

Introduction to Philosophy (PHIL 1030)
Middle Tennessee State University (Fall 2012)

Section 017: TR 4:20 – 5:45 SAG 209
Section 018: TR 6:00 – 7:25 SAG 209
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Contents

Our Approach to the Study of Philosophy	2
Learning Outcomes	3
How to Benefit from the Course.....	3
Required Texts, with MSRPs	4
Grading.....	4
Preparation for Class.....	7
Attendance.....	8
Written Homework	8
Quizzes	9
Exams	9
How I Comment on Written Work.....	10
Sharing of Work	10
Course Website.....	10
Making Up of Work	10
Athletic and Religious Obligations	11
Laptops.....	11
Carl’s Rule	11
SWE and the Evaluation of Writing.....	11
Important Deadlines	12
Email.....	13
Reasonable Accommodation for Students with Disabilities.....	13
Statement on Guests in the Classroom	13
Animals in the Classroom.....	13
Administrivia and Legalese	14
Class Schedule.....	15

“We thought that we had the answers. It was the questions we had wrong.”
U2, 11 O’Clock Tick Tock

“The standard is the standard.” Mike Tomlin

The most important skill you can take away from an introductory course in philosophy is the ability to read, philosophical texts with understanding, and this course is designed to help you acquire that ability. From at least the time of Socrates, philosophy in the West has been understood through a model of dialogue: we learn to think about deep and foundational problems by posing questions of others and interrogating their answers. In this spirit, this course will be centered around dialogue: through active reading and text analysis, you will interrogate authors living and dead, and through writing and conversation (and with the help of your instructor) you will help your peers to understand the books and articles that you read and the ideas they contain.

In the process, you will be introduced to some of the major subfields of philosophy and texts from different periods in its history. Should you choose to take more courses in the discipline, this will provide you with some background to help you select courses that may be of interest to you. However, it would be impossible to introduce you comprehensively to all the subfields or all the historical periods, and no attempt will be made to do so.

Our Approach to the Study of Philosophy

Since this is an introductory course in philosophy, the course is designed to help you answer the question “what is philosophy?” The texts you read will be diverse, to help you see some of the range of what constitutes philosophy, but at the same time in your written work I’ll be encouraging you to practice one particular style of philosophical writing, because otherwise it would be too hard to evaluate your performance. This course is built around comparison: ancient to modern to contemporary, Western to Chinese, and one philosopher to another. All of this is designed to illustrate the fact that there is not just one way to do philosophy; nevertheless, we do need to set some ground rules to establish what will constitute good methods for the study of philosophy. In this course, we will assume that the development of arguments and clarity of expression are an essential feature of philosophy. Some of the texts you read will appear more narrative or gnomic than argumentative, and hence may not serve as good models for the kind of writing I will expect you to produce; but you’ll see plenty of good models, including the work of your fellow students.

Learning Outcomes

The numbered outcomes below are the discipline-specific skills that you will need to develop in order to do well in this course. We will work on these skills over the course of the semester, targeting them individually as appropriate when we discuss particular readings. Exam questions will generally require you to use multiple skills simultaneously, and to do well on exams you'll need both the skills listed below and more generic skills that you'll probably use in all your college courses, and which it would therefore be difficult to catalog here.

Reading Philosophical Arguments

1. Identify main and subsidiary claims/theses
2. Identify other elements (examples, support for claims, etc.)
3. Distinguish segments of arguments
4. Explain relationships between elements and/or segments of arguments
5. Explain how arguments lend support to theses

Understanding Philosophical Claims

6. Identify and explain philosophical concepts essential to reading
7. Describe role that concepts play in advancing argument
8. Explain how one author accepts, rejects, or uses another's work in furthering own work

Writing about Philosophical Texts and their Arguments

- Focus
 9. Focus on particular claims and state them clearly
 10. Analyze question into component parts
 11. Address question posed
- Clarity
 12. Structure your response according to question posed
 13. Use philosophical language and concepts appropriately
- Scope
 14. Address all aspects of question satisfactorily
 15. Identify relevant evidence from readings and address sufficiently

How to Benefit from the Course

The best way for you to learn how to read philosophy is for you to read philosophy – with appropriate support. The best way for you to learn how to think about philosophy is to write about it and talk about it. For this course to work, then, you need to keep up with assignments. If enough students fall behind in their reading, I can always lecture at you, but I won't do that (I'll try to limit my in-class lectures to five minutes or less, and mostly those will come in response to student questions) because I want to focus our time together on what you need to do in order to excel in this course. You need to engage with the material on your own in order to succeed on the exams that constitute the bulk of your grade.

