

COURSE SYLLABUS

Philosophy 102: Introduction to Philosophical Inquiry

SECTION OL

DEPARTMENT OF HISTORY AND PHILOSOPHY

COLLEGE OF ARTS AND HUMANITIES

LANDER UNIVERSITY

GREENWOOD, SC 29649

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1 Essential Information

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1.1 Supplementary Materials

Online Introduction to Philosophy Online (this course):

<http://philosophy.lander.edu/intro/webCT.html>

Online Assignment Schedule:

http://philosophy.lander.edu/intro/scheduleCT_summer.shtml

Philosophy Homepage for All Courses:

<http://philosophy.lander.edu/>

Introduction to Philosophy Homepage:

<http://philosophy.lander.edu/intro/>

Philosophy Forum (discussion board)

<http://philosophy.lander.edu/cgi-bin/mwf/forum.pl>

Philosophy FAQ:

<http://philosophy.lander.edu/intro/faq.html>

Online Introduction to Philosophy FAQ:

<http://philosophy.lander.edu/intro/ctfaq.html>

Online Grades:

<http://philosophy.lander.edu/~larchie/grades.cgi>

Lander Philosophy Homepage:

<http://philosophy.lander.edu/lander/index.shtml>

More Readings:

<http://philosophy.lander.edu/ethics/ethicsbook/book1.html>

How to Study:

<http://philosophy.lander.edu/study-topics.html>

Email Etiquette:

<http://office.microsoft.com/en-us/help/HA012054101033.aspx>

<http://www.emailreplies.com/>

Instructor Calendar and Class Schedule:

<http://tiny.cc/archie659>

1.2 Appointments—Office Hours

I look forward to talking to each of you about our philosophy course. You are warmly encouraged to ask about tutorial lectures, readings, class requirements, ideas, or problems. For questions about course content and course procedures use the philosophy server's Philosophy Forum discussion board. You will need to register for this discussion board according to the instructions given in *Section 3.5* below. Personal questions should be sent to larchie@philosophy.lander.edu only.

Please do not use WebCT email, Philosophy Forum, or Lander Web-mail address for personal email contact in this course. I do not check WebCT email, and Lander Webmail is inconvenient to backup and verify. Since this class is an online and distance education

course, no specific office hours are scheduled on campus for this course.

Important: This online philosophy course is not for everyone. The course assumes that you are able to work independently and schedule time daily for reading and study. Your Web course puts a substantial burden on you to take charge of your own learning. Before continuing with this course carefully consider if you are the kind of proactive student who can motivate yourself to take charge of your own study.

You need to allocate no less than fifteen hours a week for this university course in order to pass the course. (Consider that for an on-campus course, class meetings times are twelve hours *plus* reading and homework assignments.) However, unlike some other online courses, summer study of philosophy is intensive. *If as a student, you are not self-directed in your study habits, then I recommend that this course be taken as an on-campus course during the regular semester.*

1.3 Email and Discussion Protocol

If you have a *personal* question, concern, or problem, email your instructor at the first opportunity. If you have questions about class procedures (class policies, homework problems, class requirements, grading, assignments, or other housekeeping matters), post online to the Philosophy Forum message board. If you have questions about class content (philosophical concepts, conceptual questions, or understanding the subject-matter of philosophy), also post to the Philosophy Forum. The philosophy server's Philosophy Forum is additionally used for class announcements.

The WebCT Discussion List is not used in this class; its interface is difficult to use effectively. WebCT email on Blackboard or via "Bearcat" also is not be used in this class. Regular email is more efficient and flexible. You may use either your Lander email address or your own personal email address. Whichever address you use, you will need to know how to attach a file to email. All email must have a subject and must be signed by the student. Please learn proper email etiquette as soon as possible. Email etiquette is considered part of your grade in this course.

For information about basic email etiquette see:

<http://office.microsoft.com/en-us/help/HA012054101033.aspx>
and
<http://www.emailreplies.com/>

1.4 General Education Core Requirements

Note especially: Although Philosophy 102 Introduction to Philosophy fulfills the General Education Core Curriculum Requirement for Humanities, this course does *not* fulfill the requirement for Logical and Analytical Thought. If you are seeking to fulfill the Logical and Analytical Thought requirement by registering for a philosophy course, you need to enroll in Philosophy 103: Introduction to Logic.

2 Course Description

2.1 Catalog Course Description

“Introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers are read. *Three semester hours.*” From the *Lander University Catalog*.

2.2 Textbook

Lee Archie and John G. Archie, *Reading for Philosophical Inquiry: An Open Source Reader*. Version 0.21, GFDL, 2004, 415 pp. Free for any use or resale under terms of the GFDL license.

On the Web at

<http://philosophy.lander.edu/intro/introbook.pdf>
<http://philosophy.lander.edu/intro/introbook2.1/book1.html>
<http://philosophy.lander.edu/intro/introbook-links.html>

The last “html” link above gives convenient access chapter-by-chapter with pdf, html, and mp3 sound files. The first two links access the complete textbook. The mp3 files may be played on an iPod™ or MP3 Player. These sound file are computer-generated sound-files.

