



COURSE OUTLINE FALL 2010

Course Number: PHI-102 **Course Title:** Introduction to Philosophy **Credits:** 3

Course Length: 15 Weeks **Co- or Pre-requisite:** None **Implementation sem/year:** Fall 2009

Catalogue 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. [Does not require a PHI prerequisite] 3 lecture hours

Is course New, Revised, or Modified? *[Modified courses are those which have a new prefix or course number]:* Revised

Required texts/other materials:

Looking at Philosophy, Donald Palmer, 5th edition, McGraw Hill, 2010,
ISBN:9780073407487

A Rulebook for Arguments, Andrew Weston, 4th edition, Hackett, 2009,
ISBN: 9780872209541

Recommended Texts: What Does it All Mean?, Thomas Nagel, Oxford, 1987, ISBN: 0195052161
Getting the Most Out of Philosophy, Douglass Soccio, Cengage, 2006,
ISBN: 9780495172239

Suggested Websites: Ethics Supersite: <http://ethics.sandiego.edu/>
Internet Encyclopedia of Philosophy: <http://www.utm.edu/research/iep>
Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu>
Philosophy Now Magazine: <http://www.philosophynow.org/>
The Philosopher's Magazine: <http://www.philosophersnet.com/>
Episteme Links Site: <http://www.epistemelinks.com/>
Erratic Impact Database: <http://www.erraticimpact.com/>
Philosophy texts & humor: