

COURSE SYLLABUS

Philosophy 102: Introduction to Philosophical Inquiry
Department of History and Philosophy
College of Arts and Humanities
Lander University
Greenwood, SC 29649

Section 03 MWF 9:10 am–10:10 am LC 241

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Professor of Philosophy

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1 Essential Information

Instructor: <i>Lee C. Archie</i>	Office Hours:
Office: <i>LC M33</i>	<i>MWF 08:30 am–09:00 am</i>
Learning Center Mezzanine	<i>MWF 10:20 am–11:20 am</i>
Telephone: <i>+1 864 388 8383</i>	<i>TR 08:30 am–09:30 am</i>
Email: larchie@philosophy.lander.edu	Other times by Appointment
Instant Message: <i>philhelp@gmail.com</i>	

1.1 Supplementary Materials

Homepage for this Philosophy Online Course:

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

Class Assignment Schedule:

<http://philosophy.lander.edu/intro/assignment/index.html>

Lander Philosophy Site Homepage:

<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 Grades:

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

Ethics 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 3.6* 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.

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 for the benefit of other students who might have the same question. If you have questions about class content (philosophical concepts, conceptual questions, or understanding the subject-matter of philosophy), also post to the Philosophy Forum. Additionally, the philosophy server's Philosophy Forum is used for class announcements during the term.

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. All email must have a subject, must be signed by the student, and must state the class in which you are enrolled. Please learn proper email etiquette as soon as possible.

For information about basic email etiquette see:

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

and

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

Important! Be sure to delete all unnecessary messages in your email account used for this course. Most email services, including Lander student email, limit the storage of messages in each account. If an email account becomes full, all email addressed to that account "bounces" without notice that messages are being rejected. Often, in such cases, requests for help appear to be unanswered when the email storage limit has been exceeded for that account.

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 General Education Competency

Primary: Acquire skill in communicating clearly.

Secondary: Acquire skill in communicating clearly.

Evaluation: Tests and written assignments.

2.3 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 iPodTM 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.

If the Lander Website is inaccessible, you may also find the textbook and supplementary readings mentioned below on Oxford’s academia.edu and at PhilosophyNotebook.com:

<http://lander.academia.edu/LeeArchie>
<http://www.PhilosophyNotebook.com/intro/introbook2.1/book1.html>
<http://www.PhilosophyNotebook.com/intro/introbook.pdf>

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.

2.4 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>

The textbook and supplementary ethics readings are also posted on Oxford's academia.edu and on PhilosophyNotebook.com:

<http://lander.academia.edu/LeeArchie>
<http://www.PhilosophyNotebook.com/ethics/ethicsbook/book1.html>
<http://www.PhilosophyNotebook.com/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. This book is only available online.

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

2.5 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."

2.6 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?

2.7 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.

2.8 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.

2.9 Teaching Methods

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

3 Course Requirements

3.1 Grade Evaluation

Judgment about the progress of your work is based on the quality and depth of critical and constructive thinking exhibited on tests. Your course grade is determined by averaging the points you achieve from the following scores:

Test 1: Philosophy of Life

Test 2: Philosophy of Religion

Test 3: Philosophical Ethics

Your final course grade is assigned according to your final average of these three scores. There is no comprehensive final exam given in this class. The day of the final will be used for make-up work approved in advance. Our 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 attend class, keep up with the reading and homework daily, and do not attempt to learn a large amount of information at one time.* These are the keys to doing well in the course.

3.2 Tests

Tests are usually a combination of objective, short answer and essay questions. 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.

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 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 are online at . . .

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

Test Review Worksheets are provided in *Section A Appendix* of this syllabus and form a good basis for studying for tests.

3.3 Grade Evaluation

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.

A (above 90 points) reflects approximately two hours study per class hour; a great deal of time, thought, and effort; and mastery of the subject.

B (80 or above but below 90 points) reflects approximately one and one-half hour study per day, above thought and effort; and superior achievement.

C (70 or above but below 80 points) reflects approximately one hour study per class, 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 a few hours of study before tests, little or no understanding of course content and unsatisfactory achievement.

