

*Dallas Baptist University
Department of Philosophy
Spring Term, 2004
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SYLLABUS FOR PHILOSOPHY 2301
INTRODUCTION TO PHILOSOPHY
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I. DBU Catalog Description:

An introduction to basic philosophic concerns such as metaphysics, logic, epistemology, ethics and aesthetics, including a survey of major philosophic problems and the answers proposed by various major philosophers. A biblical and theological framework for thinking Christianly about philosophy will be presented. Fall, Spring

II. Course Data

Professor: Dr. David Naugle
Days and Time: MWF, 11: 00-11: 50 am
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Office and Office Hours: Strickland 213, MWF afternoons, 1: 30-5: 00 pm

III. Course Goals

There are three marks of a great person:

- One who is a great thinker;
- One who is a great lover;
- One who is a great doer.

A. Intellectual Objectives

- To be introduced to the “Great Conversation” and the discipline of philosophy in general.
- To become acquainted with the concept of worldview and the various subdisciplines within philosophy and the questions and concerns of each (for example, logic, metaphysics, epistemology, ethics, aesthetics, etc.).
- To learn basic philosophic vocabulary terms and to become familiar with the names of leading philosophers, some of the key ideas and books.
- To comprehend various philosophic methods and systems (analytic philosophy, continental philosophy, idealism, realism, pragmatism, etc.)
- To understand the relationship of Christianity and philosophy and the biblical basics for doing philosophy Christianly

B. Emotional Objectives:

- To diminish your fear and suspicion of philosophy created by its difficulty, by its opposition to Christianity, and by its supposed boring content.

- To develop an appreciation for the significant nature of the questions and content of philosophy, for the brilliance of its practitioners, for the influence of this discipline on Western culture and the Church.
- To value the historic role of philosophy as the “handmaiden of theology” which has helped believers understand, defend, clarify, and communicate the Christian faith.
- To recognize the vocational relevance of the study of philosophy through its provision of a knowledge base and intellectual abilities that are useful in just about every field of endeavor.

C. Volitional Objectives:

- To stimulate your intellectual curiosity, create in you a sense of passion and wonder in life, creation, and its meaning, and encourage you to cultivate a love of wisdom as a condition of your soul!
- To motivate you, on the premise that all truth is God’s truth (epistemology), and that all goodness is God’s goodness (ethics), and all beauty is God’s beauty (aesthetics) to begin the process of developing a Christian worldview as a comprehensive perspective on the universe from a biblical point of view.

D. Transformative Goal: To be transformed at the root of your being and in the fruit of your life! May this course do for you what the reading of Cicero’s book *Hortensius* did for St. Augustine at age 19:

“In the ordinary course of study, I fell upon a certain book of Cicero, whose speech almost all admire, not so his heart. This book of his contains an exhortation to philosophy, and is called *Hortensius*. But this book altered my affections, and turned my prayers to Thyself, O Lord; and made me have other purposes and desires.” St. Augustine, *Confessions*, III. IV.

III. Course Requirements, Grading, and Teaching Methods

"Reading maketh a full man;
Conference [conversation] a ready man;
Writing an exact man!"
—Francis Bacon, *Of Studies*

A. Course Requirements:

1. Reading (20%): There are five reading assignments in this class. You are required to read selected chapters in the textbook, plus several miscellaneous handouts assigned periodically throughout the semester. You will report on whether or not you have completed the assigned readings with a yes or no on the following dates (the material must be read in its entirety to receive credit; each is worth 4% of your total grade):

- Feb. 11: “Great Conversation,” “Lost Tools of Learning,” Ecclesiastes, BQ: Preface, Introduction, Chps. 1, 2. Also, examine the following philosophy websites as a part of this reading assignment and write up a one page summer of each site, describing what you discovered: (1) The American Philosophical Society <http://www.apa.udel.edu/apa/index.html> and (2) The

Society of Christian Philosophers <http://www.siu.edu/~scp/>. Evangelical Philosophical Society <http://www.epsociety.org/>.

