

# PHILOS 1100 (section 10948)

## Introduction to Philosophy

**Place:** 375 Journalism Building

**Time:** 8:00 – 9:20am

**Instructor:** Eric de Araujo

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**Office Hours:** Wednesdays 8:00 – 9:45am & by appointment

### Texts & Materials

*The Norton Introduction to Philosophy*, 2nd Ed. (2018), by Gideon Rosen, Alex Byrne, Joshua Cohen, Elizabeth Harman, and Seana Valentine Shiffrin.

Readings will come from the above anthology. Additional readings might be posted on Carmen. Bring either your textbook or appropriate readings to class.

### Course Description

This introduction to philosophy will introduce you both to some important debates and approaches within the analytic tradition in philosophy. You will examine and critique philosophical views, and learn how to develop and articulate your own. I want you to leave this course understanding and appreciating some domains in philosophy and debates therein. I also want you to be better positioned to represent and analyze arguments, whether they be of a philosophical or general nature.

### Course Goals & Objectives

A. You will be able to contribute to philosophical debates by:

Constructing an original argument, identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, situating issues within particular debates and domains of philosophy, communicating philosophical views to others, and anticipating and defending views from objections.

B. You will recognize why philosophical questions are taken to be important and why their answers are still debated by:

Explaining the implications of views, relating philosophical views to issues you find important, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debates.

C. You will be able to comprehend and critique others' views by:

Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

D. You will understand what some of the main areas of (analytic) philosophy are and what some of the major debates are about by:

Situating issues within particular debates and domains of philosophy, communicating philosophical views to others, explaining how a current issue/topic relate to philosophical debates, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

This course meets the *General Education Goal and Expected Learning Outcomes* for "Cultures and Ideas" in the following ways:

E. (*General Education Goal*) "Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation" by:

Critiquing the arguments of others, situating issues within particular debates and domains of philosophy, explaining the implications of views. explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

F. (*General Education Outcome*) "Students analyze and interpret major forms of human thought, culture, and expression" by

Situating issues within particular debates and domains of philosophy, explaining the implications of views, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

G. (*General Education Outcome*) "Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior" by:

Critiquing the arguments of others, explaining the implications of views, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

## Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

### *Schedule of Readings*

| Topic                              | Chapter         | Reading  | Date  |
|------------------------------------|-----------------|--|-------|
| Overview of Philosophy & Arguments | Getting Started | xxvii–li   | 8/23  |
| Is There a God?                    | 1               | <i>The Ontological Argument, from Proslogion</i> , Anselm of Canterbury  | 8/30  |
|                                    |                 | <i>The Five Ways, from Summa Theologica</i> , Thomas Aquinas   | 9/4   |
|                                    |                 | <i>The Argument from Design, from Natural Theology</i> , William Paley   | 9/6   |
|                                    |                 | <i>The Argument from Cosmological Fine-Tuning</i> , Roger White  | 9/11  |
|                                    |                 | <i>No Good Reason—Exploring the problem of Evil</i> , Louise Antony  | 9/13  |
|                                    |                 | <i>The Problem of Evil</i> , Eleonore Stump  | 9/18  |
| What Is There?                     | 10              | <i>A Thing and Its Matter</i> , Stephen Yablo  | 9/20  |
|                                    |                 | <i>There Are No Ordinary Things</i> , Peter Unger  | 9/25  |
|                                    |                 | <i>Numbers and Other Immaterial Objects</i> , Gideon Rosen   | 9/27  |
|                                    |                 | <i>Do Numbers Exist?</i> , Penelope Maddy  | 10/2  |
| What Can We Know?                  | 4               | <i>Sceptical Doubts Concerning the Operations of the Understanding, Section IV, and Sceptical Solution of These Doubts, Section V, from An Enquiry Concerning Human Understanding</i> , David Hume | 10/18 |
|                                    |                 | <i>The “Justification” of Induction, from Introduction to Logical Theory</i> , P. F. Strawson  | 10/25 |
|                                    |                 | <i>The New Riddle of Induction, from Fact, Fiction, and Forecast</i> , Nelson Goodman  | 10/30 |
|                                    |                 | <i>The Inference to the Best Explanation</i> , Gilbert Harman  | 11/6  |
|                                    |                 | <i>Utilitarianism</i> , John Stuart Mill   | 11/8  |

|                    |    |  |       |
|--------------------|----|--|-------|
| What Should We Do? | 16 | <i>Groundwork of the Metaphysics of Morals</i> , Immanuel Kant | 11/13 |
|                    |    | <i>Nicomachean Ethics</i> , Aristotle                          | 11/15 |
|                    |    | <i>Virtue Ethics</i> , Rosalind Hursthouse                     | 11/20 |

