



## PHILOSOPHY 2022-2023

### **Catalog Description:**

Philosophy begins in wonder. If we allow ourselves to really wonder about our lives, about those things that we take for granted, and about those big questions that we usually manage to ignore during the busyness of our daily schedules, we are beginning to act as true philosophers. If we think hard about these things, and discipline our reasoning in such a way as to make real progress, we are beginning to act as good philosophers. But we cannot really live philosophically without acting in accordance with our insights. To be philosophers in the deepest sense, we must put our wisdom to work.

### **Short Description:**

Discovering how to apply ancient wisdom to our everyday life.

### **Objectives:**

1. Students will develop the capacity to think carefully about important issues.
2. Students will come to understand that their own wisdom must consist in realizing how little they really know about the things that matter most, and how important it is to find out whatever they can about these issues.
3. Students will learn that it is not the complacent and self-assured intellectual who exemplifies wisdom, but the genuinely curious, open-minded seeker of truth.
4. Students will learn to explore and discuss topics from a Socratic questioning approach. They will experience the benefit of learning to work through an idea even when those involved in the discussion are in disagreement.
5. Students will write reflective and argumentative essays dealing with the ideas that have been explored. They will consider how these ideas interact with the biblical Christian worldview. These essays will serve as tools to help the student think through and clearly, logically, and persuasively express their own thinking on these issues.

### **Course Outline:**

1. First Quarter
  - a. An introduction to Philosophy
    - 1.) What is Philosophy?
    - 2.) Why is Philosophy important?
    - 3.) The Divisions of Philosophy
    - 4.) Seven Virtues of a Christian Philosopher
  - b. How Do We Know Anything? An Introduction to Epistemology
    - 1.) What is Epistemology?
    - 2.) What is knowledge?
    - 3.) Where does knowledge come from?
    - 4.) What is Truth and how do we find it?
    - 5.) What are inferences, and how do they work?
    - 6.) What do we perceive?
    - 7.) Do we need justification?
    - 8.) How certain can we be?
2. Second Quarter
  - a. Philosophy: Human beings are drawn to the pursuit of the wonder and the good
  - b. Plato: Music, Poetry, and Justice
  - c. Plato: Philosophy and Liberal Education
  - d. Aristotle: The Moral and Intellectual Virtues
  - e. Aristotle: Metaphysics, Physics, and the Soul
  - f. Aristotle: Logic and Reasoning

3. Third Quarter
  - a. Aquinas: The Existence of God
  - b. Aquinas: The Natural Law
  - c. Bacon: The Emergence of Modern Philosophy
  - d. Descartes: Radical Doubt and Rationalism
  - e. Hume: Radical Doubt and Empiricism
  - f. Kant: The Grand Modern Synthesis
  - g. Nietzsche: The Crisis of Reason
  - h. C.S. Lewis: The Recovery of Reason
4. Fourth Quarter
  - a. The Chronicles of Narnia and Philosophy
    - 1.) Virtue Epistemology: Why Uncle Andrew Couldn't Hear the Animals Speak
    - 2.) Trusting Lucy: Believing the Incredible
    - 3.) Breaking the Spell of Skepticism: Puddleglum versus the Green Witch
    - 4.) Worth Dying For: Narnian Lessons on Heroism and Altruism
    - 5.) Work, Vocation, and the Good Life in Narnia
    - 6.) The Tao of Narnia
    - 7.) Narnia and the Moral Imagination
    - 8.) Why Eustace Almost Deserved His Name: Lewis's Critique of Modern Secularism

**Assignments:**

1. First Quarter 8/17/22-10/13/22
  - a. 8/17-8/19
    - 1.) What is Philosophy?
    - 2.) Why is Philosophy important?
    - 3.) What is thinking?
    - 4.) How does thinking work?
    - 5.) What is the relationship of thinking to Philosophy?
  - b. 8/22-8/26
    - 1.) What is the importance of Philosophy for Christians?
    - 2.) How is Philosophy organized?
    - 3.) What is the relationship of learning to Philosophy?
    - 4.) What is the relationship of learning to education?
  - c. 8/29-9/2
    - 1.) What are seven virtues of a Christian philosopher?
    - 2.) Are we all philosophers?
    - 3.) Discussion on Essay 1.1
    - 4.) **Essay 1.1 What is philosophy? How does learning work? Should a Christian be a philosopher? Why would the development of virtues in a philosopher be important? Explain. Summarize your reflections and conclusions on this topic. (Due 9/9)**
  - d. 9/6-9/9
    - 1.) Essay 1.1 due
    - 2.) Discussion on the essay
    - 3.) What is Epistemology?
    - 4.) What is knowledge?
  - e. 9/12-9/16
    - 1.) Where does knowledge come from?
    - 2.) What is Truth, and how do we find it?
    - 3.) How does the nature of knowledge relate to the nature of education?
  - f. 9/19-9/23

