

**Introduction to Philosophy**  
(PHIL 1050 – 14)  
Spring 2016  
Instructor: James Kintz  
Email: james.kintz@slu.edu

**Meeting Times:**  
MWF 10:00-10:50

**Meeting Place:**  
Xavier Hall, G08

**Office Hours:**  
Wednesday 11:15-1:15, and by appointment

**Required Texts:**

- Augustine, *On the Free Choice of the Will*, (Indianapolis, IN: Hackett Publishing Company, 1993)
- Descartes, Rene, *Discourse on Method and Meditations on First Philosophy*, (Indianapolis, IN: Hackett Publishing Company, 1998)
- Hume, David, *Enquiry Concerning Human Understanding*, (Indianapolis, IN: Hackett Publishing Company, 1993)
- Felt, James, *Human Knowing: A Prelude to Metaphysics*, (Notre Dame, IN: University of Notre Dame Press, 2005)
- Lewis, C.S., *Out Of That Silent Planet*, (New York: Scribner, 2003[1938])
- Plato, *Five Dialogues*, (Indianapolis, IN: Hackett Publishing Company, 2002)
- Plato, *Republic*, (Indianapolis, IN: Hackett Publishing Company, 1992)

**Objectives:**

- Become familiar with important issues in the history of philosophy.
- Learn how to apply relevant philosophical theories from various traditions to contemporary philosophical problems.
- Develop skills that enable critical thinking on important philosophical (and non-philosophical) issues.
- Develop the skills needed to entertain and respectfully analyze multiple positions on important philosophical issues.

**Course Description:**

In this class we will explore some of the major theories in the history of philosophy. These philosophical theories are important not only because they have been highly influential to the development of Western civilization, but also because they help us to better understand our experience of the world around us. As we will also see, philosophical commitments permeate many other disciplines, including science, politics, religion, psychology, etc., and thus learning how to think philosophically will help us evaluate various ideologies and viewpoints from a wide range of subjects. Because of this, we will not only be reading authors within the philosophical corpus, but will also read literary works and articles from periodicals that reveal the place of philosophy in other disciplines. This course will begin with a survey of basic logic, and will then progress historically, exploring major theories within the ancient, medieval, modern, and contemporary periods of philosophy. As we examine these historical theories, we will discuss many of the important perennial philosophical puzzles that have occupied thinkers for millennia, focusing not only on the theories that each philosopher developed, but also on the various methodologies employed in formulating these theories. We will also regularly compare these historical philosophical positions to issues within our present day.

**Schedule:**

January 18 (Monday)	<b>No Class – Martin Luther King Jr. Day</b>
January 20 (Wednesday)	Introduction Readings: <i>Out of That Silent Planet</i>
January 22 (Friday)	Argument Patterns Readings: <i>Out of That Silent Planet</i>
January 25 (Monday)	Fallacies Readings: <i>Out of That Silent Planet</i> Watch: <i>12 Angry Men</i>
January 27 (Wednesday)	Plato – What Makes A Thing Good? Readings: <i>Euthyphro</i>
January 29 (Friday)	Plato – What Makes a Thing Good? Readings: <i>Euthyphro</i>
February 1 (Monday)	Plato – Know Thyself (and be virtuous) Readings: <i>The Apology</i>
February 3 (Wednesday)	Plato – Recollection, and the Practice of Death and Dying Readings: <i>Phaedo, 57-75c</i>
February 5 (Friday)	Plato – Recollection, and the Practice of Death and Dying Readings: <i>Phaedo, 75c-91d</i>
February 8 (Monday)	Plato – The Nature of Being and Knowledge Readings: <i>The Republic, Book V, 472b-480 (read to the end of Book V)</i>
February 10 (Wednesday)	Plato – The Nature of Being and Knowledge Readings: <i>The Republic, Book VI, 484-509</i>
February 12 (Friday)	Plato – The Nature of Being and Knowledge

