



Harrisburg Area Community College
Communications, Humanities, and the Arts Department
Lancaster Campus (Remote)
Fall Semester 2020

“Introduction to Philosophy”

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Office Hours: 1:45 pm – 2:15 (TR) **Subject/CRN:** PHIL 101-20685
5:00 PM – 6:00 PM (T)
Website: www.davidwaynelaymanphd.com/hacc

Course Information

Meeting Time: TR 12:30 PM – 1:45 PM

Meeting Location: REMOTE

Catalog Course Description

Classic philosophical problems are examined through classroom discussions and a wide range of historical readings. The foundations of Western philosophical thought are explored from such thinkers as Socrates, Descartes, Nietzsche, and Martin Luther King, Jr. (Core A)

Prerequisite Course(s) Required : none

Text(s), required

Soccio, Douglas J. *Archetypes of Wisdom: An Introduction to Philosophy*. Ninth Edition. Belmont, CA. Wadsworth.

Learning Outcomes

Upon successful completion of the course the student will be able to:

- Identify and explain the following: the purpose of philosophy, the major areas of philosophy such as metaphysics, epistemology, logic, ethics, political, and social philosophy, the major philosophical questions, their advocates, and historical contexts
- Demonstrate critical thinking about self, society, and the universe through the identification of philosophical concepts and problems
- Explain and defend philosophical positions through writing essays

Remote Learning Expectations:

According to <https://tophat.com/glossary/r/remote-learning/>, “Remote learning is where the student and the educator are not physically present in a traditional classroom environment.

Information is relayed through technology.” In this class, remote learning will take place

“synchronously with real-time” educator-student and student-student interaction via Zoom.

Assessments will take place on-line, in the D2L system hosted at my.hacc.edu.

The primary expectations (HACC school-wide policy) for the student are that:

- students must have a strong and reliable internet connection
- web cams must be on the entire time
- students must be fully present
- student must be dressed appropriately, as if he or she were physically in the class room (e.g., no pajamas or bathrobes)

Course Schedule

All readings refer to **pages** in the textbook: Douglas J. Soccio, *Archetypes of Wisdom: An Introduction to Philosophy*. The student should use common sense to determine where to begin and end the readings for the day.

Relativism and Truth

- Aug 25, 27 Syllabus; The Sophists.... 76-90
- Sept 1, 3 The Sophists..... 76-90, 108 (bottom)-110
- 8, 10 Socrates and Plato 103-105; 110-115; 118-20; 66-67, 131-145

Knowledge (Epistemology)

- 15 **Quiz #1:** Sophists — Plato (study guide, p. 8)
Descartes 248-262
- 17, 22 **Essay #1** due Sept. 18 (8:00 AM): “Bad but happy or Good but unhappy?” (see p. 10)
Locke, Berkeley 278-292
- 24 Hume..... 294-297
- Oct 29, 1 Immanuel Kant..... 311-322

Self

- 6, 8 **Essay #2** due Oct. 9 (8:00 AM): “Lost & Found” (see prompt, p. 10–11)
Aristotle, Descartes 164-165, 170-171, 268-270
- 15, 20 **Quiz # 2** (Oct 15): Descartes [epistemology]—Descartes [self] (study guide, p. 8)
Locke & Reid..... HANDOUT, 292-294
- 22 Hume & Kant..... 292-294, 319-320

Ethics

- 27 **Essay # 3** due Oct 28 (8:00 AM): “Mr. or Ms. Perry?” (see prompt, p. 11)
Aristotle..... 170, 171 (bottom)—182
- Nov 29, 3 Immanuel Kant..... 322-328
John Rawls 329-331
- 5, 10 **Quiz # 3** (Nov. 5): Locke [self]—Rawls [ethics] (see study guide, p. 9)
Bentham & JS Mill 340-361
- 12 JS Mill (continued)