Text files for conversion into Braille are available by request. Also, hard copies of the textbook are on reserve at the Larry A. Jackson Library, if you prefer to read the traditional way. Some copies should be available through Inter-Library Loan if you are a distance education student.

The GFDL license makes this textbook freely available to anyone for any purpose for no charge. You may print it out for your own use or print it out to sell it so long as you inform the buyer where to access it online without charge.

2.3 Supplementary Readings

Lee Archie and John G. Archie, *Introduction to Ethical Studies: An Open Source Reader*. Version 0.11 GFDL, 2004, 364 pp. Free for any use or resale under terms of the GFDL license.

<http://philosophy.lander.edu/ethics/ethicsbook/book1.html>
<http://philosophy.lander.edu/ethics/ethicsbook.pdf>

Lee Archie and John G. Archie, *Readings in the History of Aesthetics: An Open Source Reader*, version 0.11, GFDL, 2006, pp. 475. Free for any use or resale under terms of the GFDL license.

<http://philosophy.lander.edu/intro/artbook.html/book1.htm>
<http://philosophy.lander.edu/intro/artbook.pdf>

Booknotes and tutorials for the supplementary readings are available at

<http://philosophy.lander.edu/ethics/notes-topics.html>

2.4 Purpose of the Course

The general purpose of this course is to introduce some of the main problems of philosophy such as those listed below in the next section “Objectives of the Course.”

2.5 Objectives of the Course

The general aims of this introductory survey of philosophy are to examine questions such as the following.

1. What is philosophical thinking?
2. Are ethical principles relative?
3. Are all persons at heart egoistic?
4. What are the philosophical arguments for God’s existence?
5. How can truth be established?
6. Are there causal determinants of choice?
7. Of what does reality exist?
8. Are ethical and artistic judgments subjective?
9. How does one go about to find purpose and meaning in life?
10. How is philosophy related to other disciplines?

2.6 Course Procedures

The methods used to obtain these ends are

1. to learn classic arguments which illustrate basic philosophical principles,
2. to read carefully and critically the text and several papers in philosophy,
3. to write analytically about topics in philosophy,
4. to study classic, influential, and abiding arguments concerning the structures of knowledge, belief, and value,
5. to test your understanding by means of special examinations, and
6. to question critically several interpretations of basic philosophical positions.

2.7 Specific Skills Achieved

Upon completion of this course, all students should be able to

1. explain the difference between *a priori* and *a posteriori* arguments,
2. to learn to identify arguments, to evaluate and counter them, and to construct good arguments,

3. to obtain the ability to relate arguments to one another and to appreciate persistent, sustained thought on a topic,
4. to obtain the ability to justify and defend personal views once they are clearly and completely stated and to develop a personal ideology,
5. to recognize how all aspects of living can be rationally and causally interrelated,
6. to recognize the difference between a factual question and a philosophic problem,
7. to understand how concepts can be systematically clarified through philosophical analysis,
8. to explain the general purpose of philosophy as a method of inquiry,
9. to identify the differences between faith and reason,
10. to list major philosophy positions on free will,
11. to identify and explain some common fallacies which occur in philosophical argumentation, and
12. to apply usefully several methods of philosophical reasoning in everyday life and ordinary language.

In this course you will gain skill in asking interesting, productive, and insightful questions and will analyze philosophical essays to obtain facility in the clear, complete, and methodological statement of personal views. You will also learn effective methods of analysis and criticism in the evaluation of argumentative discourse.

2.8 Teaching Methods

We adopt specific techniques recommended by many educators, namely writing, discussion, review tests, and homework.

3 Course Requirements

3.1 Evaluation

Judgment about the progress of your work is based on the quality and depth of critical and constructive thinking exhibited on tests and posts on readings. Your writing and comments should not consist merely of a statement of your religious beliefs or how you feel about the issues. Instead, your comments should express reasons, grounds, or evidence for your agreement or disagreement with the philosophers you read about. Your course grade is determined by averaging the points you achieve from the following scores:

Test I : Philosophy of Life

Test II : Philosophy of Religion

Test III : Philosophical Ethics

Posts Reading Posts on the Philosophy Forum discussion board (minimum of two critical and relevant comments *on the readings* per week for a *passing* grade). The purpose is to discuss your reasoning and/or objections to the readings with other students—not just to post your ideas or your summaries of the readings just before the due date. See *Section 3.5* “Grade Evaluation” below for more information.

Your final course grade is assigned according to your final average as follows:

Class Tests are given during the regular semester. There is no comprehensive final exam given in this class.

Semester Average is determined by adding all of the take-home tests and the final grade average for your weekly posts and dividing by four. (In other words, your final average for Forum posts counts the same amount as a test grade.)

Comments The final grade average for your weekly posts is the average of the three grades assigned for posts made before Test I, Test II, Test III.

Course Grade Your grade for the course is based upon this numerical average in accordance with the corresponding letter grade in the table given below under the heading of *Section 3.2* “Grades” in this *Syllabus*.

3.2 Grades

Judgment about the progress of your work is based on the above four scores. The course is essentially performance based and consists of a progressive series of concepts to be learned and mastered. For this reason, few students can do well in this course by “cramming” before exams. *Normally, the course is not difficult if you study daily, keep up with the reading and homework daily, and do not attempt to learn a large amount of information at one time.* This is the key to doing well in the course. (Reading, by itself, is not studying.)

