

**PHL 200**  
**FUNDAMENTALS OF PHILOSOPHY**  
**Winter 2019**  
CRN: 14131, Credits: 4

Lecture: M/W, 12:45-2:35pm, MOD 0102

Instructor: Adam Haaga, [ahaaga@cocc.edu](mailto:ahaaga@cocc.edu)

Office Hours: Wednesdays, 11:00am-12:30pm, GRV 106D (and by appointment)

### **COURSE DESCRIPTION**

Explores some of the major questions and philosophical subject areas of the Western World. Includes questions such as the existence of God, or not; how we know what we think we know; social and political philosophy; ethics; free will and determinism; the existence of other minds; questions concerning the existence of a mind-independent external world; and philosophical underpinnings of science. Recommended preparation: WR 121

### **COURSE OUTCOMES**

After successfully completing this course, the student should be able to:

- 1: Understand and be able to discuss major philosophical problems in the Western tradition.
- 2: Assess arguments and philosophical perspectives using critical reasoning.
- 3: Express complex thoughts logically and coherently.
- 4: Apply knowledge of philosophical perspectives, logic, and critical reasoning to develop his or her own opinions regarding philosophical problems and issues.

In addition to improving the basic skills developed through a study of the humanities and the liberal arts—such as an increased awareness of the limits of instrumental reason, greater care in critical thinking, more articulate and effective communication, whether spoken or written—this course exposes the student to the defining cultural legacy of the Western philosophical tradition. In particular, the course raises the question of individual and collective freedom and responsibility, and through an exposition of this question, encourages the student's active participation in the social and communal world, by promoting good citizenry and fostering an awareness of the unique challenges facing human agency, political or otherwise. The course also furthers a sensitivity to racial, ethnic, and cultural differences, by providing the student an opportunity to consider how these very differences do not divide our shared world but enrich it.

### **TEXTS AND READINGS**

Readings are assigned for each lecture. Many of these will be available for download on Blackboard (Bb). Please print out the pdfs of these readings and use this hardcopy for your work. Three texts must be purchased at the COCC Bookstore or online. (See the list below and the bibliography at the end of the syllabus.) You should come to lecture having read and taken

notes on the material for the day. Please be sure to bring the assigned reading to class. Helpful tip: as you read the material, if you encounter words that are unfamiliar to you, make a point of looking them up in a dictionary. This will make you a better reader and also expand your vocabulary. Please also note which passages you find most difficult to understand. Note-taking is an essential aspect of the learning process and I encourage you to develop your note-taking techniques while you are reading.

**Required texts:**

1. Plato. *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo* (Hackett, 2002), ISBN: 9780872206335.
2. Descartes. *Discourse on Method and Meditations on First Philosophy* (Hackett, 1998), ISBN: 9780872204201.
3. Kusch, Rodolfo. *Indigenous and Popular Thinking in América* (Duke U Press, 2010), ISBN: 9780822346418.

## CLASS ETIQUETTE

The learning process is not something to be taken lightly. I am expressly aware of the extensive time, effort, and discipline required of students. Thus I will put forward my best efforts in every lecture to clearly present the material so as to facilitate your learning and ensure that your time is not wasted. Attentiveness to your needs as a student includes responding to emails in a timely fashion, providing prompt grading and feedback, and anything else I can help you with. In return, please do not waste my time. Let us therefore respect the student/instructor relation and promote a healthy learning environment such as one that produces for all the most rewarding educational experience. Philosophy can be an enjoyable exercise, and the more so when practiced together. While class is in session, please observe the following basic respects:

**Punctuality:** Please show up to class on time. In the event that you are late, be as quiet and courteous as possible to others while you enter the classroom. Unneeded noise is a distraction to those who are sincerely engaged in the material and trying to listen to lecture. **Excessive tardiness may reflect upon your final grade: (3) tardies — arriving 5 minutes after class has commenced — will count as (1) UNEXCUSED ABSENCE. Every further tardy will result in the same.**

**Phones:** Place all phones on silent or vibrate and refrain from texting in class. These devices distract your neighbors and disrupt the learning environment. Phone use will be allowed for a few moments before I issue a warning. A repeated verbal warning will result in the student being asked to leave the class. Multiple infractions will result in an “F” grade for the course.

