

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 [Davey] Naugle  
Days and Time: MWF, 11: 00-11: 50 am  
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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%): 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 5% of your total grade):

- Feb 7: “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: (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 28: BQ: Chp. 3, 6, 7
- Mar 28: BQ: Chps. 4, 11
- Dec 11: BQ: Chps. 5, 8, 9, 10

2. Papers and Discussions (25%): Each student this semester will write five short papers of 2-3 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:

- Ecclesiastes: What is the meaning of life?
- The openness of God: Can God change? (<http://www.opentheism.org/>)
- Plato's cave analogy: what is real?
- Søren Kierkegaard: Is truth subjective?
- Egoism vs. Altruism: Are all acts selfish?

5. Tests (55%): Three tests will be given in this course. Each test is worth 18.3% 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 28: Introductory material and phil of religion
- Mar 28: Metaphysics
- May 12: Epistemology, Ethics

#### B. Grading:

- A- = 90-93; 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.

#### V. Tentative Course Schedule:

BQ = *Big Questions*

<i>Class #</i>	<i>Date</i>	<i>Subject</i>	<i>Assignments</i>
1	Jan 22	Intro to the Course	

<b>PART ONE: INTRODUCING PHILOSOPHY?</b>
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2	Jan 24	<i>The Great Conversation</i>	<i>Handout</i>
3	Jan 27	<i>Great Conversation, cont</i>	
4	Jan 29	<i>Dorothy Sayers: Lost Tools</i>	<i>Handout</i>
5	Jan 31	<i>What Philosophy is All About</i>	<i>BQ: Preface, Intro</i>
6	Feb 3	<i>What Philosophy is All About</i>	<i>BQ: Chps 1-2</i>
7	Feb 5	<i>What Philosophy is All About</i>	<i>Websites</i>
8	Feb 7	<i>Ecclesiastes</i>	<i>Paper/discussion; RR1 due</i>

<b>PART TWO: PHILOSOPHY OF RELIGION</b>
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9	Feb 10	<i>Philosophy of Religion: Intro</i>	<i>BQ: Chp. 3, 6, 7</i>
10	Feb 12	<i>Biblical Worldview</i>	
11	Feb 14	<i>Faith and Reason</i>	
12	Feb 17	<i>Faith and Reason</i>	
13	Feb 19	<i>Views of God</i>	<i>Paper/discussion</i>
14	Feb 21	<i>Views of God</i>	
15	Feb 24	<i>Problem of evil</i>	
16	Feb 26	<i>Problem of Evil</i>	
17	Feb 28	<i>Test #1: Phil of Rlgn</i>	<i>RR2 due</i>

<b>PART THREE: METAPHYSICS</b>
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18	Mar 3	<i>Metaphysics: Introduction</i>	<i>BQ: Chps 4, 11</i>
19	Mar 5	<i>Pre-socratic materialists/immaterialist</i>	
20	Mar 7	<i>Pre-socratic materialists/immaterialists</i>	
21	Mar 17	<i>Plato</i>	
22	Mar 19	<i>Plato, The Cave</i>	<i>Paper/discussion</i>
23	Mar 21	<i>Aristotle</i>	
24	Mar 24	<i>Aristotle</i>	
25	Mar 26	<i>Idealism/teleology</i>	
26	Mar 28	<i>Test #2: Metaphysics</i>	<i>RR3 due</i>

<b>PART FOUR: EPISTEMOLOGY</b>
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27	Mar 31	<i>Epistemology: Introduction</i>	<i>BQ chp. 5</i>
28	April 2	<i>Skepticism/Presuppositions</i>	
29	April 4	<i>Subjectivity</i>	<i>Paper/discussion</i>
30	April 7	<i>Rationalism/empiricism</i>	
31	April 9	<i>Rationalism/empiricism</i>	
32	April 11	<i>Rationalism/empiricism</i>	
33	April 14	<i>Theories of truth</i>	
34	April 16	<i>Science</i>	

<b>PART FIVE: MORAL PHILOSOPHY</b>
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35	April 21	<i>Ethics: Introduction</i>	<i>BQ Chps 8, 9, 10</i>
36	April 23	<i>Summum Bonum</i>	
37	April 25	<i>Egoism/altruism</i>	<i>Paper/discussion</i>

38	April 28	Duty ethics	
39	April 30	Consequential ethics	
40	May 2	Virtue ethics	
41	May 5	Relativism/absolutism	
42	May 7	Nietzsche	RR4 due
43	May 12 Monday	FINAL EXAM 10: 00- 12 noon	

Note Well: Final exam for graduating seniors May 9 at 10: 00 am

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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. Papers (essays, term themes, etc) will be accepted late, **but they will be penalized 10 points per day they are late, including weekends if there**

**is no proper excuse for its tardiness.** For example, a paper due on a Wednesday, but not turned in until Friday will be docked 20 points. A paper due on a Friday, but not turned in until Monday will be docked 30 points.

- 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). Unexcused absences on the day of testing will result in 10-point grade reduction per day until the test is taken weekends included. Students must make the necessary arrangements with the professor to make up the test as *soon as possible*.
- **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 1999-2001 DBU catalog on page 79-82, and current schedule of classes, p. 21

### 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 Sonya Payne @ 214-333-5125.
- **Posting of Final Grades:** Each faculty member has the right either to post or not post final course grades for each class. Final course grades provided to a student by a faculty member may not be relied upon as official. Official grade reports can be obtained only through the DBU Registrar's Office. The DBU undergraduate and graduate catalogs state that "all accounts must be paid in full before a student can receive grade reports." 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				