	<p>Readings: <i>The Republic</i>, Books VI-VII, 509-521d</p>
February 15 (Monday)	<p>Aristotle – The Desire to Know, The Nature of Being</p> <p>Readings: <i>Metaphysics</i>, Book I</p>
February 17 (Wednesday)	<p>Aristotle – The Desire to Know, the Nature of Being</p> <p>Readings: <i>Metaphysics</i>, Book 12, parts 6 and 7</p> <p><b>1<sup>st</sup> synopsis due</b></p>
February 19 (Friday)	<p>Aristotle – The Nature of Goodness</p> <p>Readings: <i>Nicomachean Ethics</i>, Books I and II.1</p>
February 22 (Monday)	<p>Aristotle – The Nature of Goodness</p> <p>Readings: <i>Nicomachean Ethics</i>, Book IX</p>
February 24 (Wednesday)	<p>Augustine – Free will, the Chain of Being, and the Nature of Good and Evil</p> <p>Readings: <i>On The Free Choice of the Will</i>, Book I, chapters 1-13</p>
February 26 (Friday)	<p>Augustine</p> <p>Readings: <i>On the Free Choice of the Will</i>, Book I, chapters 14-16; Book II, chapters 1-7</p> <p><b>1<sup>st</sup> Response Paper due</b></p>
February 29 (Monday)	<p>Augustine</p> <p>Readings: <i>On The Free Choice of the Will</i>, Book II, chapters 8-20</p>
March 2 (Wednesday)	<p>Review for Midterm</p>
March 4 (Friday)	<p><b>Midterm</b></p>
March 7 (Monday)	<p>Thomas Aquinas – Being and Goodness</p> <p>Readings: See Blackboard</p>

March 9 (Wednesday)	Thomas Aquinas – The Human Soul  Readings: <i>Summa Theologiae</i> I, Q. 75, a. 1, 2, 4, 5, 6;
March 11 (Friday)	Thomas Aquinas – The Human Soul  Readings: <i>Summa Theologiae</i> I, Q. 76, a. 1; Q. 79, a. 1, 2, 3, 9, 11  <b>2<sup>nd</sup> Synopsis Due</b>
March 14 (Monday)	<b>No Class – Spring Break</b>
March 16 (Wednesday)	<b>No Class – Spring Break</b>
March 18 (Friday)	<b>No Class – Spring Break</b>
March 21 (Monday)	Thomas Aquinas – 5 Ways  Readings: <i>Summa Theologiae</i> I, Q. 2
March 23 (Wednesday)	Thomas Aquinas – 5 Ways  Readings: <i>Summa Theologiae</i> I, Q. 2
March 25 (Friday)	<b>No Class – Good Friday</b>
March 28 (Monday)	<b>No Class – Easter Monday</b>
March 30 (Wednesday)	Descartes – A New Approach  Readings: <i>Discourse on Method</i> , parts 1-3
April 1 (Friday)	Descartes  Readings: <i>Discourse on Method</i> , part 4; <i>Meditations on First Philosophy</i> , parts 1-2
April 4 (Monday)	Descartes  Readings: <i>Meditations on First Philosophy</i> , parts 4 and 6
April 6 (Wednesday)	David Hume – Empiricism  Readings: <i>An Enquiry Concerning Human Understanding</i> , sections 1-2
April 8 (Friday)	David Hume  Readings: <i>Enquiry</i> , sections 3-4
April 11 (Monday)	David Hume

