



COURSE TITLE AND NUMBER: Introduction to Philosophy PHIL 101

Faculty: Dr. Ida Brancaccio (ida.brancaccio@alice.it)

Office hours: after class

TEXTS AND REQUIRED READINGS:

- Lectures notes.
- G. Cronk, T. De Marco, P. Dlugos, P. Eckstein (eds.), *Readings in Philosophy: Eastern & Western Sources*, Plymouth, MI: Hayden – McNeil, Publishing, Inc., 2nd ed., 2004.
- A. Kenny, *An Illustrated Brief History of Western Philosophy*, Malden: Blackwell, 2006 (or A. Kenny, *A New History of Western Philosophy*. Oxford: Oxford University Press, 2012).
- Readings on drive as PDF files as assigned.
- L.C. Becker, Ch. B. Beker, *A History of Western Ethics*, 2nd ed., London-New York, 2003.

GOALS:

As an introduction to the discipline of philosophy, this course will cover a representative selection of texts and problems in the history of philosophy. The course will address the nature of philosophical inquiry and the methods it employs. Topics to be discussed include the foundations of ethics, the sources and limits of knowledge and historical approaches to metaphysical speculation.

Note: Philosophy is not like other subjects you've taken in school. You will not be asked to memorize facts. There are no fundamental principles that all philosophers accept that you must learn and apply, though you will learn principles that particular philosophers have suggested and be asked to think about how (and whether) they apply. The order in which you learn philosophy doesn't matter that much, though the more philosophy you know, the better you will be at any part of it. The skill of asking questions is much more important than the answers found. Philosophy is analytical and critical, speculative and creative. Philosophy is an activity more than a collection of knowledge, a way life more than an academic subject. The goal of philosophy is combining the creative adventure of ideas with the rigorous analysis of them; it is a serious play with thought.

LEARNING OBJECTIVES:

Students will be able to:

- examine and analyze a variety of works of philosophy.
- demonstrate familiarity with basic questions, ideas, and methods of philosophy.
- demonstrate awareness of the relevance of philosophy to matters of common concern.
- develop skill with philosophical methods of asking questions, discussion, reading, and writing.
- write papers on philosophical topics.
- provide a short presentation on philosophical topics.

FORMAT (if appropriate):

- Lecture will be integrated with student presentations and discussions of textbook reading and primary literature.
- Students will be expected to participate in class.

ASSIGNMENTS (including grading/scoring information):

- Students will be evaluated on the basis of their performance as follows:
 - 10% Assignment First Half
 - 20% Mid-term Exam
 - 10% Assignment Second Half
 - 25% Research Paper (+ oral presentation)
 - 10% Class Attendance and Performance.
 - 25% Final Exam
- The homework consists of additional reading, answering questions and oral presentations. While the homework will not be graded, students are expected to have done the work as it will be discussed in class (during the first session of the week).
- The two assignments are applications of philosophical issues to contemporary questions. They count for 10% each towards the final grade.
- The Mid-term Exam and Final Exam consist of essay questions designed to test your ability to clearly and accurately explain the arguments presented in the readings and lectures. They will cover the class material, including the textbook(s) and the primary sources. As part of the exam, students will receive an extract (or extracts) from a primary source which was not discussed in class.
- The research paper will be **min. 10 pages** in length and will require you to critically analyze an argument or debate in a way that is accurate, clear, concise, and rationally persuasive. The paper must examine a primary source in the history of philosophy (a significant book chapter or a seminal article) and put the text in context. You cannot choose a text which has been read in class, and the text needs to be approved beforehand by the instructor. The paper must summarize the article or chapter; place it in the wider context of the work of the author; and in a wider historical and theoretical context. The paper must indicate what the importance is of this article or chapter – to which authors or texts does it refer, and why and how, and which authors have been influenced by this paper or article. Students can choose their own system of referencing, but they must remain consistent with this choice. It is essential that a good bibliography is provided. At least one academic article, published in a scientific journal, must be used for this assignment. Internet sources are acceptable, but they must be treated critically and quoted correctly.

GRADING SCALE:

A	95%-100%
A-	90%-94%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%
F	under 60%

SANT'ANNA POLICY

Academic Honesty:

"Members of the Sant'Anna Institute community are expected to foster and uphold the highest standards of honesty and integrity, which are foundations for the intellectual endeavors we engage in.

