

Foundational Studies—Literature and Ideas

Philosophy 321: Philosophy and Literature

- 1. Demonstrate aesthetic responsiveness and interpretive ability.** Students will read primary sources in literature in this course, from such authors as Kafka, Abbot, Swift, Hesse, Tolstoy and Dostoevsky. In regard to responsiveness, students are required to write a total of 12 response papers based on their reading. In the first paragraph, students must explain and elaborate on one of the main points of the reading. In the second paragraph, students must explain why they agree or disagree with the writer on this point. These papers demonstrate each student's interpretive ability.
- 2. Connect writings to their literary, cultural, and historical contexts.** In this course, students are required to write two longer papers, connecting the reading in literature to the reading in philosophy. Issues of culture and history regularly arise in discussion. For instance, it is necessary to appreciate the culture in which Tolstoy wrote *The Death of Ivan Ilyitch* and the culture in which Socrates' trial took place.
- 3. Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.** A primary goal of the course is to think more deeply and broadly about serious issues, such as the problem of evil, free will and determinism, ethical ideals and the nature of reality. This is accomplished by juxtaposing philosophical and literary readings. Another objective of the course is for students to hone their analytical skills. This is done through class discussion, response papers, and the longer required papers.
- 4. Reflect on themselves as products of and participants in traditions of literature and ideas.** A primary goal of the course is for students to form independent beliefs and values, and to be able to support them. The readings in the course provide students with the vision and understanding they need in order to understand themselves better. Students fulfill this goal by means of both the response papers and the longer papers they are required to write. Moreover, the questions I pose in each class require self-reflection regarding the issues of literature and philosophy, issues that often overlap.

PHIL 321 Philosophy and Literature

SYLLABUS Fall 2008 J. Barad

GENERAL DESCRIPTION

This Foundational Studies course, a course in the Literary Studies category, is a philosophical approach to literature. Reading literature and philosophy, you will acquire new perspectives and insights on issues in the human experience. Literature will make these issues more alive and personal. Issues of human experience will come alive to challenge and intrigue you by being presented in both literary and philosophical forms. **(LO 3)** In this course, you will study the concept of self, the problem of evil, free will and determinism, ethical ideals, and the nature of reality by juxtaposing philosophical and literary readings. **(LO 3)** These readings will provide you with the vision and understanding you need in order to understand yourself better. During this course, you should foster patterns of thought which reflect and incorporate an appreciation of how philosophical interpretations of literature advance your worldview. **(LO 1 and LO 4)**

FOUNDATIONAL Studies Program Outcomes

In this course, you will:

- Critically evaluate the ideas of others
- Apply knowledge and skills within and across fundamental ways of knowing
- Demonstrate the skills for effective stewardship
- Demonstrate an understanding of the ethical implications of decisions and actions
- Express yourself effectively and persuasively both orally and in writing

OBJECTIVES: Foundational Studies courses in Literary Studies—including Philosophy 321—have these specific learning objectives:

1. Demonstrate aesthetic responsiveness and interpretive ability.
2. Connect writings to their literary, cultural, and historical contexts.
3. Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and
4. Reflect on themselves as products of and participants in traditions of literature and ideas

SKILL AND LEARNING REQUIREMENTS

Every Foundational Studies designated course must assist students in developing and improving their critical thinking, information literacy, and written communication skills. In this course, you will complete assignments that will help you to develop these skills through your response papers, midterm paper, final paper, as well as in oral participation. In your response papers you will be required to focus on a particular point in the reading, showing reflection and employing analysis. For the midterm paper and the final paper you will have the opportunity to write drafts of each paper, receive feedback, make changes, and submit a final draft.

In regard to information literacy, since there are no term papers for this course, please read the primary source for more information. Do not use popular sources such as Wikipedia.

