

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: History and Philosophy COLLEGE: ARTS & SCIENCES

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1. Subject Code, Number, and Title: PHIL 331 History of Modern Philosophy

2. Credit Hours 3

3. Course Description

The focus of this course is on the epistemological and metaphysical issues that occupied philosophers of the 17th and 18th century, with emphasis on the influences of skepticism, science, and religion on conceptions of God, causation, matter, mind, knowledge, and perception.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
 an existing course with revisions (attach this form to Request for Course Revision form)
 a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
 Quantitative Reasoning (*QR designation*)
 Writing Intensive (*WI designation*)

Perspectives on a Diverse World

- Global Awareness
 U.S. Diversity

Knowledge of the Disciplines

- Arts Humanities
 Science Social Science

Learning Beyond the Classroom (*LBC designation*)

6. **Rationale.** Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

This course is a Writing Intensive course in the philosophy program. Students will write 3 take-home essay exams and a substantial philosophical paper. The essay exams are devoted to understanding and critiquing arguments put forward by someone else. The substantial paper is a reasoned defense of a thesis. Students will choose an issue in modern philosophy, formulate a thesis and defend that thesis.

There are two main kinds of philosophical writing: (1) Critiquing arguments put forward by someone else; and (2) Defending a thesis. Students will do both kinds of writing in this class.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

1. **Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.**

- a) Students will learn how to read and write a philosophical paper. Philosophers read with two things in mind: (1) What is the most charitable interpretation of the author's argument? (2) Do the premises of the author's argument support his or her conclusion? Students will be involved in this type of reading throughout the course, as we read the work of philosophers and, in class discussions, reconstruct their arguments and critique their positions. The skills involved are critical reading and critical reasoning, most of which they will have acquired in previous philosophy courses.

- b) Students will demonstrate their ability to read and understand complex philosophical arguments by doing propositions and questions and writing three take-home essay exams. Exam questions require both the exposition of a philosophical position and a critique of that position. Students will also learn to write a substantial philosophical paper, in which they formulate and defend their own thesis. The paper is progressive, with assignments due at five different points during the semester. The first is the topic of the paper, the second the sources, the third an annotated outline, the fourth a draft and the fifth the final paper. All of these assignments are required and are part of the final grade on the paper.

5. **Use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a discipline.**

- a) A philosophical paper is a reasoned defense of a thesis. The purpose of such a paper is to establish the truth of a conclusion. Students will learn the strategies for writing such a paper. Drafts will be turned in for comments and students will revise the paper in light of those comments.

- b) Papers will be assessed in light of the expectations of philosophical writing: (1) Is the thesis clearly stated? (2) Do the author's premises support his or her conclusion – is the reasoning sound/cogent? (3) Are controversial premises supported?

6. **Formulate research questions and employ strategies for researching and responding to those questions.**

- a) Students will formulate a thesis and defend that thesis. They will consider objections to their arguments and respond to those objections.

Philosophy is not an empirical discipline. Thus, research consists of reading the relevant background literature. Students will be introduced to various databases (e.g., *The Philosopher's Index*) that will help them find the background literature for their paper.

b) Student's ability to do what this outcome demands will be assessed in the grading of the various paper assignments and the final paper. See paper assignment for grading criteria.

7. Use discipline-specific genres to communicate information.

a) The genre of philosophy is that of an argumentative paper. Students will write a substantial argumentative paper, as well as three take-home essay exams in which they demonstrate their ability to understand and critique an argument put forward by someone else.

The substantial paper written in PHIL 331 will be modeled after philosophical journal articles. Although students will be writing primarily for other class members, they will acquire the skills necessary for professional philosophical writing.

b) This outcome is assessed through the grading of the paper and the essay exams. See paper assignment for grading criteria.

8. Understand conventions for communicating, disseminating, and interpreting information within a discipline.

a) Students will understand, from reading and studying journal articles and texts, how philosophical argument is disseminated and communicated. Interpretation is an essential part of both reading and writing philosophy.

b) Students' understanding will be assessed through the paper and the essay exams. See paper assignment for grading criteria. Exams are graded on both form and content. Students must show understanding of philosophical positions and be able to criticize them.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head _____ Date

2. College

College Dean _____ Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee _____ Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

Phil 231: History of Modern Philosophy
MWF 11:00-11:50 p.m.

