

PHIL 2200 Ways of Knowing Fall 2017

Location: Social Science Bldg 1022

Meeting Time: MW 8:00a–9:15a

Instructor: Paul Boshears, PhD
Office: Pilcher Bldg, Rm. 140

Email: pfb8249@kennesaw.edu
Office Hour: MW 9:30a–10:30a
by appointment only

Course Communication

I'm very much looking forward to our time together this semester. If you'd like to discuss matters with me outside of our class meeting times, the best way to reach me is through my email address listed above. You are invited to join me in my office during my office hours posted above.

Electronic Communications

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

Course Description

Through both philosophical and critical examination students will be responsible for learning about the different ways of knowing and thinking in the humanities, natural sciences, and social sciences including ethical and religious perspectives. Emphasis will be placed on the nature and purpose of philosophical inquiry as applied to selected issues within philosophy and the broader implications of these methods and questions for other disciplines and in everyday contexts.

In this class you will learn about the different ways that people from a variety of cultures and historical contexts have responded to perennial problems and how those responses have sculpted our contemporary situation.

Learning Objectives

PHIL 2200 satisfies one of Kennesaw State University's general education program requirements. It addresses the **CRITICAL THINKING** general education learning outcome(s). The learning outcome states: Students will evaluate and synthesize information to support ideas and perspectives.

For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=34&poid=3977

“What Will I Get From This Class?”

Through the close study of a selection of philosophers and thinkers, you will be able to identify and evaluate some of the processes and critical debates that have sculpted human history. **Learning Outcome 1**

With this knowledge you will be able to situate your thinking—and the thinking of others—in a philosophically-informed context. **Learning Outcome 2**

As you complete this course you will demonstrate your critical thinking acumen by completing multi-modal writing activities such as in-class writings and discussions, generating a critical evaluation of a thinker discussed in class, and creating and revising a position statement. **Learning Outcome 3**

You will be assessed on your ability to effectively communicate your identification, analysis, and evaluations of arguments and truth-claims. **Learning Outcome 4**

It is my expectation that through this process you will discover and address personal biases by presenting convincing reasons and support for the conclusions you've drawn from class-related activities. **Learning Outcome 5**

Required Texts and Materials

Allen, Danielle S. *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education* (Chicago: University of Chicago Press, 2004) ISBN-13: 978-0226014678

Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo* Second Edition (Indianapolis: Hackett, 2002)

Ivanhoe, Philip J. and Bryan Van Norden, eds. *Readings in Classical Chinese Philosophy* Second Edition (Indianapolis: Hackett, 2001)

Additional required readings will be made available to students through our online learning space.

Electronic Device Policy

Because this is a lecture- and discussion-based course in which the majority of your grade is determined by how you contribute to the discussions in this class, **all cell phone use and laptop use during class time will be construed as disruptive student behavior.**

“But, Dr. Boshears, I have become really fast at typing notes in my lecture courses...”

I believe you and I commend you.

I have designed this course to cultivate your critical thinking and learning habits.

You will see, when you complete this course with me, that there is a significant difference between typing dictation-style notes and the kind of notes that you generate when you handwrite what you’re hearing.

Your handwritten notes, typically, are paraphrases and **your paraphrasing activity is a sophisticated mode of learning.**

Furthermore, the recent literature on student success and electronic device use suggests student success in lecture and discussion-based courses is adversely impacted by their use of electronic devices and laptops.

For example Zhu, Kaplan, Dershimer, & Bergom, (2012) found that “75% of the students [...] acknowledged that bringing their laptops to class increased the amount of time they spent on activities unrelated to learning, such as checking email and social networking.” Respondents to Fried (2008) reported, “laptop-use by other students as the aspect of the class that was most distracting, followed closely by their own laptop-use.” Further underscoring the negative impact on course performance due to electronic device use in class, Beth Fisher from Washington University in St. Louis summarizes the Fried study so,

Fried found a significant, negative relationship between in-class laptop use and course grade. Follow-up correlational analysis also revealed that higher levels of laptop use were associated with lower student-reported levels of attention, lecture clarity, and understanding of the course material.¹

In other words, laptops are not welcome in our class.

