Course Syllabus: **History of Western Philosophy II**
College of Humanities and Social Sciences
PHIL-2513/4513
Spring 2023

Contact Information
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Instructor Response Policy
Emails sent during the week will receive a reply within 24 hours. Response time over the weekends and holidays will likely take longer. If you have not received a reply to an email within 48 hours, please feel free to send a follow up. Before sending an email regarding a question about our course, check to see if this syllabus answers your question. All emails should observe basic email etiquette: a greeting at the beginning, a statement of the purpose of your email, a tone of cordiality, and a signature at the end.

Textbook & Instructional Materials
One book is required for this course. Please get a hard copy rather than an electronic copy. The book has been ordered through campus store, but students are welcome to source the book wherever they choose. All other course texts will be available to download from D2L as a PDF.
- *Norton Anthology of Western Philosophy After Kant: The Interpretive Tradition* (ISBN: 9780393974683)

Course Catalogue Description
A historical and theoretical survey of Western philosophy from the early modern period through the present.

Course Objectives/Learning Outcomes/Course Competencies
This course provides a historical and theoretical introduction to Western philosophy from the early modern period to the present. Topics include, but are not limited to, the rise of modern skepticism, the influence of the scientific revolution on modern reason, debates between rationalism and empiricism, arguments about perceptual knowledge of the external world, and the impact of two world wars and the rise of mass culture on modern philosophical values.

The main objectives of the course are as follows:

1. To help students learn and understand the basic issues of western philosophy from both a historical and theoretical perspective.
2. To help students gain familiarity with various pivotal thinkers, theories, and texts in western philosophy and religion.
3. To help students develop their skills in interpreting and critically analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.
6. To inculcate students with a love of wisdom and a desire to live a philosophical life.

Refer to: Student Handbook-2021-22

Academic Misconduct Policy & Procedures

Students are expected to uphold the standards of "Academic Integrity" set forth by the MSU Student Honor Creed. The instructor will notify the appropriate authority of any infringement of academic honesty.

"Cheating" includes the unauthorized use of certain information, materials, or devices in exams, papers, or assignments. Additionally, grading will abide by the University's plagiarism policy. "Plagiarism" includes but is not limited to using the published or unpublished works of another person without recognition, either by paraphrase or direct quotation. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. A student who makes use of plagiarized material, or anyone that profits from (or abets) cheating, will be DISMISSED from the course. Cases will also be referred to the Dean of Students for possible dismissal from the university.

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct:
Office of Student Conduct

Grading

Table 1: Final grades for PHIL-2513/4513 will be determined according to the following distribution:

Assignments	Weight
Engagement	25%
Protocol 1	10%
Protocol 2	10%
Protocol 3	10%
Final Project Proposal	5%
Outline (2513) or Research Doc (4513)	10%
Final Project First Draft submission	5%
Final Project final draft	25%

Table 2: Grades will be administered on an A-F scale according to the following percentages:

Grade	Value
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Protocols

Most Mondays, class will start with a protocol presentation. Protocols will be no more than two pages long (single-spaced) and will provide a detailed, analytic summary of the course progress from the previous week. By the end of the semester, the collected protocols will give a full account of our entire course. The purpose of these protocols is twofold: (1) For the protocol writers, it is a writing assignment that tests student's ability to present concise yet detailed exegesis of course material beyond text summarization, and (2) for the rest of the class, it draws daily engagement away from a fixation on note taking and refocuses on discussion, creativity, and thinking. By the end of the semester, every student will have written two protocols. Typically, protocols will be written in pairs (i.e., in collaboration with another student in the course). A specific assignment handout outlining protocol requirements in more detail will be provided during the first week.

Final Projects

Students will finish the semester by submitting a Final Project. The broadest objective of this project is to make a complicated philosophical topic clear to a defined audience—regardless of the medium used. Students registered at the upper level will submit a project that includes a research component. Students registered at the lower level can but are not required to include a research component.

Development of the final project works in stages. Students will initially submit a proposal for their idea to the instructor and consult with the instructor over the viability of the idea. Then, the student will submit an outline of the project (for PHIL-2513) or a research document (PHIL-4513; either an annotated bibliography or a research summary that explains how the research done thus far will factor into the project). After feedback on these documents, the student will submit the final project, which will receive instructor feedback and a chance for revision before final submission.

To complete these final projects, students can select from either of two broad categories:

1. **A Traditional Academic Essay Project**
   Students have the option to write an argumentative, analytical, or research essay on a topic of their choosing, provided that the topic is primarily grounded in a direct engagement with at least one philosopher and/or philosophical text from our course syllabus. Students registered for this course at the upper level are required to incorporate a research component into their paper. Students registered for this course at the lower level are not required to include a research component. For topic selection, students are encouraged to pursue a topic that interests them the most. Those who feel "stuck" or unsure about what topic to choose are encouraged to meet with the instructor as soon as possible to brainstorm ideas. Stylistically, some essay projects might take the form of any of the following:
   - An analytical essay that develops in close detail an argument in a major text.
   - A comparative analysis of how at least two philosophers tackle a single issue.
   - An argumentative paper that uses a philosopher's work to take a stance on a chosen topic.

