



The Philosophical Journey
An Interactive Approach

FIFTH EDITION

William F. Lawhead

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600 B.C.

550 B.C.

500 B.C.

450 B.C.

400 B.C.

350 B.C.

300 B.C.

Pythagoras (c. 570–495 B.C.)

Lao Tzu (c. 500 B.C.)

Buddha (563–483 B.C.)

Confucius (551–479 B.C.)

Protagoras (c. 490–420 B.C.)

Herodotus (485–430 B.C.)

Cratylus (late 5th century B.C.)

Socrates (c. 470–399 B.C.)

Chuang Tzu (c. 4th century B.C.)

Plato (c. 428–348 B.C.)

Aristotle (384–322 B.C.)

Mencius (372–289 B.C.)

Pyrrho of Elis (c. 360–270 B.C.)

Carneades (c. 214–129 B.C.)

ENGLAND

ENGLAND
St. Anselm (c. 1033–1109)

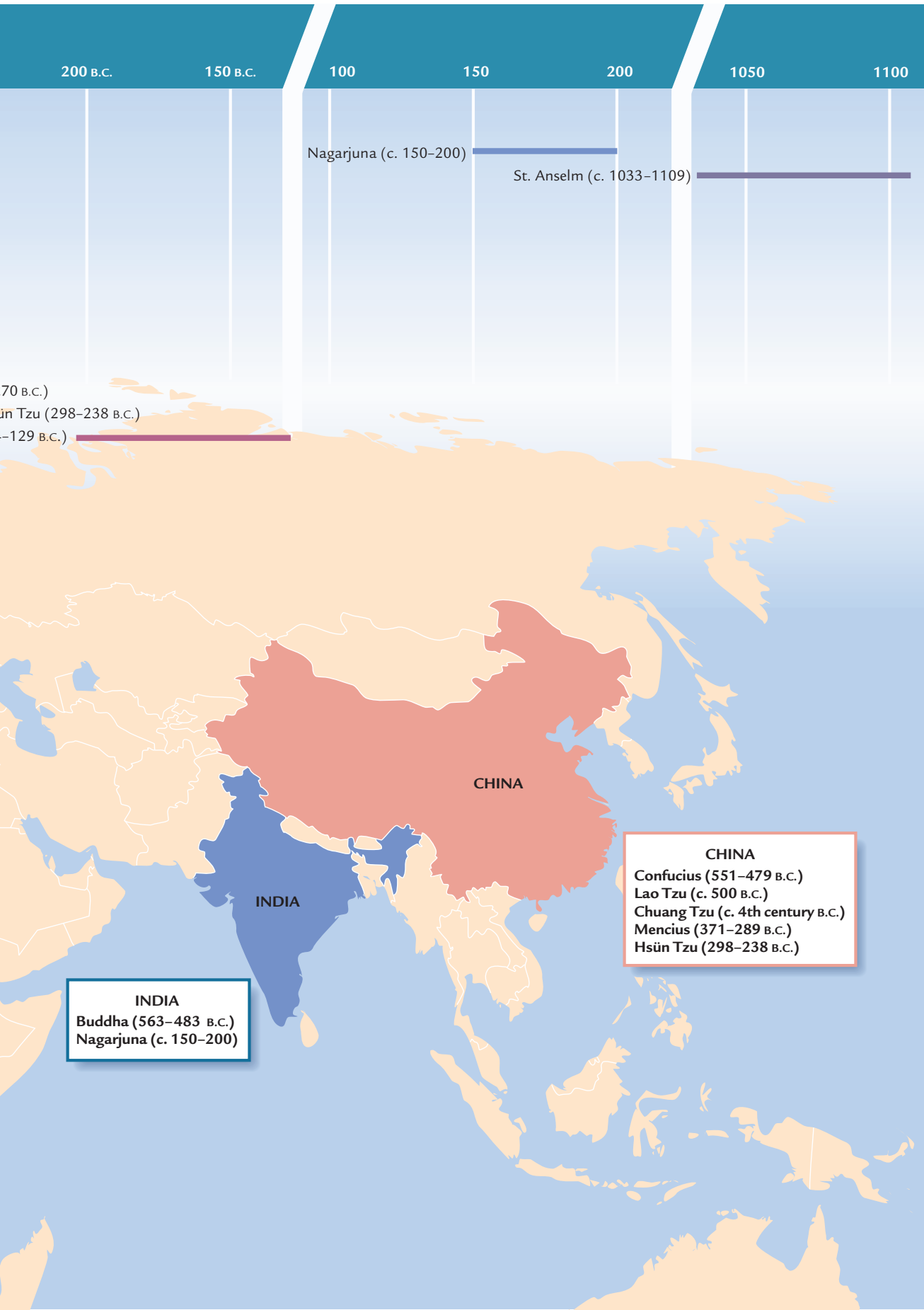
ITALY
Pythagoras (c. 570–495 B.C.)