Tests: Tests in this course are “take-home” tests and are submitted as attachments to email to your instructor. The tests are usually true-false, paragraph-answer, and essay-answer in form. The subject-matter is primarily based on the reading and homework assignments, especially the questions at the beginning of the readings. *If you understand the questions at the beginning of the readings, you will do well on tests.* If you have difficulty with these questions, then post your queries to the Philosophy Forum discussion board as your “weekly reading post” with your best interpretation in order to obtain other insights from the rest of the class.

Important: It is imperative that tests or parts of tests are not copies or paraphrases of notes or tutorials taken from the Web. All writing is to be the student’s own work. Many persons believe that it is sufficient to briefly paraphrase the online notes and related Internet sources immediately prior to the due date of the tests. Surprisingly, the lack of understanding of what is read and written in such cases is evident from inadvertent inconsistencies, vague language, a rush to meet a deadline, and poor or inappropriate examples thought up “on the fly.”

I realize that paraphrasing or copying was successful in high school and still might be in some college courses, but in this course little, if any, credit is given since I am unable to

assess reliably your understanding of the philosophies studied.

The tests are neither based on memorized facts nor based on objective information derived from memorized arguments. Instead, the emphasis given in tests is on the operation and active transformation or manipulation of the concepts learned. Occasionally, some particularly difficult optional questions are included for extra credit.

On paragraph and essay questions, be sure to answer with complete sentences; answers provided as lists of phrases or the names of concepts, alone, do not reflect an understanding of the subject and will be given little, if any, credit. Example tests and lecture notes for previous non-WebCT classes are online at <http://philosophy.lander.edu/intro/>. Test Review Worksheets are provided in the *Appendix* to this syllabus and form a good basis for studying ideas in the readings prior to tests.

Five points are deducted from tests for *each* of the following:

- (1) Test sent to a different email address than that stated above.
- (2) Test not sent as attachment to the email.
- (3) Test not in a `docx`, `doc`, `rtf`, or `txt` file type (`doc` files are preferred)
- (4) Test mailed late (per 12 hr. period)
- (5) Email does not have subject, salutation, closing, or body stating what is attached. (6) Tests submitted more than once or submitted in separate emails or submitted in different files.

3.3 Grade Evaluation

Your final course grade is assigned according to your final average as described above in *Section 3.2* “Grades.” The number of hours advised to study given below is usually an accurate guide to how well you will do in this class. If you study only before tests or try to complete tests without prior reading and, your doing well in the course is unlikely. Many students assume they can do well in philosophy without careful reading because they have been able to do so in other high school or college classes. Since these students have become habituated to passing courses without much study, they are often alarmed to discover our philosophy course is substantially different from what they have expected. Your Web course puts a substantial burden on you to take charge of your own learning.

- A** (above 90 points) reflects approximately more than four hours study per day; a great deal of time, thought, and effort; and mastery of the subject.
- B** (80 or above but below 90 points) reflects over three hours study per day above average time, thought and effort; and superior achievement.
- C** (70 or above but below 80 points) reflects approximately over two hours study per day, average time, thought, and effort; and average achievement.
- D** (60 or above but below 70 points) reflects cramming for examinations; minimum time, thought, and effort; below college level work; a less than adequate grasp of the course content; and less than satisfactory achievement.
- F** (below 60) reflects little or no understanding of course content and unsatisfactory achievement.
- FA** reflects one-third of required posts not submitted by due dates.

INC can only be given in cases of sudden illness or other emergency situation. To be considered for an INC, email the instructor prior to the final test.

If, at the end of the semester, the mitigating circumstances of substantial hardship this semester caused you to receive low grades, you may petition for withdrawal or retroactive withdrawal from the course. Talk to your advisor for information about this option.

Online quizzes: Online quizzes are provided as study aids only and may be used for self-testing. They are entirely optional and from no part of your grade in this course.

Reading Posts: Subject of Posts Be sure to make your Subject *reflect the content of the post* and as precisely as possible. In this manner, specific posts can be much more easily located. Subject titles such as “Test,” “Post,” “Question,” “Chapter 3,” or “Grades” are much too imprecise. Construct a topic which accurately portrays the content of the message such as “Russell’s enlargement of self,” “Problem of the Soul in the Socratic Paradox,” or “Socrates neglects unconscious thought.”

Rather than just naming the subject as very general category such as the name of a chapter or the name of a philosopher, please take a moment to state the subject more specifically as shown in the examples above. Do not refer to the readings by title rather than, for example, “Chapter 2” or “this week’s reading” since your posts are accessed by persons at different times who are not familiar with the class schedule.

The comment should give reasons supporting the point of the post. Try to avoid comments such as “I agree” or “I disagree” *unless* reasons are given explaining why you agree or disagree. Philosophy is based on rational discourse rather than feelings of likes or dislikes. *Do not* state your religious beliefs *unless* you are providing rational or empirical evidence or support for your views. As noted above, a critical post should express reasons, grounds, or evidence for agreement or disagreement with the philosophies you read about. A critical post is an attempt to prove or elucidate some conclusion or point of view.

