

**PART I: SYLLABUS, SCIENTIFIC PROJECTS,
PHILOSOPHY JOBS, SOCRATIC PEDAGOGY
& METHODOLOGY**

**CHAPTER 1
Course Material & Outlines**

***SYLLABUS, MECHANICS, DIALECTICAL PAPERS,
CAREERS***

- *How to Do Well in Philosophy*
- *Code of Classroom Ethical Conduct*
- *Proposed, Thorough Thematic List of Research Projects*
- *Grading Tips, Rules, and Thinking Errors*
- *More Fallacies & Dialectical Thinking Tips*
- *Cooperative Learning Strategy (CLS)*
- *Sample Tests*
- *Beyond This Class*

Philosophy

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Prerequisite: None

Required Text: Homer to Hume by Dr. Sarri, BVTpublishing.com/store, 1e/2014

Recommended Text: Dr. Sarri, Globalization Economics, bvtpublishing.com

Optional Texts: e-Microeconomics by Drs. Sarri & Dolan
e-Macroeconomics “
e-Applied Financial Economics (AFE), by Dr. Sarri
(Vols. 1, 2, 3, 4)
Bvtpublishing.com

Suggested Viewing: History Channel; Discovery Channel; Arts & Entertainment; UNLV Channel; Midnight University; and Annenberg PBS.

1. **Course Content and Brief Description:** It is, indeed, plausible to maintain that one cannot grow successfully intellectually and/or professionally without some, and perhaps continued, study of philosophy. Furthermore, since philosophy is an all-encompassing, one prominent way of appreciating its unparalleled beauty and value is through its own HISTORY. This introductory course, therefore, is a valuable ‘door-opener’ to its infinitely rich language terrain, logic and dialectics, ideas, concepts, principles, arguments and theses, strategies, and fruitful applications. We shall, henceforth, embark upon a historical or retrospective voyage to identifying and situating the Western doctrines and environments of philosophical thought. We shall begin with the Pre-Socratics then follow-up with the Sophists, leading thus to brilliant and magnificent Socrates, Plato, and Aristotle. We will pursue our retrospective inquiry via examining the Post-Aristotelian philosophers, St. Augustine’s Christian philosophy, philosophy in the dark ages, the Arabia and Jewish philosophic systems, and the scholastic system of St. Thomas Aquinas. Afterwards, we shall embark upon the modern period reviewing the Renaissance interlude, Bacon and Hobbes, the Rationalists, the Empiricists, Rousseau, Kant, Hegel, Schopenhauer, Comte, Bentham, and Mill. By then we have traveled virtually full circle looking at the contemporary period or the reshaping of the philosophic mind though examining such doctrines as

Pragmatism, Marxism, Nietzscheism, 20th Century Metaphysics, Analytic Philosophy, and Existentialism.

Course Objectives: Upon successful completion of this course, the student must reasonably be able to accomplish the following:

1. Define and illustrate the foundations of Western philosophy, such as wonder, language and meaning, values, truth goodness, God, death, soul and immortality, beauty, freedom, justice, logic and methodology, validity, deduction, induction, probability, statistics, mathematics, physics, biological sciences, medicine, literature, arts, social sciences, and such.
2. Understand and explain the basics of the Pre-Socratic natural philosophers, including Thales, Anaximander, Anaximenes, Pythagoras, Heraclites, Parmenides, Zeno, Empedocles, Anaxagoras, Leucippus, and Democritus.
3. Understand and assess the doctrines of the Sophists: Protagoras, Gorgias, and Thrasymachus, as they relate to rhetoric, truth, and goodness.
4. Interpret and evaluate the great philosopher Socrates as the intellectual midwife. Also, appreciate and explain his theory of knowledge, his moral thought, and his Trial and Death.
5. Show the value of philosophy, logic, dialectics, critical thinking, rationality, knowledge, ethics, metaphysics, sciences and mathematics, cosmology, economics, history, politics, law, social sciences, music and drama, poetry, rhetoric, literature, and the arts, as they are all offspring of the pioneering philosophic universes of Plato and Aristotle.
6. Introduce and explain the various approaches to doing philosophy, after Aristotle, in particular in light of the competing Epicurean and Stoic schools.
7. Understand and interpret the confluence of philosophy and theology, notably with the inception of St. Augustine's Christian philosophy.
8. Discuss and retrospectively examine Western Philosophy in the dark ages, along with such thinkers as Boethius, Pseudo-Dionysius, and Erigena.
9. Identify and explain the theses, claims, and early statements of major problems, including the Problem of Universals, "Exaggerated Realism," Nominalism, Conceptualism, Anselm's Ontological Proof of God's existence.
10. Introduce some of the arguments and thoughts of such brilliant Arabo-Islamic and Jewish philosophers as Avicenna, Averroes, and Maimonides.
11. Define, explain, and interpret the apex of Medieval Thought, in particular with St. Thomas Aquinas' Scholastic system, his philosophy and theology, the five proofs or ways of God's existence, the knowledge of God's nature, morality and natural law, the State, Man and Epistemology, and some objections to his synthetic Christian-Aristotelian philosophy, along such philosophic lines as Voluntarism, Nominalism, and Mysticism.
12. Narrate, situate, understand and interpret philosophy and the unfolding world of science, during the Modern Era by critically looking at the Renaissance Interlude, evaluating Bacon and Hobbes' new Methods of science, and assessing such splendid Modern Philosophic Schools as those of the Continental Rationalists and British Empiricists.

