

PHI 2010: Introduction to Philosophical

Reasoning

Welcome to PHI 2010: Introduction to Philosophical Reasoning Web Based course. I am Hyun Kim, your professor for the course and Professor in the academic fields of Religion and Philosophy. I have a terminal degree in Religion, and my area of specialization is Philosophy of Religion, with concentration in ethics and epistemology. I am also a Wittgensteinian, a Swansea School of Wittgensteinian to be more exact.

If you need to contact me, please do so via Canvas Email. If I do not respond to your e-mail after one working day, please contact me again. Either the message didn't record or the e-mail was misplaced by Canvas (this does happen, trust me).

I look forward to spending this semester with you, exploring various aspects of philosophy.

Course Description from the College Catalog and Student Learning Outcomes

Course Description from the Catalog

Introduction to Philosophical Reasoning (3) (A. A.). Three hours lecture per week. This course meets Area IV requirements for the A.A./A.S. general education requirements and part of the six-hour International/Intercultural requirement. This course is an introduction to the nature of philosophy, philosophical reasoning, major intellectual moments in the history of philosophy, and specific problems in philosophy.

3.000 Credit hours

Student Learning Outcomes:

The student, at the successful completion of this course, should be able to:

1. Demonstrate the mastery of the basic terminology used in philosophical discourse (e.g. metaphysics, epistemology, aesthetics, ethics) through written exams.
2. Identify and thoroughly describe major thought systems (e.g., Empiricism, Idealism, Utilitarianism) through written exams.
3. Demonstrate a basic knowledge of the thought of important philosophers (e.g. Descartes, Kant, Locke, Sartre) through written exams.
4. Analyze primary philosophical texts through written assignments.
5. Define and distinguish between truth and validity through written assignments and examinations.
6. Define and distinguish between induction and deduction through written assignments and examinations.
7. Identify and critically assess various inductive arguments of important philosophers through written assignments and examinations.

8. Identify and critically assess various deductive arguments of important philosophers through written assignments and examinations.

Additional Description

This is a course designed to introduce the basics of philosophy through various selective readings and philosophical developments. After beginning with some basics of logic, we will be concerned with some issues involved in epistemology, philosophy of religion and political philosophy. This course aims at clarifying some major issues involved in each of these areas of philosophy as well as grasping some of the major philosophical stances on them. While every course has its required reading assignments, it is vitally important for you to read the assigned readings carefully.

While there is no prerequisite for the course, I strongly emphasize the fact that this is a second year collegiate level course in philosophy. As such, this course may demand readings and assignments that you may not be prepared to handle or have expected. Please note that if your reading comprehension level is below the collegiate level from the Reading Assessment Testing, please be prepared to be challenged and expect to do a lot of work. I will do all that I can to help you understand the material, but you must also work harder than, I assume, in most other courses.

As you read the rest of this syllabus/introduction, please pay close attention to the amount of work, the level of work, and the expected behavior. As most of you probably know already, the expected amount of work outside the classroom setting for a 3 unit collegiate course is 6 to 9 hours per week during a 16 week, regular semester section; given that this is a six week, summer section, I will expect you to work 12 to 15 hours a week for this course.

Every assignment and rule is designed to help you not only succeed in this course but also help you gain necessary study skills to succeed in college. But if you find these expectations to be too harsh or too demanding, please talk with me and/or withdraw from the course. I will also say that if you follow these expectations and work hard to fulfill them, you will not only succeed in this course but also will have learned a great amount.

Content of the Course

The title of this course is Introduction to Philosophical Reasoning. Given that you have chosen to take this course, I am sure you thought about what study of philosophy would involve. If not, do give a few minutes in thinking about what philosophy is.

Perhaps, you thought or heard that philosophy is simply how a person encounters the world, what an individual thinks is the true, a personal view of life. And, we do use the word 'philosophy' in that sense—as in the "my personal philosophy" or "her personal philosophy of life," etc.

To understand philosophy this way makes it akin to something like a broad personal opinion, where there can't be any real disagreements. After all, how can we disagree about different ways

of living? For instance, if you are an atheist and I am a Christian, how can we really show the other to be wrong? Or, how can we show that monarchy is worse than democracy or vice versa? If we take philosophy to mean simply a personal way of life, there doesn't seem to be much to discuss, disagree, or even learn—at best all we can learn is the different ways in which an individual encounters the world. There can't be any real disagreement.