Required Texts, with MSRPs

You should buy the following books for this course.

- Descartes, *Meditations on First Philosophy*, Donald Cress, ed., Hackett, 1993. \$ 6.95
- Plato, *The Trial and Death of Socrates*, Grube, Trans, Cooper, ed., Hackett, 2001. \$ 5.50
- Mengzi, *The Essential Mengzi*, Trans. Van Norden, Hackett, 2009. \$ 9.95
- bulkpack, AKA coursepack. \$ TBA

Based on previous experience at MTSU, some explanation may be helpful regarding the bulkpack. A bulkpack is a collection of photocopied readings, which may be scholarly papers or portions of books. It is cheaper to assign a bulkpack than individual books, when only small portions of the book will be assigned, so students generally like them. The producer of the bulkpack pays royalties to the copyright holder, and these (along with copying charges) are included in the price of the bulkpack. Thus bulkpacks, in contrast to online course reserves, abide by copyright laws. Whenever possible, I ask students to access readings through the university library, thus allowing students to legally avoid paying royalty costs.

You should buy all the assigned books at the start of the term, including the bulkpack, for two reasons: first, the bookstore may not order enough copies, and they only will know to order more if the books sell out and students let them know they need to order more in advance of the due date for the reading; second, the bookstore returns unsold books mid-semester, even if the book won't be needed until late in the term.

Any readings that can be accessed directly through MTSU's library website, and for which you do not have to pay royalties, are indicated in the schedule of assignments.

Grading

The following types of assignment will contribute to your final grade for the course in the proportions indicated:

Attendance	5%
Quizzes	15%
Written Homework	20%
Midterm #1	10%
Midterm #2	25%
Final Exam	25%

Individual questions on exams and quizzes will be assigned lower-cases letter grades, except in rare cases where quizzes will need to be graded on a point scheme and then converted to letter grades. These lower-case grades will then be converted to numerical values so that composite grades can be calculated, and in the end these will be converted back to a single (capital) letter

grade for the course. The advantage to this system is that it provides you with immediate and clear feedback regarding the quality of your performance: if you get a b+ on a particular essay question, that tells you that on that question you were doing B+ level work, so if all your work was at that level, you could expect to receive a B+ for the course.

Since MTSU does not allow for pluses or minuses to modify A and F grades, and because I only see reason to make fine distinctions in performance at the upper end of the grade distribution, only six grades will be assigned to individual questions: a, b+, b-, c, d, and f. Final grades for the course may be A, B+, B, B-, C, D, or F.

Below I provide the general, 'holistic' rubric that I will use in grading **exams and quizzes**. Heading the standards for each letter grade are MTSU's standards for letter grades, according to the university's Academic Regulations (in italics), and then the standards used in English 1010 and 1020 (in italics and indented), since I have used these in setting my discipline-specific standards. I have used boldface selectively to make quick reference to my standards easier. Subheadings for each grade organize my standards according to learning goals for the course (see above under 'Learning Outcomes') for grades of a-c. While the practical result of grading standards is to allow me to assign grades consistently, the pedagogical effect is to clarify the relative importance of each learning outcome.

A – work of distinctly superior quality and quantity accompanied by unusual evidence of achievement

The grade of A means that the essay shows originality of statement and observation. Its ideas are clear, logical, and even thought-provoking, and it contains all the positive qualities of good writing that are listed above.

a:

- Writing:
 - Question is answered completely
 - Work is clear
- Understanding:
 - Relevant concepts treated satisfactorily
 - Treatment of author uses tradition (as appropriate)
- Reading:
 - Structure of argument sufficiently explained (as appropriate)

B – work of good quality and quantity accompanied by evidence of achievement beyond the essentials of the course

The grade of B means that the essay is logically and adequately developed. Its ideas are developed clearly because it exhibits the positive qualities of good writing listed above. The B essay usually lacks the originality of thought and style that characterizes the A composition.

b+:

