

# Center for Talent Development – Northwestern University

## 2009-2010 LearningLinks Program

### Introduction to Philosophy Honors

#### **COURSE DESCRIPTION:**

Learning to think conceptually may be the most valuable skill a person can possess in our contemporary, information-based society. Ethics, religion, knowledge, politics and metaphysics form the basis for this study of major trends in Western philosophy from pre-Socratic to contemporary times. Students develop and refine critical thinking and writing skills in the spirit of inquiry as they both analyze concepts and express their opinions. Inquiry begins with Thales (640 BC), and ends with Bertrand Russell, and Gilbert Ryle (1970s).

**Teacher: Lida A. Criner**

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#### **COURSE OBJECTIVES:**

**Upon completion of the course students will know:**

- How to write well organized essays and arguments
- The difference between opinion and knowledge
- That ethics, religion, knowledge, politics and metaphysics are elements of philosophy
- That tolerance of opinions different from one's own is an educational asset
- That philosophy is a system for making (rational) sense out of the world

**Upon Completion of the course students will understand:**

- How to discuss all elements of philosophy in an organized and systematic way
- How to solve tough problems/dilemmas through the philosophic approach
- The "big picture" and how parts relate to the whole
- How philosophy was the first systematized method for going after truth
- The historical development of philosophy
- Classic philosophic concepts and trends
- The difference between deductive and inductive reasoning
- How knowledge of philosophy helps with college entrance tests
- The importance of improving critical thinking and reasoning skills
- Name major and minor philosophers
- Communicate their ideas in Discussions
- Illustrate knowledge of concepts
- Demonstrate logical clarity and rigor in thinking
- Discuss the system of philosophy
- Form a comprehensive world view
- Improve test taking skills across the curriculum

#### **EVALUATION PROCESS:**

Grades for the course will be based upon student's written assignments, quizzes, and forums.

**Grading scale:**

A+	= 97-100%	C	73-76%
A	= 93-96%	C -	70-72%
A-	= 90-92%	D+	67-69%
B+	= 87-89%	D	63-66%
B	= 83-86%	D-	60-62%
B-	= 80-82%	F	59% and below
C+	= 77-79%	INC	Incomplete

**TEXTS AND MATERIALS:**

*Elements of Philosophy: An Introduction* by Samuel E. Stumpf, 1979/2005 by Primis McGraw-Hill, Inc. Custom Text: ISBN: 0390-582654. Suggested: *A Rulebook for Arguments*, Third Edition, by Anthony Weston, 2000: ISBN 0-87220-552-5.

Bookstore: <http://www.mbsdirect.net>

**NOTE:** Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately (847- 491-3833).

**COURSE SCHEDULE:** Internet

The course is divided into nine (9) segments with nine assignments each due on or before the last day of every month. Assignments will alternate between essays and quizzes. In addition, a Discussion Question will be posted as a Forum for all to answer during each of the nine segments. Students will demonstrate the ability to analyze philosophical issues and to express opinions on the problems.

Students will be responsible for having read all pages assigned during the first 30 days of class. On or before the last day of every month, for example, students will submit an essay or an exam. The reading assignments together with the writing of essays and Discussions will provide the practice needed for doing well on the exam that follows an essay, on or before the last day of the month, and so on until nine (9) assignments are completed. Students will spend approximately two months on each Element of Philosophy. There are no scheduled meeting times online unless the class is notified of virtual meetings. Exams will be accessible on the course website under "Assignments." All assignments must be completed and returned in MS Word. Students should use only the email address that they submitted when they registered for the class. Chaos occurs when email is sent from either from parents' email or other. Communication is interrupted and assignments are lost. Religion is the second element to be studied and is out of sequence/order in reading assignments. See, "Philosophy Circle," at the end of this document, which illustrates the natural order of the elements of philosophy, in life's journey. Follow the guide below for reading assignment sequence.