In other words, when we disagree about a fact, such as when this class begins, what the rules of behavior are in this course, or even whether $2+2=4$, we can discover which of the two sides is correct—after all, there is some certain criteria by which to determine that. But there doesn't seem to be any such objective criteria of judgment concerning ways of life. It seems more like matters of opinion. It seems as if philosophy is not concerned with truth.

Well, in some sense, that is correct—if you take truth to be something like what you seek in the sciences or mathematics, like $12 \times 12 = 144$. Studying philosophy isn't learning or mastering what certain facts are. So if you are taking this course in order find what the objective truths are, you will be seriously disappointed.

But neither is philosophy akin to opinions—like what would be the best way to drink coffee: black or with ten lumps of sugar. Nor is studying philosophy like studying different literature, where various authors show different ways of living: compare, for instance, J. R. R. Tolkien's *Lord of Rings* and Faulkner's *As I Lay Dying*. For if that were so, then all that we can gather would be what various philosophers wanted to say about the world. Again, there won't be any room for real disagreement.

Some of you may remember that the root of the word, "philosophy," is the love of wisdom. What does that mean? What is wisdom? After all, haven't different people from different historical and cultural moments have said different things about what counts as wisdom?

So then, what is philosophy? In order to answer this question, I think, we first have to understand where philosophy begins. Philosophy begins with the wonder of the world. "Wonder" in the sense both of "wonderful" and "wondering." In other words, it begins with the recognition of what wonderful and amazing the world is and of wondering or puzzled about the world. "World" here, of course, does not mean this world verses that world, etc. World here would mean more like all that there is. Think about just how full of wonder and wonderful the world is. Think not just about the physical world, but think about what we do —how vastly diverse the world is. How amazing we are, what we think, etc. Think, for instance, of the various academic disciplines even in this institution and the different facets of life these signify. Think about your own life—how many interests, facets, and even limitations that you have.

Philosophy begins with the wonder of the world.

Philosophy begins with this appreciation of the world. But it doesn't end there. Philosophy also seeks to answer puzzles concerning the world. It also begins with trying to understand why the world is the way it is, why a particular facet of the world is the way it is, etc. For instance, we know that $2+2=4$, no matter anyone knows it or not. We know that $2+2$ not equaling 4 cannot even be imagined. We know that the the earth is a sphere, no matter anyone knows/believes it or

not. But we can imagine it to be different. Both are truths—yet why is it that we can't imagine one to be different but another to be different? And, what does that tell us the nature of truths?

We all seem to have a sense of beauty. But as the saying goes, "beauty is in the eye of the beholder." But why? Or even, how? We know that there were and will be many different forms of governments. And, we live in a democratic world, and most of us think this is the best form of the government. But why do we think that it is superior to others? We know that we are born, we live, then we die. That our lives are bound by a definite beginning and there will come a point when we will not be. What then is the meaning of this fleeting existence? Is that all there is? Is there some certain after-life? Some believe that there is God; others do not. But what is the difference between affirming God's existence and not affirming it? Is it like the difference between what the best of drinking coffee would be? Is the existence of God simply a matter of opinion such that the two opposing parties can agree to disagree? Or, suppose I say that my girlfriend is in California right now. And, you disagree. I can show you she is in California by flying you there to meet her. But can we do that with God? What do we mean by God? Can I show you God like I can show you my girlfriend? We know that wife beating is wrong. But why? After all, there have been cultures, including this one where laws concerning corporal punishment included a husband's right to administer it to his wife and not only to children.

These are some of the questions that philosophers have asked and wondered about. And, if you have wondered about any of these, you too have pursued philosophy whether you know it or not. And, notice the diversity even in this brief discussion thus far. And, notice also how we can categorize these differences into different areas of our lives: beauty, mathematics, science, religion, politics, ethics, history, literature, etc. As numerous philosophers have thought about these aspects of our lives, philosophy became more specialized and have become divided into various sub-fields: aesthetics (philosophy of beauty), philosophy of mathematics, philosophy of language, philosophy of religion, political philosophy, etc.

But underlying all the questions and the sub-fields is the pursuit of clarification of what we mean. For instance, what does it mean to say that God exists? What do we mean by God? What do we mean when we say wife beating is wrong? What do we mean by beauty? Morality? Etc.

When we study philosophy, when we read various philosophers, we are studying not only the answers provided by various thinkers but how and why they have answered these questions the way they did. By doing so, we will be prompted to think, thereby gain growth of understanding. The growth of understanding is different from gaining of some technical knowledge—like learning how to fix a car, how to diagnose an ill patient, etc. It is also different from factual knowledge—like learning the world geography or the periodic table. Rather, the growth of understanding is gaining of depth in thinking.