To underscore the importance of truth, honesty, and accountability, students and instructors should adhere to the following standard:

I do not lie, cheat, or steal, nor do I condone the actions of those who do

Academic misconduct occurs when a student engages in an action that is deceitful, fraudulent, or dishonest regarding any type of academic assignment that is intended to or results in an unfair academic advantage. In this context, the term "assignment" refers to any type of graded or ungraded work that is submitted for evaluation for any course. Academic misconduct includes but is not limited to cheating, collusion, falsification, misrepresentation, unauthorized collaboration on assignments, copying another student's work, using or providing unauthorized notes or materials, turning in work not produced by the individual, and plagiarism. Furthermore, providing deceitful, fraudulent, or dishonest information during discussions of an academic manner with faculty are also examples of academic misconduct." (Jacksonville University Academic Catalog)

Throughout this course we will be reading and reporting about the work of others. All information that is not original to the student must be appropriately attributed in both presentations and written work. All students are expected to do their own work and give appropriate credit for all sources used in the process of preparing papers, presentations, and homework assignments. Group assignments will be graded based on the product of the work, although some adjustment may be made for participation. [If you have a question about whether or not collaboration is allowed, or how to cite a reference, please ask. It is always better to check than to be accused of an unintended violation of academic honesty policy.] Violations of the academic honesty policy will be dealt with in accordance to university policies [Refer to current Academic Catalog "Academic Integrity and Misconduct"].

Course Level Penalties:

A first offense may result in a failing grade for the assignment. Second offenses may result in failure in the course. Significantly egregious violations may result in expulsion from the university. When in doubt give credit for all information that did not come directly out of your head!

Attendance:

You are allowed two unexcused absences. Documentation for any other absence MUST be produced and APPROVED by the professor or the Academic Director. For absences due to illness, please provide the professor with doctor's note upon returning to class as well as inform them and /or the school the first day of illness. **Each unexcused absence after the second will reduce your grade by 3 percentage points.**

SCHEDULE (may be changed as circumstances warrant):

DATE	Topic	Reading Assignment
Week 1	Presentation of the course and Syllabus explanation.	Lectures Notes (on drive folder).
	Topic A The nature of Philosophy. A.1. definition of the term "philosophy" and its sub-disciplines. A.2. Philosophical reasoning (induction, deduction, abduction).	
Week 2	A.3. Ancient Philosophy: Presocratics, Socrates and	Platonic Socrates;

A.4. Socratic /dialectic method.
A.5. Plato as philosopher and his works:

Lectures Notes (on drive folder).
Cronk et al. 2004: "Eutyphro", pp. 61-74 .
Kenny 2006: Philosophy in its Infancy, pp. 1-20;
The Athens of Socrates (ch. II), pp. 24-31;

