

INTRODUCTION TO PHILOSOPHY

PROFESSOR: Dr. Blake Hereth (“Dr. H”)

EMAIL: sbhereth@uark.edu

E-OFFICE: Collaborate Ultra (Blackboard)

CLASS MEETINGS: MTWTHF 9:15AM-10:45AM CENTRAL STANDARD TIME (CST)

OFFICE HOURS: W 1-2pm (CST) and by appointment

COURSE DESCRIPTION:

Thales claims that the universe consisted entirely of water. Socrates says that the unexamined life isn't worth living. Aquinas believes each thing has a 'proper' function. And David Chalmers thinks your iPhone is part of your mind. Are any of them right? How would we even go about finding out? This course introduces you to big ideas in historical and contemporary philosophy—not just the old, dusty stuff, but the new, cutting-edge stuff. Beginning with methodology, we will cover a little of everything from ‘Do we know anything at all?’ to ‘Should we use gender-neutral pronouns for everyone?’ But this course is more than an introduction to these issues: It's also an invitation for you to contribute to the millennia-old enterprise of asking big questions and questioning big answers.

COURSE GOALS:

By the end of the course, students should be able to:

- Associate major historical and contemporary philosophers with their big ideas.
- Explain the big ideas, why they matter, and what can be said in support of them.
- Use the readings and class discussions to identify opportunities for moral and intellectual growth, keep a written record of those opportunities, and pursue them.

COURSE REQUIREMENTS:

- Class Participation (15%): Class will be held in Blackboard's Collaborate Ultra feature. Do the required readings carefully and come prepared to discuss them. Then, when in online class, discuss them. You won't receive credit just for being present.
- Content Quizzes (25%): Every day of class, there will be quizzes over class content. These may be questions about the (required) readings, in-class PowerPoints, or other content introduced during class. The lowest two quizzes will be dropped.
- Betterment Journal (30%): Each student will keep a journal over the course of the term, with entries being made for every class day. Each entry should be around 100 words and should describe how the day's readings revealed opportunities to become a better person morally or intellectually. The goal of this project is to find directed opportunities for personal growth, identifying creative ways of taking philosophical ideas to heart and thereby improving yourself. The journal should be submitted as a single document on Thursday, June 25th, by 5pm via Blackboard.

- Final Exam (30%): a comprehensive exam covering material from the entire course. The exam will be held Friday, June 26th, from 9-11am CST.

GRADING SCALE:

I use a standard grading scale for this course:

- A = 90-100%
- B = 80-89.99%
- C = 70-79.99%
- D = 60-69.99%
- F = 59.99 or below

TEXTBOOK(S):

- There is no textbook for this course. (Yay! Saving money!) All the readings are on Blackboard.

READING SCHEDULE:

(**NOTE:** THIS IS A *TENTATIVE* READING SCHEDULE. I MAY ADJUST IT DEPENDING ON NEED OR CLASS PROGRESS. **BOLDED** READINGS ARE REQUIRED; NON-BOLDED READINGS ARE OPTIONAL.)

WEEK 1 (MAY 26-29): COURSE INTRODUCTION & LOGIC

Readings:

- **Syllabus**
- **Bertrand Russell, “The Value of Philosophy”**
- **Plato, *Republic*, Book VII**
- Logic Handouts

WEEK 2 (JUNE 1-5): EPISTEMOLOGY

Readings:

- **René Descartes, *Meditations on First Philosophy: Meditation I* (pp.6-8)**
- Edmund Gettier, “Is Justified True Belief Knowledge?”
- **Richard Feldman, *Epistemology***
- Daniel Kelly and Erica Roedder, “Racial Cognition and the Ethics of Implicit Bias” (sections 1 and 2)
- **Robin DiAngelo, “Racism and White Supremacy”**

WEEK 3 (JUNE 8-12): METAPHYSICS

Readings:

- Peter van Inwagen, “The Powers of Rational Beings”
- Mari Mikkola, “Feminist Metaphysics and Philosophical Methodology”
- **Theodore Sider, “Time”**
- **“Correspondence Between Descartes and Princess Elisabeth”**
- Andy Clark and David Chalmers, “The Extended Mind”

