

Philosophy (PHIL)
JHU-CTY Course Syllabus
Seattle Session 1 2012

Instructor: Tyler Paytas
Teaching Assistant: Matt Dworkin

Required Items: *Core Questions in Philosophy: A Text with Readings* 5th ed. Elliot Sober. Pearson Prentice Hall. 2009
The Story of Philosophy. Bryan Magee. Dorling Kindersley Limited. 2010.
A notebook for completing writing assignments

Course Description:

Is there a real world, or is everything a figment of my imagination? Do we have free will, or do our brains simply respond mechanically to stimuli? What, if anything, distinguishes right from wrong? Philosophers relentlessly pursue the fundamental questions of life, and their techniques apply to problems in any discipline or endeavor. They establish standards of evidence, provide rational methods of resolving conflicts, and create techniques for evaluating ideas and arguments.

This course is a survey of several major areas of Western analytic philosophy: logic, epistemology, ethics, philosophy of mind, and philosophy of religion. Students explore such concepts as the nature of the world and how we have access to knowledge of the world; moral behavior and the nature of good and evil; the relationship between minds and bodies; the relationship between our thoughts and the external world; arguments for and against the existence of God; and how we should employ logical analysis and empirical observation to evaluate arguments.

For each topic, students consider positions of historical thinkers such as Plato, Descartes, and Hume, as well as those of contemporary philosophers such as Derek Parfit and Julia Driver. Students reflect upon philosophical issues through debate, discussion, and formal critical essays in order to develop the analytical skills necessary for effectively evaluating arguments and thinking independently.

Learning Objectives:

Logic and Reasoning: Understand the fundamentals of argument construction and evaluation. Be able to recognize logical fallacies.

Ethics: Learn different principles and theories which attempt to explain what makes an action right or wrong, or what makes a character trait good or bad. Investigate the deeper meaning of moral concepts such as 'right', 'wrong', 'duty', 'justice', and 'obligation'. Understand what is at issue in the debate between moral realists and moral anti-realists.

Epistemology: Learn how to evaluate the commonsense idea that we (often, if not always) have knowledge and that we are (often, if not always) rationally justified in the beliefs we have. Understand the prominent theories of knowledge including their strengths and weaknesses.

Philosophy of Mind: Understand the significance of the mind/body problem and the problem of free will, and gain knowledge of the most important proposed solutions to these problems. Learn why compatibility with a plausible ontology is an essential criterion for evaluating different theories of mind.

Philosophy of Religion: Understand and explain clearly the theistic conception of God; explain the different arguments for the existence of God; explain the problem of evil for theistic belief; and understand the complexity of evaluating justified religious belief.

Expectations: You will be expected to read and analyze material from the course texts and handouts. You will also be expected to attend and participate in class. The instructors will attempt to provide interesting and informative material for you to read, give helpful lectures, provide assignments and activities that challenge and stimulate interest, be available to answer any questions you may have, and provide fair and timely evaluations of your achievement. There will be occasional quizzes throughout the session. There will be a term paper in which students engage in a philosophical debate and consider different positions regarding complex philosophical issues. Students will construct an argument for or against a particular philosophical view covered during the session. Students will give formal presentations of their papers followed by a question and answer session with the audience (their classmates, instructors, and other CTY staff members).

Academic Integrity:

We encourage you to discuss the material from this course with others. You must write the term paper on your own. Additionally, we expect students to be polite to each other and to the instructors. A polite person might say, "I respect you and your intellect such that if I disagree with you, I will attempt to show you that my beliefs are right until you are convinced, or I am convinced that I am wrong." The subject matter of this course is often controversial, and involves beliefs forged by religion, emotional experiences, and family background. We will never make fun, ridicule or berate people in this class for holding a particular belief, but we may question a position in order to better understand and, perhaps, come to appreciate it. Also, please refrain from disrupting class (Turn cell phones, watch alarms etc. OFF; do not chat with classmates).

Day 1- Logic & Reasoning	Subject	Activities
Monday 6/25 Morning	Introductions Pre-Assessment Objectives and Expectations What is Philosophy?	Pre-Assessment Name Placards Review Syllabus Class Discussion: goals and rules Writing Exercise: Why study philosophy? Lecture/Discussion: What is Philosophy? Reading: Sober p. xi-xii, 1-7; Magee p. 6-9. Class Discussion
Afternoon	Basic Logic -Argument Structure -validity -soundness	Lecture: What is an argument? Validity and Soundness Reading: Sober p.7-17 Sober Review Questions 1-8? Assignment: Exercises 1 recognizing arguments, validity & soundness
Evening	Basic Logic -review validity and soundness -analyzing arguments	Lecture: Review; analyzing arguments Reading: Munson & Black p. 18-25 Assignment: Exercises2 - analyzing deductive arguments

