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[CRN 37945] Philosophy 103

Alina N. Feld
York College

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YORK COLLEGE-CUNY
Spring 2022

Philosophy 103 – section P
CRN 37945
Philosophy
Syllabus

Course Time: TuThu 2:00-3:15PM
Course Location: Academic Core 3C06
Zero-Cost Course

<http://yorkcollege.textbookx.com/institutional/index.php?action=browse#books/3364765/>

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STARTING OUT!

To get started please go to this course on Blackboard and look for “**Start Here**” on the left side menu. This folder has the syllabus, schedule, and other important information. It is recommended to save a copy of this syllabus document in your computer for future reference. If we have changes in the schedule, then they will be made on Blackboard and also posted in “Announcements.”

INSTRUCTOR INFORMATION

Professor: Dr. Alina N. Feld

Department: History, Philosophy, and Anthropology

Email: afeld@york.cuny.edu

Office Location: I am available to meet with you in the department computer room or Bb collaborate ultra.

Office Hours: Tue 5:00 PM-6 PM by appointment

COURSE MODALITY AND TECHNOLOGY

This course meets IN PERSON and uses Blackboard for all Announcements, Assignments, Course Materials. Please note that although a laptop is not required during our class meetings, you will need a **laptop/computer** with access to the internet and a word processor. If you do not have this, please go to York’s page for device distribution at: <https://www.york.cuny.edu/news/device-distribution>

(Although the **Blackboard mobile app** works for some activities on Blackboard, it will be difficult to prepare and complete assignments without a laptop computer.)

You will also need a working CUNYFirst account (to access Blackboard) and a working York College account (to access email). For help with technology issues please contact York Information Technology Services:

- York ITS Hot Line 718-262-5311
- YConnect Self-Service: <https://www.york.cuny.edu/it/service-delivery-unit/y-connect>
- Email Service Desk: helpdesk@york.cuny.edu

COURSE MATERIALS

Zero-Cost Textbook

Philosophy: A Short History by Alina Feld and Gabriel Camacho

<https://pressbooks.cuny.edu/philosophyashorthistory3/>

This is an OER (Open Educational Resources) Textbook (Zero-Cost Textbook). You may download it as a free digital or printable pdf document.

- For an extended theoretic background slides and supplementary materials (links to youtube documentaries) will be uploaded to Course Materials in Blackboard.
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COURSE DESCRIPTION

Philosophy (*Lib Arts*) Introduction to Philosophy. 3 hrs.; 3 cr. *Prereq/Coreq: English 125.* Basic concepts and techniques of philosophical thinking.

PHI 103 will introduce the most revolutionary philosophical thinkers and radical ideas in a historical overview of the western tradition from Plato and Aristotle to Descartes, Nietzsche, Wittgenstein, Sartre, and Postmodern trends such as Feminism and Deconstruction. The course is interactive, based on lectures, conversation and debates about primary readings and short documentaries. You are invited to actively engage with the texts via hypothes.is by writing your comments in the margins, questioning the ideas presented, debating your classmates, answering to their comments and questions. This live engagement will challenge your assumptions, pet theories and comfort zones, provoke you to interrogate the familiar, deepen your understanding, expand your horizon, thus making your life more interesting and fun. In other words, it will enable an initiation into the philosophical life.

COURSE OBJECTIVES

All sections of *Introduction to Philosophy* at York College share the following learning outcomes.

At the end of the course, students will be able to:

1. (1) Demonstrate the ability to analyze texts by identifying the problem the author wants to solve, the ideas relevant to its solution, and the distinctions and connections made among those ideas toward a solution;
2. (2) Recognize philosophical problems, relate them to problems of other intellectual disciplines, and to problems of life;
3. (3) Identify intellectual connections in different methods philosophers use to analyze problems;

4. (4) Demonstrate increased capacity to think critically, establish connections, make comparisons, distinguish similarities and differences between various objects of investigations—thinkers, ages, cultures;
5. (5) Demonstrate increased capacity to express thoughts clearly and to articulate connections among them coherently;
6. (6) Demonstrate increased capacity to build strong and cogent arguments in support of a thesis, respond to objections and articulate pertinent counter-objections.

