PHIL-1010: INTRODUCTION TO PHILOSOPHY

Cuyahoga Community College

Viewing: PHIL-1010: Introduction to Philosophy

Board of Trustees:
2016-01-28

Academic Term:
2016-08-22

Subject Code
PHIL - Philosophy

Course Number:
1010

Title:
Introduction to Philosophy

Catalog Description:
Basic concepts, reasoning skills, and attitudes employed in philosophical inquiry. Study and analysis of perennial philosophical problems through critical examination of writings of classical and contemporary philosophers. Prepares students for further work in philosophy and any area of learning requiring reasoned views.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites
Prerequisite and Corequisite
ENG-1010 College Composition I or ENG-101H Honors College Composition I.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf
Outcomes

Course Outcome(s):
Research, analyze, and represent complex philosophical ideas, theories, and perspectives fairly, objectively, and critically. Assessments of philosophical arguments will be rational and evidence based.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Articulate the goals and methods of philosophy as inquiry. In the process, describe the distinction between conceptual problems (as philosophical) and empirical problems (as scientific).
2. Discuss the difference between reality and the language used to describe it; especially, distinguish between types of claims and their truth conditions.
3. Explain the difference between interpretation, proof, analysis, and explanation. Grasp and evaluate examples of philosophical explanation.
4. Evaluate the reliability and objectivity of information toward the goal of analyzing philosophical problems and prioritizing solutions.
5. Distinguish between the position taken on an issue and the reasons given for it.
6. Formulate opposing points of view on an issue in terms of the contradictory or contrary logical relations. Detect incoherence in a discourse.
7. Evaluate the reasons and supporting arguments given for a position while applying the method of examples and counterexamples. The goal is to generate alternative points of view and decide among the strongest arguments.
8. Apply the lessons of personal experience to theoretical issues.
9. Discuss the concept of philosophy from both the historical and contemporary perspectives.
10. Use primary source documents in the discipline from the points of view of interpretive method (explanation of meaning) and reasoned opinion (supporting that a claim is true).
11. Identify and describe the broadest subfields of philosophy including metaphysics, epistemology, the philosophy of mind, logic, ethics, legal and political philosophy, aesthetics, and the history of philosophy.
12. Discuss key trends in intellectual history as they influence understanding of national and global issues.
13. Write about opposing points of view on three philosophical issues. In the process explain the methods used by at least three philosophers.

Course Outcome(s):
Writing expository essays and persuasive arguments about philosophical arguments and problems. The student will produce writing that is clear and concise, uses standard rules of written language, and effectively organizes language, images, and other symbols.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Articulate the goals and methods of philosophy as inquiry. In the process, describe the distinction between conceptual problems (as philosophical) and empirical problems (as scientific).
2. Discuss the difference between reality and the language used to describe it; especially, distinguish between types of claims and their truth conditions.
3. Explain the difference between interpretation, proof, analysis, and explanation. Grasp and evaluate examples of philosophical explanation.
4. Distinguish between the position taken on an issue and the reasons given for it.
5. Formulate opposing points of view on an issue in terms of the contradictory or contrary logical relations. Detect incoherence in a discourse.
6. Evaluate the reasons and supporting arguments given for a position while applying the method of examples and counterexamples. The goal is to generate alternative points of view and decide among the strongest arguments.
7. Imitate the use of a philosopher's methods.
8. Apply the lessons of personal experience to theoretical issues.
9. Discuss the concept of philosophy from both the historical and contemporary perspectives.
10. Explain the relationship between life and the reflection on questions of ultimate philosophical concern.
11. Use primary source documents in the discipline from the points of view of interpretive method (explanation of meaning) and reasoned opinion (supporting that a claim is true).
12. Identify and describe the broadest subfields of philosophy including metaphysics, epistemology, the philosophy of mind, logic, ethics, legal and political philosophy, aesthetics, and the history of philosophy.
13. Discuss key trends in intellectual history as they influence understanding of national and global issues.
14. Develop an awareness and appreciation of the relationship between self, others, and cultural context.
15. Write about opposing points of view on three philosophical issues. In the process explain the methods used by at least three philosophers.
Methods of Evaluation:
1. Informal discussions with students
2. Student performance in class discussion
3. Conferences with students
4. Mentoring activities
5. Homework exercises
6. Midterm and final exams: essay and/or objective
7. Short papers

*NOTE: It is required that at least 25% of the course assessments and evaluations that make up the student’s grade will consist of writing assignments. See WRITTEN COMMUNICATION under General Education Outcomes.

