



Harrisburg Area Community College  
Communications, Humanities, and the Arts Department  
Lancaster Campus  
Fall Semester 2019

### “Introduction to Philosophy”

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5:00 PM – 6:00 PM (M) **Subject/CRN:** PHIL 101-20685

**Website:** [www.davidwaynelaymanphd.com/hacc](http://www.davidwaynelaymanphd.com/hacc)

### Course Information

**Meeting Time:** TR 12:30 PM —1:45 PM  
**Meeting Location:** LAEAST-320

### Delayed Opening Schedule

Inclement weather may require a “Delayed Opening.” If the HACC alert system announces a “Delayed Opening Schedule,” then classes will start at 10 a.m. (except for classes beginning before 7:50 am) and meet on a compressed schedule of 35 minutes each.

Under this schedule, the meeting time for this class be 1:00 PM to 1:35 PM. ((The best way to receive alerts is through the **e2Campus** alert system. The student can sign up for this service at <https://www.hacc.edu/AboutHACC/PublicSafetyandSecurity/E2Campus-Sign-up.cfm> .)

### 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

## 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.

<b>Aug</b>	27, 29	Syllabus; The Sophists ..... 76-90
		<i>Relativism and Truth</i>
<b>Sept</b>	3, 5	The Sophists..... 76-90, 108 (bottom)-110
	10, 12	Socrates and Plato ..... 103-105; 110-115; 118-20; 66-67, 131-145
		<i>Knowledge (Epistemology)</i>
	17	Quiz #1: Sophists — Plato (study guide, p. 8) Descartes ..... 248-262
	19, 24, 26	Essay #1 due Sept. 19: “The Google Memo” (see prompt, p. 10) Locke, Berkeley ..... 278-292 Hume ..... 294-297
<b>Oct</b>	1, 3	Immanuel Kant ..... 311-322 Charles S. Pierce..... 425-6
		<i>Self</i>
	8, 10	Essay #2 due Oct. 10: “Is the Google Memo True?” (see prompt, p. 11) Aristotle, Descartes ..... 164-165, 170-171, 268-270
	17, 22	Quiz # 2 (Oct 17): Descartes [epistemology]—Descartes [self] (study guide, p. 8) Locke & Reid ..... HANDOUT, 292-294
	24	Hume & Kant ..... 292-294, 319-320
		<i>Ethics</i>
	29	Essay # 3 due Oct 29: “Mr. or Ms. Perry?” (see prompt, p. 11) Aristotle..... 170, 171 (bottom)—182
<b>Nov</b>	31, 5	Immanuel Kant ..... 322-328 John Rawls ..... 329-331
	7, 12, 14	Quiz # 3 (Nov. 7): Locke [self]—Rawls [ethics] (see study guide, p. 9) Bentham & JS Mill ..... 340-361
		<i>God</i>
	19, 21	Essay # 4 due Nov. 19: “The Ethics of Euthanasia” (see prompt, p. 12) Aquinas..... 226-238 (background: 164-166)
	26	Hume & Paley..... 297-299; handout
<b>Dec</b>	3, 5	Paley, Nietzsche ..... handout; 463-471 Quiz #4 Bentham [ethics]—Nietzsche (see study guide, p. 9)
<b>Exam Week</b>		Essay # 5: “Does God Exist?” (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.**

### Makeup Work:

Quizzes that are missed due to *excused* absences will be made up at the Test Center. The student is responsible to make reservations with the Test Center, after he/she has informed the instructor of his/her intention to make up the quiz. (See under "Attendance Policy" for definition of "Excused Absences".)

More information, including phone numbers, can be found at <http://www.hacc.edu/Students/TestCenter/Lancaster-Campus-Test-Center.cfm> . **All missed quizzes must be completed by Dec. 6, 2018.**

### Late Essays:

**Late Essays** will be penalized with a **5-point deduction per day**. Since the instructor is only on campus Tuesdays and Thursday, in order to minimize the deduction, the student is advised to send the late essay *via email*. The following rules apply:

- Weekends will count as 1 day. E.g., if a paper is due on Thursday, and is turned in the following Monday, a 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](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. Currently scheduled dates are Sept. 17, Oct. 17, Nov. 7, and at the end of class Dec. 5. A complete Study Guide (covering the entire semester) is below, beginning on p. 8.