COURSE COMPONENTS (BLACKBOARD MENU)

Our course on Blackboard is organized as follows:

Announcements: Announcements from me, your instructor. When I post an announcement, I will also mark it to be sent to you by email.

→ Please keep up to date with announcements and your email. Please also make sure that the email you have associated with Blackboard is correct. Instructions on this are posted in the “Start Here” folder.

Schedule & Syllabus: The schedule for the semester, updated as needed, and the full syllabus.

Professor Contact Info: Information on how to contact me and how to reach me outside of our classroom meetings.

Collaborate Ultra: Where to go for Office hours.

Course Materials: Includes all reading materials for the course. Please see note on “Course Materials” above.

Assignments: Three (3) short Thinking Experiments and one (1) Final Paper will be submitted here.

COURSE REQUIREMENTS & GRADING

Attendance: 3 absences will be excused. Every absence beyond the 3 excused absences will be counted as 2 points off your calculated numerical grade.

Participation: 20% (2 points each) You will be assigned to do 2 presentations in class of your comments and answers posted via Hypothes.is on the margins of the primary texts in your OER textbook.

Ten (10) Comments/Responses: 20% 10 brief comments/responses to the assigned study questions. Each Comment will count as 2 points. The comments will not be graded individually. You will be assigned to read your Comments in class twice during the semester.

Three (3) Thinking Experiments (15 points each=45 points): 30%

Final Paper (20 points): 30%

GRADE COMPONENTS AND FINAL CALCULATIONS

By the end of the semester, the maximum number of points will be 100 and your course grade will be based on the number of points earned out of 100. Please review the following charts ahead of time to familiarize yourself with percentages for each component and how final course grades are determined.

Academic Grading Standard

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F	
%	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-60	59-0	
GPA	4.0	3.67	3.33	3.0	2.67	2.33	2	1.67	1.33	1	0	

Course Component	Percentage
Participation (10 Participations for 2 points each: 20 points)	20%
Comments/Responses (10 Comments for 2 point each: 20 points)	20%
Thinking Experiments (3 for 15 points each: 45 points)	30%
Final Paper (20 points)	30%
	100%

COURSE POLICIES

Policy on Student Participation Online: It is expected that you will do your best to attend all sessions and participate in class discussions and activities.

→ Please be aware that if you do not submit any work within the first two weeks of classes, you will be marked as “not attending” in the Verification of Enrollment roster which is submitted to the Registrar and Financial Aid.

Policy on Incomplete Grades (INC): Failure to take the final exam or hand in an assignment will not automatically result in a final mark of incomplete. A student must meet with the instructor prior to the last class to discuss the matter, and must have completed 80% of the work and have a compelling reason for not completing the rest of course work (instructor will make the decision).

Policy on Students with Disabilities: Students with a disability are encouraged to email me about accommodations during the first week of class so that I can make sure that you have the necessary tools to succeed.

Policy on Academic Integrity: In keeping with York College’s policy on Academic Integrity, as described in the York College Bulletin, students must assume responsibility for maintaining honesty in all work submitted for credit. Violations to academic integrity include cheating, plagiarism, fabrication, purchasing the work of others and submitting it as your own, allowing your work to be used by others, multiple submission of work, and misuse of computers. To avoid plagiarism, give credit whenever you use: another person’s idea, opinion, or theory; any facts, statistics, graphs, drawings that are not common knowledge; quotations of another person’s actual spoken or written words; a paraphrase of another person’s spoken or written words. Violations will be addressed in accordance with The City University of New York policy on academic integrity.

COURSE SCHEDULE

Note: This schedule is subject to changes by the instructor. Any changes will be announced in Blackboard announcements/emails and on the Blackboard/ Schedule.

All classes meet at 2:00 pm EST in AC 3C06.

All reading assignments must be completed before class.

