

PHIL-1010: INTRODUCTION TO PHILOSOPHY

Cuyahoga Community College

Viewing: PHIL-1010 : Introduction to Philosophy

Board of Trustees:

2016-01-28

Academic Term:

Fall 2021

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.

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.
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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.
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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

Audi, Robert, et al. *Philosophy: A Brief Guide for Undergraduates*. Newark, DE: American Philosophical Association <http://www.apaonline.org/?page=undergraduates>, 1982.

APA Board of Officers. *Statement on the Role of Philosophy Programs in Higher Education*. Newark, DE: American Philosophical Association, 2008.

Alston, William P., and Richard B. Brandt, eds. *The Problems of Philosophy*. 3rd ed. Boston: Allyn and Bacon, 1974.

Gould, James A., ed. *Classic Philosophical Questions*. 14th ed. New York: MacMillan, 2011.

Kessler, Gary E. *Voices of Wisdom: A Multicultural Philosophy Reader*. 8th Edition. New York: Wadsworth, 2012.

Klemke, E. D., et al., eds. *Philosophy: The Basic Issues*. 2nd ed. New York: St. Martin's, 1986.

Stumpf, Samuel Enoch. *Philosophy: History and Problems*. 3rd ed. New York: McGraw-Hill, 1983.

Copi, Irving M., and Carl Cohen. *Introduction to Logic*. 14th ed. New York: MacMillan, 2010.

Cornman, James W., Keith Lehrer, and George S. Pappas. *Philosophical Problems and Arguments: An Introduction*. 3rd ed. New York: MacMillan, 1982.

Gorovitz, Samuel, et al. *Philosophical Analysis: An Introduction to Its Language and Techniques*. 3rd ed. New York: Random House, 1979.

Flew, Anthony, ed. *A Dictionary of Philosophy*. 2nd ed. New York: St. Martin's, 1984.

Copleston, Frederick. *A History of Philosophy*. 3 volumes. New York: Doubleday, 1993.

O'Connor, D. J., ed. *A Critical History of Western Philosophy*. New York: Free Press, 1985.

Craig, Edward (Ed.). *Routledge Encyclopedia of Philosophy (10 volumes)*. New York, NY: Routledge, 1998.

Seech, Zachary. *Writing Philosophy Papers*. 5th Edition. Belmont, CA: Cengage, 2008.

Blackburn, Simon. *The Oxford Dictionary of Philosophy*. 2nd Edition. Oxford University Press, 2008.

Lawhead, William. *Voyage of Discovery*. 4th Edition. Belmont, CA: Cengage, 2012.

Hurley, Patrick. *A Concise Introduction to Logic*. 12th Edition. Belmont, CA: Cengage, 2014.

Chaffee, John. *The Philosopher's Way*. 4th Edition. Pearson Publishing, 2012.

Lewis, Stephanie and Michael Pritchard, et. al. *A Non-Academic Career (successor to Careers in Philosophy)*. 2nd Edition. American Philosophical Association; <http://www.apaonline.org/?page=nonacademic#intro>, 2002.

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

Instructional Services

OAN Number:

Ohio Transfer 36 TMAH and Transfer Assurance Guide OAH045

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