- Writing:
 - Question is answered completely
 - Work is **basically** clear, though select phrasings may be a little confusing
- Understanding:
 - Misrepresentations of **concepts** and use of **tradition minor** at best (as appropriate)
- Reading:
 - Misrepresentations of **argument minor** at best (as appropriate)

b-:

- Writing:
 - Some material **portions** of question may be **ignored**, or treated summarily
 - Work is **mostly** clear, but may contain serious misunderstandings on non-essential points
- Understanding:
 - Some **concepts** or use of **tradition minor** may be **ignored**, or treated summarily (as appropriate)
- Reading:
 - Elements of argument explained well (as appropriate)

C – work demonstrating fulfillment of the essentials of a course

The grade of C means that the essay is fairly well organized and manages to convey its purpose to the reader. It lacks serious errors in the use of English, but it lacks the vigor of expression and thought that would entitle it to an above-average grade.

c:

- Writing:
 - **Some** material portions of question are treated **adequately**
 - Work is sufficiently **clear at places**
- Understanding:
 - **Concepts** and/or use of **tradition minor** may be **ignored** completely, unless this is essential to the question posed;
 - Otherwise, they must be treated **satisfactorily**
- Reading:
 - **Portions of argument** must be treated **adequately**

D – passing work, but below the standards of graduation quality

d:

- work shows some understanding of course readings, but is seriously incomplete or confused;
- or writing is seriously ambiguous or incoherent, but not entirely so

F – failure, necessitating repetition of the course to obtain credit

f:

- assignment not completed;
- or work shows little or no understanding of course readings

In order to calculate grades, the following conversion scheme will be used to translate between grades in letter and numerical form:

<u>Assigned Grades</u>		<u>Calculated Grades</u>	
a	100	A	$91 \leq x \leq 100$
b+	90	B+	$85 \leq x < 91$
		B	$78 \leq x < 85$
b-	80	B-	$70 \leq x < 78$
c	70	C	$60 \leq x < 70$
d	60	D	$45 \leq x < 60$
f	0	F	$0 \leq x < 45$

Lower-case letter grades (first column) that are *assigned* to individual answers will initially be translated into numerical values as given in the second column; to determine composite (or *calculated*) grades, averages will be calculated for attendance, quizzes, homework, and exams, and these will be weighted as described above. The ranges in the fourth column will be used to translate these calculated, numerical values back into upper-case letter grades (third column).

Homework will be graded on a simplified scale, with three possible grades: a, c, or f. A grade of **f** will be assigned when homework is not turned in, or when it does not represent a plausible attempt to answer the question that I have posed to you. A grade of **c** will be assigned to work that meets minimum standards: it would be clearly inadequate if a similar answer was given on a quiz or exam, but it does address the question posed. A grade of **a** will be assigned if the answer appears well thought-out and reasonably complete; it may not be correct, but it indicates sufficient engagement with the material.

Preparation for Class

During our class time, you will engage in activities that presume that you have prepared adequately. Class time may thus be very frustrating if you and your peers have not done adequate preparation. Preparation for this class involves:

- Listening to online lectures
- Reading assigned papers and book selections
- Taking sufficient reading notes
- Writing and submitting written homework

Online lectures provide essential background for readings. You'll want to view these lectures before you read; if you have trouble accessing these, speak with me early in the semester and I'll help you troubleshoot. Listening involves more than playing the lecture: it requires **active listening**, that is, rewinding or replaying the lecture until you understand its contents, taking notes, and writing questions about things you don't understand so you can ask me during class or by email. Lectures are short enough that you can listen to them in one viewing, and the software I used to produce allows you to quickly move back and forth to find passages you need to review. Take advantage of this.

Reading should also be done **actively**: this means don't just look at all the words and pronounce the appropriate sounds in your head. Mark up your text, take notes as you read, write down questions about things you don't understand. Class will test your recall of what you have read, and notes that you can review before or during class may be essential in allowing you to recall details of the reading and its argument. As you read, keep in mind the **learning outcomes** for this course: take particular note of technical terms and their usage, ask yourself periodically how the author develops his argument and responds to other philosophers, and think about the style of argumentation that the author adopts.

You can plan to spend 2-3 hours outside of class for every hour our class meets.