In studying philosophy, we grow in our understanding. Or even more broadly, we grow in better grasping what we mean by what we say, whether what we say, hear or read actually makes sense. And, a lot of what you will read or hear will be what different philosophers say in this course, particularly concerning knowledge (how do we know what we know, or even do we know anything), religion, and politics. In reading and thinking about what these philosophers say, we would need to understand not only what they say but why they say what they say and how they

have developed their thoughts/reasoning for saying what they have said. And, we would have to (or at least try to) assess whether their reasoning makes sense.

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Required Assignments/Readings

The schedule of assignment is noted on the Canvas Calendar. Each assignment is due at the beginning of class time on date noted via the appropriate "Submission" on Canvas.

All assignments are due at the listed due time/date. Unless there is some validly mediating circumstances, no late work will be accepted. After the logic section, you may also work ahead as well and turn in the work early. Doing so will keep you from turning in your work late.

All assignments and readings for this course will be provided for you on Canvas.

- **Logic Assignments:** There are 3 logic assignments in this course, each worth 15 points. Logic is the basis of philosophy. Much like musical notes in music, logic is the 'language' in which we deal with philosophical issues. All logic test questions will be drawn from these assignments verbatim. (45 points total)
- **Guided Reading Questions:** These begin after we have finished the logic section of the course. For every reading assignment, there will be a corresponding Guided Reading Questions assignment. The Guided Reading Questions need to be answered as you read along. These are designed to assist you in your understanding of the reading as philosophical writings are very difficult to grasp. What I am looking for in the Guided Reading Questions is whether you have struggled to understand the material, not the correct answer per se. As such, do your best to answer the questions in your own words and answer them as fully as possible. As long as you do so, you will receive full credit. Each Guided Reading Questions is worth 15 points.
- **Quizzes:** Starting with the epistemology section, Quizzes will be available on Canvas, until we have finished a particular section. Each Quiz will be opened after the lecture on a reading and is worth 2 points. I highly suggest that you do them as every question on the tests (except for the logic test) will be drawn from them word for word. These can be taken as many times as required for you to master the material, with the highest grade posted until the due dates.
- **Syllabus Quiz:** This is based on the information on this introduction. This can be taken as many times as needed for you to master the important points (10 points)
- **Discussion Posts:** There are 6 discussion assignments in this course (10 points each), excluding the introduction (10 points) and ending with the Final Discussion (one point). In order to get full credit, you must address all the prompts in each discussion and respond to at least one other student's posting.
- **Contract Acknowledgement:** This is a quick acknowledgement that you have read the syllabus carefully, and you agree to abide by the terms of the syllabus/introduction.
- **Tests:** There are 5 tests in this course. Every question on each test, except for the logic test, will be drawn from the Quizzes verbatim.

- Test #1: logic. Every question on this test will be drawn from the logic assignments. (80 points).
- Test #2: epistemology (150 points total).
- Test #3: philosophy of religion (150 points total).
- Test #4: political philosophy (150 points total).

Grading

A: 90% and above B: 80% up to 90% C: 70% up to 80% D: 60% up to 70% F: below 60%

Helpful Sites:

Reading philosophy is quite difficult. So, if you get stuck and do not understand a particular author's point, please feel free to contact me and/or refer to the following sites:

<http://plato.stanford.edu> (Stanford encyclopedia of philosophy)

<http://www.iep.utm.edu> (internet encyclopedia of philosophy)

Tentative Schedule of Assignments and Lessons

- Please follow the Canvas Calendar
- All assignments will be graded within the business week at the latest.

Required Netiquette

Netiquette, a relatively new term, describes how we are to behave on internet and during internet interaction. A very basic rule is, "If your interaction is something you would not do in real life, do not do it on the internet." In other words, the same etiquette and manners you would have in life and in a classroom setting would apply here as well. For instance, you wouldn't use profanity to other classmates in a traditional course during a classroom discussion; so, do not do so in our discussion sessions.

Attendance Policy

The only measure of attendance that can be employed on online courses can be measured through the frequency of student participation. As such, attendance will be measured in terms of the weekly discussion participation and assignments. Not being active for one continuous week without prior arrangements will result in withdrawal.

You must also post on the Introductory Discussion Board by the due date to avoid being dropped as a "no-show." Simply logging on the course will not count toward your attendance.