WEEK 4 (JUNE 15-19): ETHICS & PHILOSOPHY OF RELIGION

Readings:

- Timothy Hsiao, “How to Think About the Gun Control Debate”

- **Anne Barnhill, “Just Pushy Enough”**
- Judith Jarvis Thomson, “A Defense of Abortion”
- Nick Trakakis, “The Evidential Problem of Evil” (available online)
- **Kathryn Pogin, “God is Not Male”**

WEEK 5 (JUNE 22-26): DISABILITY, SEXUALITY, AND GENDER

Readings:

- **Elizabeth Barnes, *The Minority Body*, chapter 2 (pp.54-77)**
- Abigail Gosselin, “Mental Illness Stigma and Epistemic Credibility”
- John Corvino, “Homosexuality, Harm, and Moral Principles”
- **Robin Dembroff and Daniel Wodak, “He/She/They/Ze” (sections 1, 2, and 4)**
- The Final Exam will be held Friday, June 26th, from 9-11am CST via Blackboard

POLICIES:

- Academic Integrity: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
- Selling Notes: There are companies that will try to lure you into selling the notes you take in this class. Don’t let these companies take advantage of you. Selling my notes to any commercial service I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A’s academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.
- Respect of Self and Others: As a (mostly) consistent Kantian, I expect everyone in this course to maintain a certain level of self-respect. This means taking yourself seriously (although not *too* seriously) and avoiding excessive self-deprecation. You are valuable and an important part of the philosophical community. I also expect everyone in this course to maintain respect for others. Philosophical engagement is often aggressive and it’s easy to see why: Sometimes you develop a devastating objection to someone’s argument and you want to deliver it in epic fashion. But we won’t indulge those impulses here. It’s okay to care about the material and to discuss it passionately, but *don’t* interrupt others, *do* be equitable with your speaking time (and be aware that we’re often bad judges of when we’ve exceeded our equitable speaking time), *do* aim to help someone identify any flaws in their view *and* make suggestions for how they might improve it, and *do* respect others’ pronouns.
- Attendance: Education at the university level requires active involvement in the learning process. Therefore, students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or

participation impossible. In these situations, students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible. Examples of absences that should be considered excusable include those resulting from the following: (1) illness of the student, (2) serious illness or death of a member of the student's immediate family or other family crisis, (3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, (4) religious observances (see Students' Religious Observances policy below), (5) jury duty or subpoena for court appearance, and (6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.

- Weather: When the University of Arkansas declares that the inclement weather policy is in effect, we won't meet for seminar. In such cases, and in any other case when class is cancelled, you will be notified via email or Blackboard. In cases of questionable whether, please check the university website.
- Disability Related Accommodation: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).
- Reminder About Concealed Carry on Campus: Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner. If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual's immediate vicinity (within arm's reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department. For more information, please go to safety.uark.edu.
- Problems with the Course: If you have concerns or suggestions regarding this course, I encourage you to speak to me directly about them. If you would prefer to speak with someone else, however, you may contact:
Dr. Edward Minar
Chair, Department of Philosophy
Old Main 318E
479-575-8712
eminar@uark.edu

Course:	PHIL 2003 011 - INTRO TO PHILOSOPHY	Department:	PHIL
Responsible Faculty:	Stephen Hereth	Responses / Expected:	15 / 26 (57.69%)
Overall Mean:	4.93 Excellent to Very Poor (30 responses) 4.88 5 Point Likert Scale (104 responses)		

ARSC College Core: Course Questions	PHIL 2003 - 011							--- Survey Comparisons ---					
	Responses (%)					Course		PHIL			All		
	SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Assignments are related to goals of this course.	13 86.7%	2 13.3%	0	0	0	15	4.87	55	4.53	93	1.2K	4.57	71
Q2 The teaching methods used in this course enable me to learn.	13 92.9%	1 7.1%	0	0	0	14	4.93	54	4.43	93	1.2K	4.22	91
Q3 The stated goals of this course are consistently pursued.	12 80%	2 13.3%	0	1 6.7%	0	15	4.67	55	4.40	64	1.2K	4.47	58