Winter 2005
418 P-H

Syllabus

Instructor: Professor Margaret Crouch
Office: 702C Pray-Harold
Office Hours: MWF 9:00-11 and by appointment.
Telephone: 734/487-0069; 734/487-1018 (urgent messages)
Fax: 734/487-6835
E-Mail: mcrouch@emich.edu (best way to get in touch)
Mailbox: Dept. of History and Philosophy, 701 Pray-Harold

Course Description

The focus of this course is on the epistemological and metaphysical issues that occupied philosophers of the 17th and 18th century, with emphasis on the influences of skepticism, science, and religion on conceptions of God, causation, matter, mind, knowledge, and perception.

Goals of the course include:

- understanding the metaphysical and epistemological positions of several modern philosophers
- reading the writings of philosophers critically, but with understanding
- writing philosophical papers
- discussing philosophy
- improving critical and analytical skills
- practicing the history of philosophy
- drawing connections between concerns of modern philosophers and concerns of today

General Education Writing Intensive Rationale

This course is a Writing Intensive course in the philosophy program. Students will write 3 take-home essay exams and a substantial philosophical paper. The essay exams are devoted to understanding and critiquing arguments put forward by someone else. The substantial paper is a reasoned defense of a thesis. Students will choose an issue in modern philosophy, formulate a thesis and defend that thesis.

There are two main kinds of philosophical writing: (1) Critiquing arguments put forward by someone else; and (2) Defending a thesis. Students will do both kinds of writing in this class.

Required Texts

Baird, Forrest E., and Walter Kaufmann (eds). *Modern Philosophy*. 4th ed. Upper Saddle River, New Jersey: Prentice-Hall, 2003.

Other required reading on Ereserves.

Electronic Reserves (Ereserves)

I am using the Electronic Reserve system instead of putting together a course pack that you must purchase. Electronic Reserve works much like traditional reserve systems. I put articles or documents in electronic files and you access them through the EMU web system. You may either read them online or print them to read in hardcopy. Printing is free at the Halle Library. You will need Acrobat, but that can be downloaded free.

To get to the reserve system,

1. Go to <http://reserves.emich.edu/coursepage>.
2. Click on "Electronic Reserves and Course Materials" and scroll down the index to "Philosophy." Alternatively, you may use the Instructor index and find my name directly. In either case, click on "Go." You should see our course.

3. Click on the course number and you will be asked for a password. The password is "reason." Read the conditions of use, and click on "Accept."
4. You will see a list of files with names that match those on the schedule that are not in the textbook. I am including all of the course materials (such as syllabi, etc.) here, as well.

Course Requirements

"If I simply told you, you would not know; you simply would have been told. Study it thoroughly and ... I will ask you. You will answer and then you will know."

— ROBERT HEINLEIN, *FRIDAY*

Essays: Essays are designed to test a student's understanding of the philosophical concepts and arguments of the philosophers we are studying. Students are required to complete three take-home essays. Each essay constitutes 20% of the total course grade.

Paper: The paper is designed to enable a student to engage in the practice of the history of philosophy. Students are required to write a philosophical paper (10 typed, double-spaced pages—2500-3000 words). Instructions for the paper will be distributed with this syllabus; they include assignments designed to help you in writing your paper. Everyone is required to complete all components of the paper. Failure to complete any of the first three components will result in a lowering of the paper grade by 1/3 letter grade. The grade on the paper constitutes 30% of the course grade.

WRITTEN ASSIGNMENTS

Title	Due date	Weight
FIRST ESSAY	February 18	20%
PAPER ASSIGNMENT 1: CHOOSING A TOPIC	March 7	1/3 letter grade
PAPER ASSIGNMENT 2: SOURCES	March 14	1/3 letter grade
PAPER ASSIGNMENT 3: ANNOTATED OUTLINE	March 21	1/3 letter grade
SECOND ESSAY	March 30	20%
PAPER ASSIGNMENT 4: DRAFT	April 4	1/3 letter grade
PAPER DUE	April 15	30%
THIRD ESSAY	April 18	20%
QUESTIONS	See schedule.	5%
PROPOSITIONS	See schedule.	5%

CLASS FORMAT

The class format will be a modified discussion format in which lectures respond interactively to questions. I will assume that you read the day's reading and understood most of it. In my lectures I will sometimes focus on the most difficult points from the reading, sometimes the most important, and sometimes fine points most likely to be overlooked. Sometimes I will omit detail in order to give the big picture; sometimes I will ignore all but one sub-topic in order to give detail. There are two important consequences for you. (1) First, the lectures will not suffice to convey everything that is important in the reading. They couldn't. (2) Second, you may have questions on parts of the reading I did not cover. If so, please ask them. I am always willing to slow down or make mid-course corrections.