Day 2 – Logic & Reasoning	Subject	Activities
Tuesday 6/26 Morning	Inductive and Abductive Arguments Argument by Analogy	Review Deductive arguments Lecture: Inductive and Abductive Arguments Reading: Sober: p. 19-33 Sober Review Questions 1-6? Assignment: Exercises 3 - evaluating inductive and abductive arguments Lecture: Argument by analogy
Afternoon	Fallacies	Lecture: Informal Fallacies Exercises: Fallacies
Evening	Fallacies and Logic Review	Fallacy Skits - students work in pairs to write and perform skits involving the use of logical fallacies. Classmates attempt to name fallacies used in skits. Logic Review

Day 3 – Ethics	Subject	Activity
Wednesday 6/27 Morning	Intro to Ethics Meta-ethics Realism vs. Anti-Realism	Assessment: Logic Quiz Lecture/Discussion: What is Ethics? Why study Ethics? Writing Exercise: Are there any moral facts? Pair/Share Class Discussion Reading: Sober: p.379-383 Lecture: Realism vs. Anti-Realism
Afternoon	Meta-ethics Observation and Explanation Relativism	Reading: Sober: p. 391-399 Lecture: Relativism Reading: Sober: 405-408 Assignment: Review Questions p. 383 Class Discussion: Relativism Lecture: The strongest argument for moral realism
Evening	Divine Command Theory Euthyphro Dilemma Utilitarianism	Reading: Magee: p. 24-29; Sober: 403-405 Lecture: Euthyphro Dilemma Video: “Justice” Intro & episode 1

Day 4 – Ethics	Subject	Activity
Thursday 6/28 Morning	Utilitarianism - Bentham and Mill -Higher and lower pleasures -Act vs. Rule -Strengths and weaknesses -Contemporary Consequentialism	Reading: Magee: p. 182-185; Sober p. 411-425 (selections) Lecture/Discussion: Utilitarianism Activity: Trolley Problem Class Discussion: Strengths and weaknesses of Utilitarianism Lecture: Contemporary Consequentialism (Driver)
Afternoon	Kant Deontology	Value Line Activity: “Sneaky Pete” Reading: Magee p. 132-137 Lecture: Deontology Writing Exercise Class Discussion
Evening	The Good Will Autonomy Categorical Imperative Strengths and Weaknesses	Lecture: Autonomy, Categorical Imperative Reading: Sober p. 426-435 Video: “Justice” episode 6 part 2 Class Discussion: Strengths and weaknesses

Day 5 – Ethics	Subject	Activity
Friday 6/29 Morning	Aristotle Eudaimonia Virtue Ethics Golden Mean	Reading: Magee p. 32-39 Lecture: Virtue Ethics Reading: Sober p. 436-445 Skits: Golden Mean (small groups)
Afternoon	Debate: Kant vs. Utilitarians (specific topic TBD)	Prepare for Debate

Day 6 – Ethics	Subject	Activity
Sunday 7/1 Evening	Debate Review of Ethics	Debate Writing Exercise: Debate reflections Discussion: What is the best normative ethical theory? Review

Day 7 – Epistemology	Subject	Activity
Monday 7/2 Morning	Intro to Epistemology Skepticism	Assessment: Ethics Quiz Writing Exercise – What do you Know? How do you know it? Movie: <i>The Truman Show</i>
Afternoon	Three Kinds of Knowledge Skepticism Descartes	Writing Exercise: Movie Response Class Discussion Lecture: Three Kinds of Knowledge Reading: Sober p. 147-150 Lecture: Skepticism Reading: Sober p. 154-155; Magee p. 84-89 Sober: 204-245 (selections)
Evening	Foundationalism	Lecture: Foundationalism Reading: Sober p. 156-168 Assignment: Review Questions p. 168-169

Day 8 – Epistemology	Subject	Activity
Tuesday 7/3 Morning	Reliabilism The KK-Principle	Lecture/Discussion: Review Skepticism and Foundationalism Reliabilism Game Lecture: Reliabilism Reading: Sober p. 170 – 179 Assignment: Review Questions p.179-180 Lecture/Discussion: KK – Principle
Afternoon	Hume Problem of Induction	Reading: Magee p. 112-117 Writing Exercise: Intuitions about induction Class Discussion Reading: Sober p. 246-253 Lecture/Discussion: Problem of Induction
Evening	Problem of Induction	Reading: Sober p.180-185 Assignment: Review Questions p.185 Class Discussion Reading: Sober p.186-191 Lecture/Discussion: Responses to Problem of Induction