APPLICATION: The assignments in Philosophy 321 (readings, discussions, and writing assignments) will allow you to meet these goals as well as the specific goals of the class. The readings for the course—in different genres, by different authors, from different periods—will challenge you to look at literature in a contextual fashion. Discussions and other class activities will help you to develop techniques for interpreting literature. The required writing will allow you to interpret and respond to what you read in a variety of ways. The most general goal, however, is to allow the readings to expand your ideas, to challenge your thinking, to create new experiences, to enlarge your perceptions, and to enrich your life.

FUTHER INFORMATION: For information about the Foundational Studies program—specifically the “Sycamore Standard,” academic freedom and the rights and responsibilities of students with disabilities—consult the Foundational Studies website (<http://www.indstate.edu/gened/newfoundationalstudiesprogram.htm>) (FS Syllabus)

COURSE INFORMAITON

TEXT

Prof Pak is available from Goetz Printing and Copy Center at 16 South 9th Street, Terre Haute.

OFFICE HOURS AND PHONE

Office: Root Hall A-138C
Office Hours: Mondays: 9 am -11:30 am
 Wednesdays: 9 am – 11:30 am
Office Phone: 237-3102
E-mail: judith.barad@indstate.edu

You should call me with any questions you have about our class work, assignments, or personal concerns about your progress in the course. If I am not in my office, please leave your name, telephone number, and the best time to reach you.

TEACHING METHOD

Much discussion is expected. Your communication skills will be sharpened by clarifying and explaining your oral responses. I encourage intelligent and lively, well-supported debates. Be sure to complete the assigned reading prior to each class; otherwise you will be unable to take effective notes and enter into discussion. The lectures and reading material are designed to complement each other. **(FS Syllabus)**

CLASS ATMOSPHERE

Any true discussion involves personal exposure and thus the taking of risks. Your ideas may not conform to your neighbors'. However, as long as your points are honest and supportable, they need to be respected by everyone in the classroom. Encouragement, questions, discussion and laughter are a part of this class, but ridicule is never allowable.

CODE OF STUDENT CONDUCT

The Code of Student Conduct insists that all students are expected to maintain professional behavior, which includes the highest standards of integrity and honesty. The following are examples of academic dishonesty: Plagiarism; Cheating; Fraud; Using another person's material as one's own; Knowingly allowing another person to use one's work or signature as his/her own. Students risk course failure if there is any violation of this code. **(FS Syllabus www.indstate.edu/gened/newfoundationalstudiesprogram.htm)**

TARDINESS

Generally, tardiness is a form of disrespect for the people waiting for you. When you enroll in this course, you must arrive at or before class time, unless you have a good reason for being late. My respect for you also requires me to arrive at or before class time. Although I recognize that occasionally people may have a good reason to be late, I take perpetual tardiness very seriously. If there are specific circumstances that may make you late on a regular basis, please let me know about it.

Laptop Policy: laptops are permitted only for note-taking purposes. **(FS Syllabus)**

Evaluations and Grades (FS Syllabus)

You will be expected to:

1. You are required to hand in two typewritten papers, which critically evaluate the ideas contained in the readings. **(FSO1, SALRS)** To critically evaluate these ideas, you must understand the author's purpose, identify inferences and assumptions, explain key concepts, and focus on implications. Ask yourself such questions as: What is the purpose of this reading? What questions are emerging for you as you think through this issue? What can we logically conclude about people based on the information presented in this reading? What does the author take for granted about people or about this issue? What are the author's looking at in the reading? The midterm paper, which must be at least 4 pages long, will demonstrate your knowledge and skills within and across both fundamental ways of knowing. **(FSO3)** The final paper, which must be at least 7 pages long, will demonstrate an understanding of effective stewardship as well as the ethical implications of decisions and actions **(FSO4 and FSO5)**. These papers should adhere to instructions provided on the philosophy paper requirement sheet. **(LO 1 and LO 3)**

2. You are required to write a total of 12 response papers. **(LO 1, LO 3 SALRS)**

Each typed paper should contain two paragraphs. In the first paragraph you should explain and elaborate on one of the main points of the reading. In the second paragraph you should explain why you agree or disagree with the writer on this point. Use examples drawn from everyday life. These papers should demonstrate an appreciation of human experience through literature and philosophy **(FSO3, FSO 10)**

No late response papers will be accepted. However, the student's two lowest grades on the response papers will be dropped. Thus if a student should fail to turn in an assignment, it would not count in the computation of his/her overall grade. Missing more than two assignments will result in points deducted from the overall grade.

