

Syllabus
PHIL 4010 (3 Cr.)
Senior Seminar: Lady Mary Shepherd
Spring 2019

Instructor: Dr. Kristopher G. Phillips
Office: 108F General Classrooms
Office Hours: M 4:00p-5:00p, T 12:00p-3:00p, W 2:00p-3:00p & also by appointment

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Class Meets:
T: 5:00-7:30p in GC 404

COURSE DESCRIPTION: Lady Mary Shepherd, described by William Whewell as “an unanswerable logician,” was well known among early nineteenth-century British philosophers for her metaphysics and epistemology. Yet it is only in the last two decades that her works have begun to receive serious attention from historians of philosophy. Her most important writings are two books: *An Essay upon the Relation of Cause and Effect, Controverting the Doctrine of Mr. Hume, concerning the Nature of that Relation; with Observations upon the Opinions of Dr. Brown and Mr. Lawrence, Connected with the Same Subject* (1824); and *Essays on the Perception of an External Universe, and Other Subjects Connected with the Doctrine of Causation* (1827). Although much of her writing is explicitly directed against such figures as David Hume, Thomas Brown, George Berkeley, Thomas Reid, and Dugald Stewart, it is by no means merely critical. On the contrary, she both develops and applies fascinating and highly original theories of causation, causal reasoning, sense perception, and knowledge of external objects. This course will focus on interpreting, analyzing, and evaluating both the critical and the constructive elements of these two books in the context of the philosophical controversies to which they were—and are—contributions.

As a Senior Seminar, this course is the closest thing to a graduate seminar we offer in the philosophy program. As such, the course is structured differently from a traditional philosophy lecture course. Students are expected to participate in discussions each week, and will take the lead for at least one-half of one session. The core project is to prepare a research paper on Shepherd’s work that is suitable as a writing sample for post-graduate study.

Course Learning Outcomes:

- **Critical Thinking:** The successful student will begin to be able to differentiate between good and bad reasons for holding philosophical beliefs and will be able to seek out and identify the assumptions that lie at the basis of philosophical positions.
- **Inquiry and Analysis:** The successful student will begin to be able to break complex philosophical problems into their components, and will be able to identify the consequences and implications of philosophical positions.
- **Writing:** The successful student will be able to express some abstract and complex philosophical ideas in clear, precise, and logical prose.
- **Reading Comprehension:** The successful student will be able to analyze and interpret abstract and difficult philosophical writing.

Learning outcomes will be evaluated through a series of papers, seminar presentations, a marginalia assignment and discussions in class.

TEXTS: George Berkeley: *Philosophical Writings* Ed. Clarke; Cambridge University Press, 2008. ISBN: 978-0-521-70762 (PW)

David Hume: *Treatise on Human Nature* Ed. Norton and Norton; Oxford University Press, 2000. ISBN: 978-0-19-875172-4 (THN)

A.P. Martinich: *Philosophical Writing: An Introduction* 4th ed.; Wiley-Blackwell Publishing, 2016. ISBN: 978-1-119-01003-6

These can be found at the College Bookstore, and are *required*.

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Mary Shepherd's *An Essay Upon the Relation of Cause and Effect...* (ERCE) and *Essays on the Perception of an External Universe...* (EPEU) will be available on Canvas, or are available through online retailers as reprint editions.

SCHEDULE OF READINGS:

This list of readings is tentative. Specific reading assignments will be given on a day-to-day basis.

Week 1 Introduction – Seminars, Philosophical Writing, and Shepherd

Martha Bolton: *Mary Shepherd* (Stanford Encyclopedia of Philosophy)

Week 2 Berkeley I

Berkeley: *A Treatise Concerning the Principles of Human Knowledge* (PW: 83-149)

Week 3 Berkeley II

Berkeley: *First Dialogue Between Hylas and Philonous* (PW: 154-190)

Berkeley: *Second Dialogue Between Hylas and Philonous* (PW: 190-208)

Week 4 Berkeley III/Hume I

Berkeley: *Third Dialogue Between Hylas and Philonous* (PW: 208-242)

Hume: Book 1.1 (THN: 7-22)

