research, Scholarly and Creative Activities*, by engaging in unique research on course content
- Global and Cultural Competencies*, by learning about other cultural and ethical traditions

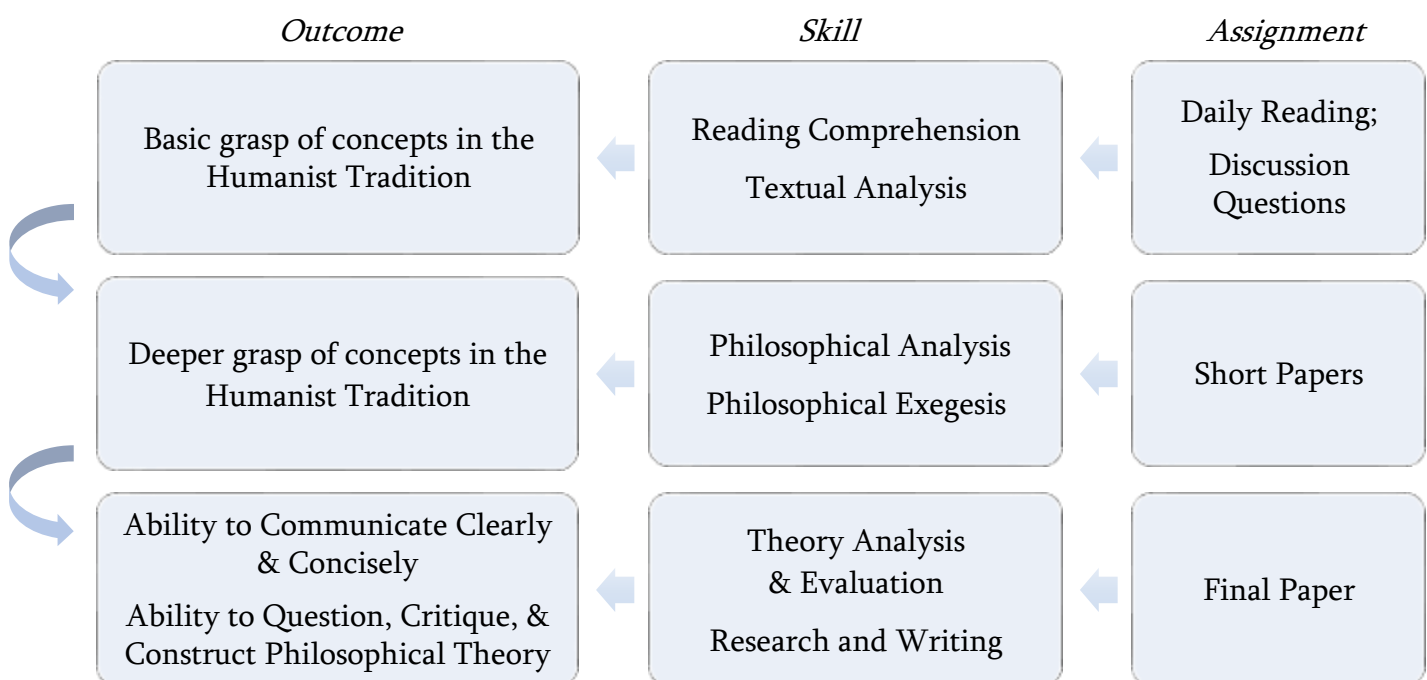
Course Materials

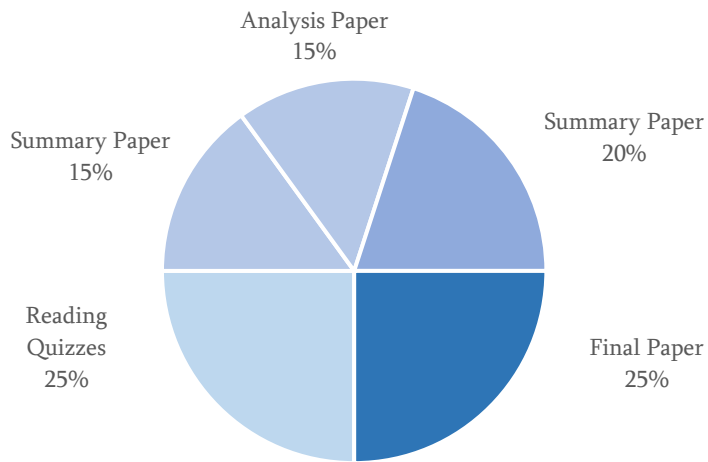
We will not use a textbook for this course, because books are expensive. Instead, I have carefully (and laboriously!) selected a range of relevant free- and fair-use materials, from academic journal articles and book chapters to blog posts and interviews. These works are available in two settings:

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). It should cost about \$40.
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!