13. Define, interpret, summarize and illustrate the main lines of the French, Romantic J.J. Rousseau's philosophy in an age of Reason as well as the spectacular, German Immanuel Kant and his Copernican Revolution in philosophy.
14. Introduce and explain the Absolute Idealism of the great German Hegel and the objections raised against him by the pessimist, German philosopher Schopenhauer. Equally, interpret and explain the Principle of Sufficient Reason and the World as Will and Idea as grounds to the Schopenhauerian System.
15. Discuss the rise of Positivism in France, especially in light of A. Comte.
16. Define and compare/contrast the great doctrines of Utilitarianism in view of the British philosophers, Bentham and Mill, and the contemporary bearings upon microeconomics, macroeconomics, politics, law, military strategy, psychology, management sciences, and so forth.
17. Welcome and localize the contemporary reshaping of the philosophic mind, especially in virtue of American Pragmatism and Instrumentalism, German dialectical Materialism or Marxism, Nietzscheism, Phenomenology and the Frankfurt School, Positivism, Bergson's philosophic, literary, social, and psychoanalytic forms.

Course Organization and Student's Responsibilities: This course shall be organized around facilitative teaching and collaborative learning. Starting off, we shall emphasize the easiness in, and excitement from, acquiring philosophical general understanding and plausible application. Students, hence, are motivated and required to maintain high levels of preparedness, critical discussion, practice, and academic responsibility. Henceforth, students must come to class **always prepared**, beforehand, to foster their learning capacity of philosophical concepts, methods, and schools. That is, through consistently reading and understanding, and working out philosophical problems and exercises, the learner shall secure his/her success. After all, nothing is impossible should one apply oneself to be open-minded, persistent, and hard/smart-working.

Course Requirements: The student must read assigned chapters before coming to class, participate and ask questions without a-priori fears or biases, work out problems and exercises, always attend class, and take all quizzes, tests, and do the home projects. Therefore, in so doing, every one is assured a superior, not to just a passing grade. In a word, your total grade will be based upon: (1) one mid-term examination; (2) a take-home research philosophy project; (3) a final exam; and, (4) regular attendance, labs/clinics, and participation. **THERE WILL BE NO MAKE-UPS.**

Attendance Policy: Attendance is **required**.

Grading Policy: Grading is fair. Course grade will be based on: (a) one mid-term exam at 25 percent; (b) attendance, labs, and participation at 20 percent; (c) a take-home philosophy project at 30 percent (students may choose his/her own project); and, (d) a final exam at 25 percent. All exams are open book and open notes.

Similarly, all exams and research projects shall be preceded by practice (simulation) exams and thorough essay writing demonstrations. Finally, your course grade will be assigned as follows:

A : 90-100%	B- : 70-74	D+ : 55-59
A- : 85-89	C+ : 67-69	D : 50-54
B+ : 80-84	C : 64-66	D- : <50
B : 75-79	C- : 60-63	

Student Conduct: It is vital that you ought to conduct yourself well. The enjoyment and learnability in this course are based on collective respect between students, and between students and professor. Thus, disturbances and/or noise making of any sort shall impede course efficiency or maximize classroom inefficacy. Consequently, we must strive at bringing about positive learning by informing the professor, ahead of time, if one is leaving before class adjourns; by taking the closest seat to the door if one is arriving late; and/or by being always courteous/respectful to your classmates and instructor.

Academic Dishonesty: Academic dishonesty includes, but is not limited to (i) plagiarism (submitting another author's or student's work as one's own); and, (ii) receive and/or provide illegitimate help during exams. Such misconducts and misbehaviors shall automatically result in a failing grade for all players involved. Frankly, if one cheats academically, one may equally cheat socially and professionally.