God

- 17, 19 **Essay # 4** due Nov. 20 (8:00 AM): “The Ethics of Euthanasia” (see prompt, p. 12)
Aquinas 226-238 (background: 164-166)
- 24 Hume & Paley 297-299; handout
- Dec 1, 3 Paley, Nietzsche..... handout; 463-471
- Quiz #4** Bentham [ethics]—Nietzsche (see study guide, p. 9)
- 9 **Essay # 5:** [due 8:00 AM] “COVID-19 and God” (see prompt, p. 12)

Academic Policies

Attendance policy:

The Policies of the College define **Excused Absences** as an absence that occurred for reasons that were: a) beyond the student's control to prevent, and b) significant enough to reasonably prohibit attendance in class. An **Unexcused absence** is an absence that is not excused.

This instructor considers "**excused absences**" to be: (1) sickness certified by a note from a physician, health care professional, or health care institution, (2) family related situations (death in immediate family, sickness of children), and (3) documented work-related problems.

Excessive absences are when unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the stated learning outcomes for the course.

Attendance is worth **10%** of the grade. This is based upon a straight average. For example, a student who misses 5 out of 30 class dates will receive an 83% for attendance.

After the first two weeks of class, a student who comes into class **late** will be considered **absent** for the purpose of this grade. Lateness shows disrespect for the instructor (who must interrupt his teaching), fellow students (whose attention or participation is interrupted), and lack of responsibility. Students will not be allowed to show up late when they enter the world of work; they must therefore develop those habits of consistent and punctual attendance while they are in school.

Academic Dishonesty:

AP 594 defines "Academic dishonesty" as "an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work."

Examples include "giving or receiving answers on assigned material, using materials or aids forbidden by the instructor," and "the offering of someone else's work, words, or idea as one's own or using material from another source without acknowledgement." A particular example is quoting material from a book, magazine, or web site, while failing to place the material inside quotation marks and failing to provide a proper citation.

A *minimal* penalty for plagiarism (e.g., quoting material from a web site without using quotation marks *or* proper citations) is 20 points (equivalent to two letter grades). If more than fifty percent (half) of an essay is plagiarized, that will be considered as if the entire essay is plagiarized, and will be treated in accordance with the following standard:

If the instructor determines that a student has plagiarized an essay off of an internet site, that student will receive a "0" (zero) on the essay, and will not be permitted to rewrite it.

Late Essays:

Essays are due via email [dwlayman@hacc.edu] at **8:00 AM** on the day following the class period when they would have been due. Any essays received after 8:00 am will be considered one day late.

Late Essays will be penalized with a **5-point deduction per day**. Weekends will count as 1 day. E.g., if a paper is due on Friday (8:00 AM), and received by the instructor the following Monday, an 85% paper will be reduced to 70% (F., S/Su, M.= -15 pts.).

- The email and accompanying essay must be formatted as follows:
 - the *subject line* in the email must read as follows: “**PHIL 101-20685 Essay [number] attached**”
 - the *title* of the essay must read as follows: “[**last name**], [**first name**], **Essay [number]**”
 - Emails/essays that fail to follow the above guidelines will be refused and returned to sender for correction and resubmission.
- The following is a *partial* list of excuses that will *not* be accepted:
 - “I was sick.”
 - “I had to work last night.”
 - “My computer broke.”
 - “The printer was out of toner/paper.”
 - “There was a long line at the printer.
 - “Email didn’t work.”
 - “I thought I sent it.”
 - “I put it in your [faculty] mailbox yesterday.”
 - “I sent you a version earlier” [if the student failed to follow the above guidelines]

Drop and Withdrawal Policies

Students can drop or withdraw from a course and receive a *W* status any time after the refund period has ended and prior to the completion of **70% of instruction time** of the term. Deadlines are published at https://www.hacc.edu/Students/RegisterOnlineGuide/add-and-drop-deadlines.cfm?csSearch=758033_1.