Course Content Outline:
1. The nature of philosophy
   a. The concept of philosophy from ancient to modern times
      i. The relationship of philosophy to the sciences
      ii. The relationship of philosophy to the humanities
   b. Philosophy and the ordinary person, and philosophy and the educated person
      i. Philosophy and life: questions of ultimate concern
      ii. The uses of philosophy within vocations
   c. Philosophy as problems or questions and/or philosophy as inquiry (activity)
2. The branches of philosophy
   a. Definitions of
      i. Metaphysics
      ii. Epistemology
      iii. Philosophy of mind
      iv. Logic
      v. Ethics
      vi. Political and social philosophy
      vii. Aesthetics
      viii. History of philosophy
   b. Illustration of each branch by discussing a question or problem central to it
   c. Philosophy and further studies including advanced philosophy courses
3. Cultural diversity.
   a. Intellectual tradition.
      i. Trends in philosophy
      ii. Trends in science
   b. Intellectual tradition and contemporary issues
      i. National issues
      ii. Global issues
   c. The intellectual tradition and the self
      i. Awareness of self and others
      ii. Awareness of self and culture
      iii. Appreciation of self and others in a cultural context
4. Methods for the problems or activities approaches
   a. Thinking critically about philosophical problems and issues
      i. Identifying philosophical problems
      ii. Evaluating the objectivity and reliability of information
      iii. Analyzing philosophical problems
      iv. Inquiring into solutions to philosophical problems
      v. Presenting and evaluating supporting arguments for solutions
      vi. Developing a sense of judgment in decision making about philosophical issues
   b. Logical relations between issue statements: contraries and contradictories
   c. A brief introduction to inference (logic)
      i. Valid patterns of reasoning
      ii. Fallacious reasoning
   d. Philosophical inquiry as activity
i. An inquiry model
ii. Types of concepts
iii. The relationship between problems of meaning and problems of truth

e. Proof by observation and proof by example and counter-example
f. True by definition and true by logical form

5. Example problem: What is the nature of knowledge?
   a. Introduction to problems of knowledge
   b. Plato and questions of knowledge
      i. Brief biography of Plato
      ii. The doctrine of two worlds
      iii. The theory of forms
      iv. The doctrine of recollection
      v. The divided line
   c. Descartes, rationalism, and knowledge
      i. Brief biography of Descartes
      ii. Cartesian methods including methodical doubt
      iii. The criterion of indubitability and cogito ergo sum
      iv. Clearness and distinctness of ideas
   d. Hume, empiricism, and knowledge
      i. Brief biography of Hume
      ii. Sensation, perception, and kinds of ideas
      iii. Hume’s analysis of causation
      iv. Skepticism and the problem of induction

6. Example problem: How do we determine right from wrong actions?
   a. Introduction to the problems of conduct
   b. Bentham’s version of utilitarianism
      i. Brief biography of Bentham
      ii. The utility principle in contrast with other principles
      iii. The hedonistic calculus
   c. Kant’s ethical theory
      i. Brief biography of Kant
      ii. Good will, moral value, and right actions
      iii. Duty determines good will
      iv. Duty, the moral law, and the categorical imperative

7. Example problem: Can we prove the existence of God?
   a. Introduction to existence proofs
   b. Anselm and the ontological argument
      i. Brief biography of Anselm
      ii. Presentation of the argument
      iii. Critique of the argument
   c. Aquinas and the cosmological argument
      i. Brief biography of Aquinas
      ii. Presentation of the argument
      iii. Critique of the argument
   d. Paley and the teleological argument
      i. Brief biography of Paley
      ii. Presentation of the argument
      iii. Critique of the argument
   e. Kierkegaard and skepticism
      i. Brief biography of Kierkegaard
      ii. Strengths and weaknesses of skepticism

8. Example problem: What is the best form of government?
   a. Introduction to the theory of government
   b. Marx and Engels: communism
      i. Brief biographies of Marx and Engels
      ii. Strengths and weaknesses of communism
   c. Mussolini: fascism
      i. Brief biography of Mussolini
      ii. Strengths and weaknesses of fascism
d. Dewey: democracy
   i. Brief biography of Dewey
   ii. Strengths and weaknesses of democracy

Resources


C. Becker, Lawrence, and Charlotte B. Becker, eds. "Encyclopedia of Ethics"