Attendance

I will take attendance every day. I won't call out everyone's name; rather, I'll just have a class list at the front of the room, and everyone is expected to sign in when they enter. This will constitute only a small portion of your grade, just enough to incentivize you to make sure you sign in. There are other reasons for attending class: to take quizzes, for example, which count more than mere attendance, and because students who don't attend class regularly don't practice the skills they need to do well in the class.

I plan to issue an Academic Alert for students who miss 2-3 weeks of class; this isn't a promise, but that's my plan. If I do this, your advisor will get an email and probably give you grief.

Written Homework

You will write a lot in this course. In class you will have three "high-stakes" assignments, AKA exams, and the bulk of your grade will be based on these. You will also write at home and in class, in assignments known in education-speak as "low-stakes." These will serve as practice for exam writing, and will be "formative," that is, these regular assignments will help you develop the skills needed to perform well on the exams.

Please note that written homework will be graded, but on a different standard than I will use on exams. I would prefer to grade written homework just on the basis whether you complete it,

but in my experience most students haven't put sufficient effort into these assignments when I graded them that way. Since homework is intended to be a learning exercise, it is graded essentially on effort rather than on accuracy.

You can miss **one homework assignment** and still receive full credit for this portion of your grade.

Homework assignments will be due on most **Mondays at 5:00 pm**; exact dates are listed below on the schedule. This should allow me time to look over your homework in advance of class. It's possible I won't always be able to grade homework before class on Tuesday, but I will get to it. Homework assignments will be posted on D2L before the previous Thursday's class starts.

Please note that "turning in a paper" has two components: all homework writing (or "papers") must be **turned in online** through D2L before our assigned class meeting, even for classes that you may miss. Network outages or problems with D2L will not count as viable excuses, so you are advised not to wait until the last minute to turn in your homework. I will not accept electronic submission of homework in formats other than the following: .doc, .docx, .pdf, and .rtf. In addition, if you have not been excused from the class session ahead of time, you will be expected to bring copies of the paper to class with you (unless otherwise stated in the assignment, you should bring **two hard copies** with you).

I will not accept paper or emailed copies of homework: to receive credit, you must submit a digital copy through D2L by the deadline.

Quizzes

Quizzes will be frequent, and may be either announced or unannounced. Often they will serve to review online lectures. Sometimes they will test your ability to apply skills that we have practiced during the class period, and they may cover our previous day's discussion, lectures, or assigned readings. They may be open or closed book/notes. The best way to maximize your quiz grade is to attend class regularly and for the whole period, and to do homework intentionally: take notes at home and glance at them before class begins.

Exams

The bulk of your grade will come from performance on exams, which will be short answer or essay format. Exams will be **closed-book** and **closed-notes**, but you will have the questions ahead of time. You are strongly advised to write answers to exam questions ahead of time, when you can refer to notes, and reread your answers as your final preparation.

How I Comment on Written Work

Let me just briefly explain how I comment on written work. On graded work (homework quizzes, and exams) I don't write detailed comments. The comments I do make fall into two categories: some are "readerly," that is, they help me read your work, so they're really more for me than for you; think of them as being like footprints, in that people rarely leave footprints for other people, but they do leave them nevertheless. The other type are "adventitious": when you say something that I feel I can usefully comment on, I do.

What my comments are generally NOT is strategic and comprehensive: I don't aim to give you detailed feedback on your performance relative to my grading standards. Sometimes I'll write a summative comment, but when I do it's adventitious (it's easy to write, so I do). If you'd like to get a comprehensive view of how I've read your work, I'd rather talk it through with you in person, because then I can better respond to your concerns.

If I'm going to write systematic comments, I'd rather do it on "formative" work, that is, assignments you write in order to learn how to perform specific skills, because that's more useful: formative assignments, after all, prepare you for graded work.

Sharing of Work

Since I expect that you will learn from each other as well as from me and the assignments, you should be aware that your work will be shared with other students in the course. Sharing will be of two types: you will be asked to share your homework with other students in small groups, and on occasion I may share your work (anonymously) with the whole class. By enrolling in this course, you accept this.

Course Website

This course uses MTSU's Desire to Learn (D2L) course management system, which can be accessed most easily at <https://elearn.mtsu.edu/>, or from the university's homepage. The course site will include additional readings will be posted there, updates to the syllabus, general announcements, and online lectures. You will submit homework assignments through the site. Check the course website often, because it is my best way of communicating with the class, and because details of assignments will be found there.