3. You will have the opportunity to write as many as three extra credit papers, each **at least** three pages in length. Each paper, if acceptable, will give you 0.50 points added on to your overall grade. These papers must comply with the "Philosophy Paper Requirements" sheet.

4. If you keep up with the readings, pass the examinations, follow the written instructions on both papers and take responsibility for attendance in class, you should receive a passing grade in this course. If you have trouble with the readings please come to see me.

5. I reserve the right to adjust and/or revise the daily syllabus when appropriate to course progress. She will inform you of the adjustments when they occur and you will be expected to revise your copy of the syllabus accordingly.

Late Policy: The midterm paper may be turned in late, but the grade will be reduced. If your final paper is late, it will be graded down. For example, if it is an 'A' paper, it will be adjusted to a 'C' grade, if a 'C' paper, it will become an 'F' and if a 'D' it will be graded below an 'F.'

6. You will be expected to participate in class discussions and raise questions. It must be noted that one cannot participate unless one attends class. Thus, attendance is mandatory. If you have three unexcused absences, your grade will be lowered by one full letter. Five unexcused absences warrant automatic failure. An absence is excused if the professor is informed of the student's absence at least half an hour before class, either by telephone or message. Please do not hand the professor written medical excuses after an absence. If you are absent, you are responsible for obtaining class information. **(FS Syllabus)**

7. Grading will be as follows **(FS Syllabus)**:

Midterm Paper (4 page minimum)	25 %
Final Paper (7 page minimum)	33 %
Response Papers (3% each one)	30 %
Participation	12 %

Grade Chart

A+ = 4.2	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = .7

To determine your grade:

- a. Find the numerical grade your letter grade corresponds to.
- b. Multiply that grade by the percentage it is worth of your overall grade. For example, a 'B+' on your midterm paper corresponds to 3.3 points. Multiply 3.3 by 25% (the percentage of your overall grade the paper is worth) and you will find you have achieved a total of .825 points for that paper.

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***An asterisk signifies that a two paragraph typed assignment is due (SALRS)**

- August 21** Introduction to the Course: the difference between the methods of philosophy and literature
- 26 **Appearance and Reality**
Plato: Allegory of the Cave (Video)
An allegory, a standard literary technique, uses events to represent ideas in a story. This allegory is replete with metaphors, requiring interpretation, that shed light on the human condition. **(LO 1)**
- 28 Abbot: Flatland: In this novel, written more than a hundred years ago, a Sphere arrives in Flatland, prepared to preach the Gospel of the Three Dimensions (which he is allowed to do only once in a thousand years) to a worthy apostle, in this case an intelligent, but narrow-minded, square **(LO 3)** ;

