

PHIL 1000: Introduction to Philosophy

Fall, 2008

Class Meets: TR 9³⁰-10²⁰, MCDB A2B70
Professor: David Barnett + others

Who's Teaching this Class?

This section (PHIL 1000-300) is a relatively new, team-taught version of this course. There will be eight professors, each giving lectures for about two weeks. In chronological order, your lecturers will be:

<u>Prof.</u>	<u>Dates</u>	<u>Office</u>	<u>Email</u>
Michael Huemer	8/26 - 9/4	HLMS 266	ikd3lob02@sneakemail.com
Brad Monton	9/9 - 9/18	HLMS 186	bradley.monton@colorado.edu
David Barnett	9/23 - 10/2	HLMS 184	barnetdb@colorado.edu
Robert Pasnau	10/7 - 10/16	HLMS 276	robert.pasnau@colorado.edu
Dan Kaufman	10/21 - 10/30	HLMS 279	dan.kaufman@colorado.edu
Alastair Norcross	11/4 - 11/13	HLMS 164B	alastair.norcross@colorado.edu
Rob Rupert	11/18 - 12/2	HLMS 188	robert.rupert@colorado.edu
Chris Heathwood	12/4 - 12/11	HLMS 192	heathwood@colorado.edu

In addition, there are four TA's:

<u>TA</u>	<u>Office Hours</u>	<u>Where</u>	<u>Email</u>
Todd Grassman	T, R 10 ³⁰ -11 ³⁰	HLMS 15	todd.grassman@colorado.edu
Emma Kobil	M, W 10 ³⁰ -11 ³⁰	Buchanan's Coffee	emma.kobil@colorado.edu
Matt Pike	T, R 10 ³⁰ -11 ³⁰	HLMS 15	matthew.pike@colorado.edu
Duncan Purves	M 10 ⁰⁰ -11 ⁰⁰ , T 10 ³⁰ -11 ³⁰	Buchanan's Coffee	duncan.purves@colorado.edu

General Description

This course aims to give you a feel for what philosophy in the Western tradition is like, to teach you to think a little more philosophically and rationally, and to make you think about some interesting and puzzling issues. Because of the unusual format of this section, it will also expose you to a variety of teaching styles, or at least a variety of teachers, which may help you decide whether you might like to take further courses from one or more of them.

Topics covered will include: the nature and importance of rationality, the existence of God, moral obligation, free will, personal identity, justice, the relationship between the mind and the body, and our knowledge of the world.

Readings

All required readings for the course are on electronic reserve. To access this, go to <<http://libraries.colorado.edu/search/p?SEARCH=barnett>> on the web. You will need your *identikey* and *password*. You may want to print everything to have it for the rest of the semester. If you don't understand how this works, see the FAQ at <<http://ucblibraries.colorado.edu/reserves/faqstudents.htm>>.

Course Website

The website for this course is <<http://spot.colorado.edu/~huemer/100t.htm>>. Here you will find this syllabus, a link to our readings on e-reserves, and some notes or slides from some of the lectures.

Course Requirements & Grading

The course is divided into 8 units. For each of the first 6 units of the course, there will be an assignment, paper, or quiz. Then there will be a single assignment covering units 7 and 8. Of these 7 assignments, you must complete 5 of your choice. Of these 5, you may rewrite 1; if you receive a higher grade on your revision, that grade will replace the original.

TA's will grade the assignments. Each of your 5 items from above will count for 1/6 of your total grade for the course. The remaining 1/6 of your grade will be given by your TA for your performance in recitation. Here you will be graded on such things as attendance, participation, and short reading quizzes.