Your grade and the grades of your peers will likely be better off without it.

1 teachingcenter.wustl.edu/2015/08/laptop-use-effects-learning-attention/

Situating this Class

The mission of the Department of History & Philosophy is to provide the highest quality in teaching such that students gain deepened understandings of their own culture, as well as the cultures and world views of others. Through the execution of this mission students are expected to embrace the importance of life-long learning, possess enhanced written and oral communication skills, and be prepared to serve as able advocates for the betterment of society.

I have designed this class to satisfy the Critical Thinking dimensions of Kennesaw State University's General Education Program requirements. The University expects that this course create the opportunity for students to:

- 1) articulate a position on an issue and support it by evaluating evidence relevant to the position, considering opposing positions or evidence, and evaluating the implications and/or consequences of this issue.

And

- 2) evaluate and synthesize information to support ideas and perspectives.²

From this description we understand that our time together in this class will be spent documenting the work of critical thinking and communicating.

My role in this class is to provide an environment in which each of you can articulate your thinking through text-based media. In order for this environment to cohere among us, I task myself with observing and inducing discussions between us.

Reading and Writing Are Difficult

It is my great privilege to work with you here because I was once a student, like you, here at Kennesaw State.

I won't pretend to state that I know your struggles, because I've yet to hear you talk about your struggles and aspirations (although I will spend this semester with you learning these from you).

My experience has shown me that writing and reading are difficult tasks.

Often it is really, really difficult for me to find the appropriate terms or phrases to effectively communicate what I intend. I have—very frequently—denigrated myself for the pace at which I read certain texts, especially philosophy texts.

I expect that it will be just as difficult for you as well, it may be even more difficult for you.

And that's okay.

This class is designed to hone your reading, writing, and thinking habits.

In this class we are going to read challenging texts and we are going to find ourselves thinking differently about ourselves and how our works are situated in the world.

I will be assessing both the clarity of the arguments you put forward and the evidence you provide to support those arguments in your writing.

² For more information regarding the General Education Program, please see catalog.kennesaw.edu/preview_program.php?catoid=29&pooid=3434

Course Assessments

The majority of your final grade in this class will be based on your writing assignments and your in-class discussion of the assigned materials.

Further details about these assignments will be provided in class and online.

Class discussion: (20%)

Learning Outcomes 1, 2, 3, 4, 5

You are expected to arrive at each class meeting having read and written notes about the assigned readings.

You must prepare one question in response to the reading. We will use your question to guide our discussions.

These discussions are designed to help the student and the professor find meaningful ways of communicating their understandings of the materials.

Reading Quizzes: (20%)

Learning Outcomes 1, 2, 3, 4

There will be four (4) unannounced quizzes that will occur during our semester. Each quiz will test for reading comprehension of the assigned texts.

These assessments are designed to gauge your comprehension of the course materials.

Exams (20%)

Learning Outcomes 1, 2, 3, 4

There will be a midterm in-class examination as well as a final in-class examination.

Defining key terms, identifying key arguments, and short response writings will comprise these exams.

Reading Outline (10%)

Learning Outcomes 1, 2, 3, 4

Provide an original one sentence summary of each paragraph of a reading you've selected.

Please provide a sentence explaining where the author's argument "clicked" for you.

This assignment is designed to facilitate and enhance your reading and note-taking practices.

Argument Outline (10%)

Learning Outcomes 1, 3, 4

Using your reading notes and class notes, create an outline of an argument we've studied this semester.

There are three dimensions to this assignment:

- 1) You are expected to identify the author's written and implied presuppositions.
- 2) You will also need to present the logical relationships between their presuppositions and their conclusions.
- 3) You will identify at least two items in their arguments where you see an error in their logic, where they are factually wrong, or where they've made an error by omitting important information.

