

## Philosophy 20 Introduction to Main Problems

Dates	Texts
1 <sup>st</sup> Summer Session May 20 <sup>th</sup> – June 20 <sup>th</sup> Final Exam: June 23 <sup>rd</sup> 8am.	Plato <i>Republic</i> (PR) Perry and Bratman <i>Introduction to Philosophy</i> (P&B) Weston <i>A Rulebook for Arguments</i> Warburton <i>Thinking from A to Z</i>
Teacher	Evaluation
Patrick Miller plmiller@email.unc.edu Office: Murphey 114 Office Hours: after class or by appointment	Daily Assignments .....15% Class Participation .....10% 1 <sup>st</sup> Argument Schema .....5% 1 <sup>st</sup> Paper .....10% Midterm Test .....20% 2 <sup>nd</sup> Argument Schema .....5% 2 <sup>nd</sup> Paper .....10% Final Exam .....25%

Unlike other introductory courses in philosophy, which introduce the subject through a survey of its great thinkers, this course aims to introduce it through a survey of its main problems. This is not to say that we will ignore great philosophers. On the contrary, we will spend almost half the course reading Plato, arguably the greatest of philosophers. However, our emphasis will be the problems that he and subsequent philosophers addressed.

Rather than arguing that, as Alfred North Whitehead once said, all of philosophy is but a footnote to Plato, we will have occasion to notice the *novelty* of medieval and modern problems, and thus also the novelty of their solutions. Roughly speaking, Christianity creates new problems for the medievals, just as science creates new ones for moderns.

The advantage of beginning with Plato's *Republic*, and reading it all the way through, is that we should be able to see the relationships among these problems. Hardly a grab-bag of puzzles, philosophical problems constitute a network of mysteries. Answers that philosophers give to one problem require of them certain answers for others. Philosophy is the careful weaving, undoing, and re-weaving of such answers. The totality of your own answers constitutes your world-view, and thus who you are.

We will only be able to touch on these problems, let alone their inter-relations, but it is hoped that this introduction will encourage you to continue to think philosophically about them. In order to do so rigorously, this course also aims to equip you with philosophical techniques. These techniques will help you both to argue and to analyze the arguments of others.

Even if you never consider another philosophical problem in your life, these techniques will serve you well in many careers. Indeed, in this life, where you will always need to persuade people and evaluate their attempts to persuade you, these philosophical techniques will prove nearly as valuable as the philosophical problems and answers we will survey.

Here are some of the topics we will examine:

Justice  
Art  
Education  
The Soul  
The State  
Knowledge  
Scientific Knowledge  
Reality  
Philosophy itself  
Pleasure  
Immortality  
God  
Freedom

If you do not yet see a nest of problems in this list, after one month you will.

	<p>MAY 20 Philosophy</p> <p>(A) What are philosophical problems?</p> <p>(B) What are philosophical methods?</p> <p>(C) Are there philosophical solutions?</p> <p>Weston 1-9</p> <p>Warburton paradox premise assumption supposition imply/infer conclusion validity enthymeme sound argument equivocation 'that's a value judgement' knock-down argument democratic fallacy</p>	<p>MAY 21 Justice</p> <p>Plato, <i>Republic</i> Book 1</p> <p>Weston 10-23</p> <p>Warburton hypothesis dictionary definition truth by adage rash generalisation refutation counterexample exception that proves the rule <i>ad hoc</i> clauses humptydumptying stipulative definitions Socratic fallacy some/all confusion necessary and sufficient conditions family resemblance term analogy, arguments from disanalogy</p>	<p>MAY 22: Justice and Politics</p> <p>PR Book 2</p> <p>Weston 24-39</p> <p>Warburton truth by authority kowtowing correlation=cause confusion</p>	<p>MAY 23 Art and Education</p> <p>PR Book 3</p> <p>Weston 40-52</p> <p>Warburton deduction antecedent consequent affirming the antecedent denying the consequent denying the antecedent affirming the consequent formal fallacy conditional statements false dichotomy alternative explanations iff</p>
<p>MEMORIAL DAY</p> <p>No Class</p> <p>Catch-up on any missed readings</p>	<p>MAY 27 Politics and Psychology</p> <p>PR Book 4</p> <p>Weston 24-39</p> <p>Warburton consistency contradiction contraries <i>reductio ad absurdum</i> absurd consequences move</p>	<p>MAY 28 Utopia</p> <p>PR Book 5</p> <p>Weston 53-63</p>	<p>MAY 29 Knowledge and Reality</p> <p>PR Book 6</p> <p><b>1<sup>st</sup> Argument Schema Due</b></p> <p>Paper Conferences</p>	<p>MAY 30: Education and Philosophy</p> <p>PR Book 7</p> <p>Weston 64-70, 79-85</p> <p>Warburton devil's advocate pseudo-profundity rhetorical questions <i>non sequitur</i> spurious 'therefore' smokescreen sophistry straw man</p> <p>Paper Conferences</p>