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Demographics	PHIL 2003 - 011									
	Responses (%)									Course
	COE	COE	DBC	FJS	JWF	SMW	SOL	GS	U	N
Q4 Your College:	2 13.3%	2 13.3%	2 13.3%	0	9 60%	0	0	0	0	15

Responses: [COE] College of Education and Health Professions
[COE] College of Engineering
[DBC] Dale Bumpers College of Agricultural, Food and Life Sciences
[FJS] Fay Jones School of Architecture and Design
[JWF] J. William Fulbright College of Arts and Sciences
[SMW] Sam M. Walton College of Business
[SOL] School of Law
[GS] Graduate School
[U] UNDECLARED

Demographics	PHIL 2003 - 011					
	Responses (%)					Course
	A	B	C	D	F	N
Q5 Expected grade	7 46.7%	8 53.3%	0	0	0	15

Responses: [A] A/PASS [B] B [C] C [D] D [F] F/FAIL

Demographics	PHIL 2003 - 011						
	Responses (%)						Course
	F	S	J	S	G	O	N
Q6 Your class	3 20%	4 26.7%	4 26.7%	4 26.7%	0	0	15

Responses: [F] Freshman [S] Sophomore [J] Junior [S] Senior [G] Graduate [O] Other

Demographics	PHIL 2003 - 011			
	Responses (%)			Course
	YES	NO	N	
Q7 Course required	11 73.3%	4 26.7%	15	

Responses: [YES] Yes [NO] No

University Core Course	PHIL 2003 - 011							--- Survey Comparisons ---					
	Responses (%)					Course		PHIL			All		
	E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q8 Overall, I would rate this course as:	14 93.3%	1 6.7%	0	0	0	15	4.93	55	4.38	93	1.2K	4.23	90

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

ARSC College Core: Instructor Questions		Stephen Hereth							--- Survey Comparisons ---					
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q9	My instructor displays a clear understanding of course topics.	15 100%	0	0	0	0	15	5.00	55	4.78	79	1.3K	4.56	85
Q10	My instructor is readily available for consultation.	14 93.3%	1 6.7%	0	0	0	15	4.93	55	4.67	79	1.3K	4.49	77
Q11	My instructor explains difficult material clearly.	12 80%	3 20%	0	0	0	15	4.80	55	4.49	79	1.3K	4.30	77

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth							--- Survey Comparisons ---					
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q12	My Instructor is fluent in English	14 93.3%	1 6.7%	0	0	0	15	4.93	55	4.87	64	1.3K	4.75	56

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth							--- Survey Comparisons ---					
		Responses (%)					Individual		PHIL			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q13	Overall, I would rate this instructor as:	14 93.3%	1 6.7%	0	0	0	15	4.93	55	4.56	79	1.3K	4.44	75

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Faculty:	Stephen Hereth
Question:	Comments:
Response Rate:	46.67% (7 of 15)
1	awesome class
2	Your class is great, and I enjoy it a lot , also thank you for your all efforts you done for students.
3	Really nice guy and an organized professor. He is punctual, in his teaching style and in his speaking method. He is really good at working with students, and he is obviously highly intelligent and knows exactly what to teach. I personally like that we went over topics that are the foundations of Philosophy and a lot of more relevant topics. My only minor complaints are that his quizzes are a bit tricky and I wish that he would mediate more in class debates.
4	Literally love this professor more than any I have had my entire college career. SUCH interesting lectures, creates a safe place to discuss hard topics and is always prompt to reply to questions. Made my COVID summer so much better
5	Dr. Stephen Hereth has been an incredibly accessible and wonderful professor for this Intro to Philosophy course. Any and all questions throughout these 5 weeks has been enthusiastically answered and explained in an easily digestible way. Class has been a pleasure to attend and learning has been easy under Dr. Hereth's guidance. Would absolutely love to take another class taught by Dr. Stephen Hereth.
6	Dr. H is awesome. He is clearly passionate about philosophy and teaching. He has a great way of discussing difficult concepts without showing bias or offending anyone. I was not necessarily excited to take this course but have found I love waking up in the morning and logging on to class. Dr. H does a great job with this philosophy course.
7	Dr. H established how strongly he cared about his students from day one. He makes an online class very engaging, which is quite difficult to do. I would highly recommend taking Dr. H for philosophy!