Explanation of all papers for the course

September The Nature of Knowledge

- 2* Hume: An Enquiry Concerning Human Understanding: All of our knowledge about the world derives from the sensations provided by our senses. Even such thoughts as that of a golden mountain are formed by putting together memories of sensations we once experienced—the sensation of gold and the sensation of mountain. **(FSO 2)**
- 4 Castaneda: The Teachings of Don Juan: In this literary selection, don Juan, a sorcerer and medicine man, describes the enemies of knowledge and what a person must do to overcome them. **(LO 2)**
- 9 **The Concept of Self**
Kafka: The Metamorphosis: Kafka, an Austrian novelist and short story writer, writes about Gregor, an insect from beginning to end, formerly in human form and ultimately inhabiting a beetle body. As a salesman living the unreflective repetitive life of a good gatherer, Gregor had been a diligent provider, but he had not developed beyond this function. **(LO 2, LO 3 and LO 4)**
- 11* Descartes: Meditations: Descartes pressed his method of systematic doubt to the point of denying reality to everything but the thinking self. We may be deceived about empirical matters, an evil spirit, or dreams which are sometimes indistinguishable from waking life, but the proposition “I think, therefore I am” cannot be doubted. **(FSO 1, 2 and 3, and LO 4)**
- 16 Atwood: The Edible Woman: Atwood, a renowned Canadian novelist, describes the rebellion of Marian against her forthcoming marriage which threatens to be too conventional and confining. She ultimately rejects the image of herself as a commodity. **(LO1, FSO 4)**
- 18* De Beauvoir: The Second Sex: In this seminal work in feminist studies, de Beauvoir advocates that women resist the status of relative beings, which is implied by marriage and motherhood. **(LO 4, FSO 8)**
- The Problem of Evil**
- 23 Dostoevsky: The Brothers Karamazov: At this point in the novel, Ivan expresses

his outrage at the unjust suffering in the world, and cites several cases in which innocent children were cruelly treated while God apparently remained indifferent. **(LO 3 and LO 4)**

25* Hume: Dialogues concerning Natural Religion: This reading supposes a dialogue between three men who represent a skeptic, a theologian, and a traditional believer. They discuss such questions as whether evil can be denied, whether it can be subsumed under the perfection of the whole, and what inferences may be drawn to the intention of a creator. **(LO3, FSO 1 and 2)**

30 Voltaire: Candide: Voltaire shows that human experience contradicts the view that everything happens for some good purpose. He describes the adventures of Candide who travels through many parts of the world and finds suffering everywhere. **(LO1, 2, and 3)**

October 2* Hick: The Problem of Evil: Hick views the world as a necessary stage in the evolution of a relatively immature creation into a more mature state. God seeks to bring forth mature moral and spiritual beings who are capable of freely exercising faith in him and love toward their fellows. (LO 3 and LO 4, FSO 2, 4, 5)

7 **Meaning-- Midterm Paper Due (at least 4 pages long) FSO 2 and SALRS**
Tolstoy: The Death of Ivan Ilyitch: Tolstoy shows how dying can be a time for profound reflection on the significance of one's life, on whether one has lived well or badly, and where one stands in relation to God, and other human beings. **(LO 1 and LO 3, FSO 2, 4 and 8)**

9* Plato: The Death of Socrates: the philosopher is one who pursues true knowledge by a dialectical process of asking questions, forming definitions, and then critically examining them. This is someone who acts as a gadfly, challenging those who claim wisdom or power to defend their ethical and political views, even at the risk of his own life. **(LO 2, 3 , FSO 25, and 8)**

14 **Predeterminism and Free Will**

Sophocles: Oedipus, King of Thebes: At the start of this excerpt, the seer has been summoned by Oedeipus to help discover the murderer of King Laius. **(LO1, LO 2, and LO 4, FSO 4)**

16* Epictetus: The Encheiridion: The Stoic philosopher tells us that we have control over our concepts, choices, and desires while we cannot control things outside of our minds. To lead a tranquil life, we must learn to accept the things we cannot control. **(LO 3, LO 4, FSO 2, 5, and 8)**

21 **Ethics**

Anouilh: Antigone: In this excerpt, Antigone's views clash with those of the king Creon, when she attempts to bury the body of her brother. Creon, her uncle, had decreed that the body was to remain exposed upon a hill because her brother had been a traitor. **(LO 1 and LO 3, FSO 2, 3, 4, 5 and 8)**

23* Mill: Utilitarianism: Mill offers a philosophical justification for a position such as that of Creon. He argues that we should promote the greatest good for the greatest number. For Mill, good has the same meaning as pleasure. **(FSO 2, 5 and 8)**