On many days, one of you will open class by writing on the board (or reading aloud) the five most important propositions asserted by the author in that day's reading. See the **propositions** handout for details. You will take turns doing this, but everyone should do it once, and everyone will turn in to me their propositions each day we have them.

On those same days, one of you will open class by asking the first questions. See the **questions** for details. You'll also take turns at this, and I may ask for more than one person's questions in a day. Each person must do it at least once, and I will collect your questions each day they are assigned.

All propositions and questions should be turned in in electronic form so that I can post them on Ereserves.

Course Policies

Policy on Late Examinations and Assignments

Late papers are a nuisance for everyone and can be unfair to other students. If you know that you will be unable to hand in a paper at the scheduled time, the best thing to do is to make arrangements to turn it in early. If an emergency

prevents you from turning in the paper at the scheduled time, please contact me as soon as possible. I will require some kind of official verification of the emergency (funeral notice, doctor's note, etc.) before I can allow you to turn in the paper. I know this seems heartless when you have lost a loved one, but people are not always truthful, and I must strive to maintain fairness. I retain the right to refuse to accept a late paper if the student is unable to provide such verification.

Academic Integrity

Academic dishonesty will be penalized. Academic dishonesty includes cheating and plagiarism. This includes papers that are bought from *internet paper mills*—either already existing or specially written papers. Such papers meet the definition of plagiarism. See <http://www.dsa.emich.edu/sjs/acddishon.html> for definitions of cheating and plagiarism. Plagiarism will be reported to Student Judicial Services and, depending on the severity of the plagiarism, the student will receive a failing grade for either the assignment or the course. I will be using a new anti-plagiarism program offered by the university this term. It requires that all major assignments (essays and papers) be turned in in electronic form.

Guidelines for Classroom Behavior

Classroom civility is required. In order to insure that everyone feels free to voice his or her opinion in class, we must take care not to intimidate anyone. Classroom civility also requires respecting the right of other students to learn. This requires being on time for class and staying until the class is over, listening while others are speaking, refraining from talking or making noise while others are speaking, and being careful not to monopolize the discussion or take it too far afield. All phones and pagers off, please.

Students with Disabilities

Reasonable accommodations will be provided for students with disabilities. Please speak with me at the beginning of the course.

Other

If you send me your e-mail address, I can send you copies of the materials for the course that include URLs.

Changes may be made in the syllabus and/or schedule. Students will be informed in class of all such changes. You are responsible for the information contained in this syllabus.

Last But Not Least

I hope you enjoy the course and learn a great deal. I am honored to have you in my class. My office hours are included above, but I am usually on campus at other times, as well. Office hours are for discussing problems one is having in a course, but also for clarifying ideas, getting additional reading materials, and other course or field-related discussions. You do not have to be having problems to make use of office hours. However, if you are having problems, please come to see me early and often.

SCHEDULE OF READINGS AND ASSIGNMENTS WINTER 2005

Works and pages cited for a given day will be discussed or presupposed that day in class and should have been read in advance. Assignments are due at class time on the days indicated.

DATE		TOPIC	READING	ASSIGNMENT/ACTIVITY
Wed	Jan 5	Introduction		
Fri	Jan 7	Aristotelian Metaphysics.	Aristotle. http://plato.stanford.edu/entries/aristotle-metaphysics/	
Mon	Jan 10	The New Metaphysics of Mechanics	Galileo, "The Assayer." http://www.philosophy.leeds.ac.uk/GMR/hmp/texts/modern/galileo/assayer.html	Propositions Questions
Wed	Jan 12			Video: <i>The Scientific Revolution VHS 4899</i>