ITALY

GREECE

*Great Philosophers
and Thinkers*
500 B.C. through 1120 A.D.

GREECE
Protagoras (c. 490–420 B.C.)
Herodotus (485–430 B.C.)
Cratylus (late 5th century B.C.)
Socrates (c. 470–399 B.C.)
Plato (c. 428–348 B.C.)
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THE
PHILOSOPHICAL
JOURNEY
An Interactive Approach

Fifth Edition

William F. Lawhead
University of Mississippi





THE PHILOSOPHICAL JOURNEY, AN INTERACTIVE APPROACH, FIFTH EDITION

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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, you 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.
- *Conceptual Tools*—an occasional feature that introduces important distinctions, definitions, or terminology as helpful tools for understanding the topic.
- *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 that 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 will be a number of exercises that 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 11–15.)

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 15 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/lawhead5e. 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 FIFTH EDITION

I am gratified by the responses to the first four editions of *The Philosophical Journey* that I have received from professors using the book, from students who have been introduced to philosophy through it, and from interested readers who read it for personal enrichment. This fifth edition continues to have the distinctive, interactive features that so many have enjoyed in the first four editions and that have been highlighted in the previous sections of this preface.

I am happy to say that section 4.6 on Asian religions has been added back to the book by popular request. It provides an opportunity to contrast and compare Western perspectives with some of their leading Asian counterparts. In section 2.3 empiricism is introduced with a new discussion of “Empiricism in the Ancient World,” featuring Aristotle. Hence, Aristotle now is spotlighted in epistemology along with his coverage in ethics, political philosophy, and in a number of other passages. To accommodate the new material, the contemporary applications material has been trimmed out of chapters 3, 5, and 6 in an effort to keep the book manageable. However, the two most popular of the contemporary issues discussions, section 2.8 on scientific knowledge and section 4.7 on the relation between religion and science, have been retained. Throughout the book several of the readings have been trimmed and passages have been rewritten for the sake of greater clarity.

ACKNOWLEDGMENTS

From the first rough outline to the final chapter revisions I have had the help of numerous reviewers who read this text 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 on the first three editions: Judy Barad, Indiana State University; Chris Blakey, College of the Canyons; David Carlson, Madison Area Technical College; Anne DeWindt, Wayne County Community College; Reinaldo Elugardo, University of Oklahoma; Louise Excell, Dixie State College; Kevin Galvin, East Los Angeles College; Eric Gampel, California State University at Chico; Garth Gillan, Southern Illinois University; Robert A. Hill, Pikes Peak Community College; Achim Kodderman, State University of New York College; Pat Matthews, Florida State University; Brian L. Merrill, Brigham Young University–Idaho; Mark A. Michael, Austin Peay State University; Benjamin A. Petty, Southern Methodist University; Michael Panches, Oklahoma City Community College; John F. Sallstrem, Georgia

College; Nancy Shaffer, University of Nebraska–Omaha; Kathleen Wider, University of Michigan, Dearborn; Gene Witmer, University of Florida; Jay Wood, Wheaton College.

The comments of the reviewers for the fifth edition helped me to make numerous improvements to the book. These reviewers are: Michael J. Booker, Jefferson College; Michael Boring, University of Colorado, Denver; Michael J. Cundall, Jr., Arkansas State University; Hye-Kyung Kim, University of Wisconsin, Green Bay; Joseph Michael Pergola, Lewis-Clark State College; Robert Reuter, Saint Joseph's College; Alan Schwerin, Monmouth University.

I am particularly grateful to both my current and former colleagues for sharing their expertise with me. Michael Lynch answered numerous questions on epistemology, Robert Westmoreland on ethics and political philosophy, and Neil Manson on contemporary design arguments. I have also had helpful conversations on philosophy of mind with Robert Barnard, on Greek philosophy with Steven Skultety, and on religion with Laurie Cozad, Willa Johnson, and Mary Thurkill. My former student, Richard Howe, suggested helpful improvements to chapter 4. My thanks to Ken Sufka for his course on brain science and many hours of stimulating conversations and debates. I am particularly grateful to my dean, Glenn Hopkins, who provided summer support for this and other projects. Finally, I want to thank all my Mississippi Governor's School students who interacted with me during the summers of 1987 to 2005 and who were the first to test out many of the exercises in this book.

I have been fortunate to work with one of the best editorial teams in the business. Ken King, my first editor, immediately grasped my vision for this book and energetically made it a reality. Jon-David Hague worked on the second and third editions, and Mark Georgiev helped me bring out both the fourth and this edition. I also appreciate the skillful work of Meghan Campbell, managing editor, and Anne Prucha, the project manager.

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 F. Lawhead

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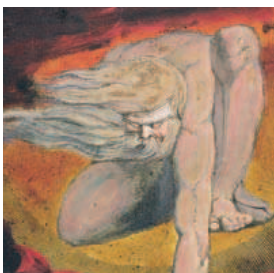
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