



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
PHI 102	Introduction to Philosophy	3.0
Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite ---	Implementation Semester & Year FA 2022

Catalog description:

A study of the basic problems and methods of philosophical inquiry. Topics include theories about knowledge, reality, human nature, ethics, religion and science, with consideration of the thought of such major thinkers as Plato, Aristotle, Descartes, Hume, Kant, Nietzsche and Sartre.

General Education Category:

Goal 6: Humanities

**Course coordinator: Ken Howarth, 6095703809
howarthk@mccc.edu**

Required texts & Other materials:

The Path of Philosophy: Truth, Wonder, and Distress, 1st Edition, Cengage, Marmysz, 2012, ISBN: 978-0-495-50932-5

How the World Thinks, Julian Baggini, Granta, 2019, ISBN: 9781783782307

The Philosopher's Toolkit, 3rd Edition, Julian Baggini & Peter S. Fosl, Wiley-Blackwell, 2020, ISBN: 9781119103219

Handouts & Websites as directed; for updated editions/similar text-check bookstore

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Identify and define key philosophical terms, periods, theories and figures in Western Philosophy (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
2. Employ the logical and critical thinking methods and evidentiary criteria of philosophy to determine and critique the ways through which philosophers address basic philosophical issues (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
3. Distinguish and analyze the basic issues of the major subfields of philosophy, primarily those of epistemology, metaphysics and ethics; and then also such other areas as philosophy of science, aesthetics, neuroscience, philosophy of religion, etc. (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
4. Interpret, summarize and paraphrase the views of philosophers as expressed in philosophical writings Present and support your own views on philosophical issues clearly, logically, concisely & coherently (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)

Outcomes 1. and 3. relate to “philosophical literacy” with respect to discipline-specific content knowledge. Outcomes 2. through 5. relate to “philosophical practice” with respect to methods applied to relevant content material. Other learning goals may be specified in particular sections by the instructor with the course coordinator’s approval in addition to but not as a replacement for those listed here.

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

1. Concept Knowledge Understand the vocabulary, methods, and major concepts present in the humanities, the social sciences, and the natural sciences
2. Communication Articulate complex ideas clearly and effectively, both verbally and in writing
3. Critical Thinking Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning)
4. Research Methods Utilize research materials and methodologies

Units of study in detail – Unit Student Learning Outcomes:

Summary of Units:

Unit 1 – Philosophy and Logic

Unit 2 - Ancient Philosophies

Unit 3 - Medieval & Renaissance Philosophies

Unit 4 – Modern Philosophies

Unit 5 – Contemporary Philosophies

Detailed Units:

Unit I Philosophy and Logic (SLO #1, 2)

Learning Objectives *The student will able to:*

1. Identify reasons for studying philosophy and distinguish between the major fields of philosophy and their central concerns

2. Explain key philosophical concepts such as objectivity, subjectivity, autonomy, being, etc. , as well as the critically relating early philosophical and scientific approaches to religious approaches (Course
3. Identify and use the principles and practices of reasoning, basic logic, arguments and judgment

Unit II Ancient Philosophies (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and textual sources of ancient Greek and Roman traditions
2. Critically compare and contrast the major pre-Socratic Greek philosophies in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.
3. Critically compare and contrast the philosophies of Socrates and the major Sophists in terms of their respective positions on epistemology, metaphysics and ethics
4. Critically compare and contrast the philosophies of Plato and Aristotle in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.
5. Critically compare and contrast the major Hellenistic and Roman philosophies, including Stoicism and Neoplatonism, in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy

Unit III Medieval and Renaissance Philosophies (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and textual sources of Medieval and Renaissance philosophies
2. Critically compare and contrast the major religious philosophies in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.
3. Critically compare and contrast the major theories regarding basic philosophy of religion, including the relationship between reason and faith, universals and proofs for the existence of god.

Unit IV Modern Philosophies (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and textual sources of Modern and 19th-Century philosophy.
2. Critically compare and contrast the Descartes' philosophy with early philosophies in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.
3. Critically compare and contrast the philosophies of the British Empiricists with Descartes and earlier

- philosophies in terms of their respective positions on epistemology, metaphysics and ethics.
4. Critically compare and contrast the philosophy of Kant with those of the Descartes and the British Empiricists and earlier philosophies in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.
 5. Critically compare and contrast the philosophies of major 19th-Century philosophies with those the modern rationalist and empiricist philosophies in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.

Unit V Contemporary Philosophies (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and textual sources of major contemporary philosophies.
2. Critically compare and contrast the American Pragmatic philosophy with early philosophies in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.
3. Critically compare and contrast Analytic philosophy with earlier philosophies in terms of their respective positions on epistemology, metaphysics and ethics
4. Critically compare and contrast continental philosophies, including phenomenological, existential and structuralist philosophies with earlier philosophies in terms of their respective positions on first, epistemology, metaphysics and ethics, then relevant sub-disciplines of philosophy.

Evaluation of student learning:

- Citizenship:* Course-long assessment of how students demonstrate philosophical literacy and practice through their contributions to the class learning environment, that may include such factors as attendance, the amount and manner of class participation, helpfulness to other students' understanding, oral presentations (may be broken out as a separate grading category), etc.
- Homework:* 6 or more short assignments aimed at having the student demonstrate that they did the assigned reading assignment and can address the issues covered in their own words.
- Quizzes:* 2 or more brief assessments to allow students to demonstrate philosophical literacy in a specific unit of instruction
- Tests:* 1 or more class-length assessments to allow students to demonstrate content knowledge/philosophical literacy in covered units of instruction
- Examinations:* 2 or more class-length assessments to allow students to demonstrate philosophical practices (and literacy) as applied to units of instruction; at least includes one comprehensive in-class final exam
- Essays:* 1 or more assessments to allow students to demonstrate philosophical literacy and practices as applied to units of instruction. Well-argued papers are the first goal here, as a demonstration of philosophical reasoning, though assigning and assessing, in part, a research dimension to the assignment is fitting, though more for 200-level courses.

Course Grade Breakdown:

Citizenship	10-15% (not more than this) (includes 'participation')
Homework	10-15%
Quizzes	5-10%
Tests/Exams	30-50% (no one test/exam worth more than 20%)
<u>Essays</u>	<u>30-50%</u> (no one paper worth more than 25%)
Course =	100%

The particular grading breakdown is to be determined by each instructor in line with above and listed clearly in her/his syllabus.