

INTRODUCTION TO PHILOSOPHY

Philosophy 11; Winter 2014-15; UC Santa Cruz

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There is an [eCommons](#) page for this course.

Class Meetings: T&Th 12-1:45; Humanities Lecture Hall

FINAL SYLLABUS

TAs

- Brett Dinovo bdinovo@ucsc.edu (Sections F, G, and I); Office Hours (OH): Th 10-11:30 am, Humanities 1, rm 117.
- David Donley ddonley@ucsc.edu (Sections A, B, and E); OH: W 12:30-2 pm, Stevenson Café.
- Ryan Lee rglee@ucsc.edu (Sections C, D, and H); OH: Th 2-3:30 pm, Humanities 1, rm 437.
- Arie Schwartz agschwar@ucsc.edu (Sections J, K, and L); OH: Th 10-11:30 am, Global Village Café (McHenry Library).

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I. COURSE CONTENT

Philosophy is Everywhere. Would a just, fair, and life-giving society always treat women and men the same way? If not, why not and in which contexts might there be differential treatment? Is science and technology the road to objective knowledge and freedom for all, or is it an oppressive tool used by those in power (e.g., tech corporations, governments, insurance companies)? How does and should science even work and in which ways might it progress? How should we teach our children? Is the abstract curriculum or personal exploration by the student more important? Whether we talk about gender and sex roles, science in society, or pedagogy, philosophical *questions* percolate up, and philosophical *tools* become useful in our quest for personal and social understanding of complex and urgent matters.

This course differs from other “Introduction to Philosophy” courses, which tend to be cast in one of the following two moulds:

- (1) *Problems of Philosophy.* Problems are abstracted out of the flow of experience and addressed on their own terms. This strategy has the strength of identifying important problems such as mind vs. body, a priori vs. empirical knowledge, free will vs. determinism, and the issue of truth. But it also has the weakness of examining these problems (mostly) without reference to social justice and personal experience.
- (2) *History of Philosophy.* Philosophical matters are presented via the “great men” of philosophy. This strategy has the advantage of pinpointing subtle developments and analyses in the history of philosophy, by among the most creative philosophers in Western culture. However, it also has the disadvantage of too-easily turning into merely close readings of difficult texts whose analysis requires training beyond introductory courses, and of booting non-Western or female philosophers and thinkers out of the philosophical canon.

We shall try to keep the best of both these two molds, by locating important problems of philosophy, and placing some of these problems in their appropriate historical context. We shall also avoid the scholastic and overly abstract tendencies of these two kinds of courses, focusing instead on matters of going social, political, economical, personal, and ethical concern. Recall this course’s motto: “Philosophy is Everywhere.”

Aims

This course has three main aims:

1. By engaging with influential books, supplementary materials, and treating your own experience critically, you shall learn to *recognize often implicit philosophical questions* (“why...?,” “what if...?”) in four domains: sex & gender (cf. Simone de Beauvoir’s *The Second Sex*), science & society (cf. Thomas Kuhn’s *The Structure of Scientific Revolutions*), multiculturalism, ethnicity, and race (cf. John Brown Childs *Transcommunalism*), and pedagogy (cf. Paulo Freire’s *Pedagogy of the Oppressed*).
2. Teach you the *philosophical tools* of
 - a. conceptualization,
 - b. critique,
 - c. counterfactual reasoning,
 - d. assumption archaeology,
 - e. value and ideology exploration (etc.)
 (Baggini and Fosl’s *The Philosopher’s Toolkit* and Russell’s *The Problems of Philosophy* are useful resources for learning some of these tools.)
3. Challenge you, the student, to apply the philosophical tools you learn in this course to *other* areas of your experience, both within academia and beyond.

Methods & Expectations

+ **Journals.** You are expected to purchase a little booklet in which you will **keep a philosophical journal**. In this journal, challenge yourself to jot down philosophical and critical thoughts that emerge as you reflect on the complex and urgent contents of this course. Have fun with it. Please always bring these journals to lectures and sections, as our teaching process will often include questions that you are expected to answer/free-think in your journals.

+ **Dialogue.** Practice communicating ideas effectively with fellow students, your TA, the professor, and guest lecturers. Try brainstorming out loud while remaining open-minded about ideas that may conflict with yours. You are encouraged to ask questions and challenge assumptions of the complex and urgent material presented.