All deadlines are 11:59 pm EST.

8/25 Thu Introduction to the course: Introductions, Expectations, Goals

8/30 Tue; 9/1 Thu

What is Philosophy?

The Beginnings of Western Philosophy: The Presocratics

9/6 Tue; 9/8 Thu

Socrates and Plato

9/13 Tue; 9/15 Thu

Plato, *The Apology of Socrates*

9/20 Tue; 9/22 Thu

Aristotle, *Nicomachean Ethics*

9/27 Tue NO Classes

9/29 Thu NO Class (Following Monday Schedule)

10/4 Tue NO Classes

10/6 Thu

Post-Socratic Philosophy: Epicurus, *Golden Maxims*

10/11 Tue; 10/13 Thu

Post-Socratic Philosophy: Epictetus, *Passages* (Stoicism) and Sextus Empiricus: Outlines of Skepticism

10/18 Tue; 10/20 Thu

Medieval Philosophy: Augustine, *Confessions*; Anselm of Canterbury, The Ontological Argument: *Proslogion*

Aquinas, The Cosmological Argument: The 5 Ways

10/25 Tue; 10/27 Thu

Modern Philosophy (the 17th c.), Rationalism: Descartes, *Meditations on First Philosophy: Cogito ergo sum* ('I think therefore I am')

Modern Philosophy (the 17th c.), Empiricism: Locke, *An Essay Concerning Human Understanding* (1689): the mind *as tabula rasa*

11/1 Tue; 11/3 Thu

The Enlightenment (18th c.): Kant

Kant, *Critique of Pure Reason*; *Critique of Practical Reason* (Aporias of Pure Reason; Moral Categorical Imperative)

11/8 Tue; 11/10 Thu

Modern Philosophy (the 19th c.): Marx, *The Communist Manifesto* (Preamble; Chapter 1, “Bourgeois and Proletarians”)

11/15 Tue; 11/17 Thu

Modern Philosophy (the 19th c.): Nietzsche, *Joyous Science* (The Death of God)

11/22 Tue

Modern Philosophy (the 19th c.-20th c.): Freud, *Civilization and its Discontents* (Chapter V)

11/24 THANKSGIVING COLLEGE CLOSED

11/29 Tue; 12/1 Thu

The 20th c.: Wittgenstein, *Tractatus*

12/6 Tue; 12/8 Thu

Existentialism: Heidegger, *Daseinsanalysis - Being-There*

Sartre, *Existentialism is a Humanism*

12/13 Tue

Final Reflections

Final Paper due

Assessments/Assignments

ESSAY 1

This is a reflection paper, not a research paper. Please do not use secondary sources from the internet or any other materials besides the primary texts themselves in the OER Textbook. Your writing should be based only on your own personal experience and your own interpretation of the texts.

Length: 3 pages (600-700 words)

Formatting: 1-inch margins, 12-point font, double-spaced

In the first quarter of the semester we have covered topics proposed by text selections from thinkers belonging to three different historical periods:

- Ancient Greek Philosophy: Plato and Aristotle
- Post-Aristotelian Philosophy: Epictetus, Epicurus, Sextus Empiricus
- European Medieval Philosophy: Augustine, Anselm, Aquinas

Please choose one of the following three Thinking Experiments:

1. Thinking Experiment 1. Imagine you are given the opportunity to be anyone of the figures below. Who would you choose to be and why?

Pick just **one (1) of the following characters** and provide **three (3) supporting reasons**.

Each reason must be supported by at least one (1) quote from the text, for a **maximum of three (3) quotes in the paper all together**. You can only use the text selections were assigned for class and no other books or sources of any kind are permitted. You are encouraged to refer to any personal experiences and insights in connection to your choice.