DATE	Topic	Reading Assignment
	"Eutyphro" (reading, formal structure and content analysis).	
Week 3	"Apology of Socrates" (reading, formal structure and content analysis). "Crito" (reading, formal structure and content analysis).	Lectures Notes (on drive folder). Cronk et al. 2004: "The Apology of Socrates", pp. 74-86; "Crito", pp. 86-94.
Week 4	Topic B Ethics and Moral philosophy. B.1. Where do morals come from? Definition and scope of ethics. - From the theory of the soul to Plato's ethics: introduction to the concept of virtue and happiness for ancient philosophers.	Lectures Notes (on drive folder). Kenny 2006: The Philosophy of Plato, pp. 40-44. Becker et al. 2003: "Socrates", pp. 11-13; "Plato", pp. 13-15.
Week 5	- Aristotle's theory of the soul; - commentary and analysis of Aristotle's "Nicomachean Ethics".	Lectures Notes (on drive folder). Becker et. Al 2003: "Aristotle", pp. 15-16. Cronk et al. 2004: "The Nicomachean Ethics", pp. 125-138. Kenny 2006: "The System of Aristotle", pp. 68-75.
Week 6	B.2. "What is best for you?" Introduction to the meaning of "good life". - Aristotelian and modern concept of "happiness" and discussion about the meaning of "success", "asceticism", "religion", "freedom", "power", "creativity". - Definition of the term "hedonism" and it's philosophical meaning. - Epicureanism and Epicurus Letter to Menoecus.	Lectures Notes (on drive folder). Becker et. Al 2003: "Epicureanism", pp. 24-26. Cronk et al. 2004: "The Letter to Menoecus", pp. 179-181. Kenny 2006: "Epicureanism", pp. 93-95.
Week 7	ASSIGNMENT FIRST HALF (oral presentation about philosophical topics): Tuesday, 8, 11:00AM-12.30PM. MID-TERM EXAM Thursday, OCT, 10 11:00AM -12.30PM.	
Week 8	FALL BREAK	
Week 9	B.3. "How should we live our lives?": - Definition of: "Egoism" and "Altruism" and their philosophical meaning. - Introduction to "Morality" and Theories of Morality. - Consequentialist Theories: Jeremy Bentham, John Stuart Mill and Utilitarianism.	Lectures Notes (on drive folder). Cronk et al. 2004: "John Stuart Mill, <i>Utilitarianism</i> ", pp. 385-402. Kenny 2006: "The Utilitarians", pp. 309-315. Kenny 2006: "Kant's Moral Philosophy", pp. 295-297.
Week 10	- Duty-defined Morality: Immanuel Kant and the Authority of Reason. Topic C Political Philosophy C.1. Citizenship, Law, State, Social justice John Locke and the social contract.	Lectures Notes (on drive folder). Cronk et al. 2004: "Immanuel Kant, <i>Foundations of the Metaphysics of Morals</i> ", pp. 365-384; "John Locke, <i>Second Treatise Concerning Civil Government</i> " pp. 307-326. Kenny 2006: "The Political Theory of John Locke", pp.226-227.

DATE	Topic	Reading Assignment
Week 11	C.2. Are you free enough to be morally responsible? H.D. Thoreau's philosophical thinking and the concept of "Civil Disobedience". H. Arendt and the meaning of "collective responsibility".	Lectures Notes (on drive folder). H.D. Thoreau , Civil disobedience, Concord, 1849. H. Arendt , Collective Responsibility, in "Responsibility and Judgement", New York: Schocken, 2003.
Week 12	General commentary about the concept of "civil government", "civil disobedience", collective responsibility"; a comparison between Locke-Thoreau-Arendt. Topic D Metaphysics D.1. "Do you believe in God?" Introduction to Philosophy of Religion.	Lectures Notes (on drive folder).
Week 13	Classical arguments about God's existence: St. Anselm's ontological proof and Thomas Aquinas' five ways.	Cronk et al. 2004 : "Anselm of Canterbury, <i>Proslogion</i> ", pp. 263-264; "Thomas Aquinas, <i>Summa Theologica</i> ", pp. 265-268. Kenny 2006 : "St. Anselm", pp. 131-132; "St. Thomas Aquinas", pp. 150-163.
Week 14	D.2. Existentialist theories: What is Freedom? J.P. Sartre and the equation: consciousness=freedom=nothingness. G. Thibon and the meaning of Freedom.	Lectures Notes (on drive folder). Cronk et al. 2004 : "Jean Paul Sartre, <i>What is Existentialism</i> ", pp. 481-490. W. Sutermeister , "Gustave Thibon and Human Freedom", <i>Obsculta</i> 7.1, 2014, pp. 49-60.
WEEK 15	DEADLINE research paper due on Tuesday, Dec 3. E. Epistemology "What, if anything, do you know?" D. Hume R. Descartes	Lectures Notes (on drive folder). Kenny 2006 : "The Age of Descartes", pp. 206-220; "Hume's Philosophy of Mind" pp. 256-260; "Hume on Causation", pp. 260-262. Cronk et al. 2004 : "René Descartes, <i>Meditations on First Philosophy</i> ", pp. 283-306 ; "D. Hume, <i>An Inquiry Concerning Human Understanding</i> ", pp. 327-340.
WEEK 16	ASSIGNMENT SECOND HALF (oral presentation about philosophical topics): Tuesday, Dec 10 11:00AM-12.30PM FINAL EXAM – Thursday, Dec 12, 11:00AM -13PM	