**Laptops:** Computers and tablet devices may be used **for note-taking only**. Inappropriate electronics use may result in the revoking of those privileges.

**Talking in Class:** Learn the difference between “talking in class” and “communal dialogue.” The first disrespects whoever is speaking, while the second term understands that before we can have anything constructive to contribute to a discussion we must first listen. Think of this course as an opportunity to learn how to become a responsible interlocutor

through the concerted practice of listening. Civil disagreement is to be expected; we all come from different histories and upbringings. The way that we come to learn about those differences, however, is through a good-faith effort to hear each other out. Only when all parties involved feel that their voices have been heard do we begin to build a shared sense of trust. Therefore, please respect your classmates' questions and comments, and raise your hand before speaking.

## INSTRUCTIONAL METHODS

This course is primarily lecture-based. You can expect the majority of class time to be devoted to the assigned reading. We will take special care to elaborate upon difficult passages while offering students the basic interpretive skills needed to engage with other texts, ideas, and fellow humans. Other methods will be employed as they become appropriate such as Powerpoint, short videos, and class or small group activities.

## COURSE REQUIREMENTS

**Attendance.** It is important to attend lecture. Material is presented in class that is not found in the readings. The lectures will additionally present an interpretation of the readings and will help you focus on key passages. **The attendance policy goes as follows: it is not possible to receive a grade higher than "C+" if you miss FOUR OR MORE lectures without an excuse.** If you cannot attend lecture, **you must arrange this through me, preferably as soon as you know that you will be absent, but at least one class before the day of your absence in order for it to be marked EXCUSED.** Doctor visits, family emergencies and the like are certainly EXCUSABLE reasons for missing class; however, they must be accompanied with a signed letter by an appropriate representative.

**Participation.** Active participation in class is highly encouraged. You are invited to raise questions and to contribute to discussion during lecture. We will try to reserve enough time in class for open discussion. Please be courteous and raise your hand if you have a question or comment that you would like to address.

**Reading.** Keep up with the assigned readings. Come to lecture having read the assigned material for the day. Please reread and study the material in preparation for the presentations and as you write your papers. A study guide will be posted on Bb to help you prepare for the exams. You should make use of this material as you review your readings. Assigned readings are to have been read on the day of which they are posted. Success in this class is dependent upon three focused tasks: 1) reading the texts, 2) comprehending the texts, and 3) producing thoughtful reflections (both spoken and written) of those readings. Recommended readings are precisely that...RECOMMENDED, and in no way required. They are there to offer clarification of difficult topics as well as provide further learning opportunities for those who are motivated to do so. They also serve as excellent secondary literature for your term papers, inevitably enhancing your grasp of the concepts and supporting arguments. Secondary sources are not required for the papers, but I will take into account your use of them in your grade. Please approach me if you have any questions regarding which sources to use. If there is a certain author or issue we have dealt with in class that you find particularly interesting and there is no corresponding secondary text for that reading, I would be happy to direct you toward a source that allows you to explore those topics in a more thorough fashion.