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Fri	Jan 14		Descartes, Letter, Preface, Synopsis (and pp. 9-13).	Video: <i>Is Reason the Source of Knowledge?</i>
Mon	Jan 17	Martin Luther King, Jr. Day		
Wed	Jan 19	Descartes: The Method of Doubt	Descartes, First Meditation.	Propositions Questions
Fri	Jan 21	Descartes: The Cogito	Descartes, Second Meditation, pp. 23-26.	Propositions Questions
Mon	Jan 24	Descartes: The Wax Argument	Descartes, Second Meditation, pp. 26-28.	Propositions Questions
Wed	Jan 26	Descartes: The Existence of God and the Problem of Circularity	Descartes, Third Meditation.	Propositions Questions
Fri	Jan 28	Descartes: Error and Free Will	Descartes, Fourth Meditation.	Propositions Questions
MON	Jan 31	Descartes: Proof of the Existence of God	Descartes, Fifth Meditation. Descartes, "Arguments Demonstrating the Existence of God..." Euclid, Elements, Book I http://aleph0.clarku.edu/~djoyce/java/elements/book1/book1.html	Propositions Questions
WED	Feb 2	Descartes: "The Mind and the Body"	Descartes, Sixth Meditation. Elisabeth of Bohemia, "Correspondence with Princess Elizabeth" 57-61.	Propositions Questions

Fri	Feb 4	Descartes: "The Mind and the Body"		Video: <i>Is Mind Distinct from Body?</i>
Mon	Feb 7	Spinoza: Introduction	Spinoza, pp. 116-118.	
Wed	Feb 9	Spinoza: On God	Spinoza, "First Part of the Ethics" (focus on 118-129).	Propositions Questions
Fri	Feb 11	Spinoza: The Mind	Spinoza, "Second Part of the Ethics," 141-151.	Propositions Questions
Mon	Feb 14	Spinoza: The Mind	Spinoza, "Second Part of the Ethics," 152-169.	Propositions Questions
Wed	Feb 16	Spinoza: Freedom		

Request for Approval of a General Education Course (continued)

Fri	Feb 18			Video: <i>Does Knowledge Depend on Experience?</i> FIRST ESSAY DUE.
Mon	Feb 21	Locke: Ideas	Locke, pp. 170-181.	Propositions Questions
Wed	Feb 23	Locke: Ideas	Locke, pp. 181-192.	Propositions Questions
Fri	Feb 25	Locke: Ideas and Personal Identity	Locke, pp. 193-194; 204-214.	Propositions Questions
	Feb 28- March 4	Winter Break		
Mon	Mar 7	Locke: Knowledge	Locke, pp. 221-236.	Propositions QUESTIONS Paper Assignment 1 Due
Wed	Mar 9	Leibniz	pp. 246-248	
Fri	Mar 11	Leibniz	<i>Monadology</i> , §§ 1-30.	Propositions QUESTIONS
Mon	Mar 14	Leibniz	<i>Monadology</i> , §§ 31-60.	Propositions QUESTIONS Paper Assignment 2 Due
Wed	Mar 16	Leibniz	<i>Monadology</i> , §§ 61-90.	Propositions Questions
Fri	Mar 18	Berkeley: Abstract Ideas	<i>Principles</i> , "Preface," Introduction §§1-14, <i>Principles</i> , §§1-20.	Propositions Questions
Mon	Mar 21	Berkeley: Material Substance	Berkeley, <i>Principles</i> , §§ 21-53.	Propositions QUESTIONS Paper Assignment 3 Due
Wed	Mar 23	Berkeley: God	Berkeley, <i>Principles</i> , §§ 21-53.	Propositions Questions
Fri	Mar 25	Spring Break		
Mon	Mar 28	Hume: The Origins of Ideas	Hume, §§ II-III, <i>Enquiry</i> .	Propositions Questions
Wed	Mar 30	Hume: Empirical	Hume, § IV, <i>Enquiry</i> .	Second Essay Due

		Knowledge		
Fri	Apr 1	Hume: Empirical Knowledge	Hume, § V, <i>Enquiry</i> .	Propositions Questions
Mon	Apr 4	Hume: Causality	Hume, § VII, <i>Enquiry</i> .	Propositions QUESTIONS Paper Assignment 4 Due
Wed	Apr 6	Hume: Causality and Skeptical Philosophy	Hume, §§ VIII & XII, <i>Enquiry</i> .	Propositions Questions
Fri	Apr 8	Kant	Kant, pp. 503-514.	Video: <i>Does the Mind Shape the World?</i>
Mon	Apr 11	Kant	Kant, pp. 515-516.	Propositions Questions
Wed	Apr 13	Kant	Kant, pp. 516-531.	Propositions Questions
Fri	Apr 15	Kant	Kant, pp. 532-545.	Propositions QUESTIONS Paper Due
Mon	Apr 18	Kant: Free will and Immortality		Third Essay Due
	Apr 22	Final Exam Period 11-12:30 p.m.		Film: <i>Proof</i>