- Socrates (Plato's *Apology of Socrates*)
- Aristotle (*Nicomachean Ethics*)
- Epictetus (*Doctrines*)
- Epicurus (*Maxims*)
- Sextus Empiricus (*Outline of Skepticism*)
- Augustine ('Theft of the Pears' and 'Gladiators' shows' in *Confessions*)
- Anselm (*Proslogion*, Ontological Argument)
- Aquinas (*Summa*, Cosmological Argument)

OUTLINE

Paragraph 1/Introduction: state your answer to question and briefly summarize your three supporting reasons

Paragraph 2: First supporting reason and at least one quote

Paragraph 3: Second supporting reason and at least one quote

Paragraph 4: Third supporting reason and at least one quote

Paragraph 5. Brief conclusion

2. Thinking Experiment 2. Imagine you have been granted the opportunity to ask any one of the following figures for personal advice about a specific problem or problems you are facing. Who would you pick and **what three pieces of advice do you think this figure would give you?**

- Socrates (from Plato's *Apology*)
- Aristotle (*Nicomachean Ethics*)
- Epictetus (*Doctrines*)
- Epicurus (*Maxims*)
- Sextus Empiricus (*Outlines of Skepticism*)
- Augustine (*Confessions*)

OUTLINE

- **Paragraph 1/Introduction:** describe your problem/problems, identify the chosen mentor, provide 3 pieces of advice, mention you will consider at least one criticism
- **Paragraph 2:** first piece of advice, explain and support with at least 1 quote from text (recommended: add one criticism & respond to it)
- **Paragraph 3:** second piece of advice, explain and support with at least 1 quote from text (recommended: add one criticism & respond to it)
- **Paragraph 4:** third piece of advice, explain and support with at least 1 quote from text (recommended: add one criticism & respond to it)
- **Paragraph 5:** brief conclusion

3. Thinking Experiment 3. Imagine that one of the following thinkers arrives at the present time and place (New York City, 2022). Based on what you know about this individual and his/her world (using the assigned text and nothing else), **what are the three things you think he/she would find most surprising?**

- Socrates (from Plato's *Apology*)
- Aristotle (*Nicomachean Ethics*)
- Epictetus (*Doctrines*)
- Epicurus (*Maxims*)
- Augustine (*Confessions*)

OUTLINE

- **Paragraph 1/Introduction:** identify which figure you'll write about, mention 3 things he/she would find most surprising, mention you will consider at least one criticism, maximum three.
- **Paragraph 2:** first surprising thing, explain and support with at least 1 quote from text. Add one criticism & respond to it.

- **Paragraph 3:** second surprising thing, explain and support with at least 1 quote from text. Add one criticism & respond to it.
- **Paragraph 4:** third surprising thing, explain and support with at least 1 quote from text. Add one criticism & respond to it.
- **Paragraph 5:** brief conclusion

IMPORTANT NOTE: REFERENCES

All quotes must have a reference to the specific chapter and page, in parentheses after the quote.

e.g. “Capitalist production has unified space, breaking down the boundaries between one society and the next”(Debord, *The Society of the Spectacle*, Ch. 7, 92).

ESSAY 2

This is a reflection paper, not a research paper. Please do not use secondary sources from the internet or any other materials besides the primary texts themselves in the OER Textbook and the suggested youtube documentaries posted in Blackboard. Your writing should be based only on your own personal experience, your own thinking and interpretation. Using material from other sources or persons without acknowledgment constitutes plagiarism and will result in an “F” and will have to be redone.

Length: 3 pages (600-700 words)
 Formatting: 1-inch margins, 12-point font, double-spaced

Essay 2 will focus on Descartes, Locke and Kant as well as on the documentary *Voyager Golden Record*.

Watch:

- The 116 images NASA wants aliens to see, Vox, 2015, 5’
- <https://www.youtube.com/watch?v=NAN1kt4SG9E>
- *Voyager Golden Record*. Complete version audio and images, beatplaystv, 2015, 1h50’
- <https://www.youtube.com/watch?v=cEzcFXRKHUw>

Please choose one of the following three Thinking Experiments:

1. Thinking Experiment 1. Imagine that you are assigned to explain to an alien civilization the two revolutions in consciousness caused by Descartes’s rationalism of ‘I think therefore I am’, and Locke’s common sense empiricism of the empty passive mind or tabula rasa; Hume’s skepticism of ‘no substantial

self just a bundle of impressions, memories, anticipations’, no knowledge of self, God, causation; Kant’s active mind projecting its own categories on the chaotic world thus making it knowable for us. Which images in the *Voyager’s Golden Record* do you think best suggest or represent any of these theories? Pick in hierarchical order **three (3) images** and provide **one (1) supporting reason for each and one (1) quote for each**.

