OVERALL COURSE PURPOSE: The purpose of this course is to introduce the student to a philosophical understanding of human nature. The emphasis will be on truth, though historical texts will be utilized from authors such as Aristotle, Thomas Aquinas, Darwin, and Descartes. The purpose of the readings is first to understand what various philosophers had to say about human nature, but secondly, and more importantly, to see whether or not what they said was true. Some of the authors are in disagreement, so they cannot all be right as they hold contradictory positions. Truth cannot contradict truth, so we are here to discover what the nature of man really is. In order to do this, we must first see what others have written on the topic. This does not mean we must examine every philosopher throughout history, but rather see whether the accounts we have given are true on their own grounds. We must not recognize every philosophical blunder that has been committed about the nature of man in order to recognize what his true nature, in fact, is. Rather we must simply use logical reasoning to arrive at a proper understanding of the nature of man.

Proximate Student Learning Goals:

- By the end of the course the student should be able to identify philosophy as a unique discipline in comparison to the other subjects of study today,
- Understand and explain the positions of Aristotle, Aquinas, and other philosophers on human nature,
- See points of agreement, but also debate among the various positions concerning human nature,
- Recognize the serious implications these philosophical theories have for the real world and one’s own life,
- Develop one’s own position on the issues and be able to articulate and defend it,
- Identify and explain the premises and conclusion of an argument embedded within a text,
- Evaluate an argument premise by premise,
- And finally, see the greatness of reason and its special function of arriving at truth, and that the emotions are not generally reliable indicators of truth.

COURSE REQUIREMENTS / DETERMINATION OF GRADE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>1st Analysis Paper</td>
<td>10%</td>
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<tr>
<td>2nd Analysis Paper</td>
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<tr>
<td>3rd Analysis Paper</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>15%</td>
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</tbody>
</table>
Final Paper 20%

GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 92</td>
<td>A-</td>
</tr>
<tr>
<td>88 - 89</td>
<td>B+</td>
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<tr>
<td>83 - 87</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
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</tbody>
</table>

NOTE: For the meaning of the letter grades given in this course, see the Undergraduate Catalog 2009-2010, p. 65. A grade of “A” means “Excellent — unusual and superior achievement”; a grade of “B” means “Good — above average, articulate achievement”; a grade of “C” means “Satisfactory — average work”; and so on. Performance levels in the course will be assessed in terms of these criteria. Thus, a performance judged, e.g., to be quite good and articulate will be awarded (some level of) a grade of “B” — not an “A,” which is reserved for a performance of unusual and superior achievement, etc.

ATTENDANCE AND PARTICIPATION

Your questions and contributions to class discussion make your teacher a better teacher and your fellow classmates better students. Since the efforts of each individual make a big difference in the quality of the experience for the class as a whole, your attendance and participation are required, and sub-par performance in this area may have a negative impact on your final grade.

There are many ways to perform well in this area: Show up to class. Show up to class on time. Stay for the duration of the class. Be attentive in class. Be courteous (do not pack up to leave class until the instructor has brought the class to a close; close lap tops; turn off cell phones and pagers; refrain from doing work for other classes; no talking, except as part of class discussion; no passing notes, etc.). Ask questions about the material. Be prepared to answer questions when you are called on. Contribute to class discussion (though avoid dominating the discussion). Treat your instructor and fellow students respectfully, even in cases where you disagree. Violation of civility in classroom discussions will detrimentally affect your participation grade and may result in a grade of “F” for the course at the instructor’s discretion.

ABSENCES

Absences will be excused for a serious reason at the discretion of the instructor on a case-by-case basis. Examples of serious reason are illness or family death, etc. The professor must be notified prior to the class period in order for an absence to count as excused. Unexcused absences will negatively affect your quiz and participation grade.

DAILY QUIZZES

A brief reading quiz will be given at the beginning of each class. This is to make sure you have done and understand the basics of the reading for the day. The quizzes will be more general in nature such that if you did the readings for the day within the past 24 hours, you should be able to easily answer such questions. **If you are late for class, you will not be given extra time in which to finish your quiz. If you are late and you miss the quiz, you will not be given a makeup opportunity.** Missed quizzes receive a 0 for the quiz grade for the day.

MISSED/LATE PAPER AND EXAM POLICY
There are no makeups for missed exams. Late papers will be deducted by one letter grade for every hour your paper is late. Work is not a valid excuse. School is your job. University policy stipulates that there be no make-up final exams. The final exam in this course must be taken at the time it is scheduled by the university, the only exception being for students with special learning needs as stipulated in the *Handbook for Faculty and Administrators*, sec. 6.6.6.

