

Phil 11: Introduction to Philosophy

Mon & Weds

11:20am-12:55

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Course Description:

This course aims to introduce students to the spirit of philosophy by surveying a breadth of philosophical topics/questions. The course has been structured in such a way to promote the following aims: (1) help students to see the interconnections between philosophical branches that are often pursued in isolation from one another, (2) help students to see the importance of understanding history as a vital tool for understanding the development and complexity of philosophical questions, and (3) invite students to consider philosophy not simply as an academic pursuit but as a holistic life-style that one endeavors to take up. We will consider such questions (among others) as: What is Philosophy? What does it mean to be a good person? How does the pursuit of good intertwine with our pursuit of knowledge? What is the nature of reality? What are the limits of reason/philosophy? What is the aim of human life?

Readings:

All the readings will be uploaded to canvas. There will be no need to buy any texts.

Graded Components:

8 Reading Reflections (300-400 words)	24%
Paper #1 (1,000-1,500 words) Due: 7/24	36%
Final Paper (1,500-2,000 words) Due: 8/28	40%

Reading Reflections: A small prompt will be assigned each week with a question asking you to evaluate certain concepts from the readings of a given week. You will be graded on your ability to engage critically with the material. (This involves, for example, looking for flaws in the logic of the author and coming up with your own counter-examples). In addition to this, you will need to raise at least one question that readings leave you with and explain what is so puzzling about it.

Paper #1: (1) Pick one theory or view that we have discussed so far (2) Explain in detail what this theory/view is. (3) Present one question that you are left with after having read and presented this theory/view. (4) Explain why this question is so puzzling. These are *some* things you will be evaluated on (a) your comprehension of the theory/view and (b) how well you have thought through your question. [This is not a rubric!]

Final Paper: (1) Pick one question that you are left after having gone through all of the material of this course. This can be a question that we focused in course or even a question that you wrote on in one of your reading reflections. (2) Explain why this question is so puzzling. (3) Work through this question. In other words try your best to answer it. These are *some* things you will be evaluated on your (a) your ability to use material that we discussed in class, (b) your comprehension of that material, (c) your ability to consider different & opposing viewpoints (d) your ability to defend your view with reasons (it is not enough just to just state your opinion). [This is not a rubric!]

Grading Scale:

A+	95% - 100%
A	93% - 94.9%
A-	90% - 92.9%
B+	86% - 89.9%
B	83% - 85.9%

B-	80% - 82.9%
C+	76% - 79.9%
C	73% - 75.9%
C-	70% - 72.9%
D+	66% - 69.9%
D	63% - 65.9%
D-	60% - 62.9%
F	0% - 59.9%

Resources and Policies:

DRC Accommodations-UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your [Academic Access Letter](#) from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably within 1 week. I also encourage you to discuss with me ways we can ensure your full participation in this course. I encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at drc.ucsc.edu. You can make an appointment and meet remotely with a DRC staff member by emailing drc@ucsc.edu.

Title IX-The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

Student Health Center-<https://healthcenter.ucsc.edu/services/index.html> In addition to providing medical and health care, the Student Health Center provides resources and information for overall wellness and sexual health at Student Health Outreach and Promotion (SHOP). SHOP also provides a safe, confidential, and nonjudgmental space where you can talk about and get information about alcohol and other drugs. The COVE offers a space for sober students or students questioning their relationship to alcohol and other drugs. If you're seeking more information, strategies, and opportunities to engage in honest dialogue about safer social and party experiences, visit Party Like a Slug.

CAPS (Counseling and Psychological Services) <https://caps.ucsc.edu/> If you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor's

perspective on something you're going through, CAPS provides a variety of services for your needs—including immediate crisis support, scheduled individual appointments, group counseling, and workshops led by peer advisors.

Slug Support <https://deanofstudents.ucsc.edu/slug-support/program/> If you are facing financial challenges, food and housing insecurity, or other concerns, and you are not sure how to find the resources you need, contact Slug Support at (831) 459-4446. You can also contact Slug Support if you are concerned about a friend or peer and they will connect with that person to help them get access to the resources they need. I can also contact Slug Support on your behalf.

Basic Needs <https://basicneeds.ucsc.edu> If you are experiencing challenges related to basic needs, such as food, housing, health & wellness, or financial security, visit the Basic Needs hub for information about food pantries, accessible housing, mental health support, and financial aid options.

Academic Dishonesty-Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

You are responsible for being familiar with UCSC's policies on academic misconduct (https://www.ue.ucsc.edu/academic_misconduct). Proper sourcing and good scholarship are expected. Plagiarism is a serious academic offense and will not be tolerated. Plagiarism will be handled on a case-by-case basis. If you have any questions or concerns about how to avoid plagiarism and ensure the originality of your work, please ask us.