This assignment is designed to facilitate your reading and note-taking practices.

This assignment also demonstrates how you are comprehending and evaluating the course materials.

Personal Philosophy Paper: (20%)

Learning Outcomes 1, 2, 3, 4, 5

This is a two-part assignment. Early in the semester you will write a short essay (at least 500 words) in which you discuss your philosophy of life.

You will then be asked to revise your initial position paper in light of what we have read and discussed in this class.

This assignment demonstrates the ways in which the student has developed in response to the materials covered in this course.

Midterm Grade Notification

You will have access to your grades through our online learning space. Your final grade is contingent upon your daily discussion and participation, writing assignments, and performance on the reading quizzes; as such, your final grade may change dramatically by the end of the semester.

Assessing Learning Outcomes

I will ask you to complete three short assessments of learning during this semester:

- 1) On the first day you will be given a **Prior Knowledge Assessment**,
- 2) around the middle of the term I will arrange for a **Learning Outcomes Assessment**,
- 3) and on the final day of our classes I will ask you to complete a second **Learning Outcomes Assessment**.

I will use these tools to help gauge your learning as well as to identify ways I can better support how you learn. You will receive a participation grade for these activities.

Makeup Exams and Late Assignments

All students are required to meet course deadlines. Late work will not be accepted unless there are extenuating circumstances, such as those mentioned in the attendance policy below.

Students who are absent because of their participation in university-approved activities, such as field trips and extracurricular events, will be permitted to make up the work missed during their absences.

The Department of History and Philosophy will host a day for makeup exams for students with excused absences on Friday, December 1st from 1-4 pm in SO 3023. Students who qualify must to bring an ID to the makeup exam.

Rubric for Assessing Writing

I will use this rubric to assess the writings you create in response to the readings in this course.

	1 point	2 points	3 points	4 points
Criterion #1 Identification of critical issue	Critical issue not identified	Critical issue identified but with no evidence of understanding context	Critical issue identified with evidence of understanding social, cultural, political context	Critical issue clearly identified with evidence of deep understanding of social, cultural, political context
Criterion #2 Thorough and insightful analysis	Analysis is incomplete with no indication of critical thinking	Analysis is simplistic or vague with little indication of critical thinking	Analysis is complete with clear use of critical thinking	Analysis is thorough and insightful with sophisticated critical thinking
Criterion #3 Clear and logical organization	Organization is not clear and logical and does not help to support claim	Organization is at times clear and logical and only partially helps to support claims	Organization is clear and logical and helps to support claims	Organization is very clear and logical and helps to strongly support claims
Criterion #4 Proper grammar, spelling and punctuation.	Many grammatical, spelling and punctuation errors with no evidence of proofreading	Several distracting grammatical, spelling or punctuation errors with little evidence of proofreading	One or two grammatical, spelling or punctuation errors that are not overall distracting	No grammatical, spelling or punctuation errors

Letter Grades According to Rubric

A: 15–16

B: 12–14

C: 9–11

D: 6 – 8

F: < 6

Grading and Policies Governing this Class

Grading Scale

Students are evaluated on the following scale:

A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	< 60 %

I — Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

Attendance Policy:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

- Class attendance is required.
- Three (3) unexcused absences will result in the lowering of the final grade by one letter grade.
- Failure to come to class with adequate materials for producing work will result in a recorded absence for that day.
- Failure to arrive on time will be recorded as half an absence, so for example, arriving late to class twice during the semester will be recorded as one absence. Similarly, leaving class early will be recorded as half an absence.

Roll will be taken at the beginning of each class. Information missed due to tardiness or absence will be the responsibility of the student. Absences may be excused due to illness, religious holidays or other extreme circumstances as defined by the University, but it is the student's responsibility to notify the instructor and to give a written notification in advance of their absence.