It is always relevant to state difficulty in understanding after an attempt to explicate a philosophical point of view in your own words. Asking for confirmation of your interpretation of the author is a standard way of posting. Note that your post must have critical content of some kind—even if your post is to ask for help in understanding a philosopher or reading. So the post can be anything that you agree with or disagree with in the readings and your reasons why you agree or disagree. You can also try to restate or clarify some point in the reading or ask for help in the interpretation.

Before reading the assignment, spend a moment as ask yourself what you already know about the subject. As you read, question the readings with your own ideas in mind. Question what you are reading, and mark or copy out passages which are either unclear or important. In this manner your reading is active: your ideas will either be supported or opposed by the writers. Consequently, specific issues should suggest themselves to you.

Here’s a quick outline of some of the ways the ideas for posts arise together with what might be posted on the Forum.

1. There are conflicts of assumptions, theories, or approaches to a subject. — You explain the conflict and then show which solution is adequate.

2. The author and some other writer with whom you are personally acquainted give different conclusions on the same subject. — You contrast them and show which one has a stronger position.

3. Two different disciplines approach the same topic using different methods. — You explain the different methods and describe the respective insights into the topics according to the method used.

4. The language used to explain something is uncertain, and the explanations are no more than rationalizations. — You analyze the language and explanations. Then, you finish the reasoning or at least clarify the language.

5. Conclusions are offered, but no supporting arguments are given. — If you agree, give detailed supporting reasons; if you disagree, give your reasoning.

6. Different parts of the text seem contradictory or in opposition.— You can reconcile the difference or explain the intellectual development of the text or show that the opposition cannot be reconciled.

7. New facts, discoveries, or ideas demand that the text be modified or supplemented. — You explain the new developments and show how the text can be modified.

8. You are sure that the author is mistaken or the author upsets you. — Reconstruct your own point of view and evaluate it with respect to the author’s point of view.

Threaded Messages If your comment is in relation to another post, click on the blue hyperlink “Reply” just above the message you are commenting on. You can practice such threaded messages anonymously by not logging in and using the Testing Lounge Area at the top of the Philosophy Forum board. You are expected to read all messages since the purpose of the Forum is class discussion of the philosophy readings.

Late Posts No credit is given for posts on readings from past or future weeks since the value of posting is for *class discussion* of current topics.

3.4 WebCT Discussion Board

The WebCT discussion board is *not* used in this class. Instead, we will be using the Philosophy Forum discussion board on the philosophy server at

<http://philosophy.lander.edu/cgi-bin/forum.pl>

for which you will need to register as described below.

3.5 Philosophy Forum

The Philosophy Forum discussion board is used in our class for the posting of questions of any kind, reading comments, and replies to comments. The minimum number of comments posted to obtain a passing score is two comments per week. Only critical comments about the reading selections count toward your “Reading Posts” grade as discussed above in the “Evaluation” subsection.

Signing up for the Philosophy Forum discussion board is a completely separate procedure from WebCT and is explained here.

1. On the Philosophy Homepage on the Web at <http://philosophy.lander.edu/> (notice that there is no “www” in this URI or Web address), click on the “Philosophy Forum” link.

2. From the Philosophy Forum page, click on the “Register” tab at the top of the page.
3. Fill in a username of your choice and your email address—taking care to remember the username you have chosen. In a few moments, a password will be sent to your email address. If you cannot find the email from Philosophy Forum in your Inbox, check to see if the message arrived in the Bulk Mail Folder in your email program. See *Figure 1* for a screenshot of the register page.

Figure 1: How to Register for Philosophy Forum discussion board

4. Click on the “Register” button, and a login page will load. Log in with your username your have chosen and the password you have just received *via* email. Be sure to take note of your password—perhaps, by saving or printing out the email message. Next, click the “Login” button. See *Figure 2*.

Figure 2: How to Login to the Philosophy Forum discussion board

3.6 Philosophy Forum Troubleshooting

Lost Password: If you lose or forget your password to the Philosophy Forum, click on the Login link on the upper-right of the Philosophy Forum Homepage. At the bottom of the

Login page in a box labeled “Request Password.” Fill in your username in the username bar, and click the “Request” button. Your password will be sent to you *via* email.

Forgotten Username: If you have forgotten your username to the Philosophy Forum, click on the Login link on the upper-right of the Philosophy Forum Homepage. At the bottom of the Login page in a box labeled “Request Password,” fill in your account’s email address in the username bar, and click the “Request” button. Your username will be sent to you *via* your account’s email.

Forgotten Email Address: If you have forgotten your email address and you have posted to the Philosophy Forum at least once in the past, then find your message on the Philosophy Forum and click on your username. Your “Profile Page” will load, and your email address will be displayed, if you chose not to hide it when you first registered for the Philosophy Forum.

3.7 Profile Page

When you log in to the Philosophy Forum discussion board for the first time, you must enter personal information on your Profile page. To accomplish this, log in to the Philosophy Forum board and click on the “Option” link at the top of the page.