**General Schedule of Reading Assignments:**

**Introduction:** Who were the Pre-Socratics and the Milesian Monists? pp. 01-26.

**1. Elements of Ethics: pp. 27-105—Months 1 and 2**

What should I do? And why should I do it?

**2. Elements of Religion: pp. 203-295 Months 3 and 4**

What can I believe?

**3. Elements of Knowing: pp. 301-407 Months 5 and 6**

What can I know?

**4. Elements of Politics: pp. 110-198 Month 7**

Why should I obey?

**5. Elements of Metaphysics: pp. 413-501 Months 8 and 9**

What is there?

**ASSIGNMENTS FOR TWO SEMESTERS:**

- (a) All chapters of text, and course content notes in course Syllabus
- (b) Nine Discussion Forums on Blackboard due on or before the last day of the month
- (c) Four Essays: Month 1, Month 3, Month 5, and Month 8 (instructions provided)
- (d) Five Quizzes: One each—from the text—"Elements of Philosophy:" Month 2, Month 4, Month 6, Month 7, and Month 9. There will be no essay on Politics.

**NOTE:** If you begin class in September, for example, that is Month 1, and an essay on Ethics is due. For Month 2, an exam on Ethics will be due, and so on.

**1. Presocratics and Elements of Ethics**

Reading assignment: Introduction and Chapters 1-7

**Philosophers:** Thales, Anaxamander, Heraclitus, Pythagoras, Epictetus, and Democritus  
Socrates, Augustine, J. S. Mill, Friedrich Nietzsche, and Jean Paul Sartre

**Concepts:** Teleology, stoicism, deontology, utilitarianism, theology, and existentialism

**Essay due: Month 1-Last Day of Month 1 (see instructions that follow)**

**\*Philosophy Forum: Last day of Month 1**

Reading assignment: Introduction and Chapters 1-7

**Quiz/Exam Ethics due: Month 2**

**2--Elements of Religion**

Reading assignment: Introduction and Chapters 14-18

**Philosophers:** Anselm, Aquinas, Soren Kierkegaard, Gilbert Ryle, Plato, Hume and Descartes

**Concepts:** Empiricism, skepticism, the analytic, logical positivism, dualism, rationalism, idealism, ontology, and theology (concepts overlap in each of the elements)

**Essay due: Month 3**

**\*Philosophy Forum:**

Reading assignment: Elements of Religion and Chapters 14-18 (Religion before Knowledge)

**Quiz/Exam Religion due: Month 4**

## End of First Semester

### 3. Elements of Knowledge Month 5

Reading assignment: Introduction and Chapters 19-25

**Philosophers:** Plato, James, Descartes, Hume, and Kant

**Concepts:** Idealism, pragmatism, rationalism, empiricism/skepticism, and critical idealism

**Essay due: Month 5**

**\*Philosophy Forum: Month 5**

Reading assignment: Introduction and Chapters 19-25

**Quiz/Exam Knowledge due: Month 6**

### 4-Elements of Politics Month 7

Reading assignment: Introduction and Chapters 8-13

**Philosophers:** Plato, Hobbes, Aristotle, Locke, and Marx

**Concepts:** Idealism, libertarianism, conservatism, and socialism

**Quiz: due: Last day of Month 7**

**No Essay is required on Politics**

### 5. --Elements of Metaphysics Month 8

Reading assignment: Introduction and Chapters 26-31

**Philosophers:** Democritus, Parmenides, Pythagoras, Aristotle, Leibniz, Spinoza, and Bergson

**Concepts:** Atomism, pantheism, pluralism, mysticism, and ontology

**Essay: Month 8**

**\*Philosophy Forum:**

Introduction and Chapters 26-31

Reading assignment:

**Quiz/Exam Metaphysics Month 9**

## End of Second Semester

### Introduction to the Elements of Philosophy

By Lida A. Criner

#### What is philosophy?

Philosophy is a quest for knowledge and derives from Greek roots (philo), love, and (sophia) knowledge or wisdom. Standards for careful reasoning set the tone for the pursuit, but the search for knowledge begins with questions. The five elements or tools of philosophy, developed by the author of our text are useful for organizing our course of study. For example, we begin at home, with our parents in the family environment, and are taught ethics/morals, and how to conduct ourselves. We ask, "What should I do?" We sometimes, naturally wonder, "Why should I do it?"