For clarification of your obligations regarding Attendance Policies on campus:

<http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2171#attendancepolicy>

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Academic Integrity, continued

Students and faculty are expected to act according to the highest ethical standards.

We can do our best work when we foster the best performances from one another.

I will be relying on and I must conform to the policies established by the community here at Kennesaw State University.

If you believe that I have breeched these ethical standards, please follow the guidelines communicated in the Student Handbook (catalog.kennesaw.edu/index.php?catoid=32) and refer to the Faculty Handbook (handbooks.kennesaw.edu/docs/faculty_handbook.pdf).

ADA Compliance

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: 470-578-2666

Primary number for Marietta campus: 678-915-7244

It is necessary for me that this class be accessible to you.

Not all of us learn in the same ways. I want to work with each of you to ensure that we are learning together.

If you need accommodations, you have a right to have these met, so it’s best to notify instructors as soon as possible.

Disruptive Student Behavior Policy

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process.

Disruptive class behavior for this purpose is defined by the instructor.

Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

For additional information on this policy see the Department of Student Conduct and Academic Integrity: scai.kennesaw.edu/faculty/general-misconduct.php.

Plagiarism

In this class I will ask you to give textual support for your arguments about the materials we read. This means you are going to be asked to paraphrase or quote what the authors we read state. Consequently, there is a greater opportunity to knowingly or unknowingly plagiarize.

Plagiarism will not be tolerated. **KSU defines plagiarism as**, “direct quotations from other sources into work required to be submitted for credit without indicating them as such by quotation marks, block quotes or other appropriate formatting. Incorporating the work of someone (e.g. ideas, theories, data, figures, graphs, programs, electronic based information, illustrations, etc.) into a paper or project without due acknowledgement.”

Note that KSU also prohibits Self-Plagiarism, which is defined as, “Submitting any work for credit which was not authored specifically and originally for the assignment in question without the prior permission of the professor receiving that assignment. Most commonly, this means submitting the same, or substantially the same, paper or other assignment for credit in more than one class.”

The official guidelines to which you are expected to adhere are located here: scai.kennesaw.edu/KSU%20Codes%20of%20Conduct%202016-2017%20edits.pdf.

Indiana University’s School of Education has an excellent website for learning about plagiarism, here: www.indiana.edu/~tedfrick/plagiarism/

I will issue extra credit toward your final grade if you pass and receive a verified certificate from IU’s Plagiarism Certification Test, here: www.indiana.edu/~plag/test.html. This assignment can replace the value of points lost through an unexcused absence.

Student Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at Kennesaw State and it is critical to my development as a scholar and professor.

I have designed this course to include several opportunities for discussion between us about your learning activities and ways in which I can guide you as you develop your learning strategies.

Subject to Change

This course syllabus provides a general plan for the course. With the exception of grading and attendance policies, deviations may be necessary and written notification of any changes will be provided.

Class Calendar

Week	Date	In Class	Assignment	Total Pages to Read
1	Monday, 14 August	Review syllabus, class introductions, and Prior Knowledge Assessment	Read Tompkins, "Some Notes on How To Ask a Good Question about Theory...." <i>L.A. Review of Books' Avidly</i> , (2016): 1–3. Read Danielle S. Allen <i>Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education</i> : 3–8.	8
	Wednesday, 16 August	Syllabus affirmation Discuss Tompkins and Allen Last Day of Drop/Add is Monday, 21 August	Read Danielle S. Allen <i>Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education</i> : 9–24.	15
2	Monday, 21 August	Discuss Allen	Read Danielle S. Allen <i>Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education</i> : 25–36. Personal Philosophy Paper 1	11
	Wednesday, 23 August	Discuss Allen	Plato, <i>The Apology</i> , 22–33	12
3	Monday, 28 August	Discuss <i>The Apology</i> Personal Philosophy Paper 1 Due	Plato, <i>The Apology</i> , 34–44 Reading Outline	11
	Wednesday, 30 August	Discuss <i>The Apology</i>	Plato, <i>Crito</i> , 45–57	12
4	Labor Day Break: September 2–September 4: No Classes			
	Wednesday, 6 September	Discuss <i>Crito</i> Reading Outline Due	Plato, <i>Phaedo</i> , 96–107 (59c–69e) Argument Outline	11
5	Monday, 11 September	Discuss <i>Phaedo</i>	Plato, <i>Phaedo</i> , 107–122 (69e–78b)	15
	Wednesday, 13 September	Discuss <i>Phaedo</i> Argument Outline Due	Plato, <i>Phaedo</i> , 116–122 (78b–84b)	6