When the Profile page loads, you can change your password to a more easily remembered password if you wish to do so. Choose a simple easily remembered password and record the password in your philosophy notebook or in the space provided below:

Username: _____
Password: _____

Also, on this Profile page, be sure to enter your real name so that your posts can be credited. *Unless your real name is recorded here on the Profile Page, credit cannot be assigned to your posts since the recording program does not have a name to collate with your posts.* See *Figure 3*. If you wish to hide your email address when you post, check the appropriate box on this page. If you hide your email address, other students cannot email you privately. If you do hide your email address, be sure to check your official Lander email account for class-related communications daily even if you do not normally use that email account.

If you click “Options,” you can find out how many times you have posted as well as find out about other personal data. To do so, click “Info” on the same line as your username on the Profile page. Next, click on the “Posts” link for a list of all your messages.

3.8 How to Post to the Philosophy Forum

1. From the Homepage at philosophy.lander.edu click on the “Philosophy Forum” link toward the middle of the left-hand column.
2. When the “Philosophy Forum” page loads, click on the Philosophy Forum board of interest. In the screenshots presented here, the names of the discussion boards are default names only. The discussion board for this class are under the heading in bold

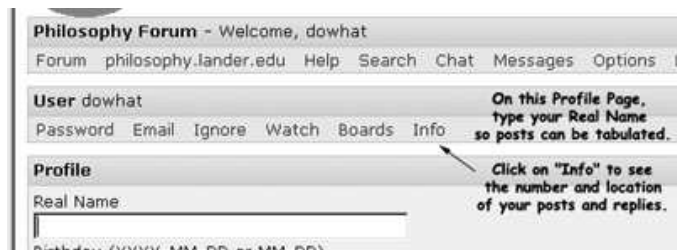


Figure 3: How to Find Your Posts

font: “Online Introduction to Philosophy.” Click on the blue link entitled ‘Online Philosophy Discussion/Post(Summer, 2011).

3. (You need to log in to the Philosophy Forum in order to post comments, but you need not log in just to read the messages posted. If you work on a public computer, be sure to log off the discussion board in order to prevent the possibility of someone else posting to the board under your name.)

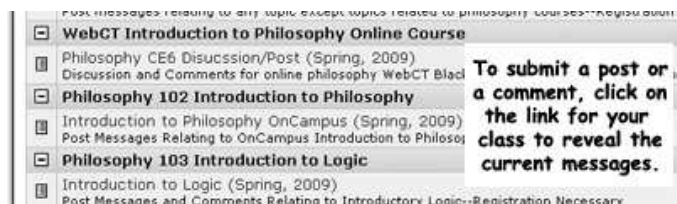


Figure 4: How to Post a Comment to the Philosophy Forum Board

4. If you wish to submit a comment to the Philosophy Forum, while on the Philosophy Forum homepage, click on the blue hyperlink “Online Philosophy Discussion/Post (Spring, 2011)” under the black font “Online Introduction to Philosophy Course” heading. When the page loads, click on the “Post Topic” link. See *Figures 4 and 5*.

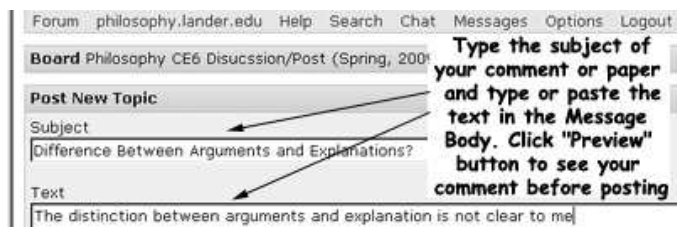


Figure 5: How to Submit a Comment

5. Type in the space provided the title of your comment in the “Subject” bar and the text of the comment in the “Message Body” area. For practice, you can use the “Testing Lounge” discussion board anonymously.

3.9 Grades Online

You may access your grades online at any time on the philosophy server (not Lander's WebCT) with a username and password as described below (not your WebCT or Philosophy Forum username and password).

Username: Your username for the course is the first letter of your first name followed by your *complete* last name in lowercase letters and without spaces. For example "Lauren Bouchett Satterfield" would have the login username of "lsatterfield" with no limitation of number of letters as with some login programs.

Password: Your password is your Lander L-number (without hyphen). Type an uppercase L followed by eight digits: *e.g.*, **Lxxxxxxxx**.

Where to Log In: From the Philosophy Homepage <http://philosophy.lander.edu/> click on the yellow "Introduction to Philosophy" link under the gray heading entitled "Class Grades" as in *Figure 9*. When the Grades Login page loads do the following:



Figure 6: Where to Find Grades Online

1. Choose your class from the descriptions in the drop-down box. If you log in incorrectly, be sure to re-select your class from the drop-down box because an incorrect login will re-set the class to a default philosophy course. See *Figure 10*.

Figure 7: How to Log in for Grades

2. Enter your username *exactly* as described above.

3. The login process is case-sensitive—be sure to use lowercase letters for your username and a capital or uppercase “L” in your L-number password. If you obtain the result of “bad login,” check to see if the Caps Lock key is on, or you have confused the letter “l” with the number “1” or with the capital letter “I.” Occasionally, the number “0” is confused with the capital letter “O.”

3.10 Your Job

Our course is not difficult if you keep up with the assigned work.

A good place to see how to study in our course is the “Notes on How to Study” on the Web at

<http://philosophy.lander.edu/study.html>.