Usually, religion or faith is the next developmental stage, and may be taught at home and in the church. We try to relate to a higher power and discover meaning for existence. Next, we begin our formal education and pursue knowledge in the state school system, and in colleges and universities. What is truth? We wonder, "What can I know? In addition, everyone must participate in politics in one form or another because we must obey the law. But we might wonder, "Why should I obey?" Should the laws be changed?

Finally, we think beyond the world of appearance and search for those things, eternal. We may wish to understand, "What is there?" Metaphysics is the tool we use to search for permanence. Is there anything that lasts forever? How do we fit, in the big picture? Because we are thinking/reasoning people, we ask questions and then search for answers.

Ethics, Religion, Knowledge, Politics, and Metaphysics, the elements, or set of tools appears to be a natural and logical approach for the study of life and life's problems. The self within the family setting may develop naturally as did the earliest philosophers/thinkers that asked questions and vigorously searched for answers. We might agree with Aristotle who taught that we are not happy knowing that something is or is not the case. We want to know why. Facts do not assess themselves and the tools of philosophy can help us assess the information we accumulate.

### **What came first?**

Although philosophy as a system began with the pre-socratics and their questions about the basic substance of the earth, or how it came to be, those ancient (universal) questions are not the ones we first ask, as we grow and develop at home, in the church, at school, in the community and nation.

Philosophy began in the East about 7,000 years ago with the first of three "Zoroaster's" who searched for the origin of the universe, its Creator, and meaning. Egyptian religion followed Zoroastrianism and the development of the world's great religions. The founders of the Great Religions were critical thinkers, but solving problems and reaching conclusions did not develop as the formal system that we know, today, until the pre-socratic era. We think of Thales of Miletus and others who came before Socrates. They wanted to discover "permanence" in existence. They observed that things came into being and then went out of being. Humans come into being and go out of existence, but "humanity" itself seems permanent. Does anything endure?

### **Is anything permanent?**

Philosophy, therefore, began as the search for one (permanent) basic substance or reality from which all things came into being. Socrates, however, wished to discover something permanent in the individual. He looked within and taught that the "unexamined life" is not worth living. He wanted to teach people to think for themselves and to avoid relying on hearsay, culture, or other preestablished beliefs or customs for their moral/ethical conduct. But he was indicted for "corrupting" the youth of Athens, and was executed. The custom, in Roman times, "Kill the messenger," seems to have been fully played out in the death of Socrates. Today, people who bring bad news are often seen as the enemy. It may be interpreted, "The truth hurts." Plato discovered permanence in ideas (Forms) and taught the difference between opinion and knowledge (truth). Aristotle, his pupil who focused on science and logic and set new standards for ethical theory, followed him.

### **What is a worldview?**

A worldview is a perspective about the way things are and one's place in the world. A philosophical archetype or specialist is one who holds a "worldview" or perspective unique to his/her belief or practice. A specialist exemplifies ways of coping with life and life's problems. Philosophy should be studied not for the sake of finding conclusive answers but for opening doors to possibilities. Those who have a worldview or a satisfactory perspective may feel "at home in the universe." Their belief system or perspective helps set boundaries and at the same time offers limitless possibilities for learning and facing life's challenges.

### **Guidelines for Essays and Quizzes/Exams**

Purpose: The purpose of written essays, forums and quizzes, is to help students:

- Demonstrate understanding of philosophical concepts
- Illustrate knowledge by application of concepts in writing
- Think and write clearly, coherently, and logically
- Practice “doing philosophy” by replying to discussion questions

Evaluation: The essays will be evaluated based on clearly stated topic and introduction, supporting details in the body of essay, and effective conclusion statement. All essays and exams are weighted equally. There is no Final Exam.

