

PHIL 1000: Introduction to Philosophy (3 credits)

LUSHER CHARTER SCHOOL (SECTION 761):
ISIDORE NEWMAN SCHOOL (SECTION 762):

Meets: A Day, 3rd Block
Meets: A Block

Contact Information

UNO Instructor: Dr. Chris W. Surprenant
Teaching Assistant: Mr. Kevin E. Stuart
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Office Hours: (office) M: 11-12pm, Th: 1-4pm (and by appointment)
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Course Webpages: Accessed via school websites.

Required Texts

- [1] *Four Texts on Socrates*, edited by West & West, Cornell UP, 1998. ISBN: 0801485746
[2] *The Good Life*, edited by C. Guignon, Hackett Publishing, 1999. ISBN: 0872204383

Course Description

CATALOG DESCRIPTION: An introductory study of basic philosophical concepts and problems.

COURSE OVERVIEW: This course is an introduction to the study of philosophy, the nature of philosophical problems, and the central ideas and thinkers in the history of philosophy. The focus of our course is on the characteristics of, and how to live, a good life. Some questions we will consider are: What is a good life? What is the connection between living a good life and getting whatever we want, whenever we want? What would it mean to live in a world where we got whatever we wanted, whenever we wanted? Is such a world possible? Is it desirable? What is required for human flourishing? Why, if at all, it is better to live in the real world than to live in a virtual world or utopia where all of our needs and desires are satisfied? What kind of society provides us the opportunity to live good lives? What is the role of the community or state in this process?

Student Learning Outcomes

Upon successfully completing this course, students will be able to do the following:

- to recognize philosophical questions
- to know the various subfields of philosophy and the sorts of questions dealt with by philosophers in those areas
- to understand theories central to philosophy and how these theories can be applied to contemporary problems
- work with philosophical concepts and methods, and to construct and evaluate arguments
- to participate in classroom discussion, developing and displaying an ability and readiness to defend one's own point of view while listening openly but carefully to others
- to demonstrate a willingness to entertain criticism, formulate and reply to reasonable objections, and represent opposing views both critically and sympathetically
- to read both primary and secondary texts and analyze the arguments contained in them correctly

Grading

Requirement		Final grade	
First Paper	(10%) 10 points	A	100 – 89.5 points
Second Paper	(15%) 15 points	B	89.4 – 79.5 points
Third Paper	(25%) 25 points	C	79.4 – 69.5 points
First Presentation	(10%) 10 points	D	69.4 – 59.5 points
Second Presentation	(10%) 10 points	F	59.4 — 0 points
Class Participation	(30%) 30 points		

Attendance and Class Participation: The University of New Orleans has a strict attendance policy. Attendance and intelligent participation at all class meetings is expected. Attendance will be kept via the response papers due at the beginning of each class.

Papers: Three papers are due during the course of the semester. Their due dates are listed on the course schedule. The first and second paper should be no longer than 1000 words each, not including references. The third paper should be no longer than 2500 words. Additional information about the papers, including writing prompts, will be provided in class.

Presentations: The two presentations identified in the grading chart above are connected to the Well-Being Project, which is described below.

Well-Being Project: Think of something good to do that contributes to human well-being. Do it. For your final project, write up a paper explaining what you did or tried to do, why you thought it was good to do, what happened along the way, and what you learned. Explain why what you did contributes to human well-being, whether you succeeded or failed, and defend the standard by which you assess yourself. Why did you succeed or fail? You will also present your project to the class at two times during the fall semester, and two times during the spring semester.

For this project the class will divide up into groups of three or four. Each group will have access to \$1000 in seed money to get your project going. For your project, you may do anything you want as long as (1) it contributes to human well-being, (2) does not violate state laws, or (3) violates school policy. When using the \$1000 seed money provided to your group for this project, this money must be spent in a manner consistent with rules governing how money from a 501(c)3 organization can be spent. You also will have a limited number of opportunities to present your ideas and plan to the various relevant administrators for approval. You will need to have thought through your plans in advance. Just like in the real world, there will be a time penalty for not having all of your questions or plans available at the appropriate times. (This penalty is not imposed by me, but is a function of the schedules of the administrators who must approve these projects.)

The point of this project is to make decisions on your own and to use the resources available to you. While you are free to ask Dr. Surprenant or Mr. Stuart for advice, it is likely that they do not have any special knowledge of the area in which you plan to operate. But that does not mean that you shouldn't ask *other people* for advice, and use *other people* you have access to as important resources—you should do this. Other people will have specialized knowledge, and you should use this knowledge to your advantage.