+ **Diversity of Learning Processes.** The lecture learning process will involve a mix of dialogue, lectures (powerpoint + whiteboard), video clips, journal writing, peer-pair and peer-group discussions, and calling randomly on students. In sections, speak up and participate. At home and elsewhere, jot down ideas in your journal, be curious about the writing & reading advice listed below, and talk with friends, acquaintances, and strangers about course themes. Be engaged.

+ **No Electronics.** We will achieve the aims above by asking you to be seriously committed to this class. This will include (i) doing all the reading and (ii) *turning off* all cell phones, computers, and access to social media (Facebook, Twitter, etc.) while in the classroom (lecture or section). I implore you to try to take notes by hand, the “old school” way – you can reformulate those into a Word doc later. **Dare to turn off all your electronics during classtime.**

+ **All assignments are mandatory.** Your assignment will drop by one full letter grade for every day it is late. Your final grade will also drop by one full letter grade if you miss an assignment.

+ **Attendance is mandatory.** Attendance will be taken at every class and section. Although I do NOT recommend that you do so, you may miss up to three lectures or sections, no questions asked. Missing more than three lectures or sections (e.g., 1 lecture + 2 sections) results in your final grade dropping at least a full letter grade (you may also fail the course).

Evaluation

The extent to which you achieve the aims via the above methods and expectations will be evaluated by your TAs and professor through:

1. 3 short (one-page) **papers** (30% of your grade) (Due at the beginning of class on January 20, February 3, February 24; prompts uploaded to eCommons at least 7 days before the due date; returned in section the week after the due date; single-spaced, minimum 10 pt. of a reasonable font, minimum 1 inch margins),
2. a take-home **midterm** (25% of your grade) (Due at the beginning of class on February 17; midterm uploaded to eCommons at least 7 days before the due date),
3. 1 longer 3-5 page **paper** (30% of your grade) (Due at the beginning of the last day of class, on March 12; prompts uploaded to eCommons at least 7 days before the due date; 1.5-spaced; minimum 10 pt. of a reasonable font, minimum 1 inch margins),
4. lecture and section **participation** (15% of your grade).

There is no final in this course.

II. COURSE BOOKS

The six **required books** for this course can be purchased at *Bay Tree Bookstore* on campus:

- Baggini, Julian; Fosl, Peter S. 2010. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*. 2nd ed. Chichester, U.K.: Wiley-Blackwell. [Consult this book early and often.]
- Childs, John Brown. 2003. *Transcommunitarity: From The Politics of Conversion to the Ethics of Respect*. Philadelphia, PA: Temple University Press.
- de Beauvoir, Simone. 2011 (1949). *The Second Sex*. Introduction by Judith Thurman. New York: Vintage.
- Freire, Paulo. 2008 (1970). *Pedagogy of the Oppressed*. 30th Anniversary edition, with an introduction by Donald Macedo. New York: Continuum Press.
- Kuhn, Thomas. 2012 (1962). *The Structure of Scientific Revolutions*. 50th Anniversary Edition, with an introduction by Ian Hacking. Chicago: Chicago University Press.
- Russell, Bertrand. 2009 (1912). *The Problems of Philosophy*. Las Vegas, Nevada: IAP.

Although they are not required for this course, two highly recommended “Introduction to philosophy” book series are:

1. *Very Short Introduction* series:
<http://www.oup.com/us/catalog/general/series/VeryShortIntroductions/?view=usa>
2. *Cambridge Companion* series:
<http://cco.cambridge.org/collection?id=philosophy-and-religion>

You can all read any *Very Short Introduction* rather quickly and efficiently. You will learn a lot. The *Cambridge Companion* to *X* are more involved; they are the Porsches of the secondary literature on particular philosophers. Almost all the articles in the *Cambridge Companion* series will be reliable and informative, even if a bit complex. Good luck!

Finally, when in doubt, consult *The Stanford Encyclopedia of Philosophy!*
<http://plato.stanford.edu/>

III. WRITING & READING ADVICE

Writing is essential to our craft as philosophers. Your writing can always improve. In addition to *A Rulebook for Arguments*, here are some relevant online resources. Read and enjoy.

