

## **PHIL130: Philosophy and Person**

**Classroom:** Mundelein 608

**Time:** Mondays, Wednesdays, Fridays at 8:15 am

**Instructor:** Dr. Santiago Sanchez Borboa (he/him/his)

**Email:** [ssanchezborboa@luc.edu](mailto:ssanchezborboa@luc.edu) (I will respond to emails within 48 hours)

**Office Hours:** Mondays 10:30 am — 12:30 pm at Cudahy Library;

If you aren't available during these times, I am more than happy to arrange a time to meet with you, either in person or by phone or video chat.

### **Description**

This course is an introduction to the study of philosophy. **Philosophy is the search for wisdom**, or in other words, it is the search for the fundamental reasons and truths behind every aspect of life. Philosophy involves critically examining our assumptions about ourselves and the world around us, and, when those assumptions fail the test, looking for new answers to our deepest questions.

Since we are all persons, the logical place to begin our study of philosophy is by studying persons. We will ask the following questions about ourselves:

1. What is our nature as persons?
2. How do we as persons gain knowledge?
3. What is the basis of value in a person's life?
4. How do persons relate to one another through a shared language, space, and community?
5. How does our nature as persons fit into the natural world?
6. How should persons relate to each other given the society we live in and the history we have inherited?

By the end of this course, you should understand a few of the answers given to each of these questions and the reasons people believe in each of them. You should be starting to decide for yourselves which answers are the right ones, or if you can't figure out which one is right, you should be able to admit it.

### **Learning Outcomes**

Students will be able to:

1. Identify, illustrate, and explain knowledge (vs. opinion), claims to truth (vs. agreement or usefulness), and the character-traits of a good knower.
2. Identify and explain theories that ground the value in human life in human nature, pleasure and pain, moral feelings, and reason.
3. Provide reasons for and against different accounts of the basis of value in human life and for regarding any given value as final or instrumental.
4. Explain what the debate about free will and determinism consists in and be able to formulate reasons to support their own views.
5. Explain how personhood is nuanced and complicated in society by its intersection with embodiment and aspects of our social identity such as gender, race, and disability.

## Texts

This class uses a textbook that you must purchase:

James Murphy, *Philosophy and Person* [eBook for rent: ISBN 9781792401039].

Get it at: <https://he.kendallhunt.com/product/philosophy-and-person>

All other assigned readings will be posted on Sakai.

**\*Note:** Materials from the course cannot be shared outside the course without the instructor's *written permission*.

## Policy Issues

**Academic Integrity:** It is good practice to regularly review the College of Arts & Sciences Statement on Academic Integrity [here](#) and Loyola's policies related to academic integrity [here](#). Keep in mind that materials from this course cannot be shared outside the course without my written permission. **Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination.** In addition, **all instances of academic dishonesty must be reported to the chairperson of the department involved as well as to Adam Patricoski, Assistant Dean for Student Academic Affairs.** The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending upon the seriousness of the misconduct.

Note that changing a source's words does not relieve you of the duty to acknowledge its author as a source of ideas. For more information, you can look to the Writing Program's suggested resource, *Defining and Avoiding Plagiarism*:

[https://wpacouncil.org/aws/CWPA/pt/sd/news\\_article/272555/\\_PARENT/layout\\_details/false](https://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false)

**Student Accessibility Center:** Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Any accommodation letters arranged for with the SAC need to be presented to the instructor in order to become active. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

## Ground Rules

I expect from you:

*Attendance:* I expect you to attend every class. If a student has an authorized class absence (to participate in a University-sponsored event), they must inform the instructor in a timely fashion.

*Respect:* I expect you to interact respectfully with the readings, with your classmates, and with me. Controversial issues may come up, and at times you may disagree with what someone else says. That's fine. In fact, it's a good thing. The best philosophy is carried out in conversation, and the best conversations often involve disagreement. But while we may disagree, I expect everyone to approach our disagreements with a respectful attitude. At *minimum*, respect means you should listen to someone, even if you disagree, and you should treat what they say charitably.

*Preparation:* I expect you to complete your assignments by the due date.

*Thoughtfulness:* I expect your work to demonstrate time spent thinking. Our texts merit careful reading; your classmates have insightful things to say; the issues we will be covering are complex. So, whether you are explaining another's view or putting forward your own, I expect your work and comments to reflect thoughtfulness.

*Punctuality:* I expect you to arrive to every class session and turn in every assignment on time. If you turn in an assignment late, I reserve the right to deduct up to 10% from the assignment's total value for every day it is late.

*Safety and Consideration:* I expect you to adhere to the University's COVID Protocols and Health and Safety Guidelines

*Seating:* **Please sit in a safe and socially distant manner in the same seats every class once.** This will not only help me remember your names, but it will also serve as a way to keep possible infections in check within the University community.