	Readings: <i>Enquiry</i> , section 5
April 13 (Wednesday)	David Hume  Readings: <i>Enquiry</i> , section 7, 8 part 1
April 15 (Friday)	David Hume – Miracles?  Readings: <i>Enquiry</i> , section 10  <b>Both Sides Paper due</b>
April 18 (Monday)	David Hume  Readings: <i>Enquiry</i> , section 12
April 20 (Wednesday)	Immanuel Kant – Awakening from a dogmatic slumber  Readings: <i>Prolegamena To Any Future Metaphysics</i> – See Blackboard
April 22 (Friday)	Immanuel Kant – Awakening from a dogmatic slumber  Readings: <i>Prolegamena To Any Future Metaphysics</i> – See Blackboard  <b>2<sup>nd</sup> Response paper due</b>
April 25 (Monday)	Immanuel Kant – Awakening from a dogmatic slumber  Readings: <i>Prolegamena To Any Future Metaphysics</i> – See Blackboard
April 27 (Wednesday)	Immanuel Kant – Reason and Morality  Readings: <i>Foundations of the Metaphysics of Morals</i> – See Blackboard
April 29 (Friday)	Knowing and Being  Readings: <i>Human Knowing</i> , chapters 1 and 2
May 2 (Monday)	Knowing and Being  Readings: <i>Human Knowing</i> , chapters 3 and 4
May 4 (Wednesday)	Knowing and Being  Readings: <i>Human Knowing</i> , chapter 5 and 6
May 6 (Friday)	Knowing and Being  Readings:

	<i>Human Knowing</i> , chapters 7 and 8
May 8 (Monday)	Review for Final
May 13 (Friday)	<b>Final Exam</b>

*\*Readings and assignments are subject to change at the discretion of the instructor.*

*\*In addition to the readings listed on the schedule, the instructor will also assign articles from periodicals throughout the semester, so monitor your email and Blackboard regularly for additional assignments.*

### **Assessment:**

#### Attendance/Participation (10%):

Students are expected to attend classes regularly and participate in class discussions. Concerning attendance, you can miss up to 2 classes without losing any points. However, for each additional class you miss beyond these 2 classes, you will lose 25% of the attendance grade per missed class. If you miss any further classes after losing all of the attendance points (which will occur after you miss a total of 6 classes), it will result in an automatic F for the course (i.e. if you miss a 7<sup>th</sup> class you will receive an F). Regarding the participation grade, the score will be adjusted if students fail to demonstrate respect for peers, instructors, and guests. Actions that may negatively impact the participation grade include use of electronic devices for purposes not related to class, talking while others are speaking, etc. The participation grade will also be adjusted if the quality of participation indicates a lack of preparation (i.e. failure to read assigned materials).

#### Argument Synopses (10%):

There are a number of primary articles that you will read throughout the semester, and you will be required to choose 2 of these articles and write a short (1-2 page) summary of each (the articles must be selected from the philosophical readings, not the literary ones). These synopses should outline the structure of the argument for the article you choose, focusing only on the details that are most relevant. The purpose of this exercise is to learn how to summarize an argument succinctly and accurately (as if you were explaining it to someone who had never read it). This will help develop the ability to be concise when evaluating someone else's position – a skill that is useful not only for college classes and in your future career, but for communication in general.

#### Both Sides Paper (10%):

Select an issue from prompts provided by the instructor and write a compelling argument for *both* sides of an issue. The paper should be 2-4 pages in length, and should reflect your careful consideration of the pros and cons of each side of an important issue.

#### Midterm Exam (25%):

This will be an in-class exam that will involve a set of questions provided by the instructor requiring short essay responses. You will be tested for comprehension of reading assignments, understanding of the issues, and the ability to reconstruct and critically evaluate the arguments that we examine in class. (Exam booklet required.)

#### Final Exam (25%):

The format and purpose of the final exam will be identical to that of the midterm. (Exam booklet required.)

#### Response Papers (20%):

You will be required to write two 3-5 page essays covering a topic of your choice, selected from a list of prompts that I will provide.

## **Grading**

A = 94-100	C+ = 77-79
A- = 90-93	C = 74-76
B+ = 87-89	C- = 70-73
B = 84-86	D = 60-69
B- = 80-83	F = <60

## **Academic Honesty and Integrity:**

Saint Louis University is a community dedicated to academic excellence, student-centered education, and the Jesuit tradition. As such, the University expects all members of its community to act with honesty and integrity at all times, but especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one's own best work, and is essential if true learning is to take place. Academic integrity is absolutely essential to the educational enterprise. Consequently, academic dishonesty of any sort is completely unacceptable, will not be tolerated, and consequently will be dealt with as the serious violation it is.