- UCSC's library resource page: <https://guides.library.ucsc.edu/citesources>
- UCLA has helpful tips on avoiding plagiarism: <http://guides.library.ucla.edu/bruin-success/>

Schedule

Week 1

6/22:
Philosophy as
Way of life

Reading:

-Pierre Hadot, *What is Ancient Philosophy?*
(Part 1, Intro, pg 1-6)

6/24:
Con't

Reading:

-Plato, *Phaedo* [Pg 49-55] (63d-68c)
Optional:
-Pierre Hadot, *Philosophy as a Way of Life* (Ch 3 pg
93-101) 'Learning to Die

-----**Reading Reflection #1 Due Sunday 6/26 @ 11:00pm**-----

Week 2

6/27:
Ethics:
Cultural relativism

Reading:

-James Rachels "Cultural relativism"

6/29:
Ethics:
Kantian Ethics
Utilitarianism

Reading:

-Immanuel Kant, "Categorical Imperative"

-Jeremy Bentham, "Principle of Utility"

-----**Reading Reflection #2 Due Saturday 7/2 @ 11:00pm**-----

Week 3

[NO Class Monday July 4th]

7/6:

Virtue Ethics

Reading:

-Aristotle, *Physics*, Bk 2 Ch1

-Aristotle, *De Anima*, Bk 2 Ch1- 2

-Aristotle, *Nichomachean Ethics* (Bk 1 Ch 7, 8,9)

Optional:

-Martha Nussbaum, "Non-Relative Virtues: An Aristotelian Approach"

-----Reading Reflection #3 Due Saturday 7/9 @ 11:00pm-----

Week 4

7/11:

Virtue ethics
con't

Reading:

-Aristotle, *Nichomachean Ethics*
(Bk 1 Ch 13, Bk 2 Ch 1-9)

7/13:

Epistemology:
What is knowledge?

Reading:

-Hetherington, *Epistemology: The Key Thinkers*
(pg43-46)

-Aristotle, *Nichomachean Ethics* (Bk VI Ch 3,5,6,7)

Optional:

-Edmund Gettier, "Is Justified True Belief
Knowledge?"

-----Reading Reflection #4 Due Saturday 7/16 @ 11:00pm -----

Week 5

7/18:

Epistemology &
Ethics

Reading:

- Jose Medina, “Active Ignorance, Epistemic Others, and Epistemic Friction”
- Miranda Fricker, “Epistemic Injustice”
- Optional:*
- Linda Zagzebeski, “Virtue Ethics and Epistemology”

7/20:

The Self & Community

Reading:

- Aristotle, *Nicomachean Ethics* (On Friendship)
- Erica Neely “Two concepts of Community”

-----Paper #1 Due Sunday 7/24 @ 11:00pm -----

Week 6

7/25:

-Con't

Reading:

- Martin Buber “I and thou” (*Selections*)
- Descartes, *Meditations* (Med. 1-2) [pg 12-23]

7/27:

Phil of Mind:
-The Computational
Theory of Mind

Reading:

- <https://plato.stanford.edu/entries/computational-mind/>
(Read the Intro Paragraph & Section 1-3.2)
- <https://youtu.be/PLVCscCY4xI> (Turing Machine)

-----Reading Reflection #5 Due Saturday 7/30 @ 11:00pm -----

Week 7

8/1:

Phil of Mind/
Phenomenology

Reading:

-Thomas Nagel, "What it is like to be a bat"
-Frank Jackson, "What Mary Didn't Know"
-Chinese Room Thought Experiment (*video*)
▶ The Chinese Room - 60-Second Adventures i...
<https://youtu.be/TryOC83PH1g>

8/3:

Phenomenology/
Metaphysics

Reading:

-Edith Stein, *Finite Being to Eternal Being*
(pg35- 43)

Optional:

-James Orr, " 'Being and Timelessness':
Edith Stein's Critique of Heideggerian
Temporality"

-----Reading Reflection #6 Due Saturday 8/6 @ 11:00pm -----

Week 8

8/8:

Metaphysics:
Parmenides & Heraclitus
-Static or Flux
-Is time even real?

Reading:

-Michael Loux "The Nature of Time" (pg 198-205)
-Heraclitus, *Fragments* (pg 19-25)
-Parmenides, *Poem* (pg 26-30)
-Zeno, *Fragments* (pg 31-33)

8/10:

Metaphysics:
Platonic Theory of Forms

Reading:

-Plato, *Theaetetus*, (pg 168-175, 199-203)
-Plato, *Phaedo*, (pg 86)
-Plato, *Republic*, (pg 1129-1130)
-Bertrand Russell, "The World of Universals"

-----Reading Reflection #7 Due Saturday 8/13 @ 11:00pm-----

Week 9

8/15:

Metaphysics:
The analogy of
Being

Reading:

-Aristotle, *Categories* Ch 1-4
-Aristotle, *Metaphysics B* 3, Gamma 2,
Delta 7

8/17:

Metaphysics:
-God &
Transcendence

(Limits of Reason)

Reading:

-Thomas Aquinas, *Summa Contra Gentiles*
(Ch 32-34)
<https://aquinas.cc/la/en/~SCG1.C32>
-Pseudo-Dionysius, *Mystic Theology*

-----Reading Reflection #8 Due Saturday 8/20 11:00pm-----

Week 10

8/22:

Aesthetics:
-Beauty as
Transcendental
Feature of Reality

Reading:

-Thomas Joseph White O.P., “Beauty,
the Inclusive Hierarchy of Creation”
-St. Thomas Aquinas, *De Veritate* Q1 A1
<https://isidore.co/aquinas/QDdeVer1.htm#1>

Optional:

-Plotinus, *On the Intellectual Beauty*

8/24:

Aesthetics/Ethics/Metaphysics:

Reading:

-David B. Hart, “Bliss (ananda)”

-The relationship between
the true, the good, the beautiful,
and aim of human life.

-----Final Paper Due Sunday 8/28 @ 11:00pm-----