

I. CATALOG DESCRIPTION

Department Information:

Division: Social Sciences
Department: Philosophy
Course ID: PHIL 101
Course Title: Introduction to Philosophy
Units: 3
Lecture: 3
Prerequisite: None

Description for Catalog:

General introduction to the major problems of philosophy, with attention directed to classical and modern literature as a basis for discussion of issues such as epistemology, metaphysics, ethics, and aesthetics.

Description for Schedule:

General introduction to the major problems of philosophy, with attention directed to classical and modern literature as a basis for discussion of issues such as epistemology, metaphysics, ethics, and aesthetics.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of this course, students should be able to:

- A. Create and articulate a historical, cultural, and/or intellectual matrix within which the concerns and the questions of the discipline of philosophy can be placed;
- B. Critically evaluate selected primary sources in the tradition of philosophy;
- C. Compose critical and analytical written responses to issues dealing with the tradition of philosophy (including but not limited to ethical, epistemological, and political philosophical issues, and/or the impact of Eastern religions on western philosophy);
- D. Demonstrate the ability to apply the ideas and concepts in the tradition of philosophy to contemporary experience by the continual process of thinking critically about issues or questions

IV. COURSE CONTENT

- A. Metaphysics and Epistemology
 1. Skepticism
 2. Rationalism
 3. Empiricism
 4. Kantian constructivism
 5. Epistemological relativism
 6. Existentialism
 7. Feminist epistemology
 8. The mind-body problem
 9. Freedom and determinism
 10. Functionalism and artificial intelligence
- B. Ethics
 1. Ethical relativism versus objectivism
 2. Ethical egoism
 3. Utilitarianism
 4. Kantian ethics
 5. Virtue ethics
 6. Feminist ethics

- C. Political Philosophy
 - 1. The justification of government
 - 2. The question of justice
 - 3. The individual and the state
 - 4. Civil disobedience
- D. Philosophy of Religion
 - 1. Cosmological argument for God
 - 2. Design argument for God
 - 3. Ontological argument for God
 - 4. Pragmatic and subjective justifications
 - 5. Theodicy
- E. Eastern Philosophy
 - 1. Hinduism
 - 2. Buddhism
 - 3. Chinese Religions

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Discussions (class and group)
- C. Audio-Visuals
- D. Reading of texts, both secondary and primary
- E. Writing tasks appropriate for the material
- F. Computer Tutorials (if applicable)
- G. On-line or web-based delivery of instruction

VI. TYPICAL ASSIGNMENTS

- A. Reading and Critical Thinking
Read Plato's Euthyphro and the section of the Republic called "The Allegory of the Cave." Summarize the action of the dialogue as well as the progress of the prisoner out of and back into the cave. Compare and contrast the intellectual journeys in each primary source, and be able to apply Plato's metaphor of enlightenment or education to your own educational journey. Be prepared to discuss your findings with the class.
- B. Writing and Critical Thinking
Write an essay in which you compare the Socratic mode of questioning with the Cartesian style of doubting. After noting the similarities and differences, evaluate the adequacy of each style for "postmodern" America using your own experience as well as information gleaned from researching contemporary philosophy.

VII. EVALUATION

- A. Methods of evaluation will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) will be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials. Grading may be comparative within a class or may be based on an absolute standard.

1. Sample objective test question: Which of the following lists of philosophers is in proper chronological order, from first or earliest philosopher to the latest or most recent philosopher?
 - a. Anselm, Augustine, Aristotle
 - b. Aristotle, Anselm, Augustine
 - c. Augustine, Anselm, Aristotle
 - d. Aristotle, Augustine, Anselm
 - e. Anselm, Aristotle, Augustine
 - f. Augustine, Aristotle, Anselm
 2. Sample subjective test question: Define "epistemological relativism," give one example of a philosopher who espouses this position, and give one example from contemporary experience that illustrates this position.
- B. While the frequency of evaluation will depend on the type of evaluation (i.e. "objective" or written), evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. The minimum evaluation will consist of: at least two evaluative instruments (i.e. papers, projects, portfolios, or tests) chosen by the instructor of record for the class.

VIII. TYPICAL TEXT (Samples)

- A. Moore, Brooke Noel and Bruder, Kenneth. Philosophy: The Power of Ideas. Mountain View, CA: Mayfield Publishing Co., 1998.
- B. Soccio, Douglas. Archetypes of Wisdom. Belmont, CA: Wadsworth Publishing Co., 1998.
- C. Kolak, Daniel. From the Presocratics to the Present: A Personal Odyssey. Mountain View, CA: Mayfield Publishing Co., 1998.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

Supplementary material may include handouts, primary sources, maps, study guides, computer disks, and/or software.