This does *not* require the signature of the instructor. The student submits his or her request to withdraw from a course online *or* at the Welcome Center. The student will be dropped with a *W* status in 7 days from the original request.

Please note that *after* the 70% deadline has passed, the student *will* not be allowed to withdraw. Students with documented extenuating circumstances may request an exception to refund, course drop, and withdrawal deadlines by completing the Petition for Retroactive Withdrawal.

A student who is no longer attending by the Second Confirmation of Attendance (around the time of midterm grades) will automatically receive a **W**.

A student will receive a **F** under the following circumstances:

1. The instructor can document that student has engaged in academic dishonesty prior to dropping the course.
2. The student fails to submit a withdrawal request prior to the 70% deadline, is still on the roster at the end of the semester, and has not completed satisfactory work for a passing grade.

Incompletes:

Incompletes will be given only when a student cannot complete the requirements because of a serious medical or family emergency. Those requirements must be completed within 45 days of the formal end of the semester. *The student is strongly discouraged from taking an incomplete, since most students do not complete the work required, and fail the course.*

Grading Procedures

Quizzes: The student will take 4 Quizzes. They will be taken on D2L (Brightspace). The student will be given a window that *begins* 15 minutes after the prior class-time, and *ends* 11:59 PM on the “scheduled date”. For example, for the Sept. 15th quiz, the window will begin 2:00 PM on Sept. 10, and end 11:59 PM on Sept. 15.

Currently scheduled dates are Sept. 15, Oct. 15, Nov. 5, and after the final class (Dec. 3). A complete Study Guide (covering the entire semester) is below, beginning on p. 7.

The quizzes will be **open-note** (but not open-book). **The lowest grade will be dropped.**

Essays: The student will write 5 Essays. The essays are to be 2-3 pages long. They will be graded in accordance with the **Rubric** posted on the instructor’s website. As stated above (p. 4 top), essays are due via email [dwlayman@hacc.edu] at **8:00 AM** on the day following the class period when they would otherwise have been due.

The lowest essay grade will be dropped, and the final grade will be calculated based on the 4 highest grades.

(There are two important reasons for writing the first essay: (1) without this grade, when I must submit midterm grades, it will appear in my grade calculations as if you are failing the class. I do not run a separate calculation for students who choose not to write the first essay. (2) By writing the first essay, you learn my expectations for essays: how to meet my technical requirements, what I consider a well-written essay, including good grammar, what makes a good description or argument, etc.)

Requirements for Essays:

1. Each essay will respond to the topic of a module of the class. **Full prompts with detailed guidelines** begin on p. 10 of this syllabus.
 - a. Essay 1: “Bad but happy . . . ?” (Relativism and Plato), due Sept. 18.
 - b. Essay 2: “Lost and Found” (Epistemology), due Oct. 9.
 - c. Essay 3: “Mr. or Ms. Perry?” (the Self), due Oct. 28.
 - d. Essay 4: “The Ethics of Euthanasia,” due Nov. 20.
 - e. Essay 5: “Does God Exist?,” Dec. 9.
 - f. **Essays will be graded in accordance with a full and explicit rubric**, which is posted on the course’s web site, and explained prior to the completion of the first Essay.
2. Cover Page: The essay will have a separate cover page, to include the following information:
 - a. Name
 - b. Course Number and Section (“PHIL 101-20685”), followed by “Fall, 2020”
 - c. The proper Essay # and Subject (see above)
 - d. You *may*, at your discretion, include a *date*.
 - e. Do *not* place the essay in a folder or holder.
 - f. *The student must copy the “Grading Grid” from the instructor’s web site, and paste it underneath above information.* Failure to do so will result in a 5-point deduction of the grade.