Content:

- Essays should be 500 and 750 words (two to three typed pages).
- Double-spaced and typed in MS Word
- Submitted on or before due date via email attachment
- Essays and quizzes should be free of spelling and grammar errors
- Essays and Quizzes/Exams must be the student's original work
- Blackboard Discussion Posts must be student's original work
- Place last name first, and then given name on subject line in email when submitting assignments. All assignments are filed by last name.

### **Ethics Study Guide**

Ethics always involves the need for judgement or making choices (Stumpf, 1979). We not only face alternative possibilities in our lives, we think about those alternatives. We weigh the pros and cons and if we are good at it, we make "right" choices as opposed to "wrong" choices. Problems arise when people cannot agree on what is right and what is wrong. Standards were set, long ago. For instance, there was never a time when committing murder was the good or right thing to do. Murder, by definition, was/is always and everywhere wrong. But disagreement occurs when the word "malice" is applied and motive and intent come into play. So we see that alternative possibilities seem always present. There are times when there are no alternatives.

**Six Elements of Ethics:** At least six elements of ethics seem crucial in making ethical decisions or solving ethical dilemmas. It does not seem to matter how large or how small the dilemma, the need for "thinking" about the situation is important. The acronym, ADCROS, seems useful for helping us understand and remember the elements of ethics:

- A = Alternatives:** we may have an array of possibilities before us for deliberation.  
**D = Deliberation:** we can deliberate or "think" about the alternative possibilities for choice.  
**C = Choosing:** we may be able to make a reasonable/best choice after deliberation.  
**R = Responsibility:** we must assume responsibility and consider ourselves.  
**O = Others:** we must think of how our choice(s) affects another person or persons  
**S = Self:** we must be able to live with our choices and be responsible for action/choice

**Ethics** is sometimes referred to as deontology, or the study of moral obligation. We will study seven major philosophers whose philosophical concepts were important in the development of ethical theory. Socrates, the "Father" of philosophy was accused of "corrupting the youth" and was sentenced to death in Athens. He taught everyone with whom he came in contact the use of the power of the mind for arriving at truth. He taught that the unexamined life was not worth living and that the best life was that which allowed independent thinking and the freedom to make wise choices.

**Ethics Leaders:** Plato (428-348 B. C.), the student of Socrates, disappointed in the way in which his beloved teacher was tried and convicted, gave up politics and began a life of teaching. From Socrates, he learned that the surest way of going after knowledge was through orderly discussion in the dialogue (p. 310). He established the first university, the Academy of Athens, and was responsible for conceptualizing the world of ideas (Forms) as that which is permanent and eternal. The Allegory of the Cave in Plato's *Republic* illustrated how knowledge was possible as a gradual development. He thought that people who lived in the cave of darkness were blinded to truth and should be led out of the prison of ignorance into the light outside of the cave. Thus, with Socrates, Plato, and Aristotle, philosophy was established as a system in the formal university setting.

**Basic concepts of Ethics:** (1) stoicism, (2) existentialism: hard and soft, (3) teleology, (4) critical idealism, (5) utilitarianism, and (6) theology.

**Philosophers** associated with the concepts are Epictetus, Nietzsche, Sartre, Aristotle, Kant, Mill, and Augustine, respectively. Each time that we think of one of the specialists in ethics, we may remember their names and concepts more easily by study of a special quote or saying from each of the ethical theories.

**Epictetus, a stoic**, for instance, taught that people had no control over events. He said, "Wise persons would choose to control their feelings" (p. 25), and should play well their assigned roles in life. In other words, whatever role one is given in the drama of life, he/she should do the best possible job of playing that part. The attitude toward events could be controlled, according to Epictetus. It might be something like viewing a tragic scene in a play and deciding to leave the theatre because the scene on the stage was distasteful or tragic.