The following are examples of academic dishonesty. This list is not exhaustive. It is each student's responsibility to make sure that his/her work meets the standards of academic honesty set forth in the University's Academic Integrity Policy. If the student is unclear about how these definitions and standards apply to his/her work, it is the student's responsibility to contact the instructor to clarify the ambiguity *before* work is turned in for credit.

### **A. Cheating and Facilitating Cheating**

1. Possession, distribution, and/or use of unauthorized materials or technology before or during an examination or during the process of preparing a class assignment.
2. Collaboration on class assignments, including in-class and take home examinations, without the permission of the instructor.
3. Provision of assistance to another student attempting to use unauthorized resources or collaboration on class assignments or examinations.

### **B. Plagiarism**

1. Presentation of someone else's ideas or work, either in written form or non-print media, as one's own.
2. Omission or improper use of citations in written work.
3. Omission or improper use of credits and attributions in non-print media.

### **C. Improper Use of Internet Sites and Resources**

1. Inappropriate use of an Internet source, including, but not limited to, submission of a paper, in part or in its entirety, purchased or otherwise obtained via the Internet, and failure to provide proper citation for sources found on the Internet.

If you are unsure what sort of behavior constitutes academic dishonesty, please discuss this with your instructor. The potential consequences of committing an act of academic dishonesty, intentionally or unintentionally, will be extremely serious. If you have any questions regarding academic dishonesty please speak with me and consult the university's full policy at: <http://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Likewise, the specific College of Arts and Sciences policies and procedures can be found at: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

**Disability Services/Special Accommodations:**

Students who need special accommodation in this course should inform their instructor privately and direct their request to the Disability Services Office in the Student Success Center. Any student who currently has a documented disability (physical, learning, or psychological) and who needs academic accommodations should contact the Disability Support Services Office (Busch Student Center, Suite 331, phone: 314-977-3484, or via email at [disability\\_services@slu.edu](mailto:disability_services@slu.edu)) as early in the semester as possible. All discussions will remain confidential. Visit <http://www.slu.edu/x24491.xml> for additional information.

**Saint Louis University Title IX Statement:**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential source, you may contact the counsellors at the University Counseling Center at 314-977-TALK. You can view SLU's sexual misconduct policy at <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

**Student Success Center:**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic related services, and is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

**Classroom Etiquette Policy:**

As aspiring citizens, students need to approach this course as professionals. Consistent with the course requirements and expectations, as well as the competencies the course is designed to help students develop, you will be expected to submit all assignments on time, attend all required class sessions, arrive to class on time and prepared for that day's discussion, remain for the full class time, dress appropriately, pay attention, contribute thoughtfully to class discussions, be respectful of and courteous to others, refrain from eating, use technology appropriately, etc. You are welcome to use your laptop or tablet to enhance your education while in class; however, computers that become distractions from engaged participation in discussions either to the user or others will not be tolerated. Distractions include (but are not limited to) reading your email, surfing the internet, using social media, using your phone, etc. This class is intended to facilitate interesting and thought-provoking discussions, as well as to foster the learning objectives set forth for this course. If basic classroom etiquette is not observed, however, then this will not be possible. So please be respectful of your instructor and your fellow students by refraining from distracting behaviour while in class.

**Contacting Your Instructor:**

If you have any questions or concerns that you wish to discuss in connection with this course, do not hesitate to contact me. The best way to reach me outside of office hours is by email: [jkintz1@slu.edu](mailto:jkintz1@slu.edu). Occasionally I may need to contact you by email, e.g. to alert you to a change in the syllabus, if I should have to miss class for some reason, etc. Please note that **I will be using your email address provided by the University**, and I may occasionally use Blackboard to send out announcements or distribute materials. So you should check your SLU email account regularly so that you don't miss important messages.

Questions? Please ask! I look forward to getting to know you this semester.