Each reason must be supported by one (1) quote from the text, for a **maximum of three (3) quotes in the paper all together**. You can only use the selections that were assigned for class. No other books or sources of any kind are permitted. You are encouraged to refer to any personal experiences and insights in connection to your choice.

OUTLINE

Paragraph 1/Introduction: introduce the three images that you find representative for Descartes, Locke, Hume and/or Kant’s theories.

Paragraph 2: introduce the first image, briefly summarize its significance for Descartes, Locke, Hume or Kant. Provide a quote from the selected thinker/s supporting your reason.

Paragraph 3: Second image, supporting reason and quote

Paragraph 4: Third image, supporting reason and quote

Paragraph 5. Brief conclusion

2. Thinking Experiment 2. Imagine you are a member of Carl Sagan’s Committee for selecting images and sounds to represent our planetary civilization—from antiquity to the present—to an alien interstellar civilization. In that capacity you are asked to add three excerpts/paragraphs from the works we have discussed in the half of the semester.

- Socrates, Plato’s *Apology of Socrates*
- Aristotle, *Nicomachean Ethics*
- Augustine, *Confessions*
- Aquinas, *Cosmological Argument*
- Rene Descartes, *Meditations*
- John Locke’s *An Essay Concerning Human Understanding*
- David Hume, *A Treatise of Human Nature*
- Immanuel Kant, *Metaphysics of Morals*

OUTLINE

- **Paragraph 1/Introduction:** present and explain your 3 selected excerpts and the reasons why you think they represent the western philosophy best. What do you like/appreciate about them? What kind of person and society does each

express and create? What do you expect or hope that the alien civilization understands about the western civilization?

-
- **Paragraph 2:** first excerpt quoted (complete reference), explain and justify.
- **Paragraph 3:** second excerpt quoted (complete reference), explain and justify.
- **Paragraph 4:** third excerpt quoted (complete reference), explain and justify.
- **Paragraph 5:** brief conclusion

3. Thinking Experiment 3. Imagine that you are invited to select only one image from the *Voyager's Golden Record* and add one philosophical text/paragraph and one musical piece as your own contribution to the *Record*. All three (image, text and music) must be deeply moving leaving a profound impact on your psyche as well as on an alien psyche, provoking an 'aha' moment. They must provide a clear and important message: what would that be for each piece (image, text, music) in part?

OUTLINE

- **Paragraph 1/Introduction:** identify the image you have selected from *Voyager Golden Record* and the two pieces (1 text and 1 music) of your own choice that you think should be added to the *Record*.
-
- **Paragraph 2:** introduce the image from Voyager that you have selected as most profoundly moving and significant. Why have you chosen it out of all 116 images? Explain your own experience of it. What is its effect on your own psyche? What does it make you feel, think, do—about your self, life, life on Earth, meaning of life in an infinite cosmos/universe.
- **Paragraph 3:** introduce the first image of your own choice that you think is missing from the *Voyager* and should be added. Explain the reasons of your selection. What do you intend to express with its help? What is its message on behalf of the western or even planetary civilization? Please provide a photograph.
- **Paragraph 4:** introduce the second image (or a nature sound, sound track, or music) of your own choice, explain your reasons and intention. Provide a photograph.
-
- **Paragraph 5:** brief conclusion

IMPORTANT NOTE:

All quotes must have a reference to the specific chapter and verse, in parentheses after the quote.

e.g. "One day humanity will play with law, as children play with disused objects (Agamben, *State of Exception*, Ch. 4, 64).