1. The single best book on writing!
<http://www.amazon.com/Stein-Writing-Successful-Techniques-Strategies/dp/0312254210/>
2. Guidelines for philosophical writing:
<http://www.hps.cam.ac.uk/research/wp.html>

<http://www.anthoniflood.com/blanshardphilostyle.htm>

<http://www.jimpryor.net/teaching/guidelines/writing.html>

<http://www.public.asu.edu/~dportmor/tips.pdf>
3. Guidelines for essay writing, in general:
<http://www.westmont.edu/~work/material/writing.html>
4. Oxford English Dictionary. You have online access to this extraordinary resource at:
<http://www.oed.com.oca.ucsc.edu/>
5. “Politics and the English Language.” Please read this funny and useful essay by George Orwell (author of *1984*) here:
<http://www.resort.com/~prime8/Orwell/patee.html>
6. From the inimitable Kurt Vonnegut:
<http://knh-lanl.hansonhub.com/pc-24-66-vonnegut.pdf>
7. “10 tools for improving your writing” by RG Winther:
http://www.rgwinther.com/Winther_10_tools_for_improving_your_writing.pdf

Reading carefully is also critical. Here is a great guide for learning and practicing this skill:

<http://www.amazon.com/How-Read-Book-Intelligent-Touchstone/dp/0671212095/>

IV. COMMUNICATION

Please ask all questions about the content or format of the course *during classtime*. If you’re wondering about *X*, almost certainly some of your peers also will be. A non-asked question is a lost teaching opportunity and potentially a question never answered. We’ll have “open questions” session for a few minutes during every class. Please consult my webpage (teaching) for my policy regarding student emails.

V. TUTORING

Learning Support Services (LSS) offers many academic programs to UCSC students. One of these programs is course-specific tutoring that is available to all UCSC students. Students meet in small groups (up to 4 people per group) led by a tutor. Students are eligible for up to 2 hours of tutoring per week per course and may sign-up for tutoring at <https://eop.sa.ucsc.edu/OTSS/tutorsignup/>. All of the tutors

hired are current UCSC undergraduate students who have previously taken the course, have received a B or better, and have been recommended by a UCSC faculty member in the appropriate academic discipline. The following student has been hired to support Phil 11:

Camille Charette (ccharett@ucsc.edu)

VI. STUDENTS WITH DISABILITIES

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me, after class or in office hours, **as soon as possible**, preferably within the first week of the Quarter. Contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu for more information.

VII. WARNING

Academic misconduct will not be tolerated. Please consult:

<http://www.ucsc.edu/academics/academic-integrity/index.html>

VIII. WEEK-BY-WEEK READINGS

N.B. *The exact assigned readings are subject to change. Any such changes will be announced during lecture and on eCommons.*

Week 1. (January 6 and 8) **Introduction**

T **Introduction**

Th Lecture/discussion on “Labeling & Making Up People: *the (formerly) incarcerated*”

Reading (all on eCommons):

1. Michel Foucault: “Complete and Austere Institutions” and “Illegalities and Delinquencies” from *Discipline and Punish* (1975); reprinted in Paul Rabinow, 1984, *The Foucault Reader*.
2. Ian Hacking: “Making Up People.” In *Reconstructing Individualism*, ed., T. Heller et al (Stanford University Press, 1986), 222-236.
3. Mette Smølz Skau (Sharper Future, San Francisco: <http://www.sharperfuture.com>): “*The Formerly Incarcerated: A Class without Rights?*” (Unpublished; feedback welcome).

Week 2. (January 13 and 15) **Philosophy as Critique**

T Guest lecture/discussion by David Donley, TA: “What is Philosophy?”

Reading (required class books):

1. Russell: Chapter 15 “The Value of Philosophy” (pp. 153-161).
2. Baggini & Fosl: “*Elenchus* and *aporia*” (Section 5.3); “Class critique,” “Feminist critique,” “Foucaultian critique of power,” and “Pragmatist Critique” (Sections 6.1, 6.4, 6.5, and 6.10)

Th Lecture/discussion on “The Metaphilosophy of Distinctions”

Reading (Russell required class book; both Winther readings on eCommons):

1. Russell: Chapters 1 “Appearance and Reality” and 2 “The Existence of Matter” (pp. 7-26), Chapter 14, “The Limits of Philosophical Knowledge” (pp. 141-152).
2. RG Winther, “The Knife and the One.”
3. RG Winther, “The Triangle Model of Critical Thinking.”