**Article Summaries.** Consider the article summaries your “Homework” for the term. Every student will turn in a total of (6) summaries selected from any of the articles we read during the term. In lieu of administering reading quizzes, these summaries allow the student to demonstrate a basic familiarization with the texts. Write a 200-225 word abstract citing the overarching theme or problematic of the text, as well as outlining two major points of interest in the text. Conclude with a question of your own—identify an aspect of the text that had you puzzled and formulate that confusion into a question. These summaries will provide the basis for small group discussion to begin classes. I will **NOT** except a “late” article summary (turned in after class on the day of the assigned reading). Please type and print out your article summaries. (See my example, p. 10)

**Group Presentations.** There will be two graded in-class activities (February 13/March 13—see the schedule below) consisting of group presentations (4-6 students/group). There will be no assigned reading for the day. Students will show up for class and take the first 30 minutes to discuss with their assigned group one of the authors we have read and prepare a short informal presentation (10-13min). This exercise will allow you to engage with fellow students and foster a deeper understanding and appreciation of the texts. Furthermore, the group conversation will help you clarify points of difficulty as you write your midterm and final papers. Your group will be graded as a whole and will collectively be graded by your peers.

**Papers.** There will be one short paper assigned during the term (3-4 pages) and one final paper (5-7 pages) due during finals week. Paper topics will be assigned one week before the papers are due. These papers will ask you to interpret the readings and to provide textual evidence for this interpretation. See the schedule below for due dates. **Late Papers:** papers handed in (1) day late will receive a 10% reduction in grade; papers handed in (3) days late will receive a 20% reduction; any paper handed in after (3) days cannot receive a grade higher than a C-. (See the Grading Rubric, p. 9)

*Format and Citations:* Papers are to be typed, double spaced, 1 inch margins, 12 point, Times New Roman font. Unlike many disciplines, there is no single citation style or system that has been adopted by philosophers. I encourage you to pick one of the following, learn it, and be consistent with your use of citational method.

- 1: APA
- 2: Chicago Manual of Style
- 3: MLA

Online resources such as <http://www.bibme.org> and <https://owl.english.purdue.edu/owl/> offer excellent assistance in styling your citations. We will not utilize class time to teach writing mechanics or how to structure a paper. That being said, these are necessary skills to have and I will be happy to discuss these matters on an individual basis outside of class. If you have concerns regarding the basic demands of essay writing, please talk to me as soon as possible.

## GRADE BREAKDOWN

Attendance	60 points	12% (of total grade)
Participation	40	8%
Article Summaries (6)	12.5 (ea)	15%

Group Presentations (2)	50 (ea)	20%	Feb 13 / Mar 13
Midterm Paper	75	15%	Due Feb 18
Final Paper	<u>150</u>	<u>30%</u>	Due March 20
	500	100%	
Extra Credit	20	4%	

## GRADING SCALE

	B+ 87-89	C+ 77-79		
A 93-100%	B 83-86	C 70-76	D 65-69	F ≤64
A- 90-92	B- 80-82			

## EXTRA CREDIT

There will be an extra credit opportunity for students who wish to participate in an outside-of-class and/or community event. Details to follow.

## AMERICANS WITH DISABILITIES STATEMENT

Students with documented disabilities who may need accommodation, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact the COCC Disability Services Office in the Boyle Education Center, 383.7583.

## COCC NON-DISCRIMINATION POLICY

The goal of Central Oregon Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of the Central Oregon Community College that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran status or any other classes protected under Federal and State statutes in any education program, activities or employment. For concerns regarding these issues, contact the Office of Affirmative Action and Equal Opportunity, Metolius 105, 541.383.7208.

## SAFE ZONES

Safe zones are confidential and safe environments for lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals. The Safe Zone symbol displayed around the campus identifies individuals who are compassionate, understanding, and committed to helping create an open and accepting environment for all on the COCC and OSU-Cascades campuses. Safe Zone volunteers can be identified on campus by the Safe Zone logo posted on or near an office door. For more information and a list of volunteers, see the Safe Zone web page at <http://www.cocc.edu/multicultural/safe-zone-training/>

## STUDENT INSURANCE

Students are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental insurance coverage.