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Withdrawal Policy

Withdrawal Policies:

Students should consult the College Catalog for a complete listing of withdrawal policies.

A withdrawal is a change in the student's course schedule where one or more courses are withdrawn before the end of the term. Withdrawn courses appear on the student's transcript as a "W" and are classified as attempts. No refunds are permitted for withdrawn courses.

Withdrawing from a course(s) - Course withdrawal is defined as withdrawal from one or more classes for a term but not complete withdrawal from the college. Failure to completely process a drop form or drop a class online may result in the student being assigned a grade of "F".

Financial Aid Impact:

Withdrawing from one or more courses during the semester, without complete withdrawal from the college, may have an impact on both the amount of aid received for the semester and a student's academic eligibility to continue receiving financial aid for future enrollment. Students should contact the Office of Financial Aid for further information regarding the impact of withdrawing from one or more courses.

Faculty Withdrawal:

Before the course withdrawal deadline and upon approval of the Department Chair, Assistant Dean, or other appropriate academic administrator, a faculty member may withdraw a student when the student has stopped attending or engaging in the class for an extended period of time as defined in the course syllabus, and has not formally withdrawn from the course, resulting in their inability to successfully pass the class.

If a student's absences, tardiness, or misconduct is causing disruption, the faculty member may file a code of conduct violation with the Dean of Students. The Dean of Students will work with the faculty member and the appropriate academic administrator before determining if a withdraw is appropriate.

In the event of an approved faculty withdrawal, a grade of W will be recorded. The grade is recorded on the student's permanent academic record. Fees are applied for all courses accordingly and are counted as attempted courses.

No-Show Policy:

Students who do not drop a course that they have never attended will be reported as a No-Show by the course instructor during the No-Show period. This drop may have financial aid implications for the student who is dropped. Please check the Academic Calendar on SCF website for this date. A student must post on the Introduction Discussion by the due date; otherwise, she will be withdrawn as a "No-Show."

Rules of Conduct/Class Expectations

Most of you not only know and expect but also abide by the rules of conduct expected in any mature setting, such as a classroom, work place, etc. However, some of you may not know these rules or simply choose to ignore them. As such, I will enforce the following in the course, and students are expected to abide by all SCF Student Handbook guidelines. These rules will help foster a positive learning environment, which would further enrich your education. Most of you already abide by these rules. As such, following them would not be of much problem. Failure to abide by these rules more than two times will cause you to be dropped from the course.

- Rudeness : No rudeness, not only to me but also to other classmates, will be tolerated. You will respect the subject, the course, classmates and me. Please follow the netiquette outlined in the Introductory Lecture.
- Cheating : No cheating or plagiarizing will be tolerated. Cheating at ANY LEVEL will result in failing the course. This includes turning in a copied assignment/plagiarism. Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism. Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.
- Email Correspondences: If I send you a personal email (addressed to you and not to the whole class/"All Students"), you must respond, even if it is simply to say that you have read the email. For every non-response, 30 points will be deducted from your total points at the end of the semester. Students are required to communicate with their instructor using their official SCF email address. Students in this course should use Canvas email to contact me.
- Punctuality : I will always accept work early; but no late work will ever be accepted without some major, verifiable extenuating circumstances. Thus, I highly recommend that students work ahead of the course (at least one Module will be opened ahead of the schedule).
- Copyright: The unauthorized copying, sharing, or distribution of copyrighted material is prohibited. It is a violation of the Copyright Act, Academic Ethics, and the Code of Student Conduct. Students who violate copyright are subject to discipline.
- If you do not understand what we are doing in the course, do ask for clarification. It is vitally important in any online course for you to interact with me, if you have any question.
- Standards of Conduct: Students are expected to abide by all SCF Student Handbook guidelines.
- Finally, I reserve the right to reform, subtract or add to the course material/assignment/expectations outlined in this syllabus.

COVID-19

Like all institutions of higher education, SCF has been impacted by COVID-19. In response, SCF considers the current recommendations of the Centers for Disease Control (CDC), Department of Health (DOH), Florida Department of Education (FLDOE), Florida College System (FCS), local and state officials. The latest SCF plan and protocols can be found linked from the College's Coronavirus website listed below. The website includes useful information for students regarding precautions, operations, monitoring, and instruction.

<https://www.scf.edu/Administration/PublicSafety/Coronavirus.asp>

Technical Support Information

For technical issues with Canvas, contact Canvas technical support by clicking the question mark icon in the lower left-hand corner of the Canvas window and choosing "Report a Problem" or "Chat with Canvas Support." Also, Canvas support can be contacted via phone at 844-920-2764.