Week 3. (January 20 and 22) **Sex & Gender**

T Lecture/discussion on “Sex, Gender, and the Master-Slave Dialectic”

Reading (required class book):

1. de Beauvoir "Introduction," pp. 3 - 17; "Biological data," pp. 44 - 48; 2nd Vol Introduction, p. 279; "Childhood," p. 283; "The Mother," pp. 524 - 535; 538-39; 554; "The Woman in Love," pp. 683-708.
2. Hegel FAQ by RG Winther:
<http://www.rgwinther.com/CoursesTaught/HegelsMasterSlaveDialecticPhasesandFAQ.pdf>

Th Lecture/discussion on "Sex and Sexism"

Reading (required class book; Margaret Simons' article on eCommons):

1. de Beauvoir "The Independent Woman," pp. 721-725; 735-751; "Conclusion," pp. 753 - 766.
2. Simons, Margaret A. 1990. Sexism and the Philosophical Canon: On Reading Beauvoir's *The Second Sex*. *Journal of the History of Ideas* 51 (3): 487-504.
3. Consult "Sexism" on Wikipedia: <http://en.wikipedia.org/wiki/Sexism>

Week 4. (January 27 and 29) **Sex & Gender**

T Guest lecture/discussion by David Donley, TA: "Ethics and the Good Life"

Reading (on eCommons): Selections from Aristotle's *Nicomachean Ethics* and Nietzsche's *Beyond Good and Evil* and *The Gay Science*.

Th Lecture/discussion on "Objectification and Pornography in Philosophical Perspective"

Reading:

- Longino, Helen. 1980. "Pornography, Oppression, and Freedom: A Closer Look." In *Take Back the Night. Women on Pornography*, edited by Laura Lederer, pp. 40-54, New York: William Morrow.
<http://www.redwoods.edu/instruct/jjohnston/Philosophy10/CaseStudies/PornographyOppressionFreedom.pdf>
- Nussbaum, Martha. 1995. Objectification. *Philosophy and Public Affairs* 24: 249-291.
<http://www.mit.edu/~shaslang/mprg/nussbaumO.pdf>

Week 5. (February 3 and 5) **Science & Society: Kuhn**

T Lecture/discussion on "Paradigms"

Reading (required class book): Kuhn Chapters 1, 4, and 5 (pp. 1-9; 35-51) + Hacking, Ian "Introductory Essay" (pp. vii-xxxvii).

Th Lecture/discussion on "Scientific Revolutions"

Reading (required class book): Kuhn Chapters 10-13 (pp. 111-172).

Week 6. (February 10 and 12) **Science & Society: Cases I**

T Lecture/discussion on *When Maps Become the World*, book in progress by RG Winther under contract with University of Chicago Press.

Reading (Book Parts on eCommons – comments welcome!):

1. <http://ihr.ucsc.edu/when-maps-become-the-world/>
2. Introduction: "City Streets, the Milky Way, and Scientific Theories as Maps of the World."
3. Chapter 4 "Pluralism"

Recommended: Chapter 2 "The Map Analogy."

Th Lecture/discussion by Janette Dinishak, UCSC: "Autism & Neurodiversity"

Reading (on eCommons):

1. Dinishak, Janette and Nameera Akhtar. 2013. A Critical Examination of Mindblindness as a Metaphor for Autism. *Child Development Perspectives* 7 (2): 110-114.
 2. Mottron, L. (2011). Changing perceptions: The power of autism. *Nature* 479: 33-35
 3. Sinclair, J. (1993). Don't Mourn For Us. *Our Voice*, 1 (3).
- Recommended: Hacking, Ian. 2009. Humans, Aliens & Autism. *Dædalus* 138 (3): 44-59.

Week 7. (February 17 and 19) **Multiculturalism, Ethnicity, and Race**

T Lecture/discussion on “Multiculturalism, Ethnicity, and Race”

Reading (Rushdie and Mills on eCommons):

Required:

1. Rushdie, Salman. 1982/1992 “Imaginary Homelands,” in *Imaginary Homelands*, pp. 9-21. London: Granta Books.
2. RG Winther “Free to Universalize or Bound by Culture? Multicultural and Public Philosophy: A White Paper” <http://philpapers.org/rec/WINFTU>
3. Consult this webpage: <http://ihr.ucsc.edu/portfolio/philosophy-in-a-multicultural-context/>

Recommended:

Mills, Charles W. 1988. “But What Are You Really?” In Mills, *Blackness Visible: Essays on Philosophy and Race*, pp. 41-66, Cornell University Press.