## CLASS SCHEDULE (LECTURES & EXAMS)

WEEK	DATE	AUTHOR	READING
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### Ancient

I	1.7	Parmenides/ Heraclitus/ Aristotle	Syllabus and Introductions
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	1.9	Plato	<i>Apology</i>
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II	1.14		<i>Phaedo</i> (57a-85e)
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	1.16		<i>Phaedo</i> (86a-118a)
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[Recommended:		Brann, Eva	“The Offense of Socrates: <i>Apology</i> ” “Teaching Plato’ to Undergraduates” “Socrates’ Legacy: Plato’s <i>Phaedo</i> ” “Introduction to the <i>Phaedo</i> ”
		Warnek, Peter	“Reading Plato with a Difference” “Silenic Wisdom in the <i>Apology</i> and <i>Phaedo</i> ” “Truth and Friendship”

### Modern/19th Century

III	1.21		Martin Luther King, Jr. Day. No class.
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	1.23	Descartes	<i>Meditations on First Philosophy</i> , 1-3
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IV	1.28		<i>Meditations on First Philosophy</i> , 4-6
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	1.30	Schelling	“Descartes” from <i>On the History of Modern Philosophy</i>
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V	2.4		“Deduction of a Universal Organ of Philosophy” from <i>System of Transcendental Idealism</i>
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	2.6	Rousseau	<i>The Social Contract</i> , Book I (Intro, Ch. 1-3, 5-8), Book II (Ch. 1-7)
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VI	2.11		<i>The Social Contract</i> , Book III (Ch. 1-6, 10-14) [Midterm paper topics assigned.]
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	2.13		Group Presentations [No assigned reading.]
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[Recommended:	Nancy, J.L.	“The Extension of the Soul” in <i>Corpus</i> “Church, State, Resistance” in <i>Political Theologies</i>
	Wirth, Jason	“Art” in <i>The Conspiracy of Life</i> “The Art of Nature: On the Agony of the Will in Schelling and Merleau-Ponty” in <i>The Barbarian Principle</i>

## 20th Century/Phenomenology

VII	2.18	Arendt	<i>The Life of the Mind</i> (sections 1-5, 7) <b>Midterm Paper Due</b>
	2.20	Merleau-Ponty	“The Intertwining—The Chiasm” from <i>The Visible and the Invisible</i>
VIII	2.25	Irigaray	“The Invisible of the Flesh” from <i>An Ethics of Sexual Difference</i>
	2.27	Heidegger	“The Question Concerning Technology” from <i>Basic Writings</i>
[Recommended:		Irigaray	“Sexual Difference” “Wonder: A Reading of Descartes, <i>The Passions of the Soul</i> ”
		Heidegger	“The End of Philosophy and the Task of Thinking”

## Post-colonialism

IX	3.4	Kusch	<i>Indigenous and Popular Thinking in América</i> , Ch 1-3, 5
	3.6		<i>Indigenous and Popular Thinking in América</i> , Ch 11-13
X	3.11		<i>Indigenous and Popular Thinking in América</i> , Ch 14-18 [Final paper assigned]
	3.13		<b>Group Presentations</b> [No assigned reading.]
[Recommended:		Bataille	<i>The Accursed Share</i> <i>Theory of Religion</i>
Finals	3.20		<b>FINAL PAPER DUE BY 5:00pm</b>

## BIBLIOGRAPHY

### REQUIRED READINGS ARE FOUND IN THESE BOOKS

(Titles in bold to be PURCHASED AT THE BOOKSTORE)

- Arendt, Hannah. *The Life of the Mind*. Harcourt, 1978.  
**Descartes. *Discourse on Method and Meditations on First Philosophy*. Hackett, 1998.**  
Heidegger, Martin. *Basic Writings*. Harper Collins, 1993.  
Irigaray, Luce. *An Ethics of Sexual Difference*. Cornell U Press, 1984.  
**Kusch, Rodolfo. *Indigenous and Popular Thinking in América*. Duke U Press, 2010.**  
Merleau-Ponty, Maurice. *The Visible and the Invisible*. Northwestern U Press, 1968.  
**Plato. *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*. Hackett, 2002.**  
Rousseau, Jean-Jacques. *The Social Contract*. Penguin Books, 1968.  
Schelling, F.W.J. *On the History of Modern Philosophy*. Cambridge U Press, 1994.  
———. *System of Transcendental Idealism*. U Press of Virginia, 1978.