- Follow a study schedule.
- Take notes on posted comments.
- Take notes on the important points of the assigned reading.
- Answer all study questions.
- Make extensive use of the online lectures, sample problems, quizzes, and tests.

3.11 My Job

We will find that philosophy is quite essential in all fields of endeavor.

- I will attempt to create the conditions under which you can exercise your native curiosity.
- Class material will be varied, and I will try to use interesting examples.
- I will show practical applications for all the philosophical methods employed.
- I will provide online handouts and Web-based instructions for additional problem-solving support.

If I do my job correctly, our philosophy course will be one of the *most valuable* in your university career.

3.12 Class Policies

The following policies are explicitly stated here because these policies help protect fairness of the course evaluation for the class as a whole. Some of these policies are generally assumed in most classes at Lander University.

Make-Up Policy: Make-up tests are provided for persons who cannot complete the test on time due to a verifiable emergency and a written excuse provided by an independent party. Contact your instructor before the test due date if you are unable to complete a scheduled test in time.

Academic Honesty: Students are expected to do their own work in this course. To use another writer's or speaker's ideas without giving credit by means of standard documentation is plagiarism. All cases of academic dishonesty on tests or posts will be handled in accordance with the Academic Honor Code as presented in the *Lander University Student Handbook*. **Important** This policy includes the instructor's notes and tutorials on the Web.

If you plagiarize from any work including the online notes, you will receive a "0" for your answer. Almost every semester since this online course has been taught, some students do not pass this course because they copy work from the online notes or the Web without proper citation. Also, please do not attempt to submit tests completed after the due date and claim the email attachment did not go through in time. Computer and server logs clearly show dates documents are processed, saved and email sent. Any such academic dishonesty will result in a "0" assigned to the work and possible failure in the course.

Learning and Physical Disabilities: If you have now or develop during this semester a physical or a learning disability and you want your instructors to make reasonable accommodations, you must contact the Student Wellness Center nurse and provide her with appropriate documentation. Once she is aware of your disability, she will inform all of your instructors each semester you attend Lander University unless you ask her in writing not to do so.

Telephone: +1 864 388 8885

E-mail: studentwellness@lander.edu

For on campus students, the Academic Success Center in room Learning Center 340 offers testing accommodations for students with disability who need extra time as well as a quiet room for testing during the year. Notify your instructor prior to the test date.

Center Telephone +1 864 388 8308

Web address <http://www.lander.edu/asc/is-home.html>

Closing of the University: If hazardous weather conditions or any other state of emergency necessitate University closing, the information will be available from the Lander automated information system (telephone (864) 388 8400) or local radio and TV stations. Usually, however, the Internet and Lander's Web Server are available during inclement weather or other emergency. If Lander's Web service is down, the philosophy server will also be down. If access to the Lander domain is not possible immediately prior to a due date for a test or a post, additional time will be allowed for the completion of that assignment.

Appendices

A Test Review Sheets

A.1 Test 1: Philosophy of Life

Important Concepts: be able to characterize and give examples.

philosophy	sophist
<i>ad ignorantiam</i>	principle of charity
practical mind	metaphysics
epistemology	axiology
aesthetics	ethics
practical mind	philosophic mind
synoptic	not-Self
enlargement of self	“arrest of life”
decoy of life	irrational knowledge
existentialism	undermine
the absurd	eluding

Important Essays : be able to explain in depth

1. What is philosophy? Discuss the main divisions of philosophy and an example problem from each division.
2. What does it mean to say that facts are theory-dependent?
3. What is the point of Calandra’s barometer story? How can this story be related to Scudder’s experience with Agassiz?
4. What is the Socratic Paradox and what is paradoxical about it?
5. What is Socrates’ argument that death is a good? Why doesn’t Socrates believe in hell?
6. According to Russell, what are the main goals of philosophy?
7. How does Russell distinguish philosophy from science? What are the aims of philosophy?
8. Characterize Tolstoy’s use of faith and the characteristics he ascribes to faith. Why, according to Tolstoy, cannot philosophy and science provide a meaningful life?
9. Explain how the meaning of “truth” changes throughout Tolstoy’s essay. What is the meaning of life according to Tolstoy?
10. According to Camus, how can one find the meaning of life? What does Camus mean by the absurd?

A.2 Test 2: The Philosophy of Religion

Important Concepts: be able to characterize and give examples.

<i>a priori</i>	<i>a posteriori</i>
ontological	cosmological
existential import	BTWNGCBC
philosophy of religion	natural theology
efficient cause	Occam's Razor
Great Chain of Being	polar concepts
teleology	rational decision theory
prescriptive law	descriptive law
problem of evil	personalists
theodicy	nonmoral evil

Important Essays: be able to explain in detail and give possible objections.

1. Anselm's Ontological Argument with objections
2. Aquinas' Argument From Motion (Change) with objections
3. Aquinas' Argument From (Efficient) Cause with objections
4. Aquinas' Argument From Necessity with objections
5. Aquinas' Argument From Gradation (Great Chain of Being) with objections
6. Aquinas' Argument From Governance (Teleological Argument) with objections
7. Paley's Watch Argument with objections
8. Pascal's Wager with objections
9. The Problem of Evil (See Hick notes and Dostoevsky section "Topics Worth Investigating #1.")

