

PHIL 1001: Philosophy of Human Nature

Fall 2016, Section 109: MWF 12:00–12:50

Instructor: D.J. Hobbs

Office: Marquette Hall #447

Office Hours: Monday, 10:30–11:30; Wednesday, 10:30–11:30 and 2:00–3:00; or by appointment

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Course Description: This course will investigate the question of what it means to be a human being. Topics to be considered will be drawn from every aspect of human experience, from its unity to cognition, choice, and the affective, social, and spiritual dimensions of human life, as well as human existence in the world. The course will contain both lecture and student participation – discussion is highly encouraged.

Knowledge Area Outcomes:

Phil 1001 is one of the two courses in the Human Nature and Ethics knowledge area. The Learning Outcomes of this knowledge area are the following: At the completion of core studies the student will be able to:

1. Assess views of human nature in various philosophical traditions, including classic Greek and Catholic philosophical traditions.
2. Argue for one of the major ethical theories over another in terms of philosophical cogency and practical outcome.
3. Use philosophical reasoning to develop the student's own position on central issues in human nature and ethics, for example, the relation between mind and body, the problem of freedom and determinism, the spiritual and affective dimensions of human life, the extent of human knowledge, the justification of moral judgments, and the elucidation of moral norms.

Course Objectives:

By the end of the course,

1. The student will be able to state and provide reasons for basic positions concerning the relation between mind/soul and body, including the positions held by representative classical and Christian thinkers. *Means of Assessing:* Class Participation, Response Paper, Exams
2. The student will be able to state and provide reasons for basic positions concerning the nature and possibility of knowledge, including positions held by representative classical and Christian thinkers. *Means of Assessing:* Class Participation, Response Paper, Exams
3. The student will be able to state and provide reasons for basic positions concerning the nature and possibility of freedom as it relates to human choice, including positions held by representative classical and Christian thinkers. *Means of Assessing:* Class Participation, Response Paper, Exams
4. The student will be able to state and provide reasons for basic positions concerning fundamental features of human sociality, including positions held by representative classical and Christian thinkers. *Means of Assessing:* Class Participation, Response Paper, Exams
5. The student will be able to state and provide reasons for the position held by a significant thinker from outside the Western tradition on one (or more) of the following problems: the relation between mind/soul and body; the nature and possibility of knowledge; the nature and possibility of free human choice; fundamental features of human sociality. *Means of Assessing:* Class Participation, Response Paper, Exams
6. The student will be able to compare and contrast the philosophers' positions studied in the course. *Means of Assessing:* Response Paper, Final Paper

Relation between Course Objectives and Area Outcomes:

1. Although the six learning objectives are closely interconnected, number 5 and 6 above will mostly satisfy the first outcome. By reflecting on how human nature has been conceived and comparing these different views, students will be able to assess the views of human nature in various philosophical traditions.
2. In number 1 to 4 above students analyze and criticize the basic components of human nature and this will mostly satisfy the third outcome: to use philosophical reasoning to develop the student's own position on central issues in human nature.
3. Outcome 2 does not apply to this course.

Course Texts:

William O. Stephens, *The Person: Readings in Human Nature*.

Additional readings will be provided on D2L.

Course Requirements: Students are expected to complete one response paper (3-5 pages), two examinations, and one final paper (6-10 pages).

Response Paper: Students are expected to turn in one three-to-five page response to the course readings. This response paper is to focus on the student's reaction to one of the readings for the week it is turned in: what he or she finds most philosophically interesting about the reading, a comparison with a previous text, etc. The paper must consist of at least three double-spaced pages of good philosophical writing, but is to be no more than five pages in length. This paper is meant to assist the students in developing proficiency in philosophical writing before composing the final paper, and I will return it with comments intended to help the students develop their writing skills. The response paper may be turned in during any class period the student wishes, but is due *no later than* the class of Friday, October 28.

Exams: Each exam will consist of one section containing matching, multiple-choice, and/or true-and-false questions, one short-answer section, and one essay section. These exams will be given in class as indicated in the course schedule. The purpose of the exams is for the student to demonstrate a thorough understanding of course readings. A study guide will be provided prior to each examination.

Paper: The term paper (due on the date of the final exam) is to be 6-10 pages in length. More details on this paper will be given later in the semester. Students are expected to formulate their own paper topic (within the guidelines to be given later) and are required to discuss their final papers with the instructor well in advance of the due date. I will also be available to read preliminary drafts.

Grading Policy: The breakdown of the final grade for the course is as follows:

Response Paper: 10% of total grade

Exams: 25% of total grade each, for a total of 50% for both exams

Paper: 35% of total grade

Participation: 5% of total grade

The grading scale is as follows:

A: 100% – 93%

AB: 92% – 88%

B: 87% – 83%

BC: 82% – 78%

C: 77% – 73%

CD: 72% – 68%

D: 67% – 63%

F: 62% or below

Course Policies:

Attendance: As per the university undergraduate attendance policy, students are responsible for attending all class meetings for courses in which they are registered. Attendance will be taken at the beginning of each class period. Repeated absences will lower the student's participation grade.

Missed Exams: Students will only be permitted to make up missed examinations with good reason; see instructor for details. If you know ahead of time that you will not be present at the scheduled time for an examination, inform the instructor as soon as possible. Similarly, if you miss an examination due to an unforeseen difficulty, inform the instructor of the reason for your absence as soon as possible.

Late Papers: The response paper is due during any normal class period up to and including that of October 28. The final paper is due on the date of this course's final exam. *No late papers will be accepted.*

Students with Disabilities: Any student with a relevant disability should contact the Office of Disability Services as soon as possible so that they can make the proper academic accommodations for you. The Office of Disability Services at Marquette is here to help any student with a disability succeed in the classroom, but they must be notified of your disability before they can help. The ODS can be reached by telephone at 414.288.1645 or by email at ods@marquette.edu.

