# Philosophy 102: Introduction to Philosophical Inquiry

## SECTION OL

DEPARTMENT OF HISTORY AND PHILOSOPHY

COLLEGE OF ARTS AND HUMANITIES

LANDER UNIVERSITY

GREENWOOD, SC 29649

Dr. Lee C. Archie

Professor Emeritus of Philosophy

# Contents

# 1   Essential Information

| | |
|---|---|
| Instructor: *Dr. Lee C. Archie* | Office *Learning Center 322* |
| Email: larchie@philosophy.lander.edu | Telephone: *+1-864-388-8265* |

**Please note;** A copy of this syllabus with "clickable" links is available on Lander University Blackboard and on the Internet here:

> http://philosophy.lander.edu/intro/syllabusCT.pdf
> http://philosophy.lander.edu/intro/syllabusCT/index.html

## 1.1   Supplementary Materials

MyLander Campus Portal (and access to Blackboard):
> http://mylander.lander.edu
> https://mylander.lander.edu/cp/home/displaylogin

> Your username is the abbreviated name just before the "@lander.edu" of your email address; your password is your Bearcat PIN number. If you have no PIN number contact the Registrar's Office.

Lander University Blackboard (direct access):
> http://bb.lander.edu/

Online Introduction to Philosophy Online (this course):
> http://philosophy.lander.edu/intro/webCT.html

Online Assignment Schedule:
> http://philosophy.lander.edu/intro/schedule.shtml

Online Introduction to Philosophy FAQ:
> http://philosophy.lander.edu/intro/ctfaq.html

Supplemental Readings:
> http://philosophy.lander.edu/intro/reading.shtml

Notes on 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

Lander University Student Handbook:
> www.lander.edu/docs/site-documents/Student_Handbook.pdf

## 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. Questions about course content, course procedures, and personal questions should be sent directly to larchie@philosophy.lander.edu — not to the Blackboard.

Since this class is an online and distance education course, no specific office hours are scheduled on campus for this course. For on-campus appointments email:

larchie@philosophy.lander.edu.

## 1.3 General Education Requirements

**Note especially:** This course does *not* fulfill the General Education Core Curriculum 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.*" *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 GDFL 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^TM or MP3 Player. These sound file are computer-generated sound-files so they are of poor quality.

The GFDL and Creative Common licenses make 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 so long as you inform the buyer where the book is available 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 GDFL 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 Æsthetics: An Open Source Reader*, version 0.11, GFDL, 2006, pp. 475. Free for any use or resale under terms of the GDFL license.

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

Other course readings are online here:

> http://philosophy.lander.edu/intro/reading.shtml

Booknotes and tutorials supplementary readings are available here:

> 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 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 disciples?

## 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 thought 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 study, writing,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 three "openbook" tests on assigned readings. Your writing and comments should not consist 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 your read about. Whenever you state agreement or disagreement with a philosophical issue, you must give your reasons for that belief. In the course, it is your *reasoning* which is evaluated, not your beliefs. 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

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. The third test is the final exam.

**Semester Average** is determined by adding the three test scores and dividing by three.

**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 "Grade Evaluation" in this *Syllabus*.

## 3.2   Grade Evaluation

Your final course grade is assigned according to your final average as described above in *Section* 3.1 "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 two hours study per weekday; a great deal of time, thought, and effort; and mastery of the subject.

**B** (80 or above but below 90 points) reflects two hours study per weekday above average time, thought and effort; and superior achievement.

**C** (70 or above but below 80 points) reflects under two hours study per weekday, average time, thought, and effort; and average achievement.

**D** (60 or above but below 70 points) reflects studying only 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 no tests submitted during the regular semester.

**INC** can only be given in cases of sudden illness or other emergency situation. To be considered for an INC, email the professor *prior* to the due dat of 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 academic 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.

## 3.3   Grades

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.)