PHIL 231: HISTORY OF MODERN PHILOSOPHY

WINTER 2005

PAPER ASSIGNMENT

Due April 15

Write a paper of 10 pages (2500-3000 words) on the views of one or more of the philosophers of the modern period. The philosopher need not be one covered in class. The paper should explore a topic that has not been thoroughly treated in class and that does not appear on any examination.

As the syllabus indicates, this paper is "progressive". There will be assignments along the way that are designed to help you work toward the finished product. Failure to fulfill any one of these assignments will result in a lowering of the paper grade by 1/3 letter grade. These assignments are included below. **All assignments should be typed and turned in and emailed at the beginning of class on the day they are due. Early paper assignments accepted. No late paper assignments accepted. Both your draft and the final paper must be handed in on April 15.**

FORMAL REQUIREMENTS

1. 10 (2500-3000) pages, not including endnotes or bibliography (I have been known to count words).
2. Title page including title, your name, the date on which you hand in the paper, the word count, and the name of this course.
3. The paper should be printed using a readable font (10-12 pt) with 1 inch margins and pagination. Use proper formatting of sources.
4. You must use a work by one of the philosophers of the modern period.

5. You must also use at least one outside source that provides an interpretation or criticism of the modern philosopher. Such sources are available in books, anthologies, and journals.
6. This paper cannot be used for any other course.

CRITERIA FOR EVALUATION

The following are the criteria that will be used in the evaluation of your final paper:

1. **Choice of Topic.** The topic should be one that is interesting and challenging, one that allows you to contribute to writing in the history of philosophy. The topic should be neither too broad, nor too narrow, but just right. The topic is too broad if you are unable to cover it thoroughly in an 8-10 page paper. It is too narrow if you must pad your paper with unnecessary material to extend it to 8 pages.
2. **Accuracy and Fairness of Exposition.** At least part of your paper will be devoted to exposition of a philosopher's views. I will be looking to see whether your exposition reflects a sensitive understanding of the view explained. Your exposition should accurately present the views of another. If one is criticizing them, it is often tempting to caricature the views so as to make them easier to criticize. You should use the "principle of charity" in your exposition. The people you are reading are intelligent, though not infallible.
3. **Strength of Argumentation.** Most of the papers you write will make use of argumentation, since you will be supporting a thesis or an interpretation at some point in the paper. The evidence that you use should be accurate and should provide clear support.
4. **Structure or Organization of Paper.** This is a very important aspect of the paper. The paper should "flow" logically from start to finish. The precise organization will depend on the kind of paper you are writing. However, every paper should move logically from introduction to conclusion, with clear transitions between paragraphs, and transitional paragraphs where appropriate, so that the reader can see how each paragraph is related to the topic. There should be no extraneous material or digressions. Furthermore, each paragraph should be well structured, addressing one topic, and containing a topic sentence.
5. **Use of Language.** Each sentence should be well structured and grammatical, and words or phrases used appropriately. Spelling and punctuation should be accurate and typos corrected. Remember that automatic spell-checkers are not reliable. Also, note that the past tense of "lead" is not "lead", but "led". Possessives and contractions are often confused ("theirs" and "there's", "its" and "it's"). More substantially, controversial or vague terms should be clearly defined.
6. **Originality.** First, do not plagiarize. Plagiarism occurs when you present the thoughts or words of another as if they were your own. You can avoid this if you give credit where credit is due; indicate the source of information, thoughts, or wording that you use in your paper. Use quotations sparingly. There is another notion of originality that is significant here. Presenting a novel interpretation of a philosopher's view or a creative criticism will increase the value of your paper.
7. **Format.** Follow the instructions for the assignment and use a professional form of notation. You may consult the Modern Languages Association, the American Psychological Association, or the Chicago Manual of Style. All of these are available online through the Halle Library website. Note that footnote and endnotes are formatted differently than bibliography or references. Your paper should be *professional*.