Hume: Book 1.3.1-4 (THN:50-58)

Week 5 Hume II

Hume: Book 1.3.11-15 (THN: 86-118)

[Marginalia Exercise Due]

Week 6 Shepherd I

Shepherd: (ERCE) *Preface, Introductory Chapter, Chapter 2 sections 1-2*

Week 7 Shepherd II

Shepherd: (ERCE) *Chapter 2 sections 3-4, Chapter 3*

Week 8 Shepherd III

Shepherd: (ERCE) *Chapters 4-6*

Week 9 Shepherd IV

Shepherd: (EPEU) *Preface, Introductory Chapter, Chapters 1-2*

Week 10 Shepherd V

Shepherd: (EPEU) *Chapters 3-5*

[BA/BS Paper Due]

Week 11 Shepherd VI

Shepherd: (EPEU) *Chapters 6-8*

Week 12 Shepherd VII

Shepherd: (EPEU) *Essays 1-4*

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Shepherd VIII

Week 13

Shepherd: (EPEU) *Essays 5-8*

Week 14

Peer Review

This week reserved for in-class peer review sessions on your term-papers.

Week 15

Shepherd IX

Shepherd: (EPEU) *Essays 9-14* and final reflections

[Research Paper Due]

ASSIGNMENTS, EVALUATION, POLICY:

Marginalia Exercise (15%)

Careful, attentive and deep reading are critical skills to develop. We have encouraged you over the course of your philosophical education to really dig into texts and read them carefully, working with the texts as you write papers. If you have been doing this, then you will have likely developed your own style of textual notation. I want to see this. At the end of **week 5**, I will collect either your Berkeley or Hume texts and look through your marginalia. I want to see notes, passages highlighted, underlines, or whatever you come up with. Show me you're really engaged with the text itself. Please also include a key that tells me what different notations mean (e.g. if you put an asterisk in the margin next to a passage, or if you underline/double-underline, etc., please let me know what that means).

BA/BS Paper (15%)

As part of your philosophy degree requirement, you are expected to either take a language (BA), or minor in a hard science, mathematics, or computer science (BS). This paper assignment corresponds to your degree. You will have to write a 1200-1500 word paper that meets the following requirements:

For the BA: You are expected to find a passage published in the language you studied (2-3 pages of text), and provide your own translation of the text. Compare your translation to a professional translation that is available. What are the challenges involved with translating this passage? Discuss any ambiguity in words or grammatical constructions of the passage. With which interpretation do you agree? Why? How does the passage fit into the larger context of the philosopher's project?

For the BS: Explain the concepts of soundness and completeness in logic. Discuss how the number of syntactic truth-functional operators changes the proofs for soundness and completeness. Would you posit more syntactic operators or fewer operators in your preferred logical system. Explain why you would posit the number of operators that you would set in your system. What challenges are there for the proofs of soundness and completeness, given the number of operators you've selected.

This paper is due **Week 10**. Start early.

Seminar Handout and Paper (20%; 10% for handout, 10% for short paper)

Seminars are typically more discussion-based than traditional lecture. As such, I ask that each of you take a portion of the text and lead the discussion. **You will be responsible for leading one-half of one seminar meeting.** In preparing your presentations, it is not necessary to solve every interpretive or philosophical problem about the sections of the text you are presenting. Although you should certainly aim to guide us through the text, explaining it and solving puzzles about it where possible, it is at least equally important to pose fruitful interpretive and philosophical questions about it for group discussion. You are responsible for preparing a handout that will guide us through the section of the text that you present on. I expect to meet with you and discuss a draft of your handout and your plan for discussion in advance of your presentation. I will be happy to print out copies of the handouts for your presentations in advance of the seminar meeting.

Following your presentation, I expect you to write a brief, but focused paper (900-1200 words) discussing one of the interpretive issues present in your section. Take a stand on one issue that comes up and ground your response in the texts.

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I strongly encourage you to employ any texts (whether Berkeley, Hume, or secondary literature) that is relevant to your section in both the presentation and the short paper.