Some Paper-Writing Guidelines:

- a) Check the schedule for due dates. Late papers lose points.
- b) If you can't come to class on the due date for some very good reason (not because you can't be bothered to get out of bed!), you may send it to your TA by email, *before* class. You may paste it into an email message to ensure easy retrievability. Send it to their address written on page 1 of this syllabus.
- c) Write *clearly* and *directly*. Don't repeat yourself. Don't waste our time with unnecessary verbiage. Have a point, and make it obvious.
- d) If you plagiarize a paper, you'll get an F for the entire course. **Plagiarism** is *representing someone else's words or ideas as your own*. This includes such things as handing in a paper written by someone else; copying material from a book, web site, or journal without identifying it as a quotation; and producing a paraphrase of material from a book, web site, or journal without identifying it as a source. (For more information, see <<http://www.northwestern.edu/uacc/plagiar.html>>.)
- e) Prof. Huemer has a writing guide posted at <<http://spot.colorado.edu/~huemer/writing.htm>>, which you may find helpful.

Some General Guidelines

1. **To contact one of us:** send an email to the appropriate address listed above.
2. Please feel free **come to our offices** to talk about philosophy. If you have any questions, we will do our best to answer them, but you needn't have a specific question to come.
3. During class, please do not hesitate to **comment on or ask about anything** we discuss. Feel free to say whatever you think (relevant to the discussion). Argumentation and discussion are integral parts of philosophy.
4. Please don't take the class if you are unable to regularly **make it here on time**. Walking in late is rude and distracting, both to other students and to your professor; it communicates that you're not taking the class seriously; and it causes you to miss important material.

Schedule

This lists what will be discussed and what you should read for the class on each day. Also note the ASSIGNMENT DUE DATES. Discussion section days are listed only when there is an assignment due (but you still have to go on the other days).

Unit 1 Critical Thinking and Rationality (Prof. Huemer)

- T, Aug. 26 Introduction: the nature of philosophy and this course.
- R, Aug. 28 The Obligation of Rationality.
- Clifford, "Ethics of Belief"
- Feynman, "Cargo Cult Science"
- T, Sep. 2 Political Irrationality
- *Science Daily*, "Emory Study Lights Up the Political Brain"
- Huemer, "Why People Are Irrational About Politics," §1-3
- R, Sep. 4 Rational Irrationality
- Huemer, "Why People Are Irrational About Politics," §4-8

M, Sept. 8	Critical thinking assignment due.	ASSIGNMENT DUE – 9/8
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Unit 2 God (Prof. Monton)

- T, Sept. 9 The Ontological Argument
- Anselm, "Ontological Argument"
- Gaunilo, "In Behalf of the Fool"
- R, Sept. 11 Intelligent Design.
- <<http://www-phil.tamu.edu/~gary/intro/paper.paley.html>>
- Use the internet to find out about Michael Behe, his book *Darwin's Black Box*, and the concept of "irreducible complexity."
- T, Sept. 16 The Fine-Tuning Argument.
- Collins, "God, Design, and Fine-Tuning"
- R, Sept. 18 The Problem of Evil.
- Tooley, "Problem of Evil"

Unit 3 Moral Obligation (Prof. Barnett)

- T, Sept. 23 Practical Ethics: Help a Brother Out.
- Perry & Bratman, "Ethics: Introduction"
- Singer, "Famine, Affluence, and Morality"
- R, Sept. 25 Theoretical Ethics.
- Bentham, "Principle of Utility"
- Mill, "Utilitarianism"

M, Sept. 29	God paper due.	ASSIGNMENT DUE – 9/29
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- T, Sept. 30 Theoretical Ethics.
 - Carritt, "Criticisms of Utilitarianism"
- R, Oct. 2 Practical Ethics: Animal Welfare.
 - Singer, "All Animals Are Equal"

Unit 4 Free Will (Prof. Pasnau)

- T, Oct. 7 Free Will.
 - Ayer, "Freedom & Necessity"
- R, Oct. 9 Free Will.
 - Chisholm, "Human Freedom and the Self"

M, Oct. 13	(Answers to) Moral Obligation questions due.	ASSIGNMENT DUE – 9/13
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- T, Oct. 14 Determinism.
 - Edwards, "Hard & Soft Determinism"
- R, Oct. 16 Compatibilism.