- 1.) What are inferences, and how do they work?
- 2.) What do we perceive?
- 3.) Do we need justification?
- 4.) Discussion on the relationship between knowledge and skepticism
- g. 9/26-9/30
  - 1.) What is Virtue Epistemology?
  - 2.) Do we have Revelation?
  - 3.) How certain can we be?
  - 4.) Discuss how the design of the soul relates to learning
  - 5.) Discuss the importance of learning
- h. 10/3-10/7
  - 1.) Discuss the relationship between knowledge, education, and learning
  - 2.) Discussion on the essay
  - 3.) **Essay 1.2 What is knowledge? Does education today satisfy this definition? How would learning have to occur to satisfy this definition? Is doubt good or bad? How does Virtue Epistemology relate to education? Summarize your reflections and conclusions on this topic. (Due 10/13)**
- i. 10/10-10/13
  - 1.) Essay 1.2 due
  - 2.) Discussion on the essay
  - 3.) Continue discussion on Philosophy and education.
  - 4.) Introduce second quarter
2. Second Quarter 10/18/22-12/16/22—Introduction to Western Philosophy
  - a. 10/18-10/21
    - 1.) Watch video “Introduction to Western Philosophy”-Introduction: Wonder and the Good
    - 2.) Discussion
  - b. 10/24-10/28
    - 1.) Watch video “Introduction to Western Philosophy”—Plato: Music, Poetry, and Justice
    - 2.) Discussion
  - c. 10/31-11/4
    - 1.) Watch video “Introduction to Western Philosophy”—Plato: Philosophy and Liberal Education
    - 2.) Discussion
  - d. 11/7-11/10
    - 1.) Watch video “Introduction to Western Philosophy”—Aristotle: The Moral and Intellectual Virtues
    - 2.) Discussion
  - e. 11/14-11/18
    - 1.) Watch video “Introduction to Western Philosophy”—Aristotle: Metaphysics, Physics, and the Soul
    - 2.) Discussion
    - 3.) Discuss the essay
    - 4.) **Essay 2.1 Discuss the ideas of Plato and Aristotle. How do these ideas relate to the development of your soul? How are these ideas related to education? (Due 12/2)**
  - f. 11/21-11/25 Thanksgiving Vacation
  - g. 11/28-12/2
    - 1.) Essay 2.1 due
    - 2.) Discussion on the essay
    - 3.) Watch video “Introduction to Western Philosophy”—Aristotle: Logic and Reasoning

- 4.) Discussion
- h. 12/5-12/9
  - 1.) Hand out Final Exam (Take Home)
  - 2.) Discussion
- i. 12/12-12/16 1<sup>st</sup> Semester Final Exams
  - 1.) Final Exam due
  - 2.) Discussion
- 3. Third Quarter 1/9/23-3/10/23
  - a. 1/9-1/13
    - 1.) Watch video "Introduction to Western Philosophy"—Aquinas: The Existence of God
    - 2.) Discussion
  - b. 1/17-1/20
    - 1.) Watch video "Introduction to Western Philosophy"—Aquinas: The Natural Law
    - 2.) Discussion
  - c. 1/23-1/27
    - 1.) Watch video "Introduction to Western Philosophy"—Bacon: The Emergence of Modern Philosophy
    - 2.) Discuss
  - d. 1/30-2/3
    - 1.) Watch video "Introduction to Western Philosophy"—Descartes: Radical Doubt and Rationalism
    - 2.) Discussion
  - e. 2/6-2/10
    - 1.) Watch video "Introduction to Western Philosophy"—Hume: Radical Doubt and Empiricism
    - 2.) Discussion
  - f. 2/13-2/17
    - 1.) Watch video "Introduction to Western Philosophy"—Kant: The Grand Modern Synthesis
    - 2.) Discussion
  - g. 2/21-2/24
    - 1.) Watch video "Introduction to Western Philosophy"—Nietzsche: The Crisis of Reason
    - 2.) Discussion
  - h. 2/27-3/3
    - 1.) Watch video "Introduction to Western Philosophy"—C.S. Lewis: The Recovery of Reason
    - 2.) Discussion
    - 3.) **Essay 3.1 Pick a topic of interest from the discussions this quarter. Develop an essay that explores that topic. (Due 3/10)**
  - i. 3/6-3/10
    - 1.) Essay 3.1 due
    - 2.) Discussion
  - j. 3/13-3/17 Spring Break
- 4. Fourth Quarter 3/20/23-5/25/23
  - a. 3/20-3/24
    - 1.) Read "Virtue Epistemology: Why Uncle Andrew Couldn't Hear the Animals Speak"
    - 2.) Discussion
  - b. 3/27-3/31
    - 1.) Read "Trusting Lucy: Believing the Incredible"
    - 2.) Discussion