Making Up of Work

Quizzes cannot be made up if missed. If students can anticipate not being able to sit for exams for sufficient reason, reasonable attempts will be made to provide makeup exams. Onerous standards will be placed on students who miss exams without advance consultation with the

instructor and wish to make them up anyway. Elective extra credit is not possible in this course.

Athletic and Religious Obligations

If you will miss classes or will have trouble meeting assignment deadlines because of religious or athletic commitments, please inform the instructor in the first two weeks of the semester.

Laptops

If it's convenient, you are encouraged to bring a laptop to class every day. In-class writing will often be submitted online, and having a laptop allows you to both produce and turn in the final version of drafts during the class; otherwise you will have to remember to retype and submit in-class writing when you get home. In addition, laptops are useful for taking notes and accessing the course website. If you can afford one, a netbook will serve your purposes and be easy to carry around and protect from accidental damage. Note that if you have an Apple product like an iPad, or most tablets running Android, you probably won't be able to view the online lectures with it, because my lectures are produced in Flash format.

Carl's Rule

Carl's Rule applies to all written assignments (including quizzes and exams) for this class. Carl's Rule states: *if Carl can't read it, it's wrong.*

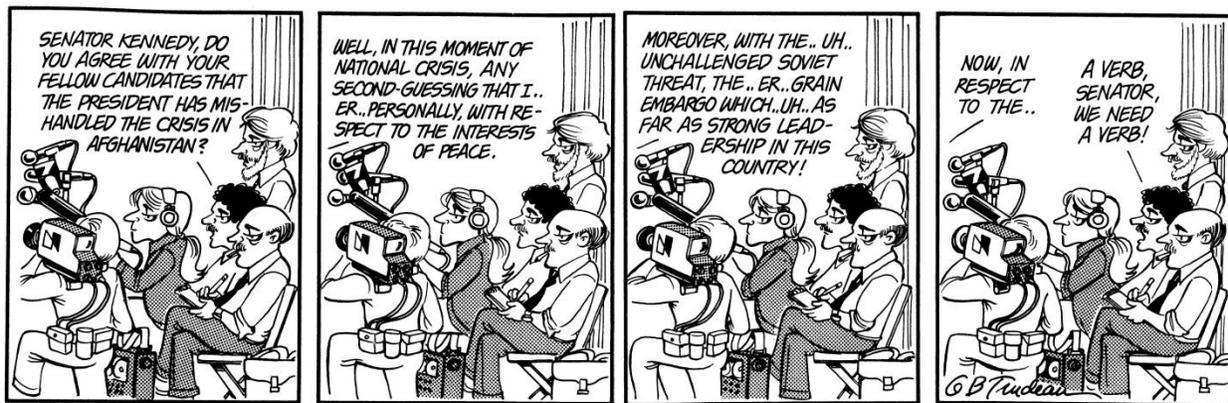
SWE and the Evaluation of Writing

The main learning goal of this course is that you learn how to read a range of philosophical texts with understanding; it is based on the assumption that writing and speaking about such texts not only serve to assess your reading ability, but also build your reading skills. By putting the ideas of others into your own words, you help yourself to understand (develop your own attitude towards) these ideas. Your writing will be assessed (graded) based on your ability to describe the structure of arguments and clearly express philosophical concepts and arguments.

Unlike the core English classes that require the revision of papers, the bulk of the graded writing required in this class will be performed in class (on exams and quizzes), but you will practice revision of your compositions in class in preparation for the high stakes writing required on the exams, and you are encouraged to draft and revise answers to essay questions (which you will have ahead of time) while studying for exams. Homework questions may sometimes reappear on quizzes or exams.

While the medium of instruction in this course is English, you will not be assessed on your facility with the dialect known as Standard Written English (SWE). However, you will only get credit for complete sentences, because sentence fragments do not express propositions (“complete ideas,” as you may have been taught in school); and words expressed in abbreviated form (such as text-message spelling) or icons will be ignored. In order to get credit for an assignment, your ideas need to be clearly expressed.

SWE provides a common and recognizable way for speakers of different dialects of English to communicate, and it is adapted for the expression of complex ideas, so everything being equal you should try to follow its rules; but violation of rules of SWE will not in itself cause you to lose credit on an assignment.