- Feb 27: BQ: Chp. 3, 6, 7
- Mar 26: BQ: Chps. 4, 11
- April 16: BQ: Chps. 5,
- May 5: BQ: Chps. 8, 9, 10

2. Papers and Discussions (10%): Each student this semester will write two short papers of 3-5 pages each, double spaced, word-processed. These papers will be based on short readings of various kinds in philosophy and they will serve as a basis for class discussion the day they are due. Each is worth 5% of your total grade. The topics and due dates are as follows:

- a. Ecclesiastes: What is the meaning of life
- b. Plato's cave analogy: what is real?

5. Tests (70%): Four tests will be given in this course. Each test is worth 17.5% of your total grade. Vocabulary from your philosophers' dictionary may be included. Questions include definitions, short answer, matching, essay. They will be given on the following dates:

- Feb 27: Introductory material and phil of religion
- Mar 26: Metaphysics
- April 16: Epistemology
- May 10: Ethics

B. Grading:

- A- = 90-93; A = 84-87; A+ = 94-97; A+ = 98-100 % Excellent:
Excellent = top notch, superior, first rate/class, exceptional, superlative; paper and tests; class attitude, attendance, note taking, participation, posture, interest, etc. Comprehensive excellence is needed for a superlative grade in this course.
- B- = 80-83; B = 84-87; B+ = 88-89%: Above average
- C- = 70-73; C = 74-77; C+ = 78-79%: Average
Average = mediocre, commonplace, ordinary, passable, fair, run-of-the-mill, tolerable, so-so, mid point between extremes of excellence and failure.
- D- = 60-63; D = 64-67; D+ = 68-69%: Below average
- F = 59% and below: Failure—Omission or lack of satisfactory performance of action or task, inadequate, unsuccessful, inferior, impassable, etc.

C. Teaching Methods: Lecture, Q & A, open discussions, video-audio tapes.

IV. Textbooks:

- Robert K. Solomon, *The Big Questions: A Short Introduction to Philosophy*. Sixth edition. Harcourt, Brace Jovanovich, 1982, 1986, 1990, 1994, 1998, 2002.
- Robert M. Martin, *The Philosopher's Dictionary*. Second edition. Lewiston, N.Y.: Broadview Press, 1991.
- Dorothy Sayers, *Lost Tools of Learning*
- Robert M. Hutchins, "The Great Conversation"

V. Tentative Course Schedule:

BQ = Big Questions

Class #	Date	Subject	Assignments
1	Jan 21	Intro to the Course	
PART ONE: INTRODUCING PHILOSOPHY AND PHILOSOPHY OF EDUCATION			
2	Jan 23	What Philosophy is All About	BQ: Preface, Intro
3	Jan 26	What Philosophy is All About	BQ: Chps 1-2
4	Jan 28	What Philosophy is All About	
5	Jan 30	The Great Conversation	Handout
6	Feb 2	Great Conversation, cont	
7	Feb 4	Dorothy Sayers: Lost Tools	Handout
8	Feb 6	Dorothy Sayers: Lost Tools	
9	Feb 9	Biblical Worldview	
10	Feb 11	Ecclesiastes	Paper/discussion; RR1 due
PART TWO: PHILOSOPHY OF RELIGION			
11	Feb 13	Philosophy of Religion: Intro	BQ: Chp. 3, 6, 7
12	Feb 16	Faith and Reason	
13	Feb 18	Views of God	
14	Feb 20	Views of God	
15	Feb 23	Problem of evil	
16	Feb 25	Problem of Evil	
17	Feb 27	Test #1: Phil of Rlgn	RR2 due
PART THREE: METAPHYSICS			
18	Mar 1	Metaphysics: Introduction	BQ: Chps 4, 11
19	Mar 3	Pre-socratic materialists/immaterialist	
20	Mar 5	Pre-socratic materialists/immaterialists	
21	Mar 8	Plato	
22	Mar 10	Plato, The Cave	Paper/discussion
23	Mar 12	Aristotle	
24	Mar 22	Aristotle	
25	Mar 24	Idealism/teleology	
26	Mar 26	Test #2: Metaphysics	RR3 due
PART FOUR: EPISTEMOLOGY			
27	Mar 29	Epistemology: Introduction	BQ chp. 5
28	Mar 31	Skepticism/Presuppositions	
29	April 2	Subjectivity	
30	April 5	Rationalism/empiricism	
31	April 7	Rationalism/empiricism	
32	April 12	Rationalism/empiricism	
33	April 14	Theories of truth	
34	April 16	Test #3: Epistemology	RR 4 due