**How Tests are Evaluated**: Tests in this course are "open-book" tests and are submitted as attachments to email to your professor. The tests are usually composed as true-false, paragraph-answer, and essay-answer sections. The subject-matter is primarily based on the reading and homework assignments, especially the questions at the beginning of the readings and in Section A of the *Appendices. If you understand the questions at the beginning of the readings, you will do well on tests.*

**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 might have been 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 not be given credit. Example tests and quizzes (with answers) and lecture notes for previous non-Blackboard classes are online at http://philosophy.lander.edu/intro/. Test Review Worksheets are provided in the A *Appendices*to this syllabus and form a good basis for studying ideas in the readings prior to tests.

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

(1) Test sent to a different email address than larchie@philosophy.lander.edu
(2) Test not sent as attachment to the email.
(3) Test not in a docx, doc, rtf, or txt file type
(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; different parts of test submitted in separate emails; or sections submitted in more than one file attachment.

## 3.4 Your Job

**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. Even so, this course is not difficult, if you can study some *every* weekday and keep up with the assigned work.

You need to allocate no less than six hours a week for this university course in order to be assured you pass the course. Unlike some other online courses, 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 a lecture course on campus.*

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* as explained at the end of Section 3.3 "Grades."

For information about basic email etiquette see:

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

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 the important points of the assigned reading.

- Answer study questions.

- Make extensive use of the online lectures, sample problems, quizzes, and tests.

## 3.5 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 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 and interesting in your university career.

## 3.6   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. Most of these policies are generally assumed in 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. To qualify for a make-up test you must contact your professor *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 and not give, use, or receive unauthorized aid in academic activities. To use another writer's or speaker's ideas without giving credit by means of standard documentation is plagiarism. **Important**: This policy includes the professor's notes and tutorials on the Web. 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* for which you are responsible for reading and understanding.

www.lander.edu/docs/site-documents/Student_Handbook.pdf

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 did not go through in time unless a delay actually occurred. Computer and server logs clearly show dates documents are processed, saved and email sent. Any such academic dishonesty such as electronically changing dates 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 professors 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 professor 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
**Web address**:

http://www.lander.edu/student-affairs/Wellness-Center/Overview.aspx

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

**Center Telephone**: +1-864-388-8308
**E-mail**: asc@lander.edu
**Web address**:
http://www.lander.edu/academics/Academic-Success-Center/Overview.aspx

**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 +1-864-388-8000) or local radio and TV stations.

# Appendices

## A   Test Review Sheets

### A.1   Test 1: Philosophy of Life

**Important Concepts**: be able to characterize and give examples.

| | |
|---|---|
| philosophy | sophist |
| *ad ignorantiam* | principle of charity |
| practical mind | metaphysics |
| epistemology | axiology |
| æsthetics | ethics |
| practical mind | philosophic mind |
| synoptic | not-Self |
| enlargement of self | "arrest of life" |
| 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 is the Socratic Paradox and what is paradoxical about it?

3. What is Socrates' argument that death is a good? Why doesn't Socrates believe in hell?

4. According to Russell, what are the main goals of philosophy?

5. How does Russell distinguish philosophy from science? What are the aims of philosophy?

6. 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?

7. Explain how the meaning of "truth" changes throughout Tolstoy's essay. What is the meaning of life according to Tolstoy?

8. 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.

| | |
|---|---|
| *a priori* | *a posteriori* |
| 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 |
| psychological egoism | ethical egoism |
| selfishness | self-interest |
| Ring of Gyges | other-regarding motives |
| *eud/aemonia* | *arete* |
| doctrine of mean | *phronesis* |
| master morality | slave morality |
| overman | will to power |
| principle of asceticism | hedonistic calculus |
| principle of sympathy & antipathy | utility principle |
| altruism | existence precedes essence |
| forlornness | existentialism |

**Important Essays**: be able to explicate the following questions.

1. What is the linguistic refutation of psychological egoism? How does it refute the Myth of the Ring of Gyges? Why can't ethical egoism be universalized?

2. How does Aristotle prove that the final good for human beings is "activity of the soul in accordance with *arete*"? Explain the doctrine of the mean.

