



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

PHIL 517.4, Lec 1
Advanced Topics in History and Philosophy of Science (John Dewey)
Fall 2022
Tuesdays, 5:30 – 8:15, SS1253

COURSE OUTLINE

Instructor Name: C. Kenneth Waters

Email: ckwaters@ucalgary.ca Please insert 'Phil 517' at the beginning of subject headings of email messages concerning this course. Messages beginning with 'Phil 517' in subject headings will be returned within two class days (generally Monday – Friday).

Office: SS 1212

Zoom Office Hours: TBA

COURSE INFORMATION

This seminar will investigate John Dewey's account of inquiry, which provided the basis for his pragmatic account of knowledge. It is also central to his systematic philosophy, which he named "cultural naturalism". We will begin by briefly examining philosophical works of Charles Peirce and William James which helped set the stage for Dewey's research. We will turn to Dewey's work with his famous article, "The Reflex Arc Concept in Psychology" and then move to his major statement on our subject: *Logic: The Theory of Inquiry*.

PREREQUISITE(S)

6 units in courses labelled Philosophy, of which, 3 units must be Phil 201, 395, 421, 423, 461, 463, 467, 481, or 383 and 3 units must be at the 400 level, or above.

COURSE OBJECTIVES/LEARNING OUTCOMES

- Deep knowledge of John Dewey's account of inquiry
- Ability to critically digest, interpret, and analyze complex sources
- Ability to identify and articulate questions for productive discussions and philosophical investigations
- Ability to write a convincing argument that takes adequate account of alternative positions
- Ability to engage in constructive, respectful oral and written argumentation
- Ability to help peers develop their positions and arguments
- Ability to use feedback to improve one's own positions and arguments

REQUIRED BOOK

Jo Ann Boydston, editor, *Later Works of John Dewey, Volume 12, 1925 - 1953*
1938, *Logic: The Theory of Inquiry*

It is important that all participants in this seminar read the same versions of every required reading. The uniformity of text and pagination will facilitate discussion because it will enable us to easily find particular passages that participants cite during discussions. It is also important for scholarly reasons. There are many versions of this book available, but we will be reading the definitive version, the one that Dewey scholars standardly cite. An order for physical copies has been placed with the bookstore for Phil 517 and Phil 609. You can also purchase a physical or electronic version

directly from the publisher, Southern Illinois University Press via the following URL: <http://www.siupress.com/books/978-0-8093-3184-0>. The electronic copy available for purchase from Southern Illinois University Press preserves the text and pagination of the printed version.

ADDITIONAL REQUIRED READINGS AND MATERIALS

Additional readings will be articles or book chapters. Most of these will be available for download via lib.ualgary.ca; at least one will be available via <https://archive.org>.

WRITTEN AND READING ASSIGNMENTS DUE BEFORE FIRST CLASS

The first weekly reading assignment is due the first day of class, Tuesday, September 6. You are required to read before class:

Peirce, Charles 1877, "The Fixation of Belief", *Popular Science Monthly*, vol. 12, pp. 1-15.

<https://archive.org/details/1877-peirce-fixation-of-belief/mode/2up>

We will read the version of this article as it originally appeared in the *Popular Science Monthly*. You can find it on the Internet Archive (<https://archive.org>) at the following URL:

<https://archive.org/details/1877-peirce-fixation-of-belief/page/n13/mode/2up>

The first weekly written question, which is about the reading listed above, is due by noon on the first day of class, Tuesday, September 6. Detailed directions for writing questions can be found on the D2L site.

COURSE ASSESSMENT AND EVALUATION

Weekly Reading and Rereading: Each week, students are required to reread the reading first discussed in the previous class meeting and read a new reading selection that will be discussed in the upcoming class.

Weekly Discussion Questions (200 – 300 words): Students are required to write and submit a question on the new reading by 10 pm every Monday with two exceptions: (1) the first weekly question is due by noon on the first day of class, Tuesday, September 6; (2) the weekly question after Thanksgiving weekend is due by noon on Tuesday, Oct 11. Questions should be submitted to the appropriate D2L dropbox. See D2L for more information including detailed instructions for writing questions.

Weekly Informal Essays (300 – 400 words): Students are required to write a brief informal essay addressing a question or theme raised during class each week. The question or theme to be addressed will be posted on D2L by noon on Wednesdays. Essays are due by noon on Saturday. Early essays are welcome. Essays may be posted for class members to read and will be discussed during the first part of the upcoming class. Essays should be submitted to the appropriate D2L dropbox.