Required Readings & Lectures:

Invitation to the Fascinating & Pertinent World of Philosophy

The Emergence of the Western Philosophic Mind: Socrates' Predecessors

Socrates & the Sophists

Plato's Encyclopedic System

Aristotle's Encyclopedic Philosophy, Sciences, Literature & Arts

Classical Philosophy After Aristotle

Medievalism and the confluence of Philosophy & Theology

Western Philosophy in the Dark Ages

Early Statements of Major Philosophic Issues

The Apex of Medieval Philosophy & Practice Mid-Term Test

MIDTERM EXAMINATION

CORRECTIONS & TAKE-HOME RESEARCH PROJECT

The Modern Period & Renaissance

The Scientific Methodology, Bacon and Hobbes

Continental Rationalism: Descartes, Spinoza, and Leibniz

British Empiricism: Locke, Berkeley, and Hume

Research Projects Due – No Exceptions – Thank You.

Note: Outline is subject to change by Professor.

HOW TO DO WELL IN PHILOSOPHY

Indeed, philosophy is the mother of all disciplines. Furthermore, philosophy is an all-encompassing area of study that gives problems to many students. For, it may be too general and abstract insofar as it englobes all fields of life (an extremely useful tool in overspecialized workplaces) and too precise in the sense that it is centered around dialectical thinking and formal logic (attributes mostly used by mathematicians). Its generality and precision are, therefore, welcome benefits for those aspiring to be academically rigorous, communally responsible, and professionally successful.

Notice also that philosophy is not necessarily difficult. It may simply be different for the new student. Its language, principles, reasons, perspectives, and applications are numerous (sciences, law, medicine, social sciences, literature, arts, and technology). Hence, through familiarizing one with its history, language, and valuable applications, one shall tremendously benefit from its inherent problem-solving capacity. As a result, knowing some of its language, history, and approaches are important, but you must also be able to put that information into action. For example, you may use the Socratic method to search for proper meaning, language, and adequate factual support. You may also use Aristotelian, Utilitarian, and/or Kantian approaches to shed light on such complex moral, economic, and political matters as: abortion, euthanasia, poverty, environmental degradation, democracy, wars, and international peace.

Having briefly said this, how can you do well in philosophy? Well, first the bad news. There is clearly no magic. The good news, however, is that there are a few ingredients to success in philosophy.

1. **Practice, practice, and practice.** For many students, this is where the answer lies. If so, then one must consistently read the text, prepare for the lectures-discussions, ask questions, make friends with classmates to study collectively, and link what one reads and learns from class to everyday life concerns.
2. **Attend class regularly.** Though not an all-encompassing panacea, regular and timely class attendance is fundamental for better performance in philosophy. The material is linked together and many ideas, arguments, counter-arguments, and applications discussed in one session will be used in subsequent sessions, tests, and research projects. It is vital, thus, that you maintain the habit of regular, attentive, and uninterrupted class attendance so that you do not get out of step with the progress and flow of the course.
3. **Do not leave it to the last minute.** This is self-explanatory. For, obviously, if you leave your readings, exam preparations, and/or research projects development and writing to the last minute, then the result will be poor and

frustrating. Philosophy, like any other discipline, is best learned in small, consistent, and regular doses. Hence, study regularly, attend class, and give yourself rewards for your hard work.

4. **Ask questions and get answers.** That is, be demanding. If you don't understand or are having problems in following a particular philosopher or philosophic topic, then please ask for clarifications. Re-read, and re-think. To put it bluntly, do not expect a bolt of lightning to flash and provide you with the answer. That is, do not make philosophy harder by a voiding to ask for elucidation. Please ask questions during class, by calling or making an appointment, or catch me around campus. Consequently, make sure that you get the answers. In College, learning is, indeed, **your responsibility**.

CLS #1: Socrates' Predecessors – Philosophy and the Natural Order

1. What is Permanent in Existence?
2. Thales, Alaximander, Anaximenes
3. The Mathematical Basis of All Things
4. Pythagoras
5. Attempts to Explain Change
6. Heraclitus, Parmenides, Zeno, Empedocles, Anaxagoras
7. The Atomists
8. Leucippus and Democritus

Please read and understand CLS #2 for our next class.

CLS #2: Socrates and the Sophists – The Problem of Truth and Goodness

1. The Sophists Protagoras, Gorgias, Thrasymachus
2. Socrates the Intellectual Midwife
 - a) As a Philosopher
 - b) His Theory of Knowledge
 - c) Moral Thought
 - d) Trial and Death

Please read and understand CLS #3 for our next class.

CLS #3: Plato

1. Plato's theory of Knowledge
2. Cave, Divided Line, Doctrine of Forms
3. Moral Philosophy
4. Concept of Soul, Cause of Evil, Recovering Lost Morality, Virtue as Fulfillment of Function
5. Political Philosophy
6. State as man Writ Large, The Philosopher-King, Virtues in the State, Decline of the Ideal State
7. The Cosmos

Please read and understand CLS #4 for our next class.

