

Items in bold indicate Honors enhancements from standard outline for PHIL 101

I. CATALOG DESCRIPTION:

Department Information:

Division: Humanities

Department: Philosophy

Course ID: PHIL 101**H**

Course Title: Introduction to Philosophy: **Honors**

Units: 3

Lecture: 3

Prerequisite: None

Catalog and Schedule Description:

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. **Enrollment is limited to students eligible for the Honors Program.**

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

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful 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 (**the "primary sources" will be drawn from a wide variety of historical eras, social concerns, philosophical issues and genres**);
- 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) (**the "critical and analytical written responses" will include tasks of substantive length, i.e., one task with a minimum of five pages, and typically at least one task requiring 10 pages**);
- 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 (**the demonstration will be done through writing and through at least one other medium, such as oral presentation, recitation, or group collaboration**)

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

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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.
 - C. **Honors Assignment:**
Identify the 12 most frequently "challenged" books or publications in the United States in the last five years. That is, find out which reading material is most frequently "banned" or the subject of a request to "ban." Read three of those books. Identify the hermeneutic style that underlies each attempt at banning the text. Identify the hermeneutic style that underlies each of the reciprocal attempts to resist banning. Write a 7-10 page paper summarizing the findings. As a class, create a web site including all the papers with hyperlinks connecting the similarities and differences between both the texts and the analyses. This last component requires collaboration and high-level synthetic abilities, as well as the communicative competencies to "publish" thought in a medium accessible to the world.

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VII. EVALUATION(S):

- 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. **Methods of evaluation will adhere to the parameters set out in the "Expected Outcomes for Students" section above.**
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(S):

Moore, Brooke Noel and Bruder, Kenneth. Philosophy: The Power of Ideas. McGraw Hill, 2002.

Soccio, Douglas. Archetypes of Wisdom. Belmont, CA: Wadsworth Publishing Co., 2002.

Kolak, Daniel. From the Presocratics to the Present: A Personal Odyssey. Mountain View, CA: Mayfield Publishing Co., 1998.

Jackson, Julius. *A Guided Tour of John Stuart Mill's Utilitarianism*. Mountain View, CA: Mayfield Publishing Co., 1993.

Descartes, Rene. *Discourse on Method and the Meditations*. Trans. John Veitch. Amherst, NY: Prometheus Books, 1989. Cornford., Francis MacDonald, trans.

Plato. *The Republic*. Trans. Francis MacDonald Cornford. Oxford: Oxford University Press, 1941.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

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