You have three analysis papers to do for the course. More details about these will be posted later on Black Board.

**ACADEMIC DISHONESTY**

Academic dishonesty is a serious offense, inasmuch as it undermines the integrity of the educational mission of the university. Academic dishonesty includes but is not limited to:

1. Cheating on an examination or test; for example, by copying from another’s paper or using unauthorized materials during a test;
2. Plagiarism, which presents as one’s own the work of another, whether published or not, and not acknowledging the source;
3. Knowing participation in the academic dishonesty of another student;
4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

The penalty for an incident of academic dishonesty, outside of exams, is a grade of “F” for the assignment, and possibly for the course. Cheating on any exam in this course will result in an automatic “F” for the course. Any incident of cheating on an exam or paper will also go on your permanent record with the Registrar.

**POLICY ON LAPTOPS**

The use of a laptop in class is a distraction to the student, the professor and other students. Thus, no laptops, computers, iPads, cell phones, etc. unless there is a documented need. Anyone using one of these without documented need will receive a “0” for quiz grade for the day.

**DISABILITIES**

Any student with a documented disability requiring accommodation is encouraged to contact the professor after class or during office hours. Please contact the Counseling and Disability Services in Crooker Center for further information and assistance.

**ANALYSIS PAPERS**

The student is required to do three short 2-3 page papers analyzing an argument as found within one of the texts we have read up to that day. The first page or so is merely giving the author’s argument *in valid form* as succinctly as possible. The second page will require an analysis of the author’s argument: Do you agree or disagree with its premises? Why? Be sure to give reasons for your position. These assignments will be graded on three basic criteria: 1) whether you have correctly identified a text that contains an argument, 2) whether you have correctly understood what the author’s argument is, and 3) whether you have given decent reasons for why you agree or disagree with the author’s position. It is possible to get a grade of an “A” even if the professor disagrees with your position, but papers that have clearly not been thought out very well will not
be graded well. I am looking for reasons or arguments why you agree or disagree with the
author at hand. Sample analysis papers will be posted on Black Board. Analysis papers are due
to my email by the time specified on the due date.

TEXTS  The following texts are required for the course. Readings for each class meeting will
be assigned from the following books and will be the basis for class lectures and discussions;
additional readings will be posted on Blackboard. Students who are absent when additional
readings assignments are announced are responsible for informing themselves regarding such
assignments. Exams and assignments will assume a familiarity with all reading assignments
prior to that period, unless the professor stipulates otherwise.

4. José Angel Lombo and Francesco Russo, Philosophical Anthropology (Midwest
Theological Forum), ISBN: 1936045761
5. Descartes, Meditations on First Philosophy, (Cambridge University Press), ISBN:
0521558182
8. Other selections from Augustine, Terrace, Feser, Lee, etc. will be posted on Blackboard.
Be sure to print these out and bring them to class.

Nota Bene: Each reading assignment should be read prior to the class meeting for which it is assigned. The
advance reading is extremely important for success in understanding the issues and arguments we will be
discussing. A second reading of the material assigned — at least for crucial passages — will pay considerable
dividends for your making sense of the text. Being prepared for class will help your participation grade.

Course Schedule:

PART ONE: INTRODUCTION TO PHILOSOPHY & PHIL. OF
NATURE

a) Introduction to Philosophy

Monday August 24th:
Course Administration and Introduction.

Wednesday August 26th: What is philosophy? What distinguishes it? What does it study?
A Rulebook for Arguments, Chapters 1-2

Monday August 31st: Logic Crash Course
A Rulebook for Arguments, Chapters 6-7 (Deductive and Extended Arguments)
b) Philosophy of Nature

Wednesday September 2\textsuperscript{nd}: Change & Causes
Aristotle, \textit{Physics} I.7 and II.3

Monday September 7\textsuperscript{th}: Labor Day
No class.