CLS #4: Aristotle

1. His life
2. Logic
3. The Categories, The Syllogism
4. Metaphysics
5. Substance, Matter and Form, Change, Potentiality, and Actuality, Unmoved Mover
6. The Place of Man
7. Physics, Biology, Psychology
8. Ethics
9. Types of Ends
10. Function of Man, Happiness as End, Golden mean, deliberation and Choice, The Virtues
11. Contemplation
12. Politics
13. Types of States, Differences and Inequalities, Good Government and Revolution
14. Philosophy of Art

Please read and understand CLS #5 for our next class.

CLS #5: Classical Philosophy After Aristotle

1. Epicurus: Perfecting the Pleasure Principle
2. Stoicism: Distinguishing Between What We Can and Cannot Control
3. Skepticism: How to Behave without a Criterion of Truth
4. Plotinus: Salvation in Mystical Union with God

Please read and understand CLS #6 for our next class.

CLS #6: St. Augustine's Christian Philosophy

1. His Life
2. Human Knowledge
3. Overcoming Skepticism, Knowledge and Sensation, Doctrine of Illumination
4. God
5. The Created World
6. Creatio ex Nihilo, 'The Rationes Seminales'
7. Moral Philosophy
8. The Role of Love, Evil and Disordered Love, Free Will as Cause of Evil
9. Justice
10. The Two Cities and History

Please read and understand CLS #7 for our next class.

CLS #7: Philosophy in the Dark Ages – Boethius, Pseudo-Dionysius, and Erigena

1. Boethius
2. Pseudo-Dionysius the Areopagite
3. John Scotus Erigena

Please read and understand CLS #8 for our next class.

CLS #8: Early Statements of Major Problems

1. The Problem of Universals
2. Boethius States Problem, “Exaggerated Realism,” Nominalism, Conceptualism
3. Proving the Existence of God: Anselm’s Ontological Argument
4. Faith and Reason in Arabian and Jewish Thought
5. Avicenna, Averroes, Maimonides

Please read and understand CLS #9 for our next class.

CLS #9: The Apex of Medieval Philosophy – The Scholastic System of St. Thomas Aquinas

1. His life
2. Philosophy and Theology
3. Proofs of God’s Existence
4. Knowledge of God’s Nature
5. Creation
6. Morality and Natural Law
7. The State
8. Man and Knowledge
9. Some Reactions to Aquinas: Voluntarism, Nominalism, and Mysticism

Please read and understand CLS #10 for the next class.

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PHILOSOPHY 101—CLINICAL OR APPLIED TOPICS AND DISCUSSIONS

**TEXTBOOK: SOCRATES TO SARTRE & BEYOND, A HISTORY OF
WESTERN PHILOSOPHY—AN INTRO TO APPLIED
PHILOSOPHY, 7th Ed., 2007. By Dr. Sarri et al.**

**OPTIONAL: SEE MANY OF MY BOOKS ON ECONOMICS, FINANCE, CRITICAL
THINKING, ETC.**

*** Topic discussions and philosophy laboratories (Labs) may be based on: 1)
the pros
to each thinker/philosophy; 2) the cons; and, 3) your proposed solutions. All
students are encouraged to speak. Participation and presentation equal 20 pts
of the total grade! Please do not miss class, as a sign-in sheet will be provided,
every week!!**

*** Lab work may be extended into a project, and many discussions may inspire
your multiple choice exams**

**LAB I: *PHILOSOPHY, ITS VALUES, APPLICATIONS, AND RICHNESS
* SOCRATES PREDECESSORS—THALES, ANIXAMENDER,
ANIXAMINES, HERACLITUS, PYTHAGORTAS, PARMINIDES,
ZENO, EMPODOCLES, ANAXAGORAS, LEUCCIPUS,
DEMOCRITUS..**

LAB II: SOCRATES & 21st Century LV, America and/or the World.

LAB III: THE SOPHISTS AND TODAY'S WORLD.

**LAB IV: PLATO'S AND TODAY'S WORLD OF SCIENCE, POLITICS,
MONEY AND ECONOMICS, ARTS, AND EDUCATION.**

LAB V: THE GIGANTIC ARISTOTLE AND TODAY!!

LAB VI: CLASSICAL PHILOSOPHY AFTER ARISTOTLE & TODAY!

LAB VII: ST. AUGUSTINE'S THEOLOGY AND TODAY'S ORDER!

Lab VIII: PHILOSOPHY IN THE DARK AGES & THE PRESENT!