3. What are the main points of Nietzsche's ethics? Explain in some detail the differences among the master-morality and the slave-morality. Explain Nietzsche's insight into the psychology of vanity. Why is vanity essential to the slave-morality?

4. Explain the utilitarian hedonistic calculus together with its advantages and disadvantages.

5. Distinguish between master and slave morality. What does Nietzsche mean when he says that the noble type of man is "beyond good and evil" and is a creator of values?

6. According to Sartre, how are we "condemned to be free"? What causes "anguish" in human beings?

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# B    Fall, 2012 Assignment Schedule

A somehwat more descriptive alternative Course Assignment Schedule is available here:

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

| Week | Week's Projects |
|---|---|
| 09.03-07 | Study *Introduction to Philosophy Syllabus* |
| Wk. 1 | http://philosophy.lander.edu/intro/syllabusCT.pdf |
| . | Study Homepage and ReadMe 1 |
| . | http://philosophy.lander.edu/intro/webCT.shtml |
| . | http://philosophy.lander.edu/intro/readme1.shtml |
| . | Study *RFPI* Chapter: Eds., "Nature of Learning" |
| . | http://philosophy.lander.edu/intro/articles/view-a.pdf |
| . | http://philosophy.lander.edu/intro/charity.shtml |
| 09.10-14 | Study *RFPI* Chapter: Eds., "The Nature of Philosophical Inquiry" |
| Wk. 2 | http://philosophy.lander.edu/intro/articles/branches-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/what.shtml |
| . | Notes: http://philosophy.lander.edu/intro/character.shtml |
| . | Quiz: http://philosophy.lander.edu/intro/articles/view_quiz.pdf |
| . | Quiz: http://philosophy.lander.edu/intro/division_quiz.html |
| 09.17-21 | Study *RFPI* Chapter 4: Plato, "Just Do What's Right" |
| Wk. 3 | http://philosophy.lander.edu/intro/articles/apology1-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/apology1.shtml |
| . | Notes: http://philosophy.lander.edu/intro/apology2.shtml |
| . | Quiz: http://philosophy.lander.edu/intro/socrates_quiz.html |
| 09.24-28 | Study *RFPI* Chapter 6: Bertrand Russell, "Enlargement of Self" |
| Wk. 4 | http://philosophy.lander.edu/intro/introbook2.1/c2032.html |
| . | Notes: http://philosophy.lander.edu/intro/russell.shtml |
| . | Quiz: http://philosophy.lander.edu/intro/science_quiz.html |
| . | Study *RFPI* Chapter 7: Leo Tolstoy, "Only Faith Can Give Truth" |
| . | Notes: http://philosophy.lander.edu/intro/tolstoy.shtml |
| | FAQ: http://philosophy.lander.edu/intro/faqCT.shtml#eleven |
| | FAQ: http://philosophy.lander.edu/intro/faqCT.shtml#twelve |
| 10.01-05 | Study *RFPI* Chapter 8: Albert Camus, "Le Mythe de Sisyphe" |
| Wk. 5 | http://philosophy.lander.edu/intro/articles/sisyphe-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/camus.shtml |
| . | Email *Test I: Philosophy of Life* by Friday 12 midnight |