ESSAY 3

This is a reflection paper, not a research paper. Please do not use secondary sources from the internet or any other materials besides the primary texts in OER Textbook, and youtube documentaries posted on Blackboard, and links to audio/musical pieces. Your writing should be based only on your own personal experience, your own thinking and interpretation. Using material from other sources or persons without acknowledgment constitutes plagiarism will result in an “F”.

Length: 3 pages (600-700 word)
Formatting: 1-inch margins, 12-point font, double-spaced

Essay 3 will focus on Karl Marx, Sigmund Freud and Friedrich Nietzsche.

Read:

- Marx and Engels, *The Communist Manifesto* (Preamble; Chapter 1, “Bourgeois and Proletarians”)
- Nietzsche, *Beyond Good and Evil* (Ch. IX)
- Freud, *Civilization and Its Discontents* (Chapter V)

Please choose one of the following two Thinking Experiments:

1. Thinking Experiment 1. Imagine that you are invited to an open debate with Marx, Nietzsche or Freud. Choose to debate one of these three thinkers. Each panelist is allowed to present three objections/questions to Marx’s theory presented in *The Communist Manifesto* (Preamble; Ch. 1 “Bourgeois and Proletarians”); Nietzsche’s theory of master-slave morality as presented in *Beyond Good and Evil*; Freud’s theory of repression and *ressentiment* articulated in *Civilization and Its Discontents*. What are the three objections that you’d consider raising and from what perspective? Explain what you find problematic about his claims. What do you propose instead?

What ideas/texts introduced this semester would you bring up in support of your objections/questions? Provide **three (3) text excerpts**/paragraphs from the works we have discussed this semester.

- Socrates, Plato’s *Apology of Socrates*
- Aristotle, *Nicomachean Ethics*
- Epictetus, *Doctrines*
- Epicurus, *Maxims*
- Sextus Empiricus, *Outlines of Skepticism*
- Augustine, *Confessions*
- Anselm, *Proslogion* (Ontological Argument)

- Aquinas, *Summa* (Cosmological Argument)
- Rene Descartes, *Meditations*
- John Locke's *An Essay Concerning Human Understanding*
- David Hume, *A Treatise of Human Nature*
- Immanuel Kant, *Metaphysics of Morals*
 - Marx and Engels, *The Communist Manifesto* (Preamble; Chapter 1, "Bourgeois and Proletarians")
 - Nietzsche, *Beyond Good and Evil* (Ch. IX)
 - Freud, *Civilization and Its Discontents* (Chapter V)

Each objection/question must be supported by **one (1) quote** from the texts considered during the semester, for a **maximum of three (3) quotes in the paper all together**. You are encouraged to refer to any personal experiences and insights in connection to your selection.

OUTLINE

- **Paragraph 1/Introduction:** present and explain your **three (3) text excerpts** selected and the reasons why you think they represent strong objections to the thinker you chose to debate (Marx's, Nietzsche or Freud).
-
- **Paragraph 2:** first excerpt quoted (complete reference), explain what specific point of Marx/Nietzsche or Freud's theory is made objectionable or even null and void. Justify—use your own intuition and experience.
- **Paragraph 3:** second excerpt quoted (complete reference), explain and justify.
- **Paragraph 4:** third excerpt quoted (complete reference), explain and justify.
- **Paragraph 5:** brief conclusion

2. Thinking Experiment 2. Imagine you are invited as a Marxian Nietzschean or Freudian (choose one of the three thinkers whom you want to represent) to present **three (3) quotes** in support of Marx, Nietzsche or Freud. Your task is to convince your skeptical anti-Marx anti-Nietzsche or anti-Freud audience that their theory/ies or points are valid, cogent, strong, and attractive. Select **three (3) good quotes** from Marx, Nietzsche or Freud texts (respectively excerpts from *The Communist Manifesto*; *Beyond Good and Evil*; *Civilization and Its Discontents*) that you believe are most significant and would make a lasting impact on their critics. You are encouraged to refer to any personal experiences and insights in connection to your selection.