*Schedule of Assignments*

| Date      | Major Assignment Due         | Goals         |
|-----------|------------------------------|---------------|
| 8/28      | Find an Argument             | A, C          |
| 8/30      | Critique an Argument         | A, C          |
|           | Pre-Course Reflection        | B, D, E, F, G |
| 10/16     | Exam 1                       | A, B, D, G    |
| 10/23     | Essay 1 Draft                | A, C, D       |
|           | Peer Review                  | C             |
| 11/13     | Essay 1 Revision             | A, C, D       |
| 11/29     | Essay 2 Draft                | A, C, D       |
|           | Peer Review                  | C             |
| 12/4      | Exam 2                       | A, B, D, G    |
|           | Post-Course Reflection Paper | B, D, E, F, G |
| Exam Week | Essay 2 Revision             | A, C, D       |

## Grading

|                               |            |                               |            |
|-------------------------------|------------|-------------------------------|------------|
| <i>Argument Assignments</i>   | <b>10%</b> | <i>Reading Quizzes</i>        | <b>10%</b> |
| <i>Find an Argument</i>       | 5%         | <i>Essays</i>                 | <b>40%</b> |
| <i>Critique an Argument</i>   | 5%         | <i>Draft of Essay 1</i>       | 4%         |
| <i>Exams</i>                  | <b>30%</b> | <i>Draft of Essay 2</i>       | 4%         |
| <i>Exam 1</i>                 | 15%        | <i>Peer Review of Paper 1</i> | 4%         |
| <i>Exam 2</i>                 | 15%        | <i>Peer Review of Paper 2</i> | 4%         |
| <i>Reflection Papers</i>      | <b>5%</b>  | <i>Revision of Essay 1</i>    | 12%        |
| <i>Pre-Course Reflection</i>  | 2.5%       | <i>Revision of Essay 2</i>    | 12%        |
| <i>Post-Course Reflection</i> | 2.5%       | <i>Participation</i>          | <b>5%</b>  |

## Course Mechanics

I've planned the course to begin with some basic philosophical skills and build up to the point where you can make your own philosophical contributions. We will consider several questions asked in different areas of philosophy as we go. Here are some of the ways we will do that:

### *Argument Practice*

In the first few weeks I want you to become comfortable with reading, summarizing, and critiquing arguments. We will have several in class activities and homework assignments that will give you practice with these skills.

### *Discussion*

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give

everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

### *Reading Quizzes*

In order to best utilize our time together, there will be short quizzes for each of the readings on Carmen. These are designed to assess basic comprehension of the material so you are prepared to discuss the material in class. These will partially be graded on completion and partially on accuracy.

### *Essay Drafts, Peer Review, & Revisions*

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

### *Exams*

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course with an understanding of the main areas of philosophy and some major contributions to the debates. These in-class exams are designed to see how well you comprehend the views we cover.

### *Course Reflections*

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what philosophy is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

### *Office Hours*

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

## Policies

### *Discussion*

One reason philosophy is interesting is because people disagree about things. If our in-class discussions are good, then you will be disagreeing with each other. However, this does not mean that discussions need to become *heated* or make people *personally uncomfortable* (though I welcome intellectual discomfort). All participants should respect one another and treat each other as intellectual peers whose views are worthy of consideration. In doing this, we should remember to critique people's *views* and not people *themselves*.

If there are participants who threaten the cooperative atmosphere of the class I will limit their participation appropriately (even if that means asking them to leave the class session). Please contact me if something occurs during discussion that I did not address. I want us to wrestle with difficult texts and ideas, but I do not want anyone attacking others personally.

### *Attendance*

Class time is an opportunity to better understand the text we are working with, to ask questions, try out your ideas, and learn from your peers. If this is true, then attending class will help you do well in the course. Additionally, it is not possible to participate in the course without attending. Because of this, I will keep track of attendance. Merely showing up to class is not enough to participate, but poor attendance does indicate a lack of participation.

There are days when showing up is *very important*. These include days of exams or days when we peer review. The only opportunity to make these sorts of things up will be cases in which the absence was *unavoidable* and *verified*. If you find yourself in this situation, notify me as soon as possible and provide appropriate documentation.

### *Accommodations*

I want everyone to be able to participate in our philosophical discussions and utilize this course in their professional development. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please meet with me privately as soon as possible at the beginning of the term to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu) as soon as possible.



### *Academic Integrity*

As far as I can tell, the opportunities for academic misconduct are during exams and when writing your papers. I assume you understand what it means to complete an exam without cheating. In philosophy courses, a common breach of academic conduct on a paper is plagiarism. This includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we begin writing papers. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am *obligated* to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determined that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

- The Committee on Academic Misconduct web pages: <http://oaa.osu.edu/coam.html>
- Ten Suggestions for Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>
- Eight Cardinal Rules of Academic Integrity: <http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html>

### *Technology*

Unless I expressly say otherwise, no technological devices (laptops, tablets, phones, etc.) should be out or in use during class. Unless you inform me of an urgent need to receive a call, phones and notifying devices should be on silent during class. Failure to adhere to this policy can affect your participation grade.