3. Formatting
 - a. One inch margins on all sides;
 - b. Double-spaced; Indent the first line of each paragraph
 - c. Use a 12-pt. size font, preferably a standard “serif” font such as Times New Roman;
 - d. A “display font,” (e.g., “Engravers MT) can only used on the cover page.
 - e. Do *not* use fully justified margins.
 - f. In the *header*, place your *last name* and the *page number*, separated by a tab.
4. Required Documentation for Essays
 - a. Both direct quotations and paraphrases must be cited.
 - b. *The student is advised against relying on extensive quotation.* An important task in any paper or essay is knowing how to restate one’s sources.
 - c. The student should follow “MLA” format for citations. Simplified, that form is as follows “...togerato mento examina (Soccio, 111).”
 - d. If a single paragraph is paraphrased from a range of pages of some source(s), the student can summarize the sources at the end of the paragraph in the following manner:
...togerato mento examina (Soccio, 111-114, 120; Falikowski, 212).
 - e. “Works Cited” Page: a works cited page is not required unless the student uses sources outside of the textbook, or sources not identified on the prompt. The form for the Works Cited page is: Soccio, Douglas J. *Archetypes of Wisdom: An Introduction to Philosophy*. Seventh Edition. Belmont, CA: Wadsworth, 2010.

Final Grade Criteria: All grading will be done on the standard HACC grading system: (90% and above = A; 80%–89% = B; 70%–79% = C; 60%–69%=D; below 60%=F).

The assignments shall be weighted as follows:

Attendance	10%
Quizzes 8% each	24% subtotal (top 3 quizzes)
Essays 16.5% each	66% subtotal (top 4 essays)

Counseling Services

https://www.hacc.edu/Students/AdvisingCounseling/CounselingContacts/wellness-resources.cfm?csSearch=901943_1

(see next page for EEOC/PHRC Statement)

EEOC/PHRC Syllabus Requirement

STUDENTS IN NEED OF ACCOMMODATIONS:

The Student Access Services Department provides reasonable accommodations, auxiliary aids and support services to students with temporary or permanent disabilities. Students in need of accommodations or who would like to know more can contact Student Access Services at this link:

<http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm>

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, student access and/or student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRAct”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at <http://www.phrc.pa.gov/Pages/default.aspx#.V2HOujFuNS0>.

HACC—Lancaster Campus

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Study Guides for Quizzes

Quiz #1

- Sophists (character)
- Basic Ideas of Sophists
- Relativism
- Cognitive relativism
- Individual relativism
- cultural relativism
- Protagoras
- “Man is the measure of all things
- Thrasymachus
- “Justice is the interest of the stronger”
- “Moral Realism”
- Might makes right
- Callicles
- Superior individual
- Socrates
- Dialectic
- Irony
- Irony as Ignorance
- Socrates’ divine sign
- The soul/*psyche*
- The physician of the soul
- Plato
- “what is, is”
- “two-worlds theory”
- *Becoming/Being*
- Forms
- Allegory of the Cave

Quiz #2

- René Descartes
- Detachment
- Method
- Method of doubt
- Rationalism
- Innate ideas
- A priori/a posteriori
- Cogito ergo sum
- Empiricism
- John Locke
- *Tabula rasa*
- Correspondence theory of truth
- Egocentric predicament
- George Berkeley
- Idealism
- *Esse est percipi*
- “If a tree falls in a forest...”
- God as universal perceiver
- David Hume
- Impressions vs. Ideas
- Empirical criterion of meaning
- Hume: cause-and-effect
- Immanuel Kant
- Critical epistemology
- Formalism
- Transcendental idealism
- Phenomenal/noumenal reality
- Categories of Understanding
- pragmatism
- Aristotle: Form/Matter
- Hierarchy of souls
- Aristotle: “soul”
- “Dualism” (soul)
- Descartes: mind/body