Th Guest lecture/discussion by John Brown Childs, UCSC:

http://anthro.ucsc.edu/faculty/singleton.php?&singleton=true&cruz_id=jbchilds

“Transcommunality”

Reading (required class book):

Childs, John Brown, 2003. *Transcommunality. From the Politics of Conversion to the Ethics of Respect*. Philadelphia: Temple University Press. “First Words” and Chapters 1, 5, and 6 (pp. 7-12, 57-77) and commentaries by Guillermo Delgado-P. (pp. 103-117), Stefano Varese (pp. 129-145), and Hayden White (pp. 165-172).

Week 8. (February 24 and 26) **Science & Society: Cases II**

T Guest lecture/discussion by Michael “Doc” Edge, Stanford University:

http://scholar.google.com/citations?user=Vawz3_wAAAAJ&hl=en

“Talking about Race: Geneticists, Philosophers, the Media, and the People”

Reading (very short pieces):

1. Wade, Nicholas. May 9, 2014. What Science Says About Race and Genetics. *Time Magazine*. <http://time.com/91081/what-science-says-about-race-and-genetics/>
2. Orr, H. Allen. June 5, 2014. Stretch Genes. *The New York Review of Books*. <http://www.nybooks.com/articles/archives/2014/jun/05/stretch-genes/>
3. Coop, Graham, Eisen, Michael B., Nielsen, Rasmus, Przeworski, Molly, Rosenberg, Noah. August 8, 2014. Letters: ‘A Troublesome Inheritance.’ *The New York Times Book Review*. <http://www.nytimes.com/2014/08/10/books/review/letters-a-troublesome-inheritance.html>

Th Brian Cantwell Smith, University of Toronto:

<http://www.ageofsignificance.org/people/bcsmith/index.html>

“The Three Rs: Representation, Registration, and Reality”

Reading (both on eCommons):

Required: Cantwell Smith “Putting the World Together, Keeping the World Apart.”

Recommended: Cantwell Smith “God, Approximately. Reconciling our Understanding of Matter and Mattering.”

Week 9. (March 3 and 5) **Pedagogy**

T Guest lecture/discussion by Octavio Valadez, UNAM:

<http://www.rgwinther.com/Students.html>

“Co-Teaching and Revolutionary Teaching”

Reading (required class book):

Freire Chapters 1 and 2 (pp. 43-86) and last part of Chapter 4 (pp. 167-183).

The Guest lecture/discussion by Fabrizzio McManus, UNAM:

<http://www.rgwinther.com/Students.html>

“From Queer Theory to Teoría Cuir: Latinamerican appropriations of Gay Identities”

Reading:

Required:

1. McManus, Fabrizzio. 2013. Homosexuality, Homophobia, and Biomedical Sciences in Twentieth Century Mexico. *Sexuality & Culture*.
<http://www.rgwinther.com/McManusFabrizzio2013HomosexualityHomophobiaandBiomedicalSciencesinTwentiethCenturyMexico.pdf>
2. Pickett, Brent, “Homosexuality,” *The Stanford Encyclopedia of Philosophy* (Spring 2011 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/spr2011/entries/homosexuality/> . (Especially Section 4 “Queer Theory and the Social Construction of Sexuality.”)
3. Review of Nikki Sullivan, 2003, *A Critical Introduction to Queer Theory in Culture, Health & Sexuality* 2005 (on eCommons).
4. Review sections of Baggini and Fosl from Week 2.

Recommended:

1. McManus. 2012. The Structure of Explanations and Counter-Explanations of Homosexuality. *Open Journal of Philosophy* 2 (4): 235-243.
<http://www.rgwinther.com/McManusFabrizzio2012TheStructureofExplanationsandCounterExplanationsofHomosexuality.pdf>
2. Review commentary by Guillermo Delgado-P. in *Transcommunalidad* (see Week 7).

Week 10. (March 10 and 12)

The Lecture/discussion on “Beyond Dichotomies in Pedagogy”

Reading:

Dewey, John. 1902. *The Child and the Curriculum*. Chicago: University of Chicago Press.

www.munseys.com/diskeight/chid.pdf

The Grand Finale.