

This is a sample syllabus for PHI2010. Students should reference the section syllabus provided at the beginning of the semester for specifics regarding assignments and grade assignments.

PHI 2010: Introduction to Philosophy
SEMESTER/YEAR
MEETING DAYS/TIMES **LOCATION**

Traditional mode: this course will be taught in the traditional classroom format.

Instructor: [INSERT HERE]
Office: [INSERT HERE]
Office Hours: [INSERT HERE]
Email: [INSERT HERE]

Course Description:

This course is an introduction to Western Philosophy. Students need no background in philosophy, nor any plans for further study. The course has three broad aims:

- (1) to introduce students to the tradition of philosophical argument in the West via primary texts, both classical and contemporary,
- (2) to teach students how in general to make and evaluate philosophical arguments,
- (3) to demonstrate to any student who cares to participate actively how *exciting* and even *fun* philosophy can be.

Since philosophy is, most fundamentally, nothing but informed public reflection on what it might be to do and believe what we ought to do and believe (Socrates: "What we are talking about is how one should live"), I hope that by the end of the term the third aim of the course will take priority over the other two.

Course Goals and Objectives:

By the end of this course, students will demonstrate the ability to:

1. summarize and explain the philosophical positions discussed;
2. compose philosophical arguments;
3. demonstrate analytic writing skills;
4. evaluate various ethical positions (LS Ethics Objective); and
5. describe the ways in which historical, social, or cultural contexts shape ethical perspectives (LS Ethics Objective).

The most basic learning objective is that you will be able to summarize and explain the philosophical ideas and arguments that we'll cover. You will be assessed on the basis of your demonstrated ability to explain these ideas and arguments in your own words and with your own examples, in a way that could inform an argument that you might make for your own position on the issue in question. The quizzes and exams will test your understanding of this material by testing your ability to recognize correct answers (on the quizzes) and to explain the material at length (on the exams).

A second learning objective is that you demonstrate the ability to compose your own philosophical ideas and arguments. The writing assignment will test your ability to construct a philosophical argument of your own, for a clearly stated thesis that you'll devise in response to my prompt, anticipating and replying to objections to your thesis.

Philosophy can be fun and exciting in part because philosophical ideas and arguments thrive in a context of discussion and debate. Writing is one of the ways that we engage in such debate.

This course also has significant ethical content. You will learn how to evaluate various ethical positions and describe the ways in which historical, social, or cultural contexts shape ethical perspectives. In this course, we will cover a range of historically influential positions on the nature of

ethics and morality (Aristotle in Ancient Greece, Kant in 18th-century Germany/Prussia, and Mill in 19th-century Britain, among others).

Liberal Studies for the 21st Century:

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience.

This course has been approved to meet FSU’s Liberal Studies Ethics requirement and helps you become an ethically engaged citizen and a logical thinker.

Required Text:

You are not required to purchase a textbook for this course. All readings are posted on the course Canvas site.

The readings are posted as PDF files. You can, of course, print the readings, or you can read them on any computer or tablet.

You can also read them on your smart phone, but I do not recommend using your phone for this purpose, unless your phone is nearly the size of a tablet.

To understand the readings, it is important that you be able to mark up the text with a pen, cursor or stylus as you read (highlighting, underlining, making marginal notes, and the like), which is very difficult to do on most phones.

Course Assignments:

Readings – This is a reading intensive class. Substantial readings will be assigned in conjunction with every lecture.

Quizzes – There will be fourteen unannounced, in-class quizzes over material from reading and lecture.

Argumentative Essay – The essay must be 750-1000 words and must conform to guidelines I’ll discuss with you when I set the assignment. Unexcused, late submissions will be penalized. See the Course Schedule below for the essay’s due date.

Your essay will be assessed in accordance with the Grading Rubric for the Writing Assignment, given in the appendix below.

Exams – There will be three, non-cumulative exams. The first exam will be administered in class on [Insert Date]. The second exam will be administered in class on [Insert Date]. The third, and final exam, which will not be cumulative, will be administered during the scheduled final exam period–[Insert Date], from [Insert Time]. The exams may consist of some combination of true/false, multiple choice, matching, short answer questions, and essay questions.

Grading:

- Quizzes (15%)
- Exam 1 (20%)
- Exam 2 (20%)
- Exam 3 (25%)
- Argumentative Essay (20%)

Final Grades will be assessed using the following scale:

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

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Note on using previous course work: No previous course work may be used in assignments for this class without the express consent of the instructor. Use of previous work without permission will be considered a violation of the honor policy.