Papers: Students are required to write and submit two papers. The papers will be based on class readings and discussions. Students will have the option of visiting the instructor with rough drafts of each paper. The final draft of each paper should be no longer than 1,800 words in length (including footnotes but not references). Student will choose one of two assigned topics for the first paper, and likewise for the second. Papers should be submitted to the appropriate D2L dropbox. Students must receive passing grade on both first and second papers to pass course.

Participation: Students are required to present their discussion questions and ideas from their informal essays in class. More generally, the success of the seminar strongly depends on class discussion. Every student should participate in class discussion. This does not mean that students need to engage in discussion every class meeting. Students should contribute in at least half of our class meetings. The more voices heard in class, the better the discussion. You may feel like you have nothing to contribute, but even citing a passage in the text that you are confused about can lead to fruitful discussion and be an important contribution.

This seminar will succeed only if everyone feels that they belong and are free to ask questions and participate in discussions. This will require the mindfulness of each of us. So please be respectful, positive, and constructive in your participation in the course.

Completion Requirement: Students must complete and receive passing grades on at least 6 discussion questions, 6 informal essays, and both papers to pass the course.

Exams: There will be no quizzes, tests, or final exam in this course.

Assignment	Due date	Points
11 Discussion questions	10 pm on Mondays	22.5 points (2.5 points each, lowest two scores dropped)
11 Informal essays	noon on Saturdays	22.5 points (2.5 points each, lowest two scores dropped)
Paper 1	Assigned Thursday, Oct 6 Optional rough draft Thursday, Oct 13 Final draft due Thursday, Oct 20	25 points
Paper 2	Assigned Thursday, Nov 3 Optional rough draft Thursday, Nov 17 Final draft due Monday, Nov 28	25 points
Participation		5 points

Assignments turned in late: If an assignment is turned in late without a legitimate excuse it will receive a grade of zero. But the two lowest scores for discussion questions and the two lowest scores for informal essays will be dropped. Lowest scores are dropped in anticipation that students will miss some weekly assignments for legitimate reasons. For example, a student may join the class later in the semester, have an illness, or experience a technical problem such as breakdown in an internet connection. This policy means that if you have such a reason for missing one or two discussion question deadlines or one or two brief essay deadlines, you do need to provide excuses. The scores are automatically dropped.

(If a you miss more than two discussion question deadlines or more than two informal essay deadlines for legitimate reasons, you may submit reasons for missing each of the missed deadlines. So, for example, if you miss three deadlines for brief essays, and you provide legitimate excuses for missing each of the three deadlines, then arrangements can be made to make up one of the assignments.)

Final grades will be determined as follows:

96 to 100 = A+	75 to less than 80 = B	55 to less than 60 = C-
90 to less than 96 = A	70 to less than 75 = B-	50 to less than 55 = D+
85 to less than 90 = A-	65 to less than 70 = C+	45 to less than 50 = D
80 to less than 85 = B+	60 to less than 65 = C	below 45 = F

STYLE AND CITATION REQUIREMENTS

All written work for this course

- must be submitted as PDF documents in the appropriate D2L dropbox. File names of your PDF submission should begin with your last name.
- must be single-spaced and include page numbers.
- must adhere to the style, citation, and formatting requirements of the journal *Philosophy of Science*:

In the text, simple citations or attributions should be made by supplying the author and year of publication, for example, "Jones claims that Dewey's bubble example undermines reductive accounts of explanation (Jones 2010, 33)". Footnotes should not be used for simple citations. A bibliographical list of cited references (in alphabetical order) should be headed "References." Within this list, each reference should begin with the author's surname, given name, the year of publication, followed by a period and the rest of the bibliographic information. For more information and examples see <https://www.cambridge.org/core/journals/philosophy-of-science/information/author-guidelines>.

In addition, all citations to required course readings must cite the version of the work we discuss in class. For example, citations to Dewey's *Logic: The Theory of Inquiry* must cite the version as reprinted in LW12, which is the required book for this course. It should not cite printings or editions with different paginations.

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/current-students/student-services

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising> for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit arts.ucalgary.ca/philosophy. Further academic guidance is available by contacting Jeremy Fantl (Undergraduate Program Director jfantl@ucalgary.ca) or David Dick (Honours Advisor dgdick@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/student-services/student-success.

Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit <https://ucalgary.service-now.com/it> for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: <https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/>. The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the [University of Calgary's Non-Academic Misconduct policy](#).

Media Recording

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its

consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Intellectual-Property-Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at <https://www.ucalgary.ca/legal-services/access-information-privacy>. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).