We might decide to get out of life because of one bad scene, when in fact, if we stayed for the entire play of life, we might have discovered that the tragedy had a happy ending. Epictetus' view was borne out of personal experience, and suffering, from which he gained wisdom for living the moral life. His philosophy was both a comparison and contrast of Friedrich Nietzsche's "hard" existentialism. We always have choices. He said that we could choose to **merely exist** in the world, or that we could choose to **confront life** and then, "**emerge and define**" ourselves. Choosing to do nothing is a choice, for Nietzsche.

**Nietzsche's approach** to living in the world, "in spite of" the horrors, and apparent absurdity of life, was that of "tough optimism." He literally, shouted that one must go on living in spite of conditions, and one must do so by confronting life on life's terms. He wrote that one must "go beyond good and evil and rise above it ... become a superior person ... an "overman" (p. 84). That is why his existential concerns sharply contrast with those of Jean-Paul Sartre.

**Sartre took a "soft" approach to the apparent meaninglessness** and described life as one of constantly having to make choices. He said, "**Man is condemned to be free**" (pp. 102-103) because he is alone. Once "thrown" into the world, he alone must be responsible for what he becomes. Sartre took atheism seriously and said that there was no God to create the self; therefore, no ethical standards could be set by anyone other than human beings. He believed that people, generally, deceived themselves when they claimed that God or some other force caused them to make this choice, or that. We are **without excuse** and must always be responsible for our choices.

**Aristotle's ethics** took a different turn and he taught that all things function with an end or aim in view (p. 28). The end, at which all things aim, was "instrumental" and "intrinsic" (pp. 28-29). Aristotle pointed out the difference between the two ends and showed that a thing can be good, in and of itself, and does not aim at anything beyond itself. He taught that a man should learn not only to be good "at" something but also should fulfill human purpose (teleology).

**For Aristotle, happiness was an activity of the soul in accordance with virtue.** He thought that one could choose to do the right thing, through control of the appetite, and could develop the habit of acting in accordance with virtue. Important in Aristotle's ethics was the notion of living in accordance with virtue in a complete life. Doing a good deed every now and then or being a "good" person once in awhile did not make a man good. Likewise, doing a good deed when it was convenient did not make a man virtuous. **"Moreover, the good man is not the one who does a good deed here or there, now and then, but whose whole life is good" (p. 30).**

**The "Modes of Love"** in the philosophy of Saint Augustine (354-430) helped solve the **problem of evil in the world**. As a student, Augustine could not accept the Christian view of evil in the world. He lived a boisterous and bawdy life of "sin," as he called it, and he took a mistress. The problem of evil posed a serious break in his religious faith, but he continued to worry about morality. It just didn't make sense. **If God is good, how could He allow evil in the world?** God could not be both Creator and Destroyer at the same time. Turning from his faith to a group called the *Manichaeans*; Augustine found peace, for a time. He could now blame his "sin" on the external power of darkness.

**The "dualism"** (pp. 41-42) of the Manichaeans provided a safe and ready, temporary, answer for the problem of evil for Augustine. When dualism no longer offered solace, he was attracted to materialism. Finally, Augustine made Christianity intellectually reasonable through Platonic thought. Evil was no longer a positive existing substance, but was merely the "absence" (p. 43) of light, or the good. He discovered that **human nature was such that "it cannot itself be the good by which it is made happy . . . nature did not produce man . . . God did"** (p. 43). He found that love was "disordered" in the world and he formulated three "Modes of Love" to emphasize the special role for overcoming evil. **Human beings are incomplete when love is disordered.** They must love rightly, according to Augustine, by reversing the "disordered" love, shown below. The proper order is God first, the self, people, and objects, last.