Important Distinctions: be able to list differences and give examples.

1. *a priori* and *a posteriori* statements
2. material, efficient, formal, and final causes
3. potentiality and actuality
4. prescriptive and descriptive law
5. design and chance
6. moral evil and nonmoral evil

A.3 Test 3: Ethics and Philosophical Ethics

Important Concepts: be able to characterize and give examples.

determinism (hard)	determinism (soft)
predeterminism	fatalism
predestination	indeterminism
chance	free will
egoism	egotism
selfishness	self-interest
Ring of Gyges	other-regarding motives
altruism	existence
essence	existentialism
psychological egoism	ethical egoism

Important Essays: be able to explicate the following questions.

1. According to Mandeville, why do some persons practice self-denial? How have politicians convinced persons to overcome their self-interest? What are the origins of "virtue" and "vice"?
2. What are the main points of Nietzsche's ethics? Explain in some detail the differences among the master-morality and the slave-morality. Are these concepts useful in the analysis of interpersonal dynamics? Explain Nietzsche's insight into the psychology of vanity. Why is vanity essential to the slave-morality?
3. What is the linguistic refutation of psychological egoism? How does it refute the Myth of the Ring of Gyges.
4. Why can't ethical egoism be universalized?
5. How are we "condemned to be free"?

Important Distinctions: be able to list differences and give examples.

1. selfishness and self-interest
2. master and slave morality
3. ethical nihilism and ethical skepticism
4. essence and existence
5. anguish, forlornness, and despair

B Selected Bibliography

B.1 Recommended Books and Links

Excellent sources of additional help for this online course are listed by description at

<http://philosophy.lander.edu/lander/resources.html>

The above URL links to the very best philosophy sources on the Internet and can be relied upon for authoritative information.

The following works are recommended as additional sources. They are available in the stacks of the Larry A. Jackson Library and in many other local libraries.

Audi, Robert. *Cambridge Dictionary of Philosophy*. New York: Cambridge, 1999. B41 .C35 1999

Baldwin, James Mark. *Dictionary of Philosophy and Psychology*. 3 vols. Gloucester, Mass: P. Smith, 1960. B41 .B3 1960

Edwards, Paul, ed. *Encyclopedia of Philosophy*. 8 vols. New York: Macmillan, 1967. B41 .E5

Flew, Antony, ed. *A Dictionary of Philosophy*. New York: St. Martin's Press, 1979. B41 .F63 1979

Lacy, A. R. *A Dictionary of Philosophy*. New York: Charles Scribner's Sons, 1976. B41 .L32 1976

Magill, Frank N., ed. *Masterpieces of World Philosophy in Summary Form*. London: George Allen, 1963. B75 .M37 1990

O'Connor, D., ed. *A Critical History of Western Philosophy*. Glencoe: Free Press, 1964. B72 .02

Runes, Dagobert D. *Dictionary of Philosophy*. Totowa, N.J.: Littlefield, Adams & Co., 1976. B41 .R8 1976

Salfulin, Murad and Richard R. Dixon. *Dictionary of Philosophy*. New York: International Publishers, 1984. B41 .F5513 1984

Urmson, J. O., ed. *Concise Encyclopedia of Western Philosophy and Philosophers*. New York: Hawthorne, 1960. B41 .U7

Excellent online sources for this course:

Dictionary of Philosophy and Psychology by James Mark Baldwin is a developing resource, first published in 1901, including terms from ethics, /ae/sthetics, logic, philosophy of religion, mental pathology, anthropology, biology, neurology, physiology, economics, political and social philosophy, philology, physical science, and education. Entries A–O are completed.

<http://psychclassics.yorku.ca/Baldwin/Dictionary/>

Dictionary of Philosophy of Mind is edited by Chris Eliasmith and is a free resource for the major concepts in the philosophy of mind. The dictionary has a policy of blind peer review for all submissions, and is sponsored by The Philosophy, Neuroscience, and Psychology Program at Washington University in St. Louis. The definitions provided offer valuable help for key definitions for test review and philosophy papers.

<http://philosophy.uwaterloo.ca/MindDict/>

EpistemeLinks.com is one of the oldest and most thorough sites on the Internet having comprehensive links for many different interests in philosophy including philosophers, philosophic subjects, reference works, blogs, philosophy discussion lists, e-texts, and bibliographies. The site created by Thomas Ryan Stone is now a nonprofit organization with a board of directors. EpistemeLinks includes about 20,000 well-categorized links to all areas of philosophy a highly recommended and excellent place to find sources or start your investigations.

<http://www.epistemelinks.com/>

Philosophy Eserver.org This collection of e-texts contains philosophic classics and links to scholarly philosophic organizations. The English Server has other collections in addition, however, in critical theory, history, and in eighteenth century studies, which also address philosophical interests and concerns. The EServer, founded in 1990 at Carnegie Mellon as the English Server, is now based at Iowa State University.