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU:

On-campus tutoring and writing assistance is available for many courses at FSU. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options; see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors

trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Course Schedule:

Day/Date	Topic	Reading/Assignment
Tuesday, [INSERT DATE]	Introduction	Blackburn, "What is Philosophy" and "A Little Logic"
Thursday, [INSERT DATE]	God, Freedom, Personhood	Anselm, "The Ontological Argument"; Gaunilo, "In Behalf of the Fool"; Kant, "Critique of the Ontological Argument"; Moore, "Is Existence a Predicate?" (Each of these readings is short.)
Tuesday, [INSERT DATE]	God, Freedom, Personhood	Swinburne, "Why God Allows Evil"
Thursday, [INSERT DATE]	God, Freedom, Personhood	Ayer, "Freedom and Necessity"
Tuesday, [INSERT DATE]	God, Freedom, Personhood	Chisholm, "Human Freedom and the Self"
Thursday, [INSERT DATE]	God, Freedom, Personhood	Frankfurt, "Alternative Possibilities and Moral Responsibility"
Tuesday, [INSERT DATE]	God, Freedom, Personhood	Locke, "Of Identity and Diversity"
Thursday, [INSERT DATE]	God, Freedom, Personhood	Shoemaker, "Personal Identity and Memory"
Tuesday, [INSERT DATE]	God, Freedom, Personhood	Parfit, "Personal Identity"
Thursday, [INSERT DATE]	EXAM 1	EXAM 1
Tuesday, [INSERT DATE]	Epistemology and Metaphysics	Descartes, <i>Meditations on First Philosophy</i> , Meditations I-III
Thursday, [INSERT DATE]	Epistemology and Metaphysics	Locke, <i>An Essay Concerning Human Understanding</i> (brief excerpt); and Berkeley, <i>Three Dialogues between Hylas and Philonous</i> , 1st Dialogue
Tuesday, [INSERT DATE]	Epistemology and Metaphysics	Berkeley, <i>Three Dialogues</i> , 2nd and 3rd Dialogues
Thursday, [INSERT DATE]	Epistemology and Metaphysics	Russell, "On the Relations of Universals and Particulars"
Tuesday, [INSERT DATE]	Epistemology and Metaphysics	Lewis, "Many, but almost One"

Thursday, [INSERT DATE]	Epistemology and Metaphysics	Fodor, "The Mind-Body Problem"
Tuesday, [INSERT DATE]	Epistemology and Metaphysics	Turing, "Computing Machinery and Intelligence"; Searle, "Can Computers Think?"
Thursday, [INSERT DATE]	EXAM 2	EXAM 2
Tuesday, [INSERT DATE]	Spring Break	
Thursday, [INSERT DATE]	Spring Break	
Tuesday, [INSERT DATE]	Ethics and Metaethics	Aristotle, <i>Nicomachean Ethics</i> , Books I and II
Thursday, [INSERT DATE]	Ethics and Metaethics	Aristotle, <i>NE</i> , Book VII, chapters 1-10
Tuesday, [INSERT DATE]	Ethics and Metaethics	Aristotle, <i>NE</i> , Book VIII, chapters 1-8, and Book IX, chapters 3-9
Thursday, [INSERT DATE]	Ethics and Metaethics	Aristotle continued
Tuesday, [INSERT DATE]	Ethics and Metaethics	MacIntyre, <i>After Virtue</i>
Thursday, [INSERT DATE]	Ethics and Metaethics	Mill, Utilitarianism
Tuesday, [INSERT DATE]	Ethics and Metaethics	Nozick, "The Experience Machine"
Thursday, [INSERT DATE]	Ethics and Metaethics	Kant, <i>Groundwork for the Metaphysics of Morals</i> , Chapter 1
Tuesday, [INSERT DATE]	Ethics and Metaethics	Kant, <i>Groundwork</i> , Chapter 2 ESSAY DUE
Thursday, [INSERT DATE]	Ethics and Metaethics	Nagel, "Moral Luck"
Tuesday, [INSERT DATE]	Ethics and Metaethics	Mackie, "The Subjectivity of Values"
Thursday, [INSERT DATE]	Ethics and Metaethics	Dworkin, "A Critique of Mackie"
[INSERT DATE]	EXAM 3	[INSERT TIME]