Policy on Electronic Devices: Electronic devices used to take lecture notes or access course materials are permitted in class. Use of electronic devices for other purposes (e.g., entertainment or communication) is not permitted. Cell phones, etc., are to be turned off for the duration of class.

Statement on Academic Dishonesty: Academic dishonesty of any kind will not be tolerated. Examples include, but are not limited to: cheating (copying answers or using unauthorized electronic devices during an examination, presenting another person's work as one's own, etc.), plagiarism (unethical use of unauthorized sources, using another's ideas or words without proper attribution, etc.), and academic fraud (submitting substantial portions of the same work for more than one course without receiving permission from all instructors involved, etc.). If you have questions about whether something counts as academic dishonesty, feel free to ask. Please acquaint yourselves with the University's policies concerning academic dishonesty:

<http://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy>.

Course Schedule:

Introductory Week		
DATE:	TOPIC:	ASSIGNMENT:
8/29	Introduction: What Are We?	None
8/31	Introduction: Course Policies	None
9/2	Introduction: Thinking Philosophically	None

Section I: Personal Identity		
9/5	Labor Day	No Class
9/7	The Person as Soul: Plato	<i>Phaedo and Phaedrus</i> , p. 2-7
9/9	The Divided Person: Plato	<i>Republic</i> , p. 8-10
9/12	The Person as Rational Animal: Aristotle	<i>On the Soul</i> , p. 12-15
9/14	The Soul and the Body: Aristotle	<i>On the Soul</i> , p. 12-15
9/16	The Christian Person: Aquinas	<i>Summa Contra Gentiles</i> , Book II, Q. 65, 66, 71, and 72 (link on d2l)
9/19	The Person as Doubter: Descartes	<i>Meditations on First Philosophy</i> , Meditation 1 (PDF on d2l)
9/21	The Person as Mind: Descartes	<i>Meditations on First Philosophy</i> , Meditation 2 (PDF on d2l)
9/23	The Body as Machine: Descartes	<i>Treatise on Man</i> , p. 68-75
9/26	The Perceptive Person: Hume	<i>A Treatise of Human Nature</i> , p. 109-115
9/28	The Person as Bundle: Hume	<i>A Treatise of Human Nature</i> , p. 109-115
9/30	A New Identity: Hume	<i>A Treatise of Human Nature</i> , p. 109-115
10/3	The Person as Illusion: Buddhism	“The <i>Anattā</i> Doctrine and Personal Identity,” p. 200-205
10/5	The Path of No-Self: Buddhism	<i>Sañña Sutta</i> (link on d2l)
10/7	Review	None
10/10	Exam #1	None

Section II: Self-Expression		
10/12	Human Nature in Media: In-Class Film	None
10/14	Human Nature in Media: In-Class Film	None
10/17	The Person as Determined: Hume	<i>An Enquiry Concerning Human Understanding</i> , Section VIII, Parts I and II, §62-81 (link on D2L)
10/19	Determinism and Responsibility: Hume	<i>An Enquiry Concerning Human Understanding</i> , Section VIII, Parts I and II, §62-81 (link on D2L)
10/21	Fall Break	No Class
10/24	The Free Person: Sartre	“Existentialism is a Humanism,” p. 169-176
10/26	The Responsible Person: Sartre	“Existentialism is a Humanism,” p. 169-176
10/28	Personhood and Choice: Sartre	“Existentialism is a Humanism,” p. 169-176 Response Paper Due
10/31	The Despairing Person: Kierkegaard	<i>The Sickness Unto Death</i> , p. 126-134
11/2	The Person of Faith: Kierkegaard	<i>The Sickness Unto Death</i> , p. 126-134

11/4	The Dynamic Person: Kierkegaard	<i>The Sickness Unto Death</i> , p. 126-134
11/7	The Person as Individual: Nietzsche	<i>The Gay Science and Beyond Good and Evil</i> , p. 143-149
11/9	The Person as Will: Nietzsche	<i>Beyond Good and Evil and The Will to Power</i> , p. 145-150
11/11	Thoughts on Personhood: Nietzsche	<i>Beyond Good and Evil</i> , Chapter IV, Apothegms and Interludes (link on d2l)
11/14	The Natural Person: Confucianism	<i>The Works of Mencius</i> , Chapter VI, Chapters 1-20 (link on d2l)
11/16	The Righteous Person: Confucianism	<i>The Works of Mencius</i> , Chapter VI Chapters 1-20 (link on d2l)
11/18	The Social Person: Confucianism	<i>The Works of Mencius</i> , Chapter VI Chapters 1-20 (link on d2l)
11/21	Review	None
11/23	Thanksgiving Break	No Class
11/25	Thanksgiving Break	No Class
11/28	Exam #2	None

<i>Section III: Beyond Humanity</i>		
11/30	Human Nature in Media: In-Class Film	None
12/2	The Person as Dasein: Heidegger	<i>Heidegger Explained</i> , “Tools and Broken Tools,” p. 60-66 (PDF on d2l)
12/5	Dasein in the World: Heidegger	<i>Heidegger Explained</i> , “Tools and Broken Tools,” p. 60-66 (PDF on d2l)
12/7	The Social Person: Heidegger	<i>Heidegger Explained</i> , “Fallenness and Care,” p. 67-70 (PDF on d2l)
12/9	Conclusions: What Are We Really?	None
12/15	Course Final	Final paper due at 12:30

This schedule is subject to revision as needed. The exact pace of the course will depend on how quickly we are able to cover the essential points of each philosophical position.