<http://philosophy.eserver.org/>

Internet Encyclopedia of Philosophy : The Internet Encyclopedia of Philosophy (subtitled "A Field Guide to the Nomenclature of Philosophy") consists of regularly updated original articles by fifteen editors, one hundred academic specialists, and technical advisors. The articles are authoritative, peer-reviewed, and available for personal and classroom use. The general editors are James Fieser and Bradley Dowden. The site is most useful for students in obtaining secondary source information on the key terms and personages of philosophy. The Internet Encyclopedia of Philosophy can also be recommended for obtaining an overview of the problems of philosophy for background readings for lectures and papers. In general, the articles are well researched and are accessible by undergraduates. The Stanford Encyclopedia of Philosophy, its main competitor, is perhaps better suited for more advanced work.

<http://www.iep.utm.edu/>

The Internet Philosopher is a tutorial on the use of the Internet for studying philosophy. The tutorial covers the prominent Internet sites, how to search, what to trust, and how to maximize information skills. Other features include printer friendly pages, glossary, and a link basket, teaching resources, workbook, slide presentation, handouts, and downloadable poster. The site is authored by Stig Hansen at the University of Leeds and is a tutorial designed for UK higher education by the RDN Virtual Training Suite. For students of philosophy, the Internet Philosopher is most helpful at the beginning of the semester since the visitor quickly learns how to access some of the most useful and authoritative sites on the Internet.

<http://www.vts.intute.ac.uk/he/tutorial/philosophy>

The Ism Book : Self-described as "an intellectual "field guide" that provides brief definitions of theories, doctrines, movements, and approaches in philosophy, religion,

politics, science, the arts, and related disciplines. It was originally written in 1990 and was first posted on the web in March 1996. In 2005 it was totally revised and nowadays it is continuously updated on the web by Peter Saint-Andre, who has placed it in the public domain.” As a guide to the terminology of philosophy including some of the ordinary language meanings of the central terms, the list of terms is interlinked and is especially useful in reviewing for examinations or for obtaining definitions of key terms for philosophy papers.

<http://www.ismbook.com/>

DiText Meta-Encyclopedia of Philosophy is a dynamic resource, by Andrew Chrucky, accessing the following sources: Dagobert D. Runes (ed.), *Dictionary of Philosophy*, 1942, *Internet Encyclopedia of Philosophy*, *Stanford Encyclopedia of Philosophy*, *Dictionary of the Philosophy of Mind*, *The Ism Book*, *The Catholic Encyclopedia* (1913), and *A Dictionary of Philosophical Terms and Names*.

<http://www.ditext.com/encyc/frame.html>

The Orb: Online Reference Book for Medieval Studies : The Orb—the online reference book for medieval studies includes an encyclopedia, medieval text, links to related sites, and resources for teacher and beginning students. Religion, history, art, law, literature, magic, music, philosophy, and science of the Medieval Period are all covered. A guide to online studies of the Middle Ages is also of note.

<http://www.the-orb.net/>

The Philosophers Magazine Online has a sampling of online articles with popular and introductory philosophical topics. Links to international newspaper articles with philosophical content are provided, but access to full content requires subscription. The editors are Jeremy Stangroom and Julian Baggini.

<http://www.philosophersnet.com/>

Social Science Information Gateway : The World Philosophy Information Gateway is an extensive set of links rivaled only by EpistemeLinks.com, although the later site is somewhat better organized. The Internet resources include bibliography, books, journals, mailing lists, news, reference materials, and resource guides. The site includes many of the sub-subjects of philosophy and is fairly comprehensive. The Philosophy Information Gateway is part of the Social Science Information Gateway (SOSIG), in turn part of the UK Resource Discovery Network. Visitors can sign up for special accounts with privileges for utilizing the site. Also available are related extensive links for Philosophy Resources (Europe), and Philosophy Resources (UK).

<http://www.intute.ac.uk/socialsciences/>

The Philosophy Pages includes a dictionary of philosophical terms and names, a survey of the history of Western philosophy, a timeline for key figures, discussion of several major philosophers, a summary treatment of the elementary principles of logic, study guide for students of philosophy, and links to other philosophy sites on the Internet. The site is developed by a former professor of Newberry College in South Carolina, is widely cited, and the information is brief, but reliable.

<http://www.philosophypages.com/>

Stanford Encyclopedia of Philosophy is a continuously updated reference work and is a publishing project of the Metaphysics Research Lab at the Center for the Study

of Language and Information (CSLI) at Stanford University. The General editor of the Stanford Encyclopedia is Edward N. Zalta. Authors of subject entries are well-known scholars in their fields; even so, the subjects discussed are authoritative and well balanced. The Encyclopedia is the most scholarly general source for philosophy on the Internet and is essential as a starting point and background research for philosophy term papers.

<http://plato.stanford.edu/>

Wikipedia is an online free encyclopedia for all subjects, not just philosophy, is licensed under the Gnu Free Documentation License and contains a half-million articles maintained and edited by Wiki according to the philosophy of the free software movement. The project was founded by Jimmy Wales, and its strengths are its decentralization, peer reviews and thousands of contributors from all over the world. Articles on philosophical topics are generally reliable and are especially useful in their breadth and variety. The site is especially recommended for an accessible introduction and survey of philosophical topics for review. Students should be wary of many of the topics in logic.

<http://www.wikipedia.org/>

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