Quiz #3

- Materialism (soul)
 - “Theseus’ ship
 - Locke’s theory of self
 - “the prince and the cobbler”
 - Reid’s theory of self
 - “the brave officer paradox”
 - Hume on the body
 - “bundle theory of the ‘self”
 - Kant on the self
 - Aristotle’s ethics
 - Teleological thinking
 - Entelechy
 - Happiness as goal
 - Eudaimonia
- Function
 - Virtue
 - Habit (ethics)
 - Character
 - Virtue is found in the mean
 - Kant’s ethics
 - “the good will”
 - intention
 - duty
 - deontological ethics
 - “the conception of the law in itself
 - the categorical imperative
 - humans “end” not “means”
 - have unconditional worth

Quiz #4

- Jeremy Bentham
 - Utilitarianism
 - Simple utilitarianism
 - Hedonism (distinguish psychological & ethical)
 - Principle of utility
 - Hedonic calculus
 - Hedon
 - Egoism
 - Egoistic hook
 - Refined utilitarianism
 - John Stuart Mill
 - Empirical criterion (of utility)
 - How can people find true happiness?
 - Altruism
 - Aristotle: Form & Essence
 - Form vs. Matter
 - Potentiality
- Actuality
 - Know the labels of the “Proofs” for God’s existence (Aquinas) & be able to define them
 - No infinite regress
 - Problem of evil
 - Hume’s critique of the argument from design
 - Critique of “watch-maker” analogy
 - William Paley: argument from design
 - Be able to explain how Paley answers the claim that we cannot know that the universe is designed
 - Be able to explain how Paley answers the claim that there are alternative explanations for the belief that the universe is designed
 - According to Paley, if the universe were a “self-reproductive design,” what would that prove and why?

Prompts for Essays

Essay # 1, “Bad but happy or Good but unhappy?”

Socrates posed the following riddle (we may have discussed it in class at the end of our discussion of the Sophists and Gyges’ Ring):

Imagine two men. The first man is completely evil. But he is so good at being evil, that everyone thinks he is actually a good man. He is successful, rich, loved by everyone. When he dies, he receives a state funeral.

The second man is truly good. But through some bad luck and chance, he is thought by everyone to be evil. Everyone despises him, he loses his career, his wealth, and when he dies, he is buried in a graveyard for people with no family or money.

Who would you rather be: a bad person who lives a happy life, or a good person who loses everything and dies unwanted and unloved?

Support your decision with arguments from the Sophists, Socrates or Plato.

Essay # 2, “Lost and Found” (due Oct. 8)

In 2009, the instructor and his spouse purchased a house to rent out to some friends. The spouse wanted to show photographs of the house to her work-mates, and asked their son to bring in papers to her workplace—about 2-½ miles away by country road on bike. The folder that included the picture also included important financial information.

When the son arrived at her workplace, the papers were missing. Somehow they had fallen off the bike. The spouse called the instructor and asked him to go look for the papers. His first response was “*God help me.*” They could have been anywhere along the road (or in town, where the spouse worked); the berm was often wide with grass and weeds, and it was breezy.

The instructor got in his car, and began to slowly crawl along the road, looking for anything that might appear to be “important papers”. About a mile along, a car was coming behind him, and he didn’t want hold up the other driver. He was just coming to a section of road where there was a wide berm, so he pulled off.

As soon as he was off the road, he looked up. He noticed several pieces of paper perhaps 10 feet ahead of the car. He retrieved the paper. They were receipts, and had handwriting on them that resembled his spouse’s script. He kept looking, and there were other similar pieces of paper further along. The berm was next to an electric fence, and any of the papers could have been blown on the other side of the fence.

But the instructor was able to retrieve all the papers.

In light of these facts —

- That the instructor was “made” to pull off the road at a certain point;
- That the papers were immediately in front of his car where he pulled off;

- That all the papers remained together, and were not blown away;

Is the instructor justified in believing that there is a “god” who “answered his prayers.”

Use one or (at the most two) of the epistemological theories we studied to support your position.