- **O = Objects**
- **P = People**
- **S = Self**
- **G = God**

**The German philosopher, Immanuel Kant** (1774-1804) also believed that human beings possessed the freedom to choose how they would live their lives. He thought that everyone experienced the **sense of moral duty** and that each could choose to obey the moral law within, or not. Sir Isaac Newton's physics strongly influenced Kant's early thinking with its emphasis on the power of human reason. **It is reasonable to act out of duty.** We know that we ought to tell the truth, for example, on principle. The principle of reason in ethics is not much different from any other principle of reason in science. "Our reason brings to the objects or events in our experience certain ways of thinking about them as though we were looking at them through intellectual glasses or lenses" (pp. 52-53). Kant thought that the laws of physics, in principle, were the same as the "laws" of moral conduct. He said moral behavior should be conducted out of the sense of duty because it is the right thing to do. Kant spoke of motives.

Neither the motive of **inclination** nor that of **self-interest** is the correct motive. The moral imperative has no "ifs," as, in the hypothetical imperative. The **categorical imperative**, to act out of a sense of duty, has no "ifs." It is simply an imperative to do one's duty. **Kant's moral law within resembles the golden rule.** He said, "**Act only on that maxim [principle] whereby you can at the same time will that this maxim should become a universal law**" (p. 56). Kant believed that once we understand the basic principles of the categorical imperative, we would then "know what we ought to do in any given set of circumstances" (p. 55).

**John Stuart Mill** (1806-1873), on the other hand, introduced a new theory of ethics. He said that all ethical philosophies could be tested against the principle of *utility*. Utilitarianism, or the philosophy of **the greatest happiness principle**, claimed that an action was good/moral if it was useful in producing either pain or pleasure-- **for the greatest number of people**.

**In utilitarianism**, the focus was not on the individual but was on the greatest number of people made happy. Utilitarianism resembled democracy. In a democracy, the people rule. It may be assumed that the greatest numbers of people are made happy, rather than unhappy, because of the vote. But some pleasures are better than other's and Mill put the pleasure/pain calculus, to the test. It was not the quantity of happiness that mattered, but the **quality**. Mill said that he would "rather be Socrates dissatisfied, than a pig satisfied" (p. 69). He wanted to make certain that the principle of utility was understood as a principle of "quality" and not as a mistaken version of **hedonism**.

Mill took a stand with the **ancient Epicureans** and supported their notion of the pleasures of the **intellect, feelings, and of the imagination, as tests of true human happiness and goodness**. For Mill, the complete spirit of the ethics of utility could be realized in the golden rule-- "**To do as one would be done by and to love one's neighbor as oneself**" (p. 70).

### **ESSAY SELECTIONS: CHOOSE ONLY ONE (1) TOPIC**

#### **Ethics:**

1. Discuss Stoicism as a philosophy. Name a philosopher, or philosophers, and describe how stoicism might apply in modern life based on the concept of stoicism.
2. Discuss existentialism in the philosophy of Friedrich Nietzsche. Why did he believe that values should be turned upside down?
3. Mill described an action as good if it succeeded in diminishing pain and increasing pleasure (happiness). Why did he believe that a new theory of ethics was needed? What was Mill's theory?
4. Discuss Socrates as an important philosopher. What did he believe? What did he teach? Why is he considered to be the "father of ethics?"
5. Describe Ethics. Discuss the elements of ethics and apply at least one element in a real life problem/situation.

#### **Religion:**

1. Write an essay entitled, "The Nature and Language of Religion." Include a (a) definition of religion, (b) why religion is important, and (3) name the philosophers' position.
2. Write an essay entitled, "The Mind/Body Problem." Compare and contrast the positions of Ryle and Descartes.
3. Write an essay entitled, "The Five Proofs for God's Existence." Name the philosopher, define the proofs, and conclude whether or not the argument constitutes philosophical proof. Defend or negate the evidence given in the text.

4. Compare and contrast Kierkegaard's Christian view of making decisions in religion with that of Jean-Paul Sartre. What difference do their attitudes make in their decision making process?
5. Compare and contrast the philosophical positions of Hume and Plato on body and soul. Discuss their particular views on "death and beyond."