- c. 4/3-4/6
  - 1.) Read "Breaking the Spell of Skepticism: Puddleglum versus the Green Witch"
  - 2.) Discussion
- d. 4/10-4/14
  - 1.) Read "Worth Dying For: Narnian Lessons on Heroism and Altruism"
  - 2.) Discussion
- e. 4/17-4/21
  - 1.) Read "Work, Vocation, and the Good Life in Narnia"
  - 2.) Discussion
- f. 4/24-4/28
  - 1.) Read "The Tao of Narnia"
  - 2.) Discussion
- g. 5/1-5/5
  - 1.) Read "Narnia and the Moral Imagination"
  - 2.) Discussion
- h. 5/8-5/12
  - 1.) Read "Why Eustace Almost Deserved His Name: Lewis's Critique of Modern Secularism"
  - 2.) Discussion
  - 3.) Hand out Final Exam
- i. 5/15-5/19 2<sup>nd</sup> Semester Final Exams
  - 1.) Final Exam due
  - 2.) Discussion

**Methods of Instruction:**

- 1. Extensive use of Socratic discussion
- 2. Lecture

**Methods of Evaluation:**

Since classroom participation is a primary element of this class, it constitutes a significant part of your total grade. The grade is determined by the teacher based on daily student observation. The elements included in these observations include: classroom discipline, daily preparedness, classroom discussion, involvement in discussion, thinking skills demonstrated in discussions, and daily reading assignment. The reading assignments are critical to this class. They constitute the "lecture" part of the class. Discussion is driven and enriched by out-of-class reading and thought.

**1<sup>st</sup> Quarter**

Participation 1.1	20 points	8/26
Participation 1.2	20 points	9/2
Essay 1.1	100 points	9/9
Participation 1.3	20 points	9/9
Participation 1.4	20 points	9/16
Participation 1.5	20 points	9/23
Participation 1.6	20 points	9/30
Participation 1.7	20 points	10/7
Essay 1.2	100 points	10/13
Participation 1.8	20 points	10/13
Quarter Total	360 points	

**2<sup>nd</sup> Quarter**

Participation 2.1	20 points	10/21
Participation 2.2	20 points	10/28
Participation 2.3	20 points	11/4

Participation 2.4	20 points	11/10
Participation 2.5	20 points	11/18
Essay 2.1	100 points	12/2
Participation 2.6	20 points	12/2
Participation 2.7	20 points	12/9
Participation 2.8	20 points	12/16
Quarter Total	260 points	
1 <sup>st</sup> Semester Final Exam	200 points	12/16
Semester Total	820 points	

**3ed Quarter**

Participation 3.1	20 points	1/13
Participation 3.2	20 points	1/20
Participation 3.3	20 points	1/27
Participation 3.4	20 points	2/3
Participation 3.5	20 points	2/10
Participation 3.6	20 points	2/17
Participation 3.7	20 points	2/24
Participation 3.8	20 points	3/3
Essay 3.1	100 points	3/10
Quarter Total	260 points	

**4<sup>th</sup> Quarter**

Participation 4.1	20 points	3/24
Participation 4.2	20 points	3/31
Participation 4.3	20 points	4/6
Participation 4.4	20 points	4/14
Participation 4.5	20 points	4/21
Participation 4.6	20 points	4/28
Participation 4.7	20 points	5/5
Participation 4.8	20 points	5/12
Quarter Total	160 points	
2 <sup>nd</sup> Semester Final Exam	200 points	5/19
Semester Total	620 point	

**Examples of Assignments:**

1. All essays are reflective in nature and relate to the topic being considered at the time. All essays will be at least 5-7 pages in length.

**Textbooks:**

Required:

Gregory Bassham and Jerry Walls, editors  
The Chronicles of Narnia and Philosophy  
 Open Court  
 ISBN: 978-0-8126-9588-5  
 2005

**Behavior Policy:**

1. We expect all students to express Warrior’s core values of Godliness, Obedience, Leadership, and Scholarship in and out of class.
2. We expect each student to respect the person and property of fellow students.
3. Since class discussion and debate is common, the following principles should be followed:
  - a. Genuine disagreement is an achievement because it enables people to learn. We assume that a disagreement is valuable until proven otherwise.

- b. Deepening our understanding of truth or wisdom is more important in this class than winning an argument.
  - c. Respect is important in this class. The merits of a position may be debated, but persons may not be attacked.
  - d. If a student feels attacked within a discussion, they should say so respectfully, and the teacher and class will assess the situation together.
4. In accordance with I Peter 3:15, students must express themselves with gentleness and respect to those in authority and to their peers.