MIDTERM TEST

**LAB IX: THE RENAISSANCE, PHILOSOPHY, SCIENCE, AND
TECHNOLOGY—IMPACTS ON THE 21ST CENTURY.**

LAB X: BACON & HOBBS

LAB XI: THE RATIONALISTS—DESCARTES, SPINOZA, AND LEIBNIZ.

LAB XII: THE EMPIRICISTS---LOCKE, BERKELEY, AND HUME.

**LAB XIII: ROUSSEAU, KANT, HEGEL, SHOPENHAUER, COMTE, MILL,
MARX, NIETZSCHE, BERGSON, WHITEHEAD, SARTRE, ETC.**

FINAL EXAM

PROJECTS DUE + EXTRA CREDIT PAPERS.

**ENJOYED HAVING YOU & SEE YOU IN FUTURE CLASSES: Critical Thinking,
Microeconomics, Macroeconomics, Investment Economics, Risk Management
Economics, Internship AFE !!!**

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Practice Mid-Term Exam
Dr. Sarri

History of Western Philosophy

This is an open textbooks, notes, sample tests, and outlines exam. Each question equals 5 points. Please be clear, careful, concise, concrete, consistent, critical, and cogent (the 7 C's) while answering the following:

1. Wisdom is achieved by:
 - a) Discovering new facts.
 - b) Seeing things that are connected and related in a whole.
 - c) Commitment to religious faith.
 - d) Logical discipline and careful experimentation.
2. The literal meaning of the word *philosopher* is:
 - a) Lover of wisdom.
 - b) Seeker of faith.
 - c) Rational animal.
 - d) None of the above.
3. Philosophy differs from religion by:
 - a) Asking questions that are more basic and fundamental.
 - b) Seeking answers to the question of evil.
 - c) Asking "how" or "what" questions.
 - d) None of the above.
4. The area of philosophy concerned with the question "What should we do?" is:
 - a) Ethics.
 - b) Logic.
 - c) Epistemology.
 - d) Metaphysics.
5. According to Pythagoras, philosophers are:
 - a) Lovers of gain.
 - b) Lovers of the spectacle.
 - c) Lovers of honor.
 - d) None of the above.
6. The birthplace of philosophy was the ancient city of:
 - a) Athens.
 - b) Sparta.
 - c) Miletus.
 - d) Salalmis.

7. Which of the following was not one of the basic assumptions that restricted the thinking of the early Greeks?
 - a) That the world had initially been in a state of chaos but that some supernatural force had brought order out of the chaos.
 - b) That the natural world was unjust, unfair, and inequitable.
 - c) That tension and conflict between opposing forces kept the world in some kind of balance.
 - d) That everything was composed of four basic kinds of stuff.
8. Thales claimed that the prime element from which all matter arose was:
 - a) Earth.
 - b) Air.
 - c) Fire.
 - d) Water.
9. The philosopher who took the position that change is impossible was:
 - a) Parmenides.
 - b) Socrates.
 - c) Heraclitus.
 - d) Democritus.
10. The follower of Parmenides who developed several famous paradoxes was:
 - a) Zeno.
 - b) Heraclitus.
 - c) Democritus.
 - d) Leucippus.
11. Socrates' single greatest discovery was:
 - a) A new theory of logic.
 - b) A new conception of the soul.
 - c) A new theory of the state.
 - d) A new lifestyle.
12. According to Socrates, knowledge is:
 - a) A sufficient condition of virtue.
 - b) A necessary condition of virtue.
 - c) Both a necessary and a sufficient condition of virtue.
 - d) None of the above.
13. The main focus of Plato's great work, the *Republic*, was:
 - a) Mathematics.
 - b) The just state.
 - c) Logic.
 - d) Principles of democracy.

14. In the *Phaedo*, Socrates argues that:
- a) Piety does not require prosecuting one's own father.
 - b) The soul is immortal.
 - c) There is no justification for breaking a law of the state.
 - d) He was the victim of false accusers, not of laws.
15. Speaking in his own defense at his trial, Socrates:
- a) Refused to beg for mercy.
 - b) Maintained that he was innocent of the charges.
 - c) Suggested that Athenians should reward him for his conduct rather than punish him.
 - d) All of the above.
16. The first person to make a science of logic was:
- a) Socrates.
 - b) Aristotle.
 - c) Zeno the Eleatic.
 - d) The Sophist Euthydemus.
17. An indicator word that generally precedes the conclusion in an argument is:
- a) Therefore.
 - b) Because.
 - c) Since.
 - d) All of the above.
18. An inductive argument is one whose conclusion follows from its premises:
- a) With a high degree of probability.
 - b) With necessity.
 - c) Usually.
 - d) Not at all.
19. The validity of an argument guarantees that:
- a) Its conclusion is true.
 - b) Its conclusion is probably true.
 - c) Its conclusion follows from its premises.
 - d) All of the above.
20. The truth of the conclusion of an argument is completely dependent on:
- a) The truth of the premises.
 - b) The validity of the argument.
 - c) The removal of excess verbiage from the statement.
 - d) None of the above.

