

A photograph of rolling hills under a blue sky with a person walking on a path.

THE PHILOSOPHICAL JOURNEY

An Introduction to Philosophy

Second Edition

William F. Lawhead

A circular graphic with the word 'VOID' repeated in a spiral pattern.

THE
PHILOSOPHICAL
JOURNEY
An Interactive Approach
Second Edition

William F. Lawhead
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*To my grandchildren
Lauren, Will, and Lillie—
May your lives be filled with the two dimensions
of philosophy: love and wisdom*

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THE PHILOSOPHICAL JOURNEY: AN INTERACTIVE APPROACH

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Preface

Socrates once complained in the *Protagoras* that eloquent orators and books are alike in that they provide massive amounts of information, “but if one asks any of them an additional question . . . they cannot either answer or ask a question on their own account.” As I wrote this book, my challenge was to see to what degree I could provide a counterexample to Socrates’ claim. Of course, Socrates is correct: there is no substitute for live philosophical conversations and debates. However, as you get acquainted with this book, you will find that it does ask you questions and provokes you to ask questions in turn. Instead of simply presenting information for you to passively absorb, its many exercises require your active involvement, and some will even provide the opportunity for you to dialogue with your friends about the philosophical issues discussed. For this reason, I chose the title *The Philosophical Journey: An Interactive Approach*.

Rather than being like a slide show of landscapes you have never visited, this book is a guided, exploratory journey in which you will have to scout the terrain yourself. I hope that the journey will be fun, but there is also much to be done en route. This philosophy text is as interactive as is possible within the medium of paper and ink. Students taking courses in philosophy are often asked, “What can you do with philosophy?” After taking this philosophical journey I have planned for you, I hope that you will realize that the really important question is, “What can philosophy do with you?” You will certainly not agree with everything you will read in these pages, but do anticipate the fact that engaging with these ideas will not leave you unchanged.

ORGANIZATION

This book presents philosophy by introducing the major philosophical topics, questions, positions, and philosophers. The different chapters are independent enough that they could be read in a different order if one so desired. However, everyone should start with the overview (section 1.0) in chapter 1, which will prepare you for the journey. The remaining five chapters then lead into each of the major areas of philosophy. The first section of each chapter, as well as each subtopic, has the following features:

- *Scouting the Territory*—a scenario that raises engaging, philosophical questions.
- *Charting the Terrain*—a more precise presentation of the topic and its significance.

- *Choosing a Path*—a presentation of the opposing alternatives to help you clarify your own thinking on the issue.
- *What Do I Think?*—a questionnaire that will help you identify your current stand on the issue. An answer key will show you how philosophers label your own position and which answers are incompatible.

The opening section of each topic will be followed by sections that present and analyze the different alternatives that can be taken on the issue. Each of these sections has the following format:

- *Leading Questions*—a series of questions asked from the standpoint of the position in question that will get you thinking about the philosophy and its merits.
- *Surveying the Case for . . .*—a presentation of the position under consideration and the arguments supporting it.
- *A Reading from . . .*—several brief readings will provide you with practice in analyzing philosophical passages and arguments. As always, you will be provided with guidelines for getting the most out of the passage.
- *Looking through X's Lens*—an exercise in which you will be asked to draw out the implications of the philosopher's position and apply the theory to novel situations.
- *Examining the Strengths and Weaknesses of X*—a series of considerations and questions that will guide you in forming your own response to the position.

Throughout the book, there will be a number of exercises that will require you to interact philosophically with the issues. These include:

- *Philosophy in the Marketplace*—a question, survey, or scenario that will allow you to apply the Socratic method of doing philosophy through structured conversations with friends outside of class.
- *Thought Experiments*—exercises that will give you the opportunity to make your own philosophical discoveries and to compare your conclusions with those of the great philosophers, as well as those of your classmates.
- *Stop and Think Boxes*—a brief pause in your reading to form some tentative conclusions about an issue.
- *Spotlight on . . .*—additional information that helps illuminate the topic.

(For a more detailed explanation of these unique features of *The Philosophical Journey*, turn to pages 10–13.)

Both students and teachers will find that these features provide a great deal to think about and talk about. In my attempts to make philosophy an activity and not just a course, I began developing this approach to introducing philosophy more than 12 years ago. The activities I have experimented with that have made it into the book have been the ones that my students most enjoyed and that have made my task as a teacher easier. I hope that both the students and teachers using this book will find this to be true for them as well.

TEACHING AND LEARNING PACKAGE

Instructor's Manual

Written by myself, this manual begins with an overall introduction to *The Philosophical Journey* and a general discussion of how to use the sundry pedagogical features to advantage in the classroom. This discussion is followed by a chapter-by-chapter, section-

by-section series of lecture and discussion tips, including how to use some of the specific “Thought Experiments” and other interactive activities in the text. Finally, the manual contains a series of objective and essay test questions tailored to each chapter and section. Carefully crafted as a true teaching tool, the various elements of this instructor’s manual provide an excellent resource for both first time and experienced philosophy teachers.