OUTLINE

- **Paragraph 1/Introduction:** present your selected **three (3) excerpts** from Marx's, Nietzsche's or Freud's texts. Explain the reasons you think they represent strong arguments in favor of Marx, Nietzsche or Freud. What

particular problem do they respond to and solve? Why do you find them pertinent, interesting in today's world? Are you a Marxian/a Nietzschean or a Freudian?

- **Paragraph 2:** first excerpt quoted (complete reference), explain what specific issue—social, religious, psychological—it brings new light on or even solve. What kind of society or individual would it create? Justify—use the ideas proposed by the excerpt as well as your own intuition and experience.
- **Paragraph 3:** second excerpt quoted (complete reference), explain and justify.
- **Paragraph 4:** third excerpt quoted (complete reference), explain and justify.
- **Paragraph 5:** brief conclusion

FINAL PAPER

Length: 3 pages (600-700 words)

Formatting: 1-inch margins, 12-point font, double-spaced

This is a reflection paper, not a research paper. Please do not use secondary sources from the internet or any other materials besides the OER Textbook (primary texts themselves and short introductory chapters) as well as the slides and youtube documentaries posted on Blackboard). Your writing should be based on your own personal experience, your own thinking and interpretation.

By taking this intense journey through the western philosophical tradition, you have encountered with each thinker/text various anthropological visions, paradigms, or definitions: human nature appears differently according to the times, society, personality of the thinker:

1. A soul uncreated, eternal, immortal, infinite, perfect, immaterial, invisible imprisoned during lifetimes in a series of bodies, mortal, imperfect, finite, quantifiable (Socrates, Plato, Descartes): metaphysical dualism
2. Machine: instrumental value as thing to be employed, means to ends, instruments, disposable (Locke)
3. Animal: difference of degree, evolution, trainable (Aristotle, Stoics) by education to actualize the entire potential which include a divine dimension; or simply must be transcended: Overman (Nietzsche)
4. Sexual being: Freudian tripartite definition: id, ego, superego driven by the unconscious drives of eros and thanatos (Freud)
5. Economic being: Marxist definition: dialectical materialism: material and economic forces are moving history (Marx)
6. Thrown into existence, temporalized being, defined by Care in authentic existence or cares in inauthentic existence (Heidegger)
7. Free being because completely empty: human will as the driving force, responsibility (Jean-Paul Sartre)

8. Social being: social membership belonging and participating in language games; a person=a set of relationships, no essential nature (Wittgenstein)

9. Judeo-Christian tradition: Human being: physical, emotional, mental, moral, relational, spiritual aspects of our likeness to God. A creature of God, valued by God intrinsically, not instrumentally: made in the image and likeness of God, thus capable of a conscious personal relation with God: freedom and creativity; Originated not through a chance process of evolution but through a conscious and purposeful act of God envisioned for an eternal life (Anselm, Aquinas).

At the time when it was articulated, each of these views provoked a shift in understanding our identity, existence and purpose. These shifts of paradigm were as radical as the *Copernican Revolution*, the shift from Ptolemaic geocentrism to heliocentrism, that heralded in modernity.

At the completion of this journey navigating from Copernican Revolution to Copernican Revolution, in the order of relevance, you are invited to:

- Choose three (3) thinkers (**others than the ones previously discussed in Essays 1,2,3**) whose ideas have caused such Copernican Revolutions, namely, radical paradigm shifts in human consciousness and, through it, have reshaped our existence in the world. Explain your reasons to an audience unfamiliar with these thinkers and possibly opposed to their ideas.
- Provide three (3) quotes in total, one (1) quote from each thinker;
- Write three (3) good paragraphs in total, one (1) for each quote explaining the reasons for your selection.
- Respond to three (3) objections, one for each thinker.

Your task is to elaborate on the meaning of each quote and convince your audience of the contemporary even perennial value of the ideas expressed. What would we all gain if we adopt and apply these ideas in our own lives?

Delight in the Joy of Thinking!