You Can Expect from Me:

*Respect:* I expect you to approach our course with a respectful attitude, and you can expect the same from me.

*Timeliness:* I will return your assignments in a timely fashion. I will also reply to emails within 48 hours of receiving them (note, however, that I am not generally available by email during weekends and holidays).

*Preparation:* I will come to class prepared for the day's session.

*Availability:* I will be available at office hours (or whenever we can find time) to answer your questions about assignments, grading, or other aspects of the course.

*Masking Statement:* It is strongly encouraged in this class-section that, out of respect for the health of housemates and others in regular contact with members of our community (especially those who are disabled and/or may be immunocompromised), we wear masks over nose and mouth at all times we are together in the classroom.

### **Grading Policy:**

Your final grade will be rounded to the nearest percentage point (e.g., 86.4% is rounded down to a B but 86.6% gets rounded up to a B+), and will be assigned based on the following scale:

· 94-100%	A
· 90-93%	A-
· 87-89%	B+
· 84-86%	B
· 80-83%	B-
· 77-79%	C+
· 74-76%	C
· 70-73%	C-
· 60-69%	D
· 0-59%	F

Your final grade will be calculated as follows:

**Participation (10%)** – You should aim to participate at least twice a week either in class discussion during meeting and/or in the discussion forum on Sakai. What I'm looking for is honest engagement with the material. It can be a thoughtful question. It can be an argument against a position in a reading (**the lowest three participation grades will be dropped**).

### **Weekly Quizzes (10%)**

these quizzes serve as a check on how well the assigned materials have been studied. The quizzes will be multiple choice and serve as a check on your understanding of the assigned materials. They are due on the Sunday of each week and are administered online on Sakai (**the lowest three quizzes will be dropped**).

### **Midterm Exam (30%)**

This exam will consist of multiple-choice questions from the quizzes (which count for half) and separate take-home short essay questions (which count for the other half).

### **Paper (20%)**

There will be an assigned paper on a topic in the course. The details of the assignment will be shared when the paper is assigned.

### **Final Exam (30%)**

This exam will consist of multiple-choice questions from the quizzes (which count for half) and separate take-home short essay questions (which count for the other half).

**A Note on the Reading:** If you have not taken many philosophy courses before, then the reading material for this course may be far more challenging than any academic material you've encountered before. Be prepared to *work* on the reading.

**Word to the Wise:** Measured in opportunity costs, this is some of the most expensive time in your whole life. Treat it as the valuable resource it actually is. You've decided to take a class, so take it. Put something into it. Get something out of it. Indeed, the more you put into it, the more you'll get out of it. If you take the time and make the effort, you can take home a whole new way of approaching the problems life throws your way using the philosophical resources you're going to learn.

## **Tentative Schedule of Topics and Readings**

Readings should be completed by the class they are assigned for, not after. Note: this schedule is tentative. We may revise it along the way in light of how quickly we are getting through the material and which issues the class finds most interesting.

*Week One:*

Unit One: What Is a Person?

August 29<sup>th</sup> – Introduction to Course/Philosophy

August 31<sup>st</sup> – *Philosophy and Person*, Ch. 1, Sect. 1-4 (pp. 1-5).

September 2<sup>nd</sup> – *Philosophy and Person* Ch. 1, Sect. 5-7 (pp. 5-9).

**September 4<sup>th</sup> – Quiz & Participation 1 due**

*Week Two:*

**September 5<sup>th</sup> – Labor Day – NO CLASSES**

September 7<sup>th</sup> – *Philosophy and Person*, Ch. 1, Sect. 8-9 (pp. 9-11)

Unit Two: Person as Knower

September 9<sup>th</sup> – *Philosophy and Person*, Ch. 2, Sect. 1-4 (pp. 13-18)

**September 11<sup>th</sup> – Quiz & Participation 2 due**

*Week Three:*

September 12<sup>th</sup> – *Philosophy and Person*, Ch. 2, Sect. 5-9 (pp. 18-25)

September 14<sup>th</sup> – *Philosophy and Person*, Ch. 2, Sect. 10-11 (pp. 25-28)

September 16<sup>th</sup> – Descartes, *Meditations*, selections (63-66) & **PAPER ASSIGNED**

**September 18<sup>th</sup> – Quiz & Participation 3 due**

*Week Four:*

September 19<sup>th</sup> – Dennett, “Where Am I?”

September 21<sup>st</sup> – Lorde, *The Selected Works of Audre Lorde* (selections)

September 23<sup>rd</sup> – Applebaum, “Listen! Microaggressions, Epistemic Injustice, and Whose Minds are Being Coddled?”