Week	Date	In Class	Assignment	Total Pages to Read
6	Monday, 18 September	Discuss <i>Phaedo</i>	Plato, <i>Phaedo</i> , 144–154 (107c–118a)	10
	Wednesday, 20 September	Discuss <i>Phaedo</i>	Read Hannah Arendt <i>Responsibility and Judgement</i> : 227–237.	10
7	Monday, 25 September	Discuss Arendt	Read Hannah Arendt <i>Responsibility and Judgement</i> : 237–247	10
	Wednesday, 27 September	Discuss Arendt	Read Hannah Arendt <i>Responsibility and Judgement</i> : 247–256	9
8	Monday, 2 October	Discuss Arendt Midterm Exam Last Day to Withdraw without Academic Penalty Is October 4	Read Ivanhoe & Van Norden (Confucius), <i>The Analects</i>	10
	Wednesday, 4 October	Discuss Confucius Learning Outcomes Assessment	Read Ivanhoe & Van Norden (Mozi), “Impartial Caring” and “A Condemnation of Aggressive War” 63–73	10
9	Monday, 9 October	Discuss Mozi	Read Ivanhoe & Van Norden (Mengzi) Books 1 & 2, 113–126	13
	Wednesday, 11 October	Discuss Mengzi	Read Ivanhoe & Van Norden (Laozi)	10
10	Monday, 16 October	Discuss Laozi	Read Ivanhoe & Van Norden (Zhuangzi), “On Equalizing Things” 209–219	10
	Wednesday, 18 October	Discuss Zhuangzi	Read Thich Nhat Hanh, 1–18	17
11	Monday, 23 October	Discuss Thich Nhat Hanh ***Class meets online***	James Baldwin, “Freaks and the American Ideal of Manhood” 814–829	15
	Wednesday, 25 October	Discuss Baldwin ***Class meets online***	Beatriz/Paul Preciado, “Technogender” 99–109	10

Week	Date	In Class	Assignment	Total Pages to Read
12	Monday, 30 October	Discuss Preciado	Beatriz/Paul Preciado, "Technogender" 109–119	10
	Wednesday, 1 November	Discuss Preciado	Beatriz/Paul Preciado, "Technogender" 120–130	10
13	Monday, 6 November	Discuss Preciado	Descartes, Meditations 1& 2	10
	Wednesday, 8 November	Discuss Descartes	Locke, "An Essay Concerning Human Understanding"	7
15	Monday, 13 November	Discuss Locke	Berkeley, "Principles of Human Knowledge"	6
	Wednesday, 15 November	Discuss Berkeley	Hume, "Concerning Human Understanding" Personal Philosophy Paper 2	7
20–26 November Thanksgiving Break				
16	Monday, 27 November	Discuss Hume	Kant, "Prolegomena to any Future Metaphysics"	6
	Wednesday, 29 November	Discuss Kant Learning Outcomes Assessment	Read Danielle S. Allen <i>Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education</i> : 140–150.	10
17	Monday, 4 December	Discuss Allen Personal Philosophy Paper 2 Due ***Class Meets Online***	Read Danielle S. Allen <i>Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education</i> : 150–159.	9
	Wednesday, 6 December	Final Exam 8:00a-10:00a	Congratulations! You've read 309 pages	

This syllabus reflects a plan for the semester. Deviations may become necessary as the semester progresses.