Day 9 – Epistemology	Subject	Activity
Wednesday 7/4 Morning	Beyond Foundationalism	Value Line Activity: How Skeptical Are We? Reading: Sober p.192-197 Assignment: Review Questions p.198 Class Discussion: Beyond Foundationalism
Afternoon	Locke on external objects Defining knowledge Necessary and sufficient conditions	Reading: Magee p.102-109; Sober p.198-202 Assignment: Review Questions p.202 Lecture: necessary and sufficient conditions
Evening	Defining Knowledge JTB and Gettier Review Epistemology	Lecture: JTB and Gettier Reading: Sober p.150-154 Gettier-Style counterexample competition (in small groups)

Day 10 – Philosophy of Mind	Subject	Activity
Thursday 7/5 Morning	Intro to Phil Mind Cartesian Dualism Mind/Body problem	Assessment: Epistemology Quiz Writing Exercise: What is the mind? Pair/Share Class Discussion Reading: Heil p.1-6 Lecture: Cartesian Dualism & Mind/Body problem Sober p. 255-264
Afternoon	Descartes' Legacy -Parallelism -Occasionalism -Idealism -Epiphenomenalism	Group Presentations 1) Leibniz and Parallelism 2) Malebranche and Occasionalism 3) Berkeley and Idealism 4) Ockham and Epiphenomenalism
Evening	Behaviorism	Finish group presentations Lecture: Logical Behaviorism Reading: Sober p.265-270 Assignment: Review Questions p.271 Lecture: Methodological Behaviorism Assignment: Review Questions p.278

Day 11 – Philosophy of Mind	Subject	Activity
Friday 7/6 Morning	Identity Theory Functionalism	Writing Exercise: Are mind and brain the same thing? Pair/Share Class Discussion Lecture: Identity Theory Reading: Sober p.279-284 Assignment: Review Questions p.284-285 Lecture: Functionalism
Afternoon	Functionalism Qualia	Reading: Sober p.285-292 Assignment: Review Questions p. 292 Lecture: Qualia Reading: Heil p.123-129 Class Discussion

Day 12 – Philosophy of Mind	Subject	Activity
Sunday 7/8 Evening	Review Theories of mind	Lecture: Review Theories of Mind Artistic representation of theories of mind Discussion: What is the best theory?

Day 13 – Philosophy of Mind	Subject	Activity
Monday 7/9 Morning	Freedom, Determinism, and Causality Positions on Free Will -Hard Determinism -Libertarianism -Soft Determinism	Lecture: Problem of Free Will Reading: Sober p.293-303 Assignment: Review Questions p. 303 Class Discussion Lecture: Positions on Free Will Reading: Sober p.303-311 Writing Exercise: Are we free? Class Discussion
Afternoon	Free Will	Movie: “Sliding Doors”
Evening	Assessment Term Paper	Assessment: Philosophy of Mind quiz Term Paper Pre-writing

Day 14 – Term Papers	Subject	Activity
Tuesday 7/10 Morning	Term Paper	Lecture: How to write a philosophy paper Pre-Writing Computer Lab
Afternoon	Term Paper	Computer Lab
Evening	Paper Presentations	Paper Presentations

Day 15 – Philosophy of Religion	Subject	Activity
Wednesday 7/11 Morning	Aquinas	Lecture: Intro to Phil Religion Reading: Magee p.54-61 Lecture: Aquinas Reading: Sober: p.37-52; 118-120 Assignment: Review Questions p.52 Class Discussion
Afternoon	The Design Argument	Lecture: The Design Argument Reading: Sober: p.120-128; 53-57 Class Discussion Reading: 57-60 Assignment: Review Questions p.60-61
Evening	The Ontological Argument	Reading: Sober p.129-132 Lecture: The Ontological Argument Reading: Sober p. 84-91 Writing Exercise: Which (if any) arguments for the existence of God is most persuasive? Class Discussion

Day 16 – Philosophy of Religion	Subject	Activity
Thursday 7/12 Morning	Pascal's Wager The Problem of Evil	Game Theory and Expected Value Activity Reading: Sober p.136-138 Lecture: Pascal's wager Reading: p. 100-108 Class Discussion Lecture: The Problem of Evil Reading: Sober p. 109-116 Class Discussion
Afternoon	Assessment Post-Assessment	Philosophy of Religion Quiz Post-Assessment

Day 17 – Conclusions	Subject	Activity
Friday 7/13 Morning	Conclusions What Matters Most	Reading: Parfit p. 607-620; Magee 226-227 Class Discussion