### FOR FURTHER READING:

(Titles in bold available at Barber Library on course reserve)

- Bataille, Georges. *The Accursed Share, Vol I*. Zone Books, 1991.  
———. *Theory of Religion*. Zone Books, 1992  
**Brann, Eva. *The Music of the Republic*. Paul Dry Books, 2004.**  
Merleau-Ponty, Maurice. *Phenomenology of Perception*. Routledge, 1962.  
Nancy, Jean-Luc. “Church, State, Resistance” in *Political Theologies* (eds. de Vries and Sullivan).  
Fordham U Press, 2006.  
———. “The Extension of the Soul” in *Corpus*. Fordham U Press, 2008.  
**Warnek, Peter. *Descent of Socrates: Self-Knowledge & Cryptic Nature in the Platonic Dialogues*.  
Indiana Press, 2005.**  
Wirth, Jason. *The Conspiracy of Life: Meditations on Schelling and His Time*. SUNY Press, 2003.  
Wirth, Jason and Patrick Burke (eds). *The Barbarian Principle: Merleau-Ponty, Schelling, and the  
Question of Nature* (eds. Jason Wirth and Patrick Burke). SUNY Press, 2013.



## Essay Grading Rubric

### Content—Thought and Argumentation (55 pts)/(110 pts)

Clarity—does the author express his/her views in a clear fashion?

Unclear		Somewhat		Very clear
1	5	10	15	20/40

Relevance—does the work address the matter in question?

Not at all		Somewhat		Yes
1	5	10	15	20/40

Originality—does the author offer an original interpretation of the texts in question?

Not original		Somewhat original		Highly original
1	5	10		15/30

### Form—Writing Mechanics (20 pts)/(40 pts)

Grammatical and syntactical literacy—does the author formulate complete sentences?

Not at all		Somewhat		Always
1	2	3	4	5/10

Spelling—does the author make spelling mistakes?

Too many		Several		None
1	2	3	4	5/10

Punctuation—does the author use correct punctuation and accurately cite quoted material?

Poor		Average		Great
1	2	3	4	5/10

Does the paper meet the length requirements?

> 1 page short		< 1/2 page short		Yes
1	2	3	4	5/10

## Article Summary Example

Peter Warnek—"Reading Plato with a Difference"

Warnek's introductory chapter addresses the challenges involved in reading Plato. The enigmatic position of Socrates within the Platonic texts opens up the question of their difference—namely, *who is Socrates apart from the author Plato?*—thus indefinitely suspending the philosophical identity of either. Insofar as Socrates' life practice was defined by the search for self-knowledge, the Socratic questioning in the texts become a matter for any reader such that the quest to discover who Socrates is reverts back on oneself, implicating the reader, and marking them too as fellow participants in the dialogues. Warnek argues against the prevailing view of philosophical inquiry in which concessions are made to enunciate the various positions held by both figures; instead, he offers a "deconstructive" reading that takes the historical figure of Socrates as both the condition which determines in advance the philosophical tradition, *and* as one who belongs to that very tradition and caught up within it. Within this approach, two points mark a significant turn from the dominant tradition: first, an intimate bond is asserted between Plato and Socrates—the difference between them is viewed as indeterminate yet irreducible, a difference that is neither collapsable nor indissociable; and second, there is the injunctive to read a text, as he says, "on its own terms" (13).

Question: Insofar as Plato is said to inaugurate the Western philosophical tradition, what has not yet been accounted for in this originating historical moment such that the dialogues invite our continued engagement—i.e. why do we still read Plato?