Essay # 3, “Mr. or Ms. Perry?” (due Oct. 27)

Donna Perry is a woman as a result of “gender reassignment surgery”. When a male, she was Douglas Perry. Donna/Douglas Perry has been linked to the murder of several prostitutes through fingerprints and DNA evidence.

Her defense is that she (Donna Perry) is a different person from Douglas Perry.

When detectives interviewed Perry and asked why the murders had stopped, she replied, “Douglas didn’t stop, Donna stopped it,” according to the affidavit. Since then, Perry said she is “paranoid and emotional but won’t hurt anybody.”

“I’m not going to admit I killed anybody, I didn’t. Donna has killed nobody,” she told police. When pressed if “Doug did” the killings, Perry replied, “I don’t know if Doug did or not, it was 20 years ago and I have no idea whether he did or did not,”

Using the philosophy of *self* presented in one or two philosophies, you are to answer the following question:

Assuming Douglas Perry committed the murders, is *Donna* Perry responsible for the murders? Why or why not?

The full article can be found at: <http://abcnews.go.com/Health/transgender-woman-male-persona-serial-killer/story?id=22959423> .

Here’s a link to the official court documents:

<https://www.davidwaynelaymanphd.com/uploads/9/6/0/5/9605300/donnaperrycourtdocuments.pdf>

The interview of “Donna Perry” begins on the bottom of p. 4.

Other accounts include:

<http://www.dailymail.co.uk/news/article-2584343/Transgender-woman-62-blames-male-persona-shooting-dead-3-prostitutes-1990.html>

<http://www.spokesman.com/stories/2013/nov/01/charges-recommended-in-1990-spokane-prostitute/> briefly identifies some of the evidence that links “Douglas” to the crimes

Other links: <http://www.spokesman.com/stories/2013/oct/31/police-and-sheriffs-detectives-solve-23-year-old-c/> ; <http://www.spokesman.com/stories/2014/mar/18/donna-perry-denies-her-role-in-1990-slayings/> . (Related stories can be located through normal searching.)

The essay is to be 500-750 words long (i.e., about 1-½ to 2-⅓ pages long). Follow all standard requirements stated on the syllabus.

Essay # 4, “The Ethics of Euthanasia” (due Nov. 19)

On August 19, 1990, Bertram R. Harper assisted his wife, Virginia Harper, in committing suicide. She had taken sleeping pills. When she was unable to place a plastic bag over her head by herself, Bertram “waited until she had fallen asleep and then put the bag on her himself. He secured it around her neck with rubber bands.” Then he and Virginia’s daughter (his stepdaughter) sat by her side until she expired, after which they called the police.

Virginia had been suffering from cancer since 1983. She had previously had 2 tumors removed. After the initial diagnosis, she and Bertram had joined the Hemlock Society, which promotes the “right-to-die,” i.e., the legalization of euthanasia and assisted suicide.

After being told she had “two months to two years” to live, they made plans to fly to Michigan, which they thought (incorrectly it turned out) would be lenient on assisted suicide. (This was during the time that Dr. Jack Kevorkian, a Michigan doctor, was in the news for assisting a woman to commit suicide.)

Read the full story at http://articles.latimes.com/1990-09-08/news/mn-525_1_murder-charges , and then answer the following question:

Should Mr. Harper have helped Virginia Harper to die? Should he have been charged with murder? Is it moral to attempt to end one’s own life?

The essay is to be 500-750 words long (i.e., about 1-½ to 2-⅓ pages long. Follow all standard requirements stated on the syllabus.

Essay # 5, “Does COVID-19 prove that God does not exist?” (due Dec. 8)

Does the COVID-19—its existence and the disease and death it has brought—*prove* that God does not exist?

Please note that you will be attempting to prove one of two theses:

- Yes, COVID-19 proves that God does **not** exist.
- No, in spite of COVID-19, there are still reasons to believe (think) that a God exists.

The essay is to be 500-700 words long (i.e., about 1-½ to 2-⅓ pages). Follow all standard requirements stated on the syllabus.