**Knowledge:**

1. Compare and contrast theories of knowledge in the philosophies of Hume and Descartes. Discuss how knowledge is possible in both "a priori" and "a posteriori" knowledge.
2. How does Descartes proceed from the "idea" of God to prove the existence of God? Remember that Descartes is a rationalist.
3. A pragmatist rejected the "copy-view" of reality for validation of truth. Who was the pragmatist, and what did he determine about truth? Why did he reject the "copy-view"? What did he say about the clock analogy?
4. What did Kant say about the mind and how it synthesizes and unifies experience? Is there a relationship between the mind and the objects of experience? What is the "manifold" of sense experience?
5. Write an essay describing the elements of knowledge provided in the introduction to knowledge in the text. Illustrate how knowledge is possible.
6. According to Hume, what constitutes the whole "contents" of the mind? If all ideas are based on sense impressions, where might the idea of a winged horse or a gold mountain come from? Based on Hume's philosophy, how might he discuss the "idea of God?"
7. Plato's theory of the Forms (ideas) was his most significant contribution to philosophy. He thought that knowledge was absolute because true knowledge was derived from the most perfect idea of it. He explained the whole structure of reality and attempted to explain the nature of existence. Based on the cave allegory how did he show that true knowledge is possible?

**Politics: No Essay is required. If students wish to write an essay, they may do so for extra credit and may choose from the selections below.**

1. Discuss reasons why Plato thought philosophers should be kings. Why did he think rulers should be philosophers? Describe the state ruled by Philosopher/Kings and discuss which one is more important in government--highly competent leaders or popular ones. Why?
2. What is the particular view of history for Marx? What is his notion of Class conflict?
3. Name and describe the elements of politics and discuss why they are important in political philosophy?