28 Kant: Grounding for the Metaphysics of Morals: Kant offers a philosophical justification for a position such as that of Antigone, arguing that we should act as we would want everyone to act, regardless of pleasure. There are certain ethical rules that should always be followed. **(FSO 2, 5 and 8)**

- 30 Swift: A Modest Proposal: In this social satire, Swift suggests that we solve the problem of poverty by eating the children of the poor. **(LO 1 and LO 3, FSO 2)**
- November**
- 4 Stewart: The Limits of Trooghaft: Novelist and short-story writer Stewart recounts a science fiction tale in which advanced aliens conquer earth, treating the humans as we treat animals. **(LO 1 and LO 3, FSO 2, 5 and 8)**
- 6* Singer: Is Human Life of Unique Value? Singer offers an argument based on consciousness to convince us that warm-blooded animals have nearly the same right to life as human beings. **(LO 2, FSO 2, 5, and 8)**
- 11* Sartre: The Humanism of Existentialism: Novelist and philosopher Sartre writes that we create our own values and purposes, and determine the kind of person we want to become. However, whatever we choose to do we make valuable, and we are responsible for the decisions we make. **(LO3, LO 4 FSO 2, 3 and 8)**
- 13 Le Guin: The Ones Who Walk Away from Omelas: In this short story, Le Guin presents a world in which millions are kept permanently happy on the simple condition that a certain child should lead a life of lonely torment. She raises a host of ethical questions. **(LO 1 and LO 3, FSO 2, 4, 5 and 8).**
- 18 **Religious Experience**
Hesse: Siddhartha: The excerpt from this novel shows us Siddhartha, who reaches an awareness of the interconnectedness of all things, and through the medium of mystical experience, he is able to impart his vision to his boyhood friend. **(LO1, 2 and 3, FSO 3, 4, and 5)**
- 20* James: Varieties of Religious Experience: In this last chapter, James lists four characteristics of the mystical state, all of which agree with the transcendental experiences reported by Indian, Muslim, and Christian mystics. **(LO 1, LO 2 FSO 2,6, 7, and 8)**
- 25 **Establishing the Social Order**
Golding: The Lord of the Flies: Golding describes a situation in which the veneer of civilization is stripped away from children, and a primordial evil emerges out of the depths of the human heart. **(LO 1 and LO 3, FSO 2, 3 ,4, and 8)**
- December**
- 2* Hobbes: Leviathon: Hobbes argues that people are all egoists who always act on their own self-interest, to obtain gratification and avoid harm. We cannot relax our guard, for everyone is constantly in fear of everyone else. **(LO 1 and LO 2, FSO 2, 7 and 8)**
- 4 Review
- 11 **3 p.m. Final Paper Due (FSO 2 and SALRS)**

Philosophy Paper Requirements

FORM OF PAPER

1. Papers should be typed, double-spaced. Do not skip four lines between paragraphs.
2. Margins should be approximately one inch from all four sides of the paper.
3. The first paragraph should contain the point you are making and the method you will employ to prove your point.
 - a. Mention the philosopher and topic you are writing on.
 - b. State your general view of the philosopher on the issue. For instance, "I mostly agree with (Kant) on . . . although I think his argument about . . . is too weak to merit my support."
 - c. Specify the order in which you will present your paper. For example, "I will first present (Kant's) position on . . . followed by his views of . . . I will then evaluate his arguments and give my own position on this issue. In conclusion, I will indicate the points of agreement and disagreement between (Kant's) view and my own view."
4. A good paragraph should have one central point and its lesser points should be related to the main point. If your paragraphs run a page or more in length, they probably need to be broken up into more coherent units. Each paragraph, other than the introductory paragraph and the concluding one, should consist of the following:
 - a. The point being made;
 - b. A definition(s), if appropriate;
 - c. At least 2 sentences explaining each point;
 - d. An example of the point.
5. If you use a philosophical term make sure its meaning is clear by giving a definition or using an example. Do not use the term "rationalization" without looking it up in a dictionary.
6. Use concrete examples to make your meaning clearer.
7. If you are asked to evaluate, below are some questions you can incorporate into your evaluation. Use a point-by-point refutation or support, building up to an overall evaluation of the theory:
 - a. Is the answer he gives a good one—does it really answer the question? Does he really prove his point?
 - b. Has he met all the objections that might bear the other way?
 - c. Has he overlooked any facts he should have considered?
 - d. Does the answer fit the facts the philosopher is trying to explain?
 - e. Support and justify with evidence and reasons all your contentions about the philosopher's theory as fully as you can.
8. Everything you write in the explanation section should also be found in your evaluation section. Other Material is irrelevant to the topic. On the other hand, do not write anything in the evaluation section that you have not discussed in the explanation section of your paper.

