CASPER COLLEGE COURSE SYLLABUS
PHIL 1000-01 Introduction to Philosophy

Semester and Year: Fall, 2006

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time: 9:00-9:50 a.m.  Days: 01) MWF  Room: AD 167

Instructor’s Name: Dr. C. E. (Jay) Graham, Jr.  Office: AD 8

Office Telephone: (307) 268-2272  Email: jgraham@caspercollege.edu

Office Hours: MW 1:00-1:50 p.m., TTH 1:30-2:00 p.m.

Contact Information: Kathy Coe  (307) 268-2533 or 800-442-2963, ext. 2533 or kcoe@caspercollege.edu

Course Description: Beginning with the foundations of philosophy in the Classical era of Socrates, Plato, and Aristotle, readings will include modern and contemporary assessments of a variety of perennial philosophical issues, including, but not limited to, truth, morality and ethics, the existence of a Deity, justice, beauty, and happiness.

Statement of Prerequisites: ENGL 1020 or permission of the instructor.

General Objectives: The purpose of this course is to acquaint the student with the central questions raised and answers reasoned about a variety of issues by philosophers in Western Civilization.

Specific Objectives: To study writings by philosophers from the Classical period to our own day as they reason about issues of perennial interest to anyone seeking to live “the examined life.”

Methods: The professor lectures and leads in-class discussions.

Evaluation Criteria: Students are evaluated according to the following: attendance; performance on both objective and essay examinations, as well as on short essays, written in or out of class; regularity and quality of in-class participation in discussions; and overall improvement.

Required Readings: Plato’s Euthyphro, Apology, Crito, and Phaedo; Aristotle’s Nicomachean Ethics; handouts; Mortimer J. Adler’s Six Great Ideas.

Last Date to Change to Audit Status: See catalogue of Casper College.

Last Date to Withdraw with a “W” Grade: See catalogue of Casper College.

Student Rights and Responsibilities: Refer to the Casper College Student Conduct and Judicial Code for information concerning students’ rights and responsibilities as a Casper College student.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.
“STUDY TO BE QUIET.”

--Isaac Walton, *The Compleat Angler*

At the entrances to public parks in Britain are posted signs to inform people that motorized vehicles of all kinds and electronically amplified or electrified music are prohibited. Boorish Yanks surely wonder how the government would dare to restrict citizens’ rights by banning radios or stereos in a park—a *public* park. Do not all citizens have equal rights to do what they want? Surely, citizens have rights and more or less equal rights, at that. But people go to parks for two reasons: first, for the greenery, the trees and grass and bushes, and the water and the birds that greenery and water attract, all of which contrast with the pavement and steel and smells of town or city life; and second, for the quiet, the natural, peaceful quiet that contrasts so wondrously to the noise outside the park and that imitates in an artificially limited space the quiet of large natural spaces, the fields and hills and mountains. The Brits have determined that the green and the quiet provide a salubrious alternative to clutter and bustle and noise and that that alternative takes precedence of importance over citizens’ rights to impose ugliness of noise. The 17th Century writer, most famous for his book on fishing, stated their ideal in his practical and philosophical book, *The Compleat Angler*, in which he admonishes fishermen and would-be fishermen to “Study to be quiet.” Chatter and other noise detract from the experience, indeed from one of the main purposes, of angling—the seeking of quiet within which one can learn to listen to the sounds of nature, both internal and external, and by doing so to focus on matters of greater significance than daily work or even the immediate goal of catching a fish.

**our five minutes of quiet**

We all come to class from elsewhere in the world, our attentions scattered from the topics and issues we assemble to study. Whether we arrive with our lives and minds cluttered, we need to focus on those things that make up our purpose in this room. In order for us to enclose ourselves within the proper quiet necessary for focus, I am imposing a five-minute period of quiet following roll at the beginning of each class session. This time of enforced quiet is for each of you to gather your thoughts, review notes from the last class or the reading, to write down or perhaps revise already written questions you intend to ask following the quiet, and in general simply draw yourself into a focused presence in and for this class. It is in support of this purpose that no student will be allowed to enter the classroom during our five minutes of quiet.

During this five minutes no one will be allowed to speak or to communicate in any nonverbal way with classmates or me. Because you will already have discarded your cell ‘phones and physical clutter and will have with you only your book, your notebook, and your pens, you should find it relatively easy to focus; moreover, you will find that as your practice of gathering yourself becomes habitual, it will become increasingly easy.

I expect that our taking five minutes before beginning the lectures and discussions will help us to accomplish more in the remaining time than we might ordinarily manage.
Schedule of Assignments: Philosophy 1000 Introduction to Philosophy
(44 class-meeting schedule)

1. Introduction to the course
2. Plato: *Euthyphro*
3. Plato: *Euthyphro*
4. Plato: *Euthyphro*
5. Plato: *Euthyphro*
6. Plato: *Apology*
7. Plato: *Apology*
8. Plato: *Apology*
9. Plato: *Apology*
10. Plato: *Crito*
11. Plato: *Crito*
12. Plato: *Phaedo*
15. Aristotle: *Nicomachean Ethics*, I
16. Aristotle: *Nicomachean Ethics*, II
17. Aristotle: *Nicomachean Ethics*, II
18. Aristotle: *Nicomachean Ethics*, II
19. Aristotle: four causes (handout)
20. Aristotle: four causes; potentiality (handout)
22. Aristotle & handouts: natural law
23. Aristotle & handouts: natural law
24. Adler: *Six Great Ideas*
25. Adler: *Six Great Ideas*
26. Adler: *Six Great Ideas*
27. Adler: *Six Great Ideas*
28. Adler: *Six Great Ideas*
29. Adler: *Six Great Ideas*
30. Adler: *Six Great Ideas*
31. Adler: *Six Great Ideas*
32. handout: T.H. Huxley
33. handout: T. H. Huxley
34. handout: Matthew Arnold
35. handout: Matthew Arnold
36. handout & lecture: C.P. Snow
37. handout & lecture:: C.P. Snow & F.R. Leavis
38. handout: F.R. Leavis
39. handout: C.S. Lewis
40. handout: C.S. Lewis
41. handout: existentialism
42. handout: existentialism
43. handout: relativism
44. handout: relativism; absolutism
45. handout: absolutism

FINAL EXAMINATION