**September 25<sup>th</sup> – Quiz & Participation 4 due**

*Week Five:*

Unit Three: Person & Value

September 26<sup>th</sup> – *Philosophy and Person*, Ch. 3, Sect. 1-3 (pp. 29-33)

September 28<sup>th</sup> – *Philosophy and Person*, Ch. 3, Sect. 4-7 (pp. 33-36)

September 30<sup>th</sup> – *Philosophy and Person*, Ch. 3, Sect. 8-9 (pp. 36-43)

**October 2<sup>nd</sup> – Quiz & Participation 5 & PAPER DUE**

*Week Six:*

October 3<sup>rd</sup> – Aristotle, *Nicomachean Ethics*, Book 1, Ch. 1-3, 5, 7-9, 13.

October 5<sup>th</sup> – Aquinas, *Summa Theologiae* (selections)

October 7<sup>th</sup> – Hume, *Enquiry Concerning the Principles of Morals*, Appendix I

**October 9<sup>th</sup> – Quiz & Participation 6 due**

*Week Seven:*

**October 10<sup>th</sup> – Fall Break – NO CLASSES**

October 12<sup>th</sup> – Kant, “Theory and Practice,” Sect. I

October 14<sup>th</sup> – Mill, *Utilitarianism*, Ch. 1 and Ch. 4 (selections 6-11, 35-41); Nozick “The Experience Machine”

**October 16<sup>th</sup> – Quiz & Participation 7 due**

*Week Eight:*

October 17<sup>th</sup> – Yacob, *Inquiry* (selections)

October 19<sup>th</sup> – King, “Letter from a Birmingham Jail”

Unit Four: Person as Relational

October 21<sup>st</sup> – *Philosophy and Person*, Ch. 4, Sect. 1-3 (pp. 45-48)

**October 23<sup>rd</sup> – Quiz & Participation 8 due**

*Week Nine:*

October 24<sup>th</sup> – *Philosophy and Person*, Ch. 4, Sect. 4 (pp. 49-54) & **MIDTERM ASSIGNED**

October 26<sup>th</sup> – *Philosophy and Person*, Ch. 4, Sect. 5-6 (pp. 54-60)

October 28<sup>th</sup> – Price, “Immodesty without Mirrors” (selections)

**October 30<sup>th</sup> – Quiz & Participation 9 due**

*Week Ten:*

October 31<sup>st</sup> – Ismael, “Naturalism on the Sydney Plan”

November 2<sup>nd</sup> – Butler, *Psychic Life of Power* (selections); Du Bois, *The Souls of Black Folk* (selections)

Unit Five: Person, Agency, & History

November 4<sup>th</sup> – *Philosophy and Person*, Ch. 5, Sect. 1-4 (pp. 61-65)

**November 6<sup>th</sup> – Quiz & Participation 10 & MIDTERM DUE**

*Week Eleven:*

November 7<sup>th</sup> – *Philosophy and Person*, Ch. 5, Sect. 5-9 (pp. 65-69)

November 9<sup>th</sup> – *Philosophy and Person*, Ch. 5, Sect. 10-13 (pp. 69-74)

November 11<sup>th</sup> – Holbach, “The Illusion of Free Will”

**November 13<sup>th</sup> – Quiz & Participation 11 due**

*Week Twelve:*

November 14<sup>th</sup> – Ismael, *How Physics Makes Us Free*, selections

Unit Six: Person and Society

November 16<sup>th</sup> – Imani, *Read This To Get Smarter*, Chapter on Class (selections)

November 18<sup>th</sup> – Imani, *Read This to Get Smarter*, Chapter on Race (selections)

**November 20<sup>th</sup> – Quiz & Participation 12 due**

*Week Thirteen:*

November 19<sup>th</sup> – Robinson, “Racial Capitalism: The Nonobjective Character of Capitalist Development”

November 21<sup>st</sup> – Okun, “Characteristics of White Supremacy Culture”

**November 23<sup>rd</sup> – Thanksgiving Break – NO CLASSES**

*Week Fourteen:*

November 28<sup>th</sup> – Imani, *Read This to Get Smarter*, Chapter on Disability (selections)

November 30<sup>th</sup> – Lakshmi Piepzna-Samarasinha, *Care Work: Dreaming Disability Justice* (selections)

December 2<sup>nd</sup> – Imani, *Read This to Get Smarter*, Chapter on Sex, Gender, Sexuality (selections)

**December 4<sup>th</sup> – Quiz & Participation 13 due**

*Week Fifteen:*

December 5<sup>th</sup> – Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality* (selections)

December 7<sup>th</sup> – Beck, *White Feminism*, Introduction

December 9<sup>th</sup> – Ahmed, *The Promise of Happiness*, selections

**FINAL EXAM: Thursday, Dec. 15, 9 am – 11 am**