### Metaphysics:

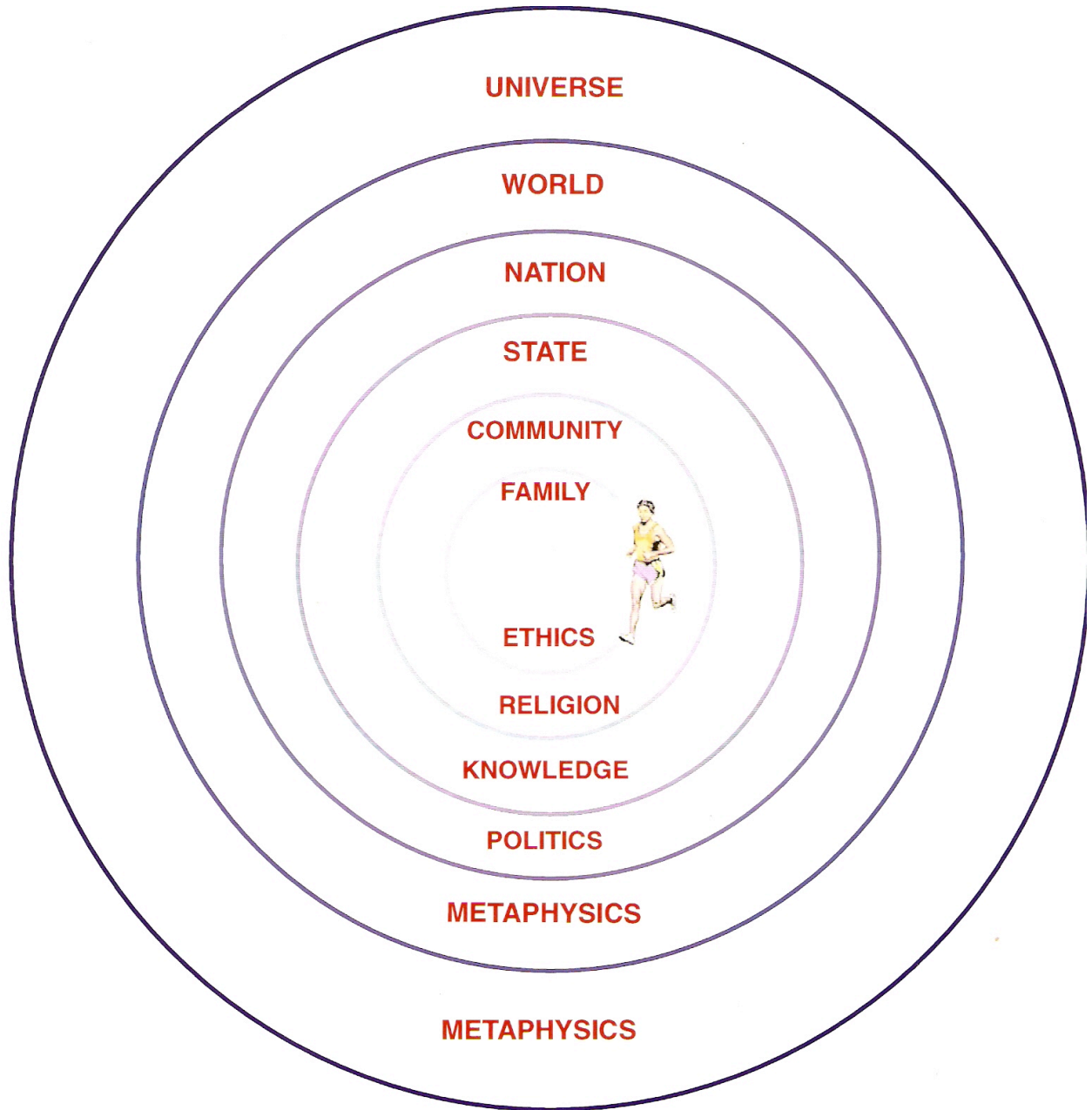
1. The universe described by the "atomists" is one of pure chance. State the atomists' position. Would it matter to you if this metaphysical claim were the correct one? Explain why or why not.
2. Aristotle believed that previous philosophers overlooked the causes of motion, or change. He meant that it was not enough to say that all things consist of matter and possess form. How did he think things in nature become what they are? For what purpose do they strive?
3. Discuss Aristotle's notion of the "Unmoved Mover." Relate it to the process of change and the four Causes of Being
4. Spinoza thought that exact knowledge of reality could be achieved in geometry. Spinoza also emphasized a basic unity between God and Man. He said that there was only one substance and that the word "God" was interchangeable with "Nature." Discuss the pantheism of Spinoza.
5. Leibniz emphasized that substance contained life or a dynamic force. He taught that the simple substance, the monad, was capable of action. Discuss Leibniz' notion of "preestablished harmony" and how "monads" (atoms) order the universe. **Note: Study Guides for Religion were not included in the syllabus. The Ethics study guide, herein, is an example of a guide for study.**

### Rubric for Writing Essays:

<b>Name:</b>	
<b>Date:</b>	
<b>Evaluation Criteria for Written Assignments: 100 points possible</b>	
30: Demonstrate understanding of concepts	30
10: Illustrate knowledge by application of concepts	10
10: Clearly stated topic and introduction:	10
20: Supporting details in the body of the Essay:	20
10: Effective conclusion statement:	10
05: Style: (references)	05
05: Grammar and Spelling:	05
10: Original Work:	10
Total	100%

- The main idea should appear in the first paragraph; preferably in the first sentence.
- Support the main idea with sufficient details (evidence).
- Write an effective title that leads the reader into the paper. The title should contain words that appear in the main idea or topic sentence.
- The conclusion sentence should be a restatement of the main idea or topic, in slightly different words.
- Always cite references with page numbers following quoted passages.
- It is a good idea to include one or two direct quotes from the text or reading assignment.
- Always place your name and the date on all assignments.
- Scroll to view “Philosophy Circle”
- Your teacher developed the circle to illustrate the natural development of ethics, religion, knowledge, politics, and metaphysics in life and in life’s work.
- The circle was designed as a ‘view’ to assist learning and recall of content in the survey of philosophy course.

GLL SAMPLE



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