9. Good writers give internal organization to their paragraphs by using transitions such as “also,” “in addition,” and “moreover.” These words indicate that you are introducing information that will expand on a previous point. Expressions like “for instance” and “for example” prepare readers for illustrations and examples. Contrast is indicated by such expressions as “on the one hand . . . on the other hand,” “however,” “on the contrary,” and similar expressions.
10. When you explain the philosopher’s arguments, identify each claim he/she is making and the evidence used to support that claim.
11. In a comparison and contrast paper, you should only write on material that can be used to compare and contrast the 2 philosophers you are writing about. That is, everything you write in the explanation section should also be found in your evaluation section and your comparison and contrast section. Other material is irrelevant to the topic. On the other hand, do not write anything in the evaluation section or the comparison and contrast section that you have not explained in the explanation section of your paper.

AVOID

1. Biographical material.
2. Mention of the historical importance of this problem.
3. Quotes over 3 lines long or more than 3 quotes per page. If they are necessary to your paper, put the entire quote in an endnote.
4. Do not write on any reading not contained in the syllabus. If you do not comply, you will receive an ‘F’ on your paper and will not be allowed to rewrite it. This prohibition includes any readings which are removed from the syllabus during the course of the semester.
5. Repetition.
6. **Plagiarism:** Do not pass off as your own the words of another. If you do not give the author credit by putting his words in quotation marks, citing his name, and footnoting the quote, you will receive an ‘F’ for the paper. It is also likely that you will receive an ‘F’ for the class. There is no specific style that is required for citation other than what is listed.

Readings

All readings are excerpts from the complete texts, unless otherwise marked. Often, a full text is not necessary to explore the ideas of each reading. This allows for a broader range of genres, authors and ideas.

Literature

Flatland (5 pages)
The Teachings of Don Juan (4 pages)
The Metamorphosis (complete)
The Edible Woman (9 pages)
The Brothers Karamazov (15 pages)
 The Grand Inquisitor (complete)
Candide (13 pages)
The Death of Ivan Ilyitch (19 pages)
Oedipus, King of Thebes (16 pages)
Antigone (11 pages)

A Modest Proposal (3 pages)
The Limits of Trooghaft (complete)
The Ones Who Walk Away from Omelas (complete)
Siddhartha (7 pages)
The Lord of the Flies (24 pages)

Philosophy

Allegory of the Cave (4 pages)
An Enquiry Concerning Human Understanding (6 pp)
Meditations (first 2 chapters)
The Second Sex (8 pages)

Dialogues Concerning Natural Religion (14 pages)
The Problem of Evil (4 pages)
The Death of Socrates (complete)
The Encheiridion (10 pages)
Utilitarianism (complete)
Grounding the Metaphysics of Morals (14 pages)

Is Human Life of Unique Value? (complete)
The Humanism of Existentialism (complete)
Varieties of Religious Experience (17 pages)
Leviathon (10 pages)