The quizzes will be **open-note** (but not open-book). The student will be allowed exactly **25 minutes** at the beginning of class to complete the quiz. (Late students will *not* be permitted extra time.)

**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.

**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: "The Google Memo" (Relativism and Plato), due Sept. 19
  - b. Essay 2: "Is the Google Memo *True*?" (Epistemology), due Oct. 10
  - c. Essay 3: "Mr. or Ms. Perry?" (the Self), due Oct. 29
  - d. Essay 4: "The Ethics of Euthanasia," due Nov. 19
  - e. Essay 5: "Does God Exist?," due during exam week
  - 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, 2019"
  - 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 "Rubric Summary" table 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 (Boss, 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 (Boss, 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: Boss, Judith A. *Analyzing Moral Issues*. Sixth Edition. New York: McGraw-Hill, 2013.

**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)

## EEOC/PHRC Statement

### STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here:

<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, and 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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RM 221D

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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

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## 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
  - Veil of ignorance (Rawls)

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### 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?
  - What does Nietzsche believe about God? What does he mean?
  - Nihilism
  - Herd men/overman

# Prompts for Essays

## Essay # 1, “The Google Memo” (due September 19)

Last summer, a Google design engineer named James Damore wrote a memo arguing that “bias . . . clouds [Google’s] thinking about diversity and inclusion,” that “[t]his silencing has created an ideological echo chamber where some ideas are too sacred to be honestly discussed,” and “Discrimination to reach equal representation is unfair, divisive, and bad for business.”

The engineer was fired.

Here is the original memo:

<https://assets.documentcloud.org/documents/3914586/Googles-Ideological-Echo-Chamber.pdf>

Or here:

[https://www.scribd.com/document/355823379/Google-s-Ideological-Echo-Chamber#from\\_embed](https://www.scribd.com/document/355823379/Google-s-Ideological-Echo-Chamber#from_embed)

Here is a (largely supportive) response by four scientists in relevant fields:

<http://quillette.com/2017/08/07/google-memo-four-scientists-respond/>

This essay in *Wired* argues that the memo “gets the science all wrong”:

<https://www.wired.com/story/the-pernicious-science-of-james-damores-google-memo/>

Here a female Google employee explains why “we [female employees] feel . . . attacked by that.” <http://www.businessinsider.com/female-google-employee-responds-to-james-damore-memo-2017-8>

(More links can be found by doing a simple search for “the google memo”.)

Using the ideas of **relativism** we have studied in the first module of the course, answering the following question:

- **Did Mr. Damore have the “right” to write the memo?**

## Essay # 2, “Is the Google Memo *True*?” (Due October 10)

Using the information linked on the previous page (for **Essay #1**), you are to answer the following question:

**Is the Google Memo *True*?** (1) Yes, (2) No, or (3) we cannot know.

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

## Essay # 3, “Mr. or Ms. Perry?” (due October 29)

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:

<http://ftpcontent.worldnow.com/khq/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 November 7)

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](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 God Exist?” (due date of final exam)

Write a critical essay that argues:

**Why I think God does (does not) exist.**

Since the readings primarily support the positive view, here’s a list of some of the major arguments against the existence of God:

<http://www.philosophyofreligion.info/arguments-for-atheism/> . Follow the links for more information. (Bear in mind the site is, over-all, “pro-existence-of-god.”)

Some philosophers claim that the strongest argument against the existence of god is the “problem of evil”. Here is one lengthy, but reasonably understandable, discussion:

[http://www.qcc.cuny.edu/socialsciences/ppacorino/INTRO\\_TEXT/Chapter%203%20Religion/Problem\\_of\\_Evil.htm](http://www.qcc.cuny.edu/socialsciences/ppacorino/INTRO_TEXT/Chapter%203%20Religion/Problem_of_Evil.htm) .

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.