

COURSE SYLLABUS

Course Title:	Introduction to Philosophy	Date submitted:	Spring 2014 (AAC: 14-25)
Department:	Humanities		
Curriculum:	Philosophy		
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	PHL*101	
	Course Type:	L/D	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio		
	Elective Type:	G/HU/LAS	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		
	Credit Hours:	3	
	Developmental: (yes/no)	No	
	Lecture:	3	
	Clinical:	0	
	Lab:	0	
Studio:	0		
Other:	0		
Contact Hours:	TOTAL:	3	
Class Maximum:	25		
Semesters Offered:	F/Sp/Su		
	Prerequisites:	C- or better in Composition (ENG*101)	
	Corequisites:	None	
	Other Requirements:	None	
Catalog Course Description:	Introduction to Philosophy surveys major problems and questions in philosophy, drawing from sources dating from ancient through modern periods. The course identifies basic branches, movements, and developments of philosophy in one or more historical traditions.		
Topical Outline: List course content in outline format.	<ol style="list-style-type: none"> 1. What is philosophy? What qualifies some thinking as philosophy? (Definitions and "Metaphilosophy" [thinking about philosophy]) 2. Which key figures and ideas have steered the development of philosophy? (History of Philosophy) 3. What is the "<i>philosophical investigation of the nature, constitution, and structure of reality</i>"¹? (Metaphysics) 4. What does it mean to be? (Ontology: a branch of metaphysics) 5. What is knowledge, and how do we gain it? (Epistemology) 6. What constitutes valid reasoning? (Logic) <ol style="list-style-type: none"> A. What is deductive vs. inductive reasoning. Is the latter even logic? B. Must all useful methods of evaluating the world proceed from logic? 		

¹ per Robert Audi, *The Cambridge Dictionary of Philosophy*, 2nd Edition, p. 563.
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	<p>7. What is the basis of distinguishing right from wrong, and is there a relationship between ethical behavior and happiness? (Ethics)</p> <p>8. What is the function of beauty and artistic expression? (Aesthetics)</p> <p>9. Does God exist, or is there another basis for the structure of the universe? (Philosophy of Religion; Natural Theology)</p> <p>10. How has the discipline of philosophy created:</p> <ul style="list-style-type: none"> A. New branches of philosophy: e.g., Philosophy of Science, Philosophy of Religion, Feminist Philosophy, Philosophy of Language, Philosophy of Psychology, Philosophy of the Social Sciences, etc. B. Other academic disciplines (i.e., enduring and newer disciplines in which a PhD or DPhil degree has come to mark a benchmark of expertise—e.g., Physics, Psychology, History, Anthropology, etc.) C. Schisms within philosophy itself <ul style="list-style-type: none"> 1. Analytic vs. Continental Philosophy <ul style="list-style-type: none"> a. Analytic Philosophy: (Very broadly): Aims to set consistent criteria for philosophy with respect to clarity of language and philosophy’s continuity with science (vis-à-vis the latter’s standards for reasoning and verification) b. Continental Philosophy (Very Broadly): Has studied the structures of subjective consciousness and its objects in experience (phenomenology); later, worked in the interpretation of such study (hermeneutic of phenomenology); and more recently, aimed to dismantle linguistic assumptions in such interpretation (deconstruction)
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. describe the major questions and types of philosophy from one or more historical traditions 2. analyze how major philosophical concerns inform the individual, both with respect to his or her relationship to contemporary culture and society and to debates about contemporary issues 3. apply philosophical inquiry and reasoning to other fields such as art, history, law, literature, politics, religion, and science 4. use analytic, interpretive, and argumentative strategies appropriate to philosophical discourse (both in disciplinary context and as they apply to other academic, personal, and professional arenas) <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> N/A</p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>2. Critical Analysis/ Logical Thinking - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</p> <p>Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p>Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.</p> <p>3. Ethical Dimensions (embedded) - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p>

	<p>Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p>Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <p>Tests; one major paper of at least eight to ten pages (2200-2700 words)—or, as an alternative, a summative reflection and self-assessment of the same length, organized according to the ABE course abilities and distilled from the semester’s key insights (as developed in weekly reflective writing that has engaged the practice of such abilities in critical reading and discussions)—and, at the instructor’s discretion, quizzes; discussions (in-class or distance, according to course medium); oral presentations; and group projects.</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Current library and technological resources are adequate for this course.</p> <p>Desired: None</p>
<p>Textbook(s)</p>	<p>Check with department chair for list of approved texts.</p>