Research Paper (40%)

One of the aims of the Senior Seminar class is the development of a paper that can serve as (a) a writing sample for graduate school, (b) a conference presentation, or (c) a publication. To that end, I want to see an original research paper of 3000-5000 words. Your paper should have a clear thesis, should employ secondary literature, and should say something relatively interesting about Shepherd's philosophy. The good news is that Shepherd is wildly understudied and there is a lot of rich philosophical content in her works. Show me your best work. I have worked in time for peer review of paper drafts. I strongly encourage you to get started early and revise often.

Attendance and Participation (10%)

Seminars only work if everyone is present and engaged. The onus is on participants to have an interesting discussion. I will not lecture on the material when I lead the seminar, and I expect you not to do so either. Leading discussion is a difficult skill to master, but a valuable one. It's virtually impossible to pull off with a group who is under or unprepared. Keep up with the content and come with ideas, questions, and objections. You will learn a lot more if you're engaged and participating.

Keep in mind that since we meet only once a week, missing a class is the equivalent of missing a week's worth of material.

NOTE: I can and will feel free to utilize turnitin.com to ensure the originality of your work. As such, I will require at least an electronic copy of your paper, and probably a hard copy as well.

Late Work: I will accept late exams, papers and book reviews but for each 24-hour period that the paper is late, the grade will be reduced by 4%. I will not accept late online posts.

Grade Disputes: If you feel that your work has been unfairly assessed, you may ask that I reconsider. I am, after all, a human who makes mistakes on occasion. I will do so **only if** you submit to me, on paper, a one-paragraph typewritten explanation of why you believe that your work has been unfairly evaluated. You must indicate the grade you believe yourself to deserve and explain clearly why it is that you deserve that grade. Your dispute must be submitted within **one week** of receiving your grade.

Extra Credit and Final Grades: I will *not*, under any circumstances, offer extra credit. If you are concerned about your grade, consider taking advantage of the help available (e.g. come to my office hours). Please do so before the end of the semester. With regard to final grades, as I stated above, you will get the grade you have earned. Asking me to bump, round up, or otherwise adjust your final grade will guarantee that I will NOT adjust your final grade. Please do not ask.

Plagiarism or academic fraud of any sort will result in an F for the course. Academic dishonesty is a serious matter. Please familiarize yourself with Southern Utah University's *Student Handbook*, which you can find online at <https://www.suu.edu/pub/policies/pdf/PP633Academic.pdf>. I will follow the regulations described in this document for dealing with cheating, plagiarism, etc. If you have any questions regarding what constitutes plagiarism or academic fraud after reading through the student handbook, please do not hesitate to ask me for further clarification.

Disabilities: I warmly welcome any of you who have disabilities. Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids must contact the Office for Students with Disabilities. The Office for Students with Disabilities determines eligibility for and authorizes the provision of these services and aids. Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines. For Southern Utah University's full policy, see: <http://suu.edu/pub/policies/pdf/PP119Disability.pdf>.

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SUU Care and Support Team: The SUU Care and Support Team (CAST) is comprised of trained faculty and staff who are committed to creating an environment at SUU that supports students who may be struggling with emotional distress and mental health issues. As a member of CAST, please know that I am here to help. I am not a professional counselor, but I do care, know how and where to find help if you need it, and want to see you succeed. Please do not be afraid to visit me if you're struggling.

<http://www.suu.edu/cast/>

SUU Allies on Campus: Allies On Campus is a network comprised of students, staff, and faculty dedicated to creating safe spaces for Lesbian, Gay, Bi-sexual, Transgender, Queer individuals and Allies (LGBTQA) on the campus of Southern Utah University (SUU). As an ally, please know that I am committed to seeing that everyone is afforded the dignity and respect they deserve regardless of their identity.

<http://www.suu.edu/allies/>

Link: SUU faculty and staff care about the success of our students. In addition to your professor, numerous services are available to assist you with the achievement of your educational goals. I may use SUU's Link system to notify you and/or your advisors of my concern for your progress and provide references to campus services as appropriate.

Emergency Management: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://suu.edu/emergency>.

HEOA Compliance: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law.

Disclaimer: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies are subject to change with advance notice, as I deem appropriate.