| Week | Week's Projects |
|------|-----------------|
| 010.08-12 | Study *RFPI* Chapter 10: Anselm, "The Ontological Argument |
| Wk. 6 | Notes: http://philosophy.lander.edu/intro/anselm.shtml |
| . | http://philosophy.lander.edu/intro/articles/anselm-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/anselm.shtml |
| . | Study *RFPI* Chapter 11: Gaunilo, "An Answer to Anslem" |
| . | http://philosophy.lander.edu/intro/articles/gaunilo-a.pdf |
| . | Study *RFPI* Chapter 13: Thomas Aquinas, "From the Nature of the Universe" |
| . | Notes: http://philosophy.lander.edu/intro/aquinas.shtml |
| . | Notes: http://philosophy.lander.edu/intro/motion.shtml |
| . | Notes: http://philosophy.lander.edu/intro/cause.shtml |
| . | Notes: http://philosophy.lander.edu/intro/necessity.shtml |
| 10.17-19 | Thomas Aquinas continued. |
| Wk. 7 | Notes: http://philosophy.lander.edu/intro/gradation.shtml |
| . | Notes: http://philosophy.lander.edu/intro/governance.shtml |
| . | Quiz: http://philosophy.lander.edu/intro/aquinas_quiz.html |
| 10.22-26 | *RFPI* Chapter 14: Paley, "The Teleological Argument" |
| Wk. 8 | http://philosophy.lander.edu/intro/articles/paley-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/paley.shtml |
| . | Study *RFPI* Chapter 16: Pascal, "The Wager" |
| . | http://philosophy.lander.edu/intro/articles/pascal-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/pascal.shtml |
| 10.29-02 | Study *RFPI* Chapter 17: Fydor Dostoevsky, "The Problem of Evil" |
| Wk. 9 | http://philosophy.lander.edu/intro/articles/dostoevsky-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/dostoevsky.shtml |
| . | Quiz: http://philosophy.lander.edu/intro/dostoevsky_test.html |
| . | Email *Test II: Philosophy of Religion* by Friday midnight. |
| 11.05-09 | Study *RFPI* Chapter 18: Eds., "Free Will and Determinism" |
| Wk. 10 | http://philosophy.lander.edu/intro/articles/preface3-a.pdf |
| . | Quiz: http://philosophy.lander.edu/ethics/quiz-determinism.html |
| . | Quiz: http://philosophy.lander.edu/intro/determinism_quiz.html |
| . | Study *RFPI* Chapter 21: Plato, "The Ring of Gyges" |
| . | Notes: http://philosophy.lander.edu/intro/gyges.shtml |
| . | Notes: http://philosophy.lander.edu/ethics/egoism.html |
| 11.12-16 | Study *RFPI* Chapter 22: Aristotle, "Life of Excellence" |
| Wk. 11 | http://philosophy.lander.edu/intro/articles/aristotle-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/aristotle.html |
| . | Quiz: http://philosophy.lander.edu/intro/aristotle_test.html |
| . | Quiz: http://philosophy.lander.edu/intro/mean_quiz.html |

| Week | Week's Projects |
|------|-----------------|
| 11.19-20 | Study *RFPI* Chapter 24: Friedrich Nietzsche, "Slave and Master Morality" |
| Wk. 12 | http://philosophy.lander.edu/intro/articles/nietzsche-a.pdf |
| . | Notes: http://philosophy.lander.edu/ethics/notes-nietzsche.html |
| 11.26-30 | Study *RFPI* Chapter 23: Jeremy Bentham, "Happiness Is the Greatest Good" |
| Wk. 13 | http://philosophy.lander.edu/intro/articles/bentham-a.pdf |
| . | Notes: http://philosophy.lander.edu/ethics/calculus.html |
| . | http://philosophy.lander.edu/ethics/notes-bentham.html |
| . | Quiz: http://philosophy.lander.edu/intro/bentham_test.html |
| 12.03-07 | Study *RFPI* Chapter 25: J. P. Sartre, "Man Makes Himself" |
| Wk. 14 | http://philosophy.lander.edu/intro/articles/sartre-a.pdf |
| . | Notes: http://philosophy.lander.edu/intro/sartre.html |
| . | Quiz: http://philosophy.lander.edu/intro/sartre_test.html |
| . | Due date for Test III moved to Monday |
| 12.10-14 | Email *Test III: Philosophical Ethics* by Monday noon |
| Wk. 15 | Optional: Study *RFPI* Chapter 33 "What Makes a Life Significant?" |
| | http://philosophy.lander.edu/intro/articles/jameslife-a.pdf |
| . | Test and Final Grades are posted for most students |
| . | Have a wonderful holiday! |

# C Selected Bibliography

## C.1 Recommended Books and Links

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 .O2`

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`

## C.2    Excellent online sources for this course:

**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/

**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 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 some of the topics in logic.

http://www.wikipedia.org/