The Philosophical Journey Online Learning Center

Your students can continue their journey into philosophy online at www.mhhe.com/lawhead2. This Online Learning Center has the following features:

- *Chapter Overviews*
- *Topic Links* help students research philosophers and concepts from each chapter.
- A *Contemporary Connections* section attempts to relate philosophical concepts from each chapter to modern dilemmas and current events.
- An *Explorations* section invites students to investigate philosophical questions on their own on the Web.
- *Multiple Choice, True/False and Fill-in-the-Blank Questions* help students assess their comprehension of chapter material.

About the Second Edition

I am gratified by the responses to the first edition of *The Philosophical Journey* I have received from professors using the book, from students who have been introduced to philosophy through it, as well as from interested readers who read it for personal enrichment. This second edition continues to have the distinctive, interactive features that so many enjoyed in the first edition and that have been highlighted in the previous sections of this preface. As the result of feedback from instructors and students, numerous passages have been rewritten and reorganized to enhance the clarity of the text. The more substantial changes are as follows. The most noticeable change to the table of contents is the addition of chapter 7. This brand-new chapter on “Philosophy and the Meaning of Life” will encourage the readers to make personal applications of all that they have learned. The section on “What Is the Practical Value of Philosophy?” has been expanded and moved to an earlier location in chapter 1 to give it more prominence. Plato’s Allegory of the Cave has been moved from chapter 3 to chapter 1, where it follows the discussion of Socrates. The allegory is now used to emphasize the importance of questioning our taken-for-granted assumptions and the role the questions of philosophy play in the search for wisdom. The section on evaluating philosophical positions and the nature of arguments has been retained in chapter 1. However, the detailed discussion of argument forms has been moved to an appendix, where it will still be available for those who wish to use this material while reducing the size of the introductory chapter. In order to slim down chapter 2 on knowledge, the section on existentialism has been eliminated. However, for those who enjoyed this material, most of it has been retained and relocated. Accordingly, the discussion of Nietzsche and his reading selection are now used in section 2.5 to illustrate subjective epistemological relativism. The first-edition material on Kierkegaard (in chapter 2, on knowledge, and chapter 4, on religion) has been consolidated for the second edition in chapter 7. Kierkegaard is used to emphasize the responsibility of making choices and the difference between knowing the truth and living in the truth. A new reading selection by Jeffrey Olen, in section 3.3, now provides a more accessible reading on physicalism. Sections 3.5, titled “Overview: Freedom and Determinism,” and 3.7, on “Libertarianism,” have been extensively rewritten and reorganized to enhance the flow and clarity of the ideas.

ACKNOWLEDGMENTS

From the first rough outline to the final chapter revisions I have had the help of numerous reviewers who read it with an eye to its suitability for the classroom, as well as its philosophical clarity and accuracy. I appreciate the comments of the following reviewers: Anne DeWindt, Wayne County Community College; Eric Gampel, California State University at Chico; Garth Gillan, Southern Illinois University; Achim Kodderman, State University of New York College; Mark A. Michael, Austin Peay State University; Benjamin A. Petty, Southern Methodist University; John F. Sallstrom, Georgia College; and Nancy Shaffer, University of Nebraska-Omaha.

The comments of the reviewers for the second edition helped me to make numerous improvements to the book. These reviewers are:

Kathleen Wider—University of Michigan, Dearborn

Louise Excell—Dixie State College

Pat Matthews—Florida State University

David Carlson—Madison Area Technical College

Judy Barad—Indiana State University

Jay Wood—Wheaton College

Gene Witmer—University of Florida

I am particularly grateful to my colleagues for sharing their expertise with me. Laurie Cozad answered numerous questions on Asian religions, Michael Lynch on epistemology, and Robert Westmoreland on ethics and political philosophy. In addition to stimulating conversations about metaphysics, Michael Harrington, my chair, assisted me by ignoring the impact on our budget of copier, phone, and overnight mailing costs, as well as vigorously supporting my application for a sabbatical. In granting me a sabbatical, the University of Mississippi turned the impossible time demands I faced into only moderately impossible demands. Finally, I have to thank all of my Mississippi Governor's School students who interacted with me during the summers of 1987 to 2001 and who were the first to test out many of the exercises in this book.

Whether you are a student or a teacher, I hope that you will enjoy interacting with my book as much as I enjoyed writing it. I would be glad to hear about your experiences with the book and its exercises as well as any suggestions you have for future improvements. You may write to me at Department of Philosophy and Religion, University of Mississippi, University, MS, 38677 or e-mail me at wlawhead@olemiss.edu.

William Lawhead

THE
PHILOSOPHICAL
JOURNEY

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William Lawhead

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