<p>JUNE 2: Politics</p> <p>PR Book 8</p> <p><b>1<sup>st</sup> Paper Due</b></p>	<p>JUNE 3 Politics and Pleasure</p> <p>PR Book 9</p> <p>Warburton genetic fallacy shifting the goalposts vagueness red-herrings politician's answer irrelevance</p>	<p>JUNE 4 Art and Immortality</p> <p>PR Book 10</p>	<p>JUNE 5</p> <p><b>Midterm Test</b></p>	<p>JUNE 6 God</p> <p>P&amp;B 45-56 (Anselm, Aquinas, Pascal, Russell)</p> <p>Warburton assertion prejudice proof by ignorance biting the bullet companions in guilt move <i>tu quoque</i> vested interest Ockham's razor rationalisation bad company fallacy wishful thinking gambler's fallacy bad reasons fallacy</p>
<p>JUNE 9 Evil</p> <p>P&amp;B 103-110 (Mackie)</p> <p>Weston 71-78</p> <p>Warburton 'that's a fallacy' <i>ad hominem</i> move getting personal irrelevance emotive language begging the question circular argument complex questions <i>post hoc ergo propter hoc</i></p>	<p>JUNE 10 Doubt, Mind, God</p> <p>P&amp;B 116-127 (Descartes <i>Meditations</i> 1-3)</p> <p>Warburton thought experiment no hypotheticals move devil's advocate</p>	<p>JUNE 11 Truth, God, Mind</p> <p>P&amp;B 127-139 (Descartes <i>Meditations</i> 4-6)</p> <p>Warburton black-and-white thinking drawing a line slippery slope arguments domino effect</p>	<p>JUNE 12 Mind</p> <p>P&amp;B 316-324, 349-353 (Ryle, Churchland)</p> <p>Warburton pedantry newspeak jargon</p>	<p>JUNE 13 Mind</p> <p>P&amp;B 368-381 (Searle)</p> <p>P&amp;B 382-390 (Nagel)</p>
<p>JUNE 16 Mind and Science</p> <p>P&amp;B 314-316, 230-234 (Russell, Salmon)</p> <p><b>2<sup>nd</sup> Argument Schema Due</b></p> <p>Paper Conferences</p>	<p>JUNE 17 Science</p> <p>P&amp;B 234-250 (Salmon)</p> <p>Warburton empirical anecdotal evidence induction 'research has shown that' 'everyone does it'</p> <p>Paper Conferences</p>	<p>JUNE 18 Science</p> <p>8 page handout (Popper)</p> <p>7 page handout (Kuhn)</p>	<p>JUNE 19 Science</p> <p>P&amp;B 277-283 (Feyerabend)</p> <p>Warburton rhetoric persuader words persuasive definition universal expertise truth by consensus zig-zagging</p> <p><b>2<sup>nd</sup> Paper Due</b></p>	<p>JUNE 20 Freedom</p> <p>P&amp;B 437-449 (Taylor)</p>
<p>JUNE 23 <b>Final Exam 8am.</b></p>				