For technical issues with My SCF, contact SCF technical support by calling (number) or emailing helprequest@scf.edu.

Disability Resource Center

State College of Florida, in accordance with the Americans with Disabilities Act, will provide classroom and academic accommodations to students with documented disabilities. Students are responsible for registering with the Disability Resource Center (DRC) in order to receive academic accommodations. Reasonable notice must be given to the DRC office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. DRC Contact Information: Email: drc@scf.edu Phone: 941-752-5295 Website: <http://scf.edu/StudentServices/DisabilityResourceCenter>

Statement of Nondiscrimination

State College of Florida, Manatee-Sarasota (SCF) is an equal opportunity and access institution that does not discriminate on the basis of sex, race, religion, age, national origin/ ethnicity, color, marital status, disability, genetic information, sexual orientation and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations in any of its educational programs, services or activities, including admission and employment.

Religious Observances

Students who expect to be absent due to religious observances must provide their instructor with advance notification, in writing, of the purpose and anticipated length of any absence by the end of the second week of classes. At that time, the instructor and student will agree upon a reasonable time and method to make up any work or tests missed.

Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a college course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the student code of conduct.

Withdrawal Policy

In accordance with the State College of Florida policy as stated in the college catalog, a student may withdraw from any or all courses without the academic penalty of a "WF" grade by the withdrawal deadline as listed in the academic calendar, Catalog or on the SCF website. A student in an accelerated or short-term course may withdraw without the academic penalty of a "WF" grade any time before the withdrawal deadline specific for the course. When a "WF" is entered, it is recorded in the student's permanent record and calculated as an "F" in the grade point average. SCF encourages the student to discuss a withdrawal with the instructor prior to withdrawing. A student who withdraws from any or all courses can withdraw online. Students should consult with the Financial Aid Services office prior to any course withdrawal.

Course withdrawals, after the deadline for the term or accelerated or short term course as published in the academic calendar, will result in a grade of "WF" which is computed in the term and cumulative GPA. Appeal request forms, accompanied by an explanation and documentation detailing major extenuating and documented circumstances, should be directed to the Vice President of Academic Affairs, who has the final approval/dis-approval authority. If the appeal is granted, the "WF" grade would be changed to a "W" without GPA consequences. Forms can be obtained from the respective campus advising centers.

Effective Fall 1997, the state mandates a student will be permitted a maximum of three attempts per course. An "attempt" is defined as registration in a class after the end of the registration period.

A student must take responsibility for initiating the withdrawal procedure. If this procedure is not followed, a grade of "WF" may be recorded for the student and "F" calculated in the grade point average.

If a "WF" is entered, it will be recorded on the permanent record and calculated as "F" in the grade point average.

All withdrawal policy statements apply to part-time as well as full-time degree credit and developmental credit students.

In accordance with the State College of Florida policy as stated in the college catalog, students may withdraw from any course or all courses without academic penalty of a WF by the withdrawal deadline as listed in the State College of Florida academic calendar. The student must take responsibility for initiating the withdrawal procedure. Students are strongly encouraged to talk with their instructors first before taking any withdrawal action.

In addition, students should note that faculty may also withdraw students for violating policies, procedures, or conditions of the class, as outlined in individual class syllabi, and such action could affect financial aid eligibility.

Department Chair information

If a student encounters a problem in the course, they should work with the professor to resolve it. If the student needs help and the professor is unable to help or is unavailable, contact Jamie Tracy, Chair (Art Design and Humanities) by email, Tracyj@scf.edu

Final Remarks of Encouragement

I hope this Introduction has been of help to you. This Introduction serves two main functions: 1) to familiarize you with the requirements and expectations of this course, and 2) to get you comfortable with the format of the course.

The Introduction Discussion Board. After reading this syllabus, you should take the Introduction Quiz, then post on the Introductory discussion. Other modules will not open unless you reviewed and completed all items in the Introduction module.

If you want to know where you stand in terms of your grades throughout the semester, look for "grades" on the left column.

Finally, this course is designed such that you will gain as much as you put in effort. Of course, that is true for all courses. But this course rewards your effort more than virtually any other course you probably have taken. Please excuse me if that sounded arrogant. But, you will earn your grade, given the tools in this course. How well you do, hence how much you learn, all depends on you. I hope you will employ all the tools in this course and gain at least few things from this course. I look forward to learning with you this semester.

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