GRADING SYMBOLS

A	AMBIGUOUS
AHA	AD HOMINEM ARGUMENT
AN	ARGUMENT NEEDED
AUTH	"TRUE" BECAUSE OF AN AUTHORITY
BC	BE CAREFUL
BQ	BEGGING THE QUESTION
CN	CONCLUSION NEEDED
D	DEVELOP THIS
E	ENGLISH
EA	EMOTIONAL APPEAL
EN	EXAMPLE NEEDED
EQ	ESSAY QUESTION
FA	FALLACY OF EDITION
FC	FALLACY OF CAUSATION
FD	FALLACY OF DIVISION
FN	FACTS NEEDED
I	IRRELEVANT
K	KNOWLEDGE OF THE ISSUE REQUIRED
MC/TF	MULTIPLE CHOICE/TRUE – FALSE
MST	MUDDLED STYLE
NAC	NOT A CONCLUSION
NAQ	NOT ANSWERING THE QUESTION
NOB	NOT OBVIOUS
NSO	NON-SEQUITUR (it does not follow from previous statements)
OS	OWN STYLE
PN	PREMISE NEEDED
PRO	PLEASE READ THE QUESTION
R	RHETORICAL
S	WHAT IS THE SIGNIFICANCE OF THIS
SCC	SEE CLASS CORRECTIONS
SW	SHOW WORK
T	TRANSITION
TBS	TRUE BY STIPULATION
TNS	THIS NEEDS SUPPORT
U	UNCLEAR
UP	UN-REFERRED PRONOUN
UTT	UNEXPLAINED TECHNICAL TERM
V	VAGUE
WEM	WHAT EXACTLY DO YOU MEAN
WMS	WORDS MEAN SOMETHING
WW	WRONG WORD

The various abbreviation conventions listed below will be used as a kind of shorthand notation in criticizing papers. They are taken mostly from Jon Wheatley's Prolegomena to Philosophy.

Auth: Using an authority. There are no authorities in philosophy; that is, there is no person such that, if he said something, that thing is therefore true. In general, if the only argument for a point is that someone else made it, then there is no argument for the point and it is best dropped.

BQ: Begging the question. One that begs the question when one fails to answer it, usually by answering on other very much simpler question instead. Here is an example: suppose that the question is "Can one keep a promise by accident?" The following answer would beg every question of interest here: "If by 'keeping a promise' one means just physically doing what one has said one will do, then keeping a promise by accident is perfectly possible." This begs the question because everything that is interesting (and hard) about the original question lies and whether keeping a promise involves just physically doing what one has said one will do.

BRQ: Bad rhetorical question. It is a good idea to avoid rhetorical questions altogether in writing philosophy. It is my experience that just at the point students think everything is obvious and express this in a rhetorical question, the major difficulties arise. However, rhetorical questions can be used legitimately. They are so used when the answer to the question is obvious and the obvious answer is correct. One gets a bad rhetorical question when one or the other of these conditions is not fulfilled. Here is an example actually taken from a student's paper. "Who would ever suppose that man should act from duty alone?" The "obvious" answer was "No one." The correct answer is, to take one example, "The very great German philosopher Immanuel Kant."

EA: Emotional appeal. Such appeals do nothing to substantiate a claim. Though it may be good to be emotionally involved in supporting certain issues, and though the views you hold may be correct, logical argument alone will suffice to determine that those used are true or false. In short papers, it is wise to avoid polemics.

EN: Example needed. This occurs when an illustration would greatly increase the effectiveness or intelligibility of a claim.

E: English. That is, poor English. I am not talking here about splitting infinitives or ending a sentence with a preposition. Poor English in students' papers is usually a matter of ambiguity or unintelligibility with a grammatical origin.