PART TWO: WHAT IS MAN? (PHILOSOPHICAL ANTHROPOLOGY)

Wednesday September 9\textsuperscript{th}: Study of Man
Chesterton, \textit{The Everlasting Man}, Chapter 1
\textit{Philosophical Anthropology}, Foreword and Chapter 1

Monday September 14\textsuperscript{th}: What makes a living thing?
\textit{Philosophical Anthropology}, p. 7-14, and Chapter 3
Aristotle, \textit{De Anima} Book I, Chapter 1

Wednesday September 16\textsuperscript{th}: What is the soul? (continued)
Aristotle, \textit{De Anima} Book II.1-2
\textcolor{red}{Houser handout, posted on Blackboard}

Monday September 21\textsuperscript{st}: The Powers of the Soul & How They are Distinguished
Aristotle, \textit{De Anima} II.2-3

Wednesday September 23\textsuperscript{rd}: How Powers Are Distinguished
Thomas Aquinas, ST I, Q77, A3, Q78, A1-2
Note: ST I, Q77, A3 = \textit{Summa Theologicae, Prima Pars}, Question 77, Article 3 – this format will used for all further articles from Thomas. The texts can be found here: \url{http://www.newadvent.org/summa/index.html}

Friday September 25\textsuperscript{th} – First Analysis Paper due
- Must be turned into my email by 4pm of this day!

Monday September 28\textsuperscript{th}: Exterior Senses
\textit{De Anima} II.5-6; ST I, Q78, A3

Wednesday September 30\textsuperscript{th}: Interior Senses
\textit{De Anima} III.2; ST I, Q78, A4;

Monday October 5\textsuperscript{th}: The Cogitative Power
Augustine, \textit{On Free Choice of the Will}, p.34-40, posted on Blackboard;
Dr. Daniel De Haan, Class Notes on Internal Sensorium, on Blackboard

Wednesday October 7\textsuperscript{th}: Appetitive Powers & Free-Will
ST I, Q81, A2-3, Q83, A1
Monday October 12th: Fall Break – no class
Wednesday October 14th: Cognition & Intellectual Knowing
*Philosophical Anthropology*, 51-61, p.80-85

Monday October 19th:  Intellect (continued)
ST I, Q84, A1, Q85, A1, Q86, A1,
*De Veritate* Q1, A9: [http://dhspriory.org/thomas/QDdeVer1.htm#9](http://dhspriory.org/thomas/QDdeVer1.htm#9)

Wednesday October 21st: Do the beasts think?
Charles Darwin, *The Descent of Man*, Chapter 3
Terrace, “A Report to an Academy, 1980*”, on Blackboard

Friday October 23rd: – Second Analysis Paper due
  • Must be *turned into my email by 4pm of this day!*

Monday October 26th: Cartesian skepticism about knowledge
Descartes, *Meditations on First Philosophy*, First Meditation and Second Meditation, p.12-23

**PART THREE: THE MIND-BODY PROBLEM**

Wednesday October 28th: Midterm

Monday November 2nd: Is the intellect immaterial?/Does my brain think or do I think?
Feser, *Philosophy of Mind*, p.21-38, 64-69, on Blackboard
http://time.com/3757022/learn-to-read-see-neuroscience/
De Haan and Meadows, “Aristotle and the Philosophical Foundations of Neuroscience,” posted on Blackboard

Wednesday November 4th: More Brains
Bennet and Hacker, *Philosophical Foundations of Neuroscience*, Chapter 13, on Blackboard

Monday November 9th: Can computers think?
Searle, *Minds, Brains and Science* (selection), on Blackboard

Wednesday November 11th: Dualism
Descartes, *Meditations on First Philosophy*, Sixth Meditation, p.54-62
Feser, *Philosophy of Mind*, p.38-48, on Blackboard

Monday November 16th: Hylomorphism
ST I, Q75, A4, A7
ST I, Q76, A7-8
Wednesday November 18th: Does the soul survive after death?
ST I, Q75, A1, A3, A6
Peter Kreeft: http://www.peterkreeft.com/topics-more/case-for-life-after-death.htm

PART FOUR: MAN’S ORIGINS & BEYOND

Monday November 23rd: Evolution
Charles Darwin, The Descent of Man, Introduction and Chapter 1
Chesterton, The Everlasting Man, Chapter 2

Wednesday November 25th: Third Analysis Paper Due (by 4pm)
Thanksgiving Break – no classes.

Monday November 30th: When does a new human being come to be?
Lewis, “When Does a Human Life Begin? 17 Timepoints”,
http://blogs.plos.org/dnascience/2013/10/03/when-does-a-human-life-begins-17-timepoints/
Lee, Abortion & Unborn Human Life, Chapter 3, “When do individual human beings come to be?”, on Blackboard

Wednesday December 2nd: Beyond human?
Bostrum, “In Defense of Posthuman Dignity,” on Blackboard
Boyer and Meadows, “Thomas Aquinas: Teacher of Transhumanity?”, on Blackboard

Monday December 7th: Last day of class
Course wrap up and review session

FINAL EXAM – Wednesday December 9th, 4:30-7:00pm