2. **A "Public" Philosophy Project**
   Most students are well-acquainted with college assignments that have an audience of two: the person who created it and the person who grades it. Instead, students may elect to create a "public philosophy project," which is a project that does philosophical work with a wider audience in mind. Students who elect to create a public philosophy project are encouraged to be creative with their ideas, so the exact design and nature of the project is left to the student (with input, approval, and some oversight by the professor, of course). All projects are required to focus on a topic, theme, figure, text, or movement covered in our course. Some ideas to consider for a public philosophy project include <u>but definitely are not limited to</u>:
   - Create a video that analyzes a particular film by using detailed and substantive discussion from a particular philosopher from our course.
   - Plan, organize, advertise, and host a philosophy event on campus. (Will require coordination with the professor to ensure that all practicalities are met. Events cannot incur financial cost and must use resources already available at/owned by the university.)
   - Conduct a philosophical interview with someone whose work overlaps in some way with something from our course. Use that interview as the "source" for an essay on the subject.
   - Write an op-ed that uses philosophical material to analyze your subject and prepare it for submission to *The Wichitan*.
   - Create learning tutorials or other "learning objects" for future students to help them learn dense philosophical concepts, ideas, texts, etc. Can be done using video and/or slides.
   - Maintain an autobiographical/journalistic blog where you attend and/or observe familiar scenes from your daily life but from the perspective of a specific philosopher. Write from the first-person perspective of that philosopher. (For example: going to the coffee shop as Descartes; waiting for the bus as Sartre; shopping at Wal-Mart as Deleuze.)
   - Create an "illustrated essay" that develops a key philosophical concept.

   Any project conducted as a group *must specify in the proposal* the division of labor across the group. Any project that does not produce a written final product must be accompanied by a reflective, analytical essay that elaborates the ideas behind the project, the process that went into executing it, and the philosophical

(analytical) relevance of the final product. It is normal for projects, even topics, to change over time. Any substantial changes to the topic after the proposal has been submitted should include a meeting with the professor to communicate the nature of these changes.

Please note that even though this assignment specifies that it is *public*, students are not required to make their work publicly available. The "public" in the assignment title describes the *intended* audience.

Since the 4000-level section of this course is designated as a "Writing Intensive" course, any student registered at the 4000-level who elects to submit a Public Philosophy project must submit a written analysis of the final project *if the project is not itself a written product*. That analysis must (a) relevantly incorporate the research evident in the research document, and (b) go through at least one revision after instructor comments. Since each Public Philosophy project will be unique, the particularities of these requirements will be discussed on a case-by-case basis with each student.

Extra Credit
No extra credit will be accepted in this course. Students are therefore encouraged to keep pace with the syllabus from the start of the semester to avoid a situation in which extra credit would be desired.

Late Work
Extensions on Final Projects and Protocols will not be granted. Missed Protocols cannot be redeemed after the fact. If highly exceptional circumstances arise that prevent a student from submitting a Final Project and/or Protocol by the posted deadline, arrangements should be made with the professor ahead of time. For all other work due during this course, late work will be penalized by one-third of a letter grade per day late.

Make Up Work/Tests
Assignments more than a week late cannot be submitted and/or made up. Protocols can only be submitted on the day due and cannot be made up retroactively.

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance
Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement (see next two paragraphs below). An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Students in this course are graded on "Engagement," which includes but is not limited to attendance. True, you must be in attendance to be engaged; but attendance alone does not qualify as engagement. "Engagement" includes attendance, participation in discussion and other course activities, active listening, evidence of preparedness, and avoiding distracting/distracted behavior.

There is no distinction in this course between "excused" and "unexcused" absences (with the exception of absences for official university business, like, but not limited to, athletics). Students can miss class for any reason without penalty to their grade, but any student whose cumulative absences amount to three weeks of missed class will be dropped from the course. A student who misses class on the day of his or her protocol presentation (without prior arrangement with the professor) will receive a zero on the protocol and their overall Engagement grade will be reduced by a full letter grade.

Online Computer Requirements

Portions of this course make use of online materials. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** If you have any computer problems, a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

Help — Students should discuss any concerns with the instructor as soon as possible. Many of the readings will be difficult, so *please* ask questions in class for clarification. Office hours are available throughout the week. An appointment is not required for office hours consultation, since they're "drop-in" hours. Appointments can also be made on a case-by-case basis.

Recordings — Lectures, lecture notes, assignments, etc. remain the intellectual property of the instructor. Students are not permitted to record class or disseminate the content of our class.