Because of the progressive nature of this assignment, there is really no excuse for late papers. The grades of late papers—and late paper assignments—will be lowered 1/3 grade per day.

SOME FURTHER GUIDES TO WRITING.

Bedau, Hugo. *Thinking and Writing about Philosophy*. Boston: Bedford Books of St. Martin's Press, 1996.

Graybosch, Anthony J., Gregory M. Scott, and Stephen M. Garrison. *The Philosophy Student Writer's Manual*. Upper Saddle River, New Jersey: Prentice-Hall, Inc., 1998.

Seech, Zachary. *Writing Philosophy Papers*. Belmont, Calif.: Wadsworth Publishing Company, 1993.

A Brief Guide to Writing Philosophy Papers, <http://www.nwmissouri.edu/~rfield/guide.html>

Undergraduate Philosophical Writing, <http://eee.uci.edu/programs/philoswr/>

Strunk, Jr., William, *Elements of Style*, <http://www.bartleby.com/141/> (for grammar)

INSTRUCTIONS FOR FINDING SECONDARY SOURCES USING ONLINE DATABASES

1. Go to www.emich.edu and click on "Library."
2. Under "Books, Articles, & More" click on "Indexes & Databases"
3. The best sites for philosophy are "Wilson Plus," "JSTOR," "The Philosopher's Index," "Electronic Collections Online" (ECO), and "Project Muse." All of these but *The Philosopher's Index* have full-text articles online. The *Philosopher's Index* is more comprehensive, but you will have to try to find the articles listed in hardcopy in the library or in one of the other databases.

PAPER ASSIGNMENT 1: CHOOSING A TOPIC

DUE MARCH 7

For this assignment, you should read one or more of the recommended books or internet sites on how to write a philosophy paper, and use the guidelines provided for how to choose a paper topic. This will ensure that everyone is thinking about their paper early, and will enable you to change your mind if you start on the second phase of the paper and find that your topic is not what you want.

To find a topic, consider the philosophers included in our book, or others from the 17th or 18th century. Is there one that you find particularly interesting? Consider the topics with which they concern themselves: knowledge, perception, cognition, mind, imagination, intuition, bodies, ideas, God, miracles, religion, faith, science, psychology, emotion, politics, language, etc. There are *many*. To get an idea of what kinds of topics these philosophers addressed, you might consult the *Encyclopedia of Philosophy* at the library (Reference Collection - 1st Level North, B51 .R68 1998) or log on to one of the many web sites on these philosophers.

For this assignment, I would like you to tell me, in writing, what your topic is going to be and what sort of paper you think you are going to be writing (compare-and-contrast, defense, etc.). Put your name on a sheet of paper and include this information and turn it in. I will make suggestions. Don't worry too much if the topic is too broad at this point. You will have time to narrow it later.

If you are having trouble choosing a topic, come see me. We can find something for you to start on.

PAPER ASSIGNMENT 2: SOURCES

DUE MARCH 14

By this time, you should have narrowed (or broadened) your topic and sketched out a rough outline of what you are going to write. You should also have found the primary texts and the secondary source(s) you are going to use in your paper.

For this assignment, you are to turn in a summary in which you answer each of the following questions:

1. What are the title and the thesis or main point of your paper? Identify the primary philosopher(s) and topic about which you plan to write.
2. Which primary source(s) will you use? Be as specific as you can. Provide the names of the works, and the particular passages on which you will rely.
3. What secondary sources will you use? List the source(s) in the proper format for bibliographies.

If you have trouble finding texts or locating relevant secondary sources, please come see me before the date of this assignment.

PAPER ASSIGNMENT 3: ANNOTATED OUTLINE

DUE MARCH 21

You should be well along with your paper by now. For this assignment, I want you to turn in an annotated outline of your paper as it exists so far. This means that you should include the headings and subheadings of the parts of your paper and provide a brief paragraph explaining each heading.

PAPER ASSIGNMENT 4: DRAFT

DUE APRIL 4

Drafts must be complete papers, or I will turn them back without comment. A checksheet is attached here for you to turn in with your paper. I will comment on your papers and return them for revision. This is an essential step in the process of writing. You will profit best from my comments on your paper at this stage.