PART FIVE: MORAL PHILOSOPHY

35	April 19	Ethics: Introduction	BQ Chps 8, 9, 10
36	April 21	Summum Bonum	
37	April 23	Egoism/altruism	
38	April 26	Duty ethics	
39	April 28	Consequential ethics	
40	April 30	Virtue ethics	
41	May 3	Relativism/absolutism	
42	May 5	Nietzsche	RR5 due; Extra credit due
43	May 10 Monday	Test #4: FINAL EXAM 10: 00- 12 noon	

*Note Well: Final exam for graduating seniors must be taken
by 5: 00 pm on Friday, May 7, 2004*

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 HOW MUCH BETTER IT IS TO GET WISDOM THAN GOLD,
 AND TO GET UNDERSTANDING IS TO BE CHOSEN ABOVE SILVER!
 PROVERBS 16: 16
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BIBLIOGRAPHY:**METAPHYSICS**

Aune, Bruce. *Metaphysics: The Elements*.
 Hamlyn, D. W. *Metaphysics*.
 Hasker, W. *Metaphysics* (IVP series).
 Loux, M. *Universals and Particulars*.
 _____. *The Possible and the Actual*.
 Plantinga, Alvin. *The Nature of Necessity*.
 Pepper, S. *World Hypotheses*.
 Stanton, H. *Universals*.
 Taylor, R. *Metaphysics*.
 Wolterstorff, Nicholas. *On Universals*.

EPISTEMOLOGY

Audi, Robert. *Belief, Justification, and Knowledge*.
 Chisolm, R. and R. Swartz, eds. *Empirical Knowledge*.
 Chisolm, R. *Theory of Knowledge*.
 Dancy, J. *Introduction to Contemporary Epistemology*.
 Moser, Paul. *Empirical Justification*.
 Pappas, G. S., ed. *Justification and Knowledge*.
 Pappas, G. S. and M. Swain, eds. *Essays on Knowledge and Justification*.
 Pollock, John. *Contemporary Theories About Knowledge*.
 Swartz, R., ed. *Perceiving, Sensing, and Knowing*.

ETHICS

Bayles, M. ed., *Contemporary Utilitarianism*.
 Donagan, A. *A Theory of Morality*.
 Hauerwas, Stanley. *The Peaceable Kingdom: A Primer in Christian Ethics*.
 Frankena, W. *Ethics*.
 Hancock, R. *Twentieth Century Ethics*.
 Smedes, Lewis B. *Mere Morality*.
 Smedes, Lewis B. *Choices: Making Right Decisions in a Complex World*
 Holmes, Arthur. *Ethics: Approaching Moral Decisions*
 MacIntyre, Alasdair. *After Virtue*.
 Rachels, James. *The Elements of Moral Philosophy*.
 Rawls, J. *A Theory of Justice*.
 Smart, J. J. C. and R. Williams. *Utilitarianism: For and Against*.
 Warnock, G. J. *Contemporary Moral Philosophy*.
 Werhane, A. R. G., and D. Ozar. *Philosophical Issues in Human Rights*.

AESTHETICS:

Beardsley, M. C. *Aesthetics from Classical Greece to the Present*.
 Collingwood, R. G. *The Principles of Art*.
 Danto, A. *The Transfiguration of the Commonplace*.
 Dickie, C. *Art and the Aesthetic: An Institutional Analysis*.
 Forbes, Cheryl. *Imagination: Embracing a Theology of Wonder*.
 Gombrich, E. H. *Art and Illusion*.
 Goodman, N. *Languages of Art*.
 Harries, K. *The Meaning of Modern Art*.
 Langer, S. K. *Problems of Art*.
 Lockerbie, D. Bruce, ed. *The Timeless Moment: Creativity and the Christian Faith*.
 Rookmaaker, Hans. *The Creative Gift: Essays on Art and Christian Life*.
 _____. *Modern Art and the Death of a Culture*.
 Ryken, Leland. *Culture in Christian Perspective: A Door to Understanding and Enjoying the Arts*.
 _____, ed. *The Christian Imagination*.
 Seerveld, Calvin G. *Rainbows for a Fallen World*.
 Stolnitz, J. *Aesthetics and Philosophy of Art Criticism*.
 Wolterstorff, Nicholas. *Art as Action*.
 _____. *Works and Worlds of Art*