Unit 5 Identity (Prof. Kaufman)

- T, Oct. 21 Personal Identity.
 - Perry, *Dialogue on Personal Identity and Immortality*, Dialogue 1 (the first night)
 - Sider, "Personal Identity ..."
- R, Oct. 23 Personal Identity.
 - Perry, *Dialogue on Personal Identity and Immortality*, Dialogue 2 (the second night)
 - Locke, Chapter XXVII

M, Oct. 27	Free Will paper due.	ASSIGNMENT DUE – 10/27
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- T, Oct. 28 Constitution.
 - Sider, "Constitution"
- R, Oct. 30 Constitution.

R, Oct. 30	Identity Quiz, in class.	IN-CLASS QUIZ – 10/30
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Unit 6 Justice (Prof. Norcross)

- T, Nov. 4 Social Contract Theory.
 - Rachels, "The Idea of a Social Contract"
- R, Nov. 6 Classical Approaches.
 - Hobbes, "The State of Nature and the Laws of Nature," from *Leviathan*
 - Locke, "The State of Nature and the Social Contract," from *Second Treatise of Government*
- T, Nov. 11 Liberalism.
 - Rawls, "The Original Position," from *A Theory of Justice*

- R, Nov. 13 **Libertarianism.**
- Nozick, "From Anarchy to the Minimal State," from *Anarchy, State and Utopia*
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Unit 7 The Mind/Body Problem (Prof. Rupert)

- T, Nov. 18 **Kinds of Dualism.**
- Churchland, "Ontological Problem ...", pp. 7-21
- R, Nov. 20 **Behaviorism and the Identity Theory.**
- Churchland, "Ontological Problem ...", pp. 23-34

M, Dec. 1	Justice dialogue due.	ASSIGNMENT DUE - 12/1
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- T, Dec. 2 **Functionalism and Eliminativism.**
- Churchland, "Ontological Problem ...", pp. 36-49
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Unit 8 Knowledge (Prof. Heathwood)

- R, Dec. 4 **The Nature of Knowledge.**
- Plato, *Theaetetus* (excerpt)
- T, Dec. 9 **The Nature of Knowledge.**
- Gettier, "Is Justified True Belief Knowledge?"
- R, Dec. 11 **The Problem of Induction.**
- Hume, David Hume on the Problem of Induction

M, Dec. 15	Knowledge/Mind paper due.	ASSIGNMENT DUE - 12/15
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Assignment for Unit 1, Critical Thinking

This is your first assignment:

- a. Find an example illustrating some point made in the readings for this unit.
 - This example should be from something written by someone other than you – such as an article, book, web site, or letter to the editor.
 - The example may illustrate a point from the readings by, for example, committing one of the errors discussed in the paper on irrationality, or by doing (or failing to do) what Feynman says scientists are supposed to do, etc.
- b. Include a *photocopy of the source* of the example and
 - Underline or highlight the part that you're saying illustrates something.
 - Write the source on the paper you hand in (e.g., write the author, title of the source, date, and pages. For example, "From: *Colorado Daily*, letters, 8/10/07, p. 6.")
- c. For each example, write a brief description indicating *what point* from *which of the readings* it illustrates, and how it illustrates that point.
 - This should be a fairly *specific* point. Do *not* say "This illustrates the article about political irrationality, because it's irrational" – that is too vague. (See example below.)
 - Expected length: 1-2 pages.
- d. Include your name, *your TA's name* and "Critical Thinking Assignment" at the top of your paper.

Example: Say you're reading a letter to the editor of the *Colorado Daily*. The letter talks about how we have such a serious problem with teen violence in our country, and it cites the Columbine shooting as evidence. You cut the article out, photocopy it, and write the source at the top. You underline the part where the writer talks about violence and Columbine. On a separate paper, you explain that this is an example of *basin*g a generalization on anecdotal evidence, which is described in *section 6 of "Why People Are Irrational About Politics"*. You briefly explain what this means, and why it is bad to base generalizations on anecdotal evidence.

That would be an example of a good way of completing this assignment.

Due: In discussion section, Monday, September 8.