Conduct — Actions that diminish the quality of other students' learning will not be tolerated. Insults, slurs, or attacks of any kind will be grounds for permanent removal from the course. Every student is expected to engage with the course material in a responsible and respectful manner. This course will include open discussion of a diverse array of philosophical ideas. Students are likely to find some ideas popular and others unpopular. That's normal; and the course does not to defend any one philosophical viewpoint. Therefore, disagreement is normal in classes of this nature; disagreement is conducive to positive learning outcomes, regardless of whether this disagreement pertains between texts themselves, between texts and readers, or between students. Disagreement or debate that turns negative, derogatory, hostile, or otherwise demeaning *in any way* will not be tolerated in class.

Email — Check emails regularly, since that will be the only method by which students are informed about class cancellations or any changes to the course. Your instructor will email you via D2L. Therefore, either make sure you check your D2L email regularly, or change the settings of your D2L inbox to reroute your D2L emails to a preferred email address. When emailing your professors, please ensure that proper etiquette and professionalism is being observed. Always check the syllabus and the course schedule first to ensure that any questions are not already answered there. Your instructor will not respond at length to emails about writing assignments after the assignment has been posted. Please allow 24 hours for an email reply.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate

services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit MSUReady – Active Shooter. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Changes to Syllabus
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. All details of any changes made to the course will be made available to students via email.

Mandatory Reporting
Under Title IX, all MSU faculty are "mandatory reporters" of any disclosure from a student of sexual assault, abuse, harassment, dating violence, stalking, or other forms of sexual misconduct. It is the legal responsibility of a "mandatory reporter" to notify the Title IX coordinator if a student reports being the victim of any of the aforementioned abuses. For more information, please visit the Sexual Misconduct Resource.

Course Schedule

Week 1
1/17: Course introductions. (Recommended reading: "General Introduction" pp. 1-22)
1/19: Descartes, *Meditation 1* (PDF)

Week 2
1/24: Descartes, *Meditation 2* (PDF)
1/26: Descartes, selections from *Meditation 3* (PDF)

Week 3
Due: Group 1 Protocol
1/31: Hume, *Enquiry Concerning Human Understanding* (PDF)
2/2: Kant, *Critique of Pure Reason* (pp. 30-33)

Week 4
Due: Group 2 Protocol
2/7: Kant, *What is Enlightenment?* (pp. 25-30)
2/9: Kant, *What is Enlightenment?* continued

Week 5
Due: Group 3 Protocol
2/14: Hegel, *Sense-certainty* pp. 281-285
2/16: Hegel, *Self-consciousness* pp. 285-287

Week 6
Due: Group 4 Protocol
2/21: Hegel, *Dependence and Independence of Self-consciousness* pp. 287-292
2/23: Hegel, *Dependence and Independence of Self-consciousness* continued

Week 7
Due: Group 5 Protocol
2/28: Marx, *Economic and Philosophical Manuscripts* pp. 515-523
3/2: Marx, *Economic and Philosophical Manuscripts* pp. 523-533

Week 8
Due: Group 6 Protocol & Final Project Proposals
3/7: Nietzsche, *Beyond Good and Evil* pp. 755-757; *Genealogy of Morals* pp. 808-816
3/9: Nietzsche, *Genealogy of Morals* pp. 816-822; *Twilight of the Idols* pp. 828-831

Week 9
3/14: No class. Spring Break.
3/16: No class. Spring Break.

Week 10
Due: Group 7 Protocol
3/21: Nietzsche, *Gay Science* pp. 720-733
3/23: Nietzsche, *Gay Science* pp. 788-793, 803-804

Week 11
Due: Group 8 Protocol & Final Project Outline (2513) or Research Document (4513)
Note: 3/27 is the last day to drop Spring courses with a "W." All drops after 3/27 will receive "F."
3/28: Sartre, *Existentialism is a Humanism* pp. 1214-1232
3/30: Sartre, *Existentialism is a Humanism* continued

Week 12
Due: Group 9 Protocol
4/4: Beauvoir, *The Second Sex* pp. 1645-1663
4/6: No class. Holiday break.

Week 13
4/11: Fanon, *Black Skin, White Masks* pp. 1614-1628
4/13: Fanon, *Black Skin, White Masks* pp. 1629-1635

Week 14
4/18: In-class screening and discussion of Ousmene Sembene's *Black Girl*
4/20: In-class screening and discussion of Alain Resnais's *Night and Fog*

Week 15
4/25: Arendt, "Organized Guilt and Universal Responsibility" (PDF)
4/27: Arendt, "Organized Guilt and Universal Responsibility" continued

Week 16
5/2: Adorno & Horkheimer, *The Dialectic of Enlightenment* (PDF)
5/4: Deleuze, "Postscript on the Societies of Control" (PDF)