This will be a reading-intensive course. I’ve done what I can to balance manageable length with the benefits of reading complete works or complete sections. The average length is 28 pp per class, which is manageable, but the totals will range from 10 to 64 pages. Longer texts are noted on the reading schedule below. In addition to this primary course material, I will also post a number of handouts and other supplementary material to D2L: this material should also be treated as required.

Assignments & Learning Outcomes





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 29 total class meetings, and almost every one will start with a short quiz. Each quiz will be worth 1 point total, which equals 1% of your total grade. I will only count your highest 25 quizzes, which means you can miss a few quizzes worth of questions with no penalty (either by skipping the quiz, or by missing questions on a quiz you attempted). Conversely, you can only get a maximum 25 possible points, no matter how well you do. In other words, you will get more than 25 chances to earn 25% points, which is like a curve but better, because it rewards those who regularly attend class but don't 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 25% on each quiz just for showing up

Summary Paper: You will be asked to write one short summary paper (c. 3-5 pages) on a topic of your choice. Your job is simply to accurately describe a concept, argument, or position that we have read in class. You may choose any reading in the semester.¹

Analysis Paper: You will be asked to write one short analysis paper (c. 3-5 pages) on a topic of your choice. This paper addresses an objection and response to an argument from the class reading. You may choose any reading in the semester.¹

Survey Paper: The will be asked to write one medium-length survey paper (c. 5-8 pages) on a topic of your choice. In this paper you will discuss the secondary literature on a topic or figure we read in class. Your job is to explain and adjudicate a scholarly debate.¹

Final Paper: The culmination of the class is a 3000-word (c. 10-12 pp) research paper on a topic relevant to our course material. Your goal is to write something presentable at an undergraduate-level academic conference, i.e. something clearly written, well-researched, and connected to the relevant scholarly literature.¹

Rounding: The cut-off for final grades are 90.0, 80.0, etc. I may choose to round up in exceptional cases, if (i) I feel you've done better 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 happy to talk to you about low grades, and regrade your assignment if merited (but be aware that the re-grade could be lower). But I consider asking for a grade change 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.

¹ I will give more information about all papers in separate handouts later in the semester.

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. A 1-point late penalty will be deducted once every 24 hours after the submission deadline for Short Papers.

Short Papers 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.

There will be no make-up for the Final Exam. If you cannot take the exam during the scheduled time (e.g. because of an Excused Absence), it is your responsibility to make alternative arrangements.

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 dishonest, 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)

1.15 - Syllabus; Freeman (2015) "Humanism in the Classical World"

1.17 - Noone (2002) "Scholasticism"

1.22 - Vasoli (1988) "The Renaissance Concept of Philosophy"

1.24 - Kristeller (1988) "Humanism"

1.29 - Davies (2011) "The Invention of Humanity"

1.31 – Giustiniani (1985) "Homo, Humanus, and the Meanings of 'Humanism'"

2.05 – American Humanist Association (2003) "Humanist Manifesto"

2.07 – Tirosch-Samuels (2011) "Engaging Transhumanism"

2.12 – Stoics & Epicureans (c. 300 BCE) (fragments)

2.14 – Sextus Empiricus (c. 200 CE), *Outlines of Pyrrhonism* §§1-13

2.19 – Ibn Rushd (1178) *Decisive Treatise*

2.21 – TBD

2.26 – *Petrarch (1345) *On His Own Ignorance* (abridged)

2.28 – della Mirandola (1486) *Oration on the Dignity of Man*

3.05 – *Erasmus (1509) *In Praise of Folly*

3.07 – *Montaigne (1569) *Apology for Raymond Sebond*

3.12 – Spinoza (1670) *Theological-Political Treatise* §§14-15, 20

3.14 – *Paine (1795), *Age of Reason* Bk I

3:19 – SPRING BREAK

3.21 – SPRING BREAK

3.26 – Xenophanes & Protagoras (c. 530 BCE, 440 BCE) (fragments)

3.28 – Aristotle (c. 330 BCE) *PA* I; *Phys.* II.1, II.8; *NE* I.1-2, I.7; *Pol.* I.1-2

4.02 – *Lucretius (c. 60 BCE), *De Rerum Natura* Bks I, V (excerpts)

4.04 – Turmeda (1418) *Disputation of the Donkey*

4.09 – Bracciolini (1455) *On the Misery of the Human Condition*

4.11 – *Hobbes (1651) *Leviathan* §§5, 12-13, 32, 37

4.16 – *More (1516) *Utopia* Bk. II (abridged)

4.18 – Voltaire (1756) "Plato's Dream", (1752) "Micromégas"

4.23 – *Darwin, (1871) *Descent of Man* Chs. 3, 5

4.25 – *Nietzsche (1879) "Signs of Higher and Lower Culture", (1888) "What I Owe to the Ancients"

4.30 – Kitcher, Philip (2014) *Life After Faith*, Ch. 2

5.02 – Bostrom (2008) "Why I Want to Be Posthuman When I Grow Up"

5.09 - FINAL EXAM

* = more than 30 pages