

INTRODUCTION TO PHILOSOPHY

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OFFICE HOURS: 2:30-4 TU & TH, 3-4 W, OR BY APPOINTMENT

COURSE: PHIL 1001-001
SEMESTER: SPRING 2015
MEETING TIME: 11-11:50 M,W,F
LOCATION: BOHH 90

COURSE DESCRIPTION: An introduction to philosophy through classical and contemporary readings on topics such as: perception, knowledge, and skepticism; the relationship between mind and matter; free will, foreknowledge, and determinism; proofs of God's existence; and the nature of morality. Related film selections and clips will be used to motivate topics and facilitate discussion. *This course satisfies the Humanities Liberal Education requirement.*

GOALS & OBJECTIVES: By studying these topics students will gain a wide range of knowledge and develop various skills whose value extends beyond the classroom. There are five main goals of the course. The first two are specific to course material; the last three pertain to general skills necessary for success in any field.

- Achieve an understanding of influential views, arguments, and problems in philosophy.
- Develop a critical perspective on those views, arguments, and problems.
- Improve one's ability to interpret texts and reconstruct arguments.
- Improve one's ability to *evaluate* arguments.
- Improve one's ability to carefully and clearly communicate ideas and arguments both verbally and in writing.

OUTCOMES: The American Philosophical Association, in its official statement on outcomes assessment, observes that: "The basic aim of education in philosophy is not and should not be primarily to impart information. Rather it is to help students learn to understand various kinds of deeply difficult intellectual problems, to interpret texts regarding these problems, to analyze and criticize the arguments found in them, and to express themselves in ways that clarify and carry forward reflection upon them." Originally published in *The Proceedings and Addresses of the American Philosophical Association* 69:2, pages 94-99.

TEXTS: The only *required* text is: Perry, Bratman, and Fischer's *Introduction to Philosophy* 6th Edition (Oxford University Press, 2013). ISBN: 9780199812998.

GRADING SCALE:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

GRADING & EXPECTATIONS: I'll use plus/minus grading. Your final grade will be calculated on the basis of 3 exams, 1 paper, and 3 of 4 pop quizzes.

EXAMS: 65% of your grade comes from 3 exams (20% from exams 1 & 2; 25% from exam 3) consisting of true/false, multiple-choice, and short-answer questions on material from the readings and lectures.

PAPER: 20% of your grade comes from an approximately 3-page paper. You can write your paper on a topic from *any* one, but no more than one, of the three groups of readings. Papers from the three optional groups will have different topics from which to choose and will also have different due dates.

POP QUIZZES: 15% of your grade comes from your 3 best of 4 pop quizzes. *These won't be announced and can **only** be made up with documentation of an excuse allowed under the university's official policy (see link below).*

LATE POLICY: Unexcused late papers will receive a 3% grade penalty for *EACH* 24-hour period that they are late. Unexcused missed exams will receive a 3% grade penalty for *EACH* 24-hour period that passes prior to the completion of a make-up exam.

PARTICIPATION: Participation in class and on the Moodle discussion forums can raise your final grade *up to 1/3rd* of a letter grade.

ATTENDANCE: Attendance will not *directly* affect your grade. However, attendance can affect your grade indirectly as indicated regarding pop-quizzes and participation. More importantly, this class is difficult and you will not do well if you don't attend regularly.

ACADEMIC HONESTY: I will use turnitin.com. Plagiarism and cheating will not be tolerated. Plagiarism and cheating will result in a zero for the assignment and will be reported to the university. I expect that you

understand what constitutes plagiarism, but if you are unsure then please see the university's student academic integrity webpage (see link below). *Trust me... Plagiarism is not in your best interest; I will catch you!*

NOTES ABOUT THE SCHEDULE: These readings are tentative and may be altered depending on how class develops. Reading assignment pages and dates will be broken down further and announced in class and on the Moodle site. Links to readings with a "*" can be found on Moodle.

READINGS

Week 1 Introduction	Introduction: On the Study of Philosophy & Logical Toolkit (pp. 9-14)	
Week 2 Does God Exist?	Anselm: The Ontological Argument (pp. 42-44) Paley: Natural Theology (pp. 47-51)	
Week 3 Does God Exist?	Perry: Dialogue on Good, Evil, and the Existence of God (pp. 97-116)	
Week 4 Ethics	Mill: Chapter 2 of <i>Utilitarianism</i> (pp. 461-469)	Paper Option-A Readings DUE FRIDAY MARCH 13th
Week 5 Ethics	*Ross: What Makes Right Acts Right?	
Week 6 Free Will	EXAM 1 Monday February 23rd Hume: Of Liberty and Necessity (pp. 397-407)	
Week 7 Free Will	Frankfurt: Freedom of the Will and the Concept of the Person (pp. 430-439)	
Week 8 Free Will	Van Inwagen: The Powers of Rational Beings: Freedom of the Will (pp. 385-396)	
SPRING BREAK		Paper Option-B Readings DUE FRIDAY APRIL 10th
Week 9 Knowledge	Gettier: Is Justified True Belief Knowledge? (pp. 133-135) Descartes: 1 st Meditation (pp. 136-138)	
Week 10 Knowledge	Descartes: 2 nd Meditation (pp. 138-142)	
Week 11 Philosophy of Mind	EXAM 2 Monday April 6th *Carruthers: The Mind is the Brain	Paper Option-C Readings DUE MONDAY APRIL 27th
Week 12 Philosophy of Mind	Jackson: What Mary Didn't Know (pp. 291-284) Turing: Computing Machinery and Intelligence (pp. 285-297)	
Week 13 Philosophy of Mind	Searle: Minds, Brains, and Programs (pp. 298-311)	
Week 14 Philosophy of Mind and Personal Identity	Perry: A Dialogue on Personal Identity (pp. 312-332)	
Week 15 Conclusion	<i>Catch Up and Review</i>	

FINAL EXAM: 11:00AM, WEDNESDAY, MAY 13TH

Academic Policies

Student Conduct Code: Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Student are expected adhere to Board of Regents Policy: *Student Conduct Code*: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

Teaching & Learning: Instructor and Student Responsibilities: UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. To reference the full policy please

see: <http://www.d.umn.edu/vcaa/TeachingLearning.html>

Academic Integrity: Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. Academic dishonesty is regarded as a serious offense by all members of the academic community. UMD's Student Academic Integrity Policy can be found at: <http://www.d.umn.edu/conduct/academic>

Final Exams: All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. To reference the full policy please see: <http://www.d.umn.edu/vcaa/FinalExams.html>

Excused Absences: Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate and verifiable circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement for immediate family, and NCAA varsity intercollegiate athletics. For complete information, please see: <http://www.d.umn.edu/vcaa/ExcusedAbsence.html>

Appropriate Student Use of Class Notes and Course Materials: Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. For additional information, please see: <http://www.d.umn.edu/vcaa/ClassNotesAppropriateUseof.html>

Students with disabilities: It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements such as time limited exams, inaccessible web content, or the use of non-captioned videos, please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Call 218-726-6130 or visit the DR web site at www.d.umn.edu/access for more information.