- I: Irrelevance. When you write a philosophy paper, go through afterwards and ask yourself of every sentence whether it bears on the original problem and whether it moves us further towards the solution of that problem. If any sentence does not fulfill both these conditions, then cross it out.
- MST: Muddled style. I write this when there is a muddle in your paper that is, I suspect, stylistic in origin rather than philosophical. To correct it, you should just think through what you want to say more clearly.
- NAQ: Not answering the question. Questions are set quite carefully to lead you into an interesting philosophical problem. By not answering the question you often avoid the problem to the detriment of your paper. In general, make sure you always answer the question asked. Then, when you have done so, it is of course your privilege to go on to discuss other similar questions if you think that will be interesting.
- NOB: Not obvious. This is when you offer something as obvious when it is not obvious (usually when it is just wrong as well).
- NS: Non-sequitur. This is self-explanatory. You have a non-sequitur when you say, or imply, that one statement follows from another statement or statements, when it does not.
- TBS: True by stipulation. Here is an example. *Someone says, "By 'pain' I mean that state someone is in when they moan and cry out." It then follows, with no trouble at all, that no one can ever pretend to be in pain by moaning and crying out.* But the solution is spurious just because it is not correct that "pain" means the state someone is in when they moan and cry out. The possibility of pretense has been stipulated out of existence, which is not a useful way to solve a philosophical problem.
- TNS: This needs support. I write this opposite any statement which is offered as obvious or unsupported and that needs some form of support.
- URP: Un-referred pronoun. The mistake is so common that it is worth emphasizing. When you read over your draft, always ask yourself, of every pronoun, whether or not it is completely, unambiguously refers to some noun or noun phrase.
- UTT: Unexplained technical term. This is a special case of WEM. When you use a term in an unusual or special sense, it is necessary to explain exactly what you take the term to mean. Failure to do this prevents the reader from fully understanding your point.

WEM: What **exactly** does this mean? Problems of intelligibility occur when one uses a term or makes a point that is obscure or ambiguous. This problem can be avoided by a more clear and precise formulation of one's points.

WMS: Word mean something. Used when you assume that words mean nothing or can mean anything one chooses they shall mean, or one of the many variations of this error.

CLS #10: The Renaissance Interlude

1. Early Elements
2. Erasmus and Luther
3. Machiavelli
4. Montaigne
5. Science

Please read and understand CLS #11 for our next class.

CLS #11: Advocates of the Method of Science – Bacon and Hobbes

1. Francis Bacon
2. Distempers of Learning, Idols of the Mind, Inductive Method
3. Thomas Hobbes
4. Influence of Geometry, Bodies in Motion – The Object of Thought, Mechanical View of Human Thought, Political Philosophy and Morality

Please read and understand CLS #12 for our next class.

CLS #12: Rationalism on the Continent – Descartes, Spinoza, and Leibniz

1. Descartes
2. Methodic Doubt, Existence of Self, Criterion of Truth, Mind and Body
3. Spinoza
4. Method, God, Substance and Attributes, The Modes, No Final Cause, Levels of Knowledge, Mind and Body, Ethics
5. Leibniz
6. Substance, Extension versus Force, Monads, Pre-established Harmony, Principle of Sufficient Reason, Evil and the Best of All Possible Worlds

Please read and understand CLS #13 for our next class.

CLS #13: Empiricism in Britain – Locke, Berkeley, and Hume

1. Locke
2. Theory of Knowledge, Moral and Political Theory
3. Berkeley
4. Esse Est Percipi, Spiritual Substances
5. Hume
6. Theory of Knowledge, Causality, The Self, Existence of God and Ethics

Please read and understand CLS #14 for our next class.

JOBS THROUGH PHILOSOPHY & RELATED FIELDS

Careers and opportunities in philosophy, liberal arts, humanities, and related fields are abundant. Information about them is equally abundant. Obviously, one may want to start with cyberspace and the Internet. For, these days, virtually all companies, universities, hospitals, the government, world organizations, schools, resorts and hotels, and charitable foundations advertise on the World Wide Web. Start with **www.**, plus the **name** of the organization, followed by .com for private firms, .edu for education institutions, .gov for the government, or .org for organizations, inter alia, plus jobs or careers or internships or placements to find what you desire with a degree and training in critical thinking, philosophy, liberal arts, humanities, and related fields.

Traditionally, the federal government puts out numerous publications and they are all available via the Net or at your University and Community College libraries. Some prominent publications are: Occupational Outlook Handbook (OOH) or O*NET on the www; Dictionary of Occupational Titles (DOT) with over 20,000 different kinds of jobs; and Guide for Occupational Exploration (GOE). You may also wish to ask your CCSN counselor for assistance, resume design, and/or your professors for guidance, references, or recommendations.

So, after you finish this introductory course, you may want to major in philosophy, law, medicine, economics, business, finance, marketing, communications, psychology, political science sociology, etc. You shall need advanced courses in philosophy, logic humanities, statistics, applied mathematics, computer science, biology, physics, applied ethics, politics, media, micro/macroeconomics, international economics, finance and banking, and the like. You may want to specialize in the environment, the government, research and analysis, economic planning and development, urban and city management, social work, cultural geography, history, investment and securities, retirement planning and health statistics, and so forth. If you choose to pursue your education and training after your undergraduate studies, you can go on to obtain your master's degree or doctorate (Ph.D.) in philosophy, logic, and CT. Equivalently, you may choose to go for your MBA in business or your MPA (masters in public administration) to work for the public sector or politics. If you consider law, medicine, psychology, computer science, music, the arts, social sciences, economics, or such philosophy is a vital subject that would enhance your opportunities and career security.