FA reflects attending fewer than 75% of classes.

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

3.4 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.

3.5 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.

3.6 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. Be sure to read all messages for your course on the Philosophy Forum since one purpose of the Forum is class discussion of the philosophy readings. Often discussion of the test questions are a significant help in writing tests.

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*.

3.7 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

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

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.

3.8 Profile Page

When you log in to the Philosophy Forum discussion board for the first time, you can enter your name 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 also 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: _____

If you hide your email address, other students cannot respond to your posts by email. 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.

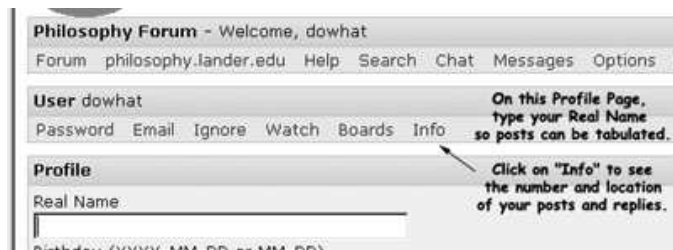


Figure 3: How to Find Your Posts

3.9 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 font: “OnCampus Philosophy 102 Introduction to Philosophy.” Click on the blue link entitled “OnCampus Philosophy Discussion/Post(SEMESTER, YEAR).”
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.)

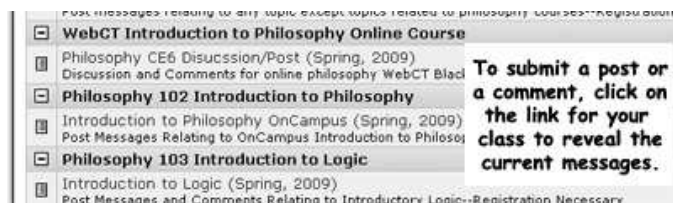


Figure 4: How to Post a Comment to the Philosophy Forum Board

4. If you wish to submit a comment to the Philosophy Forum, while on the Philosophy Forum homepage, click on the blue hyperlink “OnCampus Philosophy Discussion/Post (*semester, year*)” under the black font “OnCampus Philosophy 102 Introduction to Philosophy” heading. When the “OnCampus Philosophy Discussion/Post” page loads, click on the “Post Topic” link. See *Figures 4 and 5*.
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 for practice.

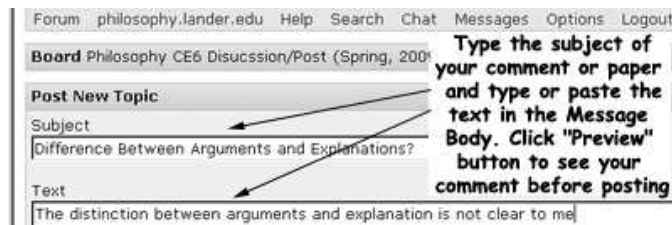


Figure 5: How to Submit a Comment

3.10 Grades Online

You may access your grades online at any time on the philosophy server (not Lander’s WebCT) with a username and password from this course (not your WebCT 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.

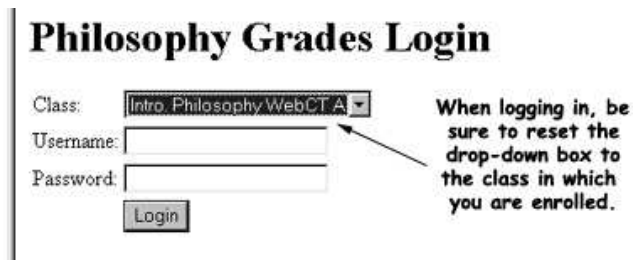
Password: Your password is your Lander L-number (without hyphen). Type an uppercase L followed by eight digits: *e.g.*, **Lxxxxxxxx**.

Where to Log In: From the Philosophy Homepage 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*.
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



Philosophy Grades Login

Class:

Username:

Password:

When logging in, be sure to reset the drop-down box to the class in which you are enrolled.

Figure 7: How to Log in for Grades

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.”