In terms of the skills you have (or will) learned in English 1010, the writing in this class counts as “expository writing.” You will mostly be asked to **summarize** arguments or **describe** their structure, and **paraphrase** or **explain** ideas and arguments. To a limited extent you will also be asked to **assess** arguments, but you will not be asked to develop your own philosophical arguments. I should add here that these are not the low-level skills that they may appear to be: in order to produce a summary of a text, for example, it is necessary to not only understand it and be able to paraphrase key ideas, but it is also necessary to form **judgments** about the relative importance of different ideas and draw **inferences** not clearly stated in a text. Thus the ability to summarize is a complex, and not at all mechanical or formulaic, process.

Important Deadlines

August 30 is deadline for students to add a class online.

September 7 is deadline to drop a course without a grade.

October 30 is deadline to drop a course with a grade of "W".

For other important dates, see <http://www.mtsu.edu/records/docs/F12Dates.pdf>.

Email

Please note that as per university policy, I am only allowed to email students through their official MTSU address. So if you typically use Gmail, Yahoo, Hotmail, Hushmail, etc., then you should at a minimum set your MTSU email to forward to that account. Better yet, check your MTSU email regularly anyway, and set your cell phone to receive it as well.

I rarely check the “email” embedded within D2L (it’s really not an email system, despite the name they give it), so don’t use it to contact me. Send all emails to my university account (cseaquist@mtsu.edu).

Reasonable Accommodation for Students with Disabilities

ADA accommodation requests (temporary or permanent) are determined only by Disabled Students Services. Students are responsible for contacting the Disabled Students Services Office at 615-898-2783 to obtain ADA accommodations and for providing the instructor with the accommodation letter from Disabled Student Services.

Statement on Guests in the Classroom

During exams, only enrolled students and others approved in advance by the instructor may attend this class. Otherwise, anyone is welcome as long as the maximum occupancy of the room is not exceeded; though if lots of visitors want to sit in, they must yield spaces to students who are actually enrolled. Anyone who is not enrolled in the class, or MTSU students who are seeking to add the course in the early weeks of the term, is encouraged to introduce themselves to the instructor.

In particular, prospective students and their parents, parents of enrolled students, well-behaved children of enrolled students, and MTSU faculty and administrators are welcome to visit the class and do not need to seek permission from the instructor.

This said, the instructor reserves the right to ask anyone to leave the class due to conduct that interferes with the educational mission of the class, or for other reasons he deems appropriate.

Animals in the Classroom

Only service animals (dogs and miniature horses) are allowed on campus. Students must register with Disabled Student Services before a service animal is allowed as an accommodation. Faculty and staff must request service animals as an accommodation through Human Resources. See Policy No. I:01:13. The instructor welcomes house-bred cats, but apparently the university doesn’t allow these, and unfortunately the university policy trumps the instructor’s.

Administrivia and Legalese

Faculty and students who do not follow University policies and instructions during emergencies and emergency drills are individually liable.

A list of safest places for each building during a tornado is at: http://www.mtsu.edu/alert4u/tornado_shelter.shtml. University instructions during emergencies are sent via email, phone calls, and text messages. University websites will also be updated with the latest information. You are encouraged to plan ahead for emergencies.

Anyone wishing to tape (audio and/or video) this class must receive advance permission from the instructor.

Do you have a lottery scholarship? To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72 attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility; if you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. Lottery recipients are eligible to receive the scholarship for a maximum of five years from the date of initial enrollment, or until a bachelor degree is earned; students who first received the lottery scholarship in Fall 2009 or later will additionally be limited to 120 TELS attempted hours. For additional Lottery rules, please refer to your Lottery Statement of Understanding form via RaiderNet, review lottery requirements on the web at www.mtsu.edu/scholarships/telsconteligibility_scholarships.shtml, or contact the Financial Aid Office at 898-2830.

The instructor reserves the right to make changes to this syllabus as necessary. Should this happen, I will give you as much notice as possible. It is worth saying that I don't intend to make any significant changes, at most tweaking the dates of reading assignments; but sometimes necessity imposes its will, and sometimes students ask for changes, which it's nice to be able to accommodate if it's in your best interests. Any changes will be announced in class and posted on the course website.

Class Schedule

When a reading or video lecture is indicated, this schedule indicates date by which it is to be completed. This is important because once you're responsible for an assignment, you can be quizzed on it.