Today, many philosophers work for the government and business firms. They also work for international organizations, like the UN, the FAO, the UNESCO, the WHO, the World Bank, the IMF, the OECD, the EEC, and so forth. Most work as college professors and researchers. That is, you may also consider going for postgraduate studies in philosophy, applied philosophy (philosophy of law/medicine/science/social science/bio ethics/technology/etc.) or related areas to become a college professor or researcher.

History of Western Philosophy
Mock Final
Dr. Sarri

This is an open textbook(s), notes, sample tests, and outlines exam. Each question equals 5 points. Please be clear, careful, concise, concrete, consistent, critical, and cogent (the 7 C's) while answering the following.

1. Fallacies are arguments that:
 - a) Appear to be sound but are not.
 - b) Are sound but contain at least one false premise.
 - c) Are valid but have false conclusions.
 - d) All of the above.
2. A fallacy that results from a faulty sentence structure is called:
 - a) Amphiboly.
 - b) Bifurcation.
 - c) False analogy.
 - d) Equivocation.
3. Metaphysics had traditionally been concerned with questions of:
 - a) Rational psychology.
 - b) Cosmology.
 - c) Rational theology.
 - d) All of the above.
4. Psychoanalysis is a method for curing mental illness that:
 - a) Was discovered by Freud.
 - b) Was originally called the "talking cure."
 - c) Brings hidden memories into conscious awareness.
 - d) All of the above.
5. Indeterminism is the view that:
 - a) Human behavior is predictable.
 - b) Some events spring into being by pure chance.
 - c) Linguistic analysis dissolves the problem of freedom versus determinism.
 - d) None of the above.
6. The philosopher who argued that God can be reached only through emotions and no reason was:
 - a) Aquinas.
 - b) Pascal.
 - c) Mill.
 - d) James

7. The best known empiricists are:
 - a) Descartes and Spinoza.
 - b) Locke, Berkeley, and Hume.
 - c) Hume and Kant.
 - d) Aquinas and Leibniz.
8. The dominant theme in Aquinas' work was:
 - a) Pantheism.
 - b) Idealism.
 - c) Rational theology.
 - d) Pluralism.
9. The best-known rationalists are:
 - a) Descartes, Leibniz, and Spinoza.
 - b) Locke and Berkeley.
 - c) Hume and Kant.
 - d) Aquinas and Leibniz.
10. Berkeley adhered to the doctrine of:
 - a) Materialism.
 - b) Idealism.
 - c) Skepticism.
 - d) Pluralism.
11. "The ontological argument" is primarily attributable to:
 - a) Immanuel Kant.
 - b) Aristotle.
 - c) John Stuart Mill.
 - d) St. Anselm.
12. St. Augustine's one famous work is based on that idea that:
 - a) All pleasures are qualitatively the same.
 - b) A good life is the byproduct of God's illumination.
 - c) Quality of pleasurable experience is emotional rather than rational.
 - d) Human beings are completely egoistic.
13. According to Bacon, the only reliable methodology for discovery is the method of:
 - a) Happiness.
 - b) Good will.
 - c) Pleasure.
 - d) Induction.
14. A renaissance political theory, based on the idea of a social contract, is due to:
 - a) Kant's deontology.
 - b) Aristotle teleology.

- c) Hobbes' conception of civil society.
 - d) Machiavellism.
15. Literary expression was believed by Erasmus to be an ideal language superior to:
- a) Unified mathematics.
 - b) Correctly pictured or mirrored reality.
 - c) Logical paradoxes.
 - d) Scholastic aridity.
16. Nominalism is the belief that:
- a) Favors the existence of essences.
 - b) Is absurd with no grand design to it.
 - c) God's judgment is final.
 - d) Faith is separate from reason.
 - e) None of the above.
17. *Essays* is a book written by:
- a) Nietzsche.
 - b) Montaigne.
 - c) Wittgenstein.
 - d) Sartre.
18. The motion, efficient cause, necessity v. possibility, degrees of perfection, and the order of the universe are Aquinas' five proofs of God, based on:
- a) Aristotelianism.
 - b) Platonism.
 - c) Skepticism.
 - d) Hedonism.
19. Philosophy came to Boethius as:
- a) A noble woman recommending philosophy as higher than human nature.
 - b) A biblical revelation.
 - c) An Islamic prophecy.
 - d) A Jewish message.
20. According to Avicenna:
- a) "Whatever begins to be must have a cause."
 - b) The primary job of philosophers is to understand atoms.
 - c) Both (a) and (b).
 - d) Neither (a) nor (b).