It is likely that most groups will fail to achieve the results they set out to achieve. While it is not okay to fail due to lack of effort, you will not get a bad grade merely because your project failed. Instead, it will depend on what you learned. If you failed, why did you fail? Conversely, if you succeeded, why did you succeed? You will have to justify the standards by which you judge your success and failure. Did you do promote well-being? Was it worth the cost in money and time?

At the end of the spring semester, you will present what you have done at an end of the year event, which will include students from the other section (and school), your parents, administrators from both schools, and a number of local community leaders. Groups with failed projects will have to explain why they believe their project failed and what they learned from this failure.

ACADEMIC HONESTY:	Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu . Each student is required to pledge that all completed work will be submitting according to the principles of academic integrity as defined in the statement on Academic Dishonesty in the UNO Student Code of Conduct
ATTENDANCE	The University of New Orleans has a strict attendance policy. Attendance and intelligent participation at all class meetings is expected. Attendance will be kept via the response papers due at the beginning of each class.
DISABILITIES	It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu .
DUAL-ENROLLMENT	All students enrolled in this course will be dual-enrolled as students in PHIL 1000 at the University of New Orleans. Students must abide by UNO student policies, as well as the policies of their own high school. All costs associated with dual-enrollment at UNO will be covered by the Tocqueville Project at UNO.
ELECTRONICS	Computers, phones, and similar devices are not allowed in class. If you are on one of these devices (e.g., texting) and I see you (and, believe me, I will see you), I will stop class and we will have a phone quiz. Phone quizzes will consist of one, short answer question, graded on a 4-point scale. Everyone who takes the quiz will score at least 1 out of 4 points. Students not present will be exempt (since they are already being penalized by the absence policy). The person who was on his/her phone will not be allowed to take the quiz and will receive a 0. Quizzes will count towards each student's attendance grade.
INCOMPLETES	Incompletes are STRONGLY discouraged. Should you need to take an incomplete, arrangements must be made with me well before the last class meeting.
LATE STARTS	There are no special dispensations for late-start students.
LATE WORK	For each day an assignment is late, you will be penalized 1/2 of a letter grade.
STUDENT CONDUCT	Feel free to say anything to me or to your peers, but tailor your remarks so as not to be uncivil, abusive, or inappropriate. I will not tolerate ANY abusive behavior, so do not engage in any personal attacks or name calling.

Course Schedule

Week 1 Aug 11 – 15	Course Introduction Plato's <i>Euthyphro</i>
Week 2 Aug 18 – 22	<i>Plato's Apology and Crito</i>
Week 3 Aug 25 – 29	***Paper 1 Due, Both Sections, 9:00am on Tuesday, August 26*** Discussion of how to write papers, informal logic, and well-being projects. <i>Aristophanes's Clouds</i>
Week 4 Sept 1 – 5	***First Presentation this week. Date for each section TBD.*** <i>The Good Life, Classical Sources: The Ideal of Harmony</i> (pp. vii – 72)
Week 5 Sept 8 – 12	<i>The Good Life, Classical Sources: The Ideal of Harmony</i> (pp. vii-72)
Week 6 Sept 15 – 19	<i>The Good Life, Religious Ways of Life</i> (pp. 73-142)
Week 7 Sept 22 – 26	<i>The Good Life, Religious Ways of Life</i> (pp. 73-142)
Week 8 Sept 29 – Oct 3	<i>The Good Life, The Use of Reason</i> (pp. 143-182)
Week 9 Oct 6 – 10	<i>The Good Life, Self-Exploration</i> (pp. 183-226)
Week 10 Oct 13 – 17	***Paper 2 Due, Both Sections, 9:00am on Monday, October 13*** <i>The Good Life, Self-Realization</i> (pp. 227-270)
Week 11 Oct 20 – 24	<i>The Good Life, Social Involvement</i> (pp. 271-325)
Week 12 Oct 27 – 31	<i>The Good Life, Social Involvement</i> (pp. 271-325)
Week 13 Nov 3 – 7	Readings TBD
Week 14 Nov 10 – 14	Readings TBD
Week 15 Nov 17 – 21	Readings TBD
Week 16 Nov 24 – 28	Readings TBD
Week 17 Dec 1 – 5	Readings TBD
Week 18 Dec 8 – 12	***Second Presentation this week. Date for each section TBD.*** Readings TBD
	Third paper due at the time and date of final exam.