In the schedule I consistently list reading assignments before lecture assignments, but if the lecture is preparatory to the reading, you should view the lecture before doing the reading.

In some cases, discussion of a reading may extend beyond a single day. In such cases, I might direct you to do part of the reading for one day, and more on another day. But if that's not a convenient way of scheduling things, I'll ask you to do the reading up front, on one or more days, and then I've got days in the schedule labeled "Class:". That indicates that we'll continue discussing a text that you're supposed to have already finished reading on a previous day.

Readings that are in the bulkpack are indicated below by "bp" along with page references in the bulkpack (handwritten, circled numbers). The Thomson reading (Aug, 30 – Sept 4) is available on the MTSU library website.

Aug 28 (T)	First Day of Classes
Aug 30 (R)	Thomson, sections 1-4 Read Syllabus Lecture: Trolley Problem
Sept 3 (M)	<i>Homework #1</i>
Sept 4 (T)	Thomson, sections 5-10 <i>The Yale Law Journal</i> , Vol. 94, No. 6 (May, 1985), pp. 1395-1415 Lecture: Intro to Philosophy
Sept 6 (R)	Gracyk (bp), pp. 1-17 Lecture: Grading Syllabus Quiz
Sept 10 (M)	<i>Homework #2</i>
Sept 11 (T)	Gracyk (bp), pp. 17-36 Lecture: Plato
Sept 13 (R)	Plato, <i>Crito</i> 46b – 50a Lecture: Tetralogy

Sept 18 (T)	Review for Midterm
Sept 20 (R)	Midterm #1
Sept 24 (M)	<i>Homework #3</i>
Sept 25 (T)	Plato, <i>Euthyphro</i> 2a – 8e Lecture: Grade Spreadsheet
Sept 27 (R)	Plato, <i>Euthyphro</i> 9a – 16a
Oct 1 (M)	<i>Homework #4</i>
Oct 2 (T)	Class: Plato Lecture: Metaphysics
Oct 4 (R)	Descartes, Meditation 1 Lecture: Descartes
Oct 8 (M)	<i>Homework #5</i>
Oct 9 (T)	Descartes, Meditation 2
Oct 11 (R)	Descartes, Meditation 3
Oct 16 (T)	Fall Break – No Class
Oct 18 (R)	Descartes, Meditation 4
Oct 23 (T)	Review for Midterm
Oct 25 (R)	Midterm #2
Oct 30 (T)	No Reading Assignment, but Bring Mengzi to Class Lecture: Confucian Tradition Lecture: Confucians
Nov 1 (R)	Mengzi, sections TBA Lecture: Mengzi 6A4
Nov 5 (M)	<i>Homework #6</i>
Nov 6 (T)	Mengzi, sections TBA Lecture: Human Nature 1

- Nov 8 (R) Xunzi (bp) 9.3, 9.16a, 19.1a-c, 22.1b, 22.5a, 23.1a-23.2b
Lecture: Human Nature 2
- Nov 12 (M) Homework #7
- Nov 13 (T) Xunzi (bp), 23.3a-23.8
Lecture: Political
- Nov 15 (R) Seneca (bp), sections 1 – 10
Lecture: Roman
- Nov 19 (M) Homework #8
- Nov 20 (T) Seneca (bp), sections 11 – 20
Lecture: Contemp. Geography
- Nov 22 (R) **Thanksgiving – No Class**
- Nov 27 (T) Peerenboom (bp)
Lecture: Contemp. History
- Nov 29 (R) Class: Peerenboom (bp)
- Dec 4 (T) Review for Final Exam

Sources of Readings in Bulckpack (complete bibliographic references)

- (1) Theodore Gracyk, *Rhythm and Noise: An Aesthetics of Rock*, Duke University Press 1996, Chapter 1, pp. 1-36.
- (2) Randall Peerenboom, "Confucian Harmony and Freedom of Thought: The Right to Think Versus Right Thinking," Chapter 13 in *Confucianism and Human Rights*, ed. by Theodore de Bary and Tu Weiming, Columbia University Press, 1998.
- (3) Seneca, "On the Shortness of Life," in *Dialogues and Essays*, trans. by John Davie, Oxford University Press 2007.
- (4) *Xunzi: A Translation and Study of the Complete Works*, trans. by John Knoblock, Stanford University Press 1988.

Syllabus version: 8-22-12