3.11 Extra Credit

Other than some occasionally offered intriguing problems on tests, no other opportunities for extra credit are offered in this class. Subjects and problems for this course have been chosen on the basis that they are the best and most important introduction to the beginning study of logic. “Extra Credit” problems are in addition to class requirements—not a substitute for, or a make-up of, missed class assignments.

3.12 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.

3.13 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.

4 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: No tests can be specifically made-up per se during the regular semester in this course even though students have good reasons for missing class. *Thus, prior to the final exam period, tests cannot be made-up for any reason.* If you miss one or more regularly scheduled tests during the semester with a *written excused absence*, your grade for that test or tests is established by the grade achieved on the appropriate test given at the time of the final examination. For example, if you had to miss the first test because of a medical emergency, your grade on that test would be established by your grade achieved on the make-up for that test given at the final examination period.

Important! An excused absence is granted for emergency situations only, and an email must be sent to your instructor *prior* to the test period. A written excuse must be provided before the last class period of the semester so that a make-up test can be made available during the final examination period.

Attendance Policy: Students attending less than 75% of classes receive a grade of *FA* (failure due to absences) for the class. Students are expected to attend all classes; there are no “free cuts.” In the case of unavoidable absences, you are responsible for making up work done in class. As a matter of fact, this policy is expressly in your interest, especially in this course, since attendance is essential for understanding and analyzing some of the complex argumentation discussed. (This policy is important because understanding some of the complex reasoning process covered in this course is at the heart of doing well in philosophy.) Any student arriving late for class or leaving early from class will be counted absent from that class period.

Anyone missing class is responsible for obtaining the class notes and assignments from a classmate or from the Web resources. Additionally book notes, quizzes, sample tests, and class lectures are online at <http://philosophy.lander.edu/intro/>. Finally, be sure to contact your instructor as soon as academic difficulties first arise.

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*.

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.” *Lander Policy Statement.*

Telephone: +1 864 388 8885

E-mail: studentwellness@lander.edu

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

Center Telephone +1 864 388 8308

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

Cell Phone Policy: “Cell Phones are to be turned off before entering the class (lab, clinical, etc) and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially not during exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.” *Lander Policy Statement.*

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.

Also, these Websites will provide information in case of cancellations, delay of classes, or the closing of the university:

Lander University: <http://www.lander.edu>

State Office of Human Resources: <http://ohr.sc.gov/OHR/OHR-index.phtm>

University Requirements: All Lander students will ...

1. read and follow their professor’s syllabi, including course guidelines and procedures, to be prepared for class
2. check their Lander email accounts daily and check blackboard daily (if used in class) for class announcements, assignments, etc.

3. be aware of each professor's absence and tardy policies
4. communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
5. be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
6. not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
7. know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

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
ontology	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.
10. According to Camus, how can one find the meaning of life? What does Camus mean by the absurd?

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

1. ethics, morals
2. fact, theory
3. faith and reason
4. practical and philosophic mind
5. science and philosophy
6. philosophy and religion
7. rational and irrational knowledge

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. What is the mental health objection to ethical relativism?
2. What is the argument from moral progress (against ethical relativism)?
3. What are the main points of Nietzsche's ethics?
4. What is the linguistic refutation of psychological egoism? How does it refute the Myth of the Ring of Gyges.
5. Why can't ethical egoism be universalized?
6. 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

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

B.2 Recommended Internet Sources

Excellent online sources for this course:

Dictionary of the History of Ideas : Studies of Selected Pivotal Ideas, edited by Philip P. Wiener, was published by Charles Scribner's Sons, New York, in 1973-74. Now out of print, the Dictionary is published online with the help of Scribner's and the Electric

Text Center at the University of Virginia. The dictionary includes articles on the historical development of a broad spectrum of ideas in philosophy, religion, politics, literature, and the biological, physical, and social sciences.

<http://etext.lib.virginia.edu/DicHist/dict.html>

Dictionary of Philosophy and Psychology by James Mark Baldwin is a developing resource, first published in 1901, including terms from ethics, aesthetics, 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, etexts, 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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