Classroom Policies and Procedures

Dr. David Naugle

I. Absences and Tardiness

- Students are expected to come to class regularly and be on time.
- Each student is allowed a maximum of three unexcused absences for MWF classes, and two unexcused absences for TTh classes per regular long semester without grade penalty. This number will be calculated proportionately for other semesters (short summer and winter terms, long summer and winter, mini terms, etc.). According to the DBU catalog, students cannot miss over 25% of classes & pass the course.
- Additional unexcused absences and habitual tardiness will result in a **significant grade reduction** which will be determined at the discretion of the professor. No credit is given for attendance, but excessive absences can be the basis for lowering the final grade at the discretion of the professor.
- Excused absences must be approved by the professor; in some cases, a note from a proper authority may be required. Students who will be away from class for an extended period of time (e.g., for emergencies, medical problems, military service, varsity sports, work related matters, etc.) are expected to notify and explain the situation to the professor. Failure to do so may result in grade reduction.

II. Papers, Tests, Printers, and Academic Misconduct

- Students are expected to turn assigned work in on time, that is, during the class period for which it is assigned. Late papers (essays, term themes, etc) will not be accepted, **unless there is a real emergency justifying the tardiness of the paper**. Such emergencies must be approved by the professor.
- Students are also expected to take tests on the day they are assigned. In case of a *real* emergency (*severe* illness, accident, etc.), a student may take a test late without penalty (a note from a proper authority may be required to verify the emergency). Otherwise, no make up tests will be given.
- **Papers will not be accepted that are printed with a used, worn out ribbon that renders the paper virtually unreadable**. Students are responsible for having their paper printed in such a way that the words are clear, dark, and clearly discernible.
- Incidents of cheating, plagiarism (presenting someone else's work as your own), collusion, abuse of resource materials, and computer misuse will be dealt with according to the guidelines in the DBU catalog and current schedule of classes.

III. Financial Aid, Disabilities, and Posting of Final Grades

- **Financial Aid:** Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in the future.
- **Disabilities:** The student has the responsibility of informing the course instructor of any disabling condition, which will require modifications to avoid discrimination. DBU provides academic adjustments and auxiliary aid to individuals with disabilities as defined under law, who are otherwise qualified to meet the institution's academic

requirements. It is the student's responsibility to initiate any request for accommodations. For assistance call Mark Hale, disabilities coordinator.

- **Posting of Final Grades:** Official grades can be obtained online at <http://webreg.dbu.edu/>. The DBU undergraduate and graduate catalogs state that all accounts must be paid in full before a student can receive a grade. Students are not permitted to telephone the professor, contact the dean's office, or use email to inquire about their final grade. Please understand that this policy is for the purpose of protecting the privacy of student's grades.

IV. Classroom Attitude and Demeanor

Students are expected to exemplify proper classroom behavior, attitudes, and etiquette including such things as:

- **Sitting up straight**
- Listening attentively
- **Taking notes**
- Remaining focused
- Doing your very best
- Participating enthusiastically

Students are not allowed to:

- Talk or chatter disruptively, slouch or take a nap
- **Work on material for other classes while class is in session**
- **Read extraneous material while class is in session** (Newspaper, Sports Illustrated, Cosmo, etc.)

Phones and pagers:

If possible, please adjust all phones and pages so they will not disturb class proceedings. If possible, please wait until the class is completed or until there is a break to attend to calls and pages. Emergency situations are, of course, excepted.

Based on your instructor's personal judgment, **Final Grades** will be influenced by how well students comply with the above attitudes and expected behavior. Remember: you are no longer in middle school or high school! When controversial topics are being discussed in class, before you speak out, you should (1) make sure you understand the ideas being presented, (2) learn something from them, (3) and then learn how to criticize them constructively and with civility. Also, make sure comments or questions **pertain to the subject matter** under consideration.

V. The New GPA Grading System:

A+.....	4.00	A	4.00	A-	3.67
B+.....	3.33	B	3.00	B-	2.67
C+.....	2.33	C	2.00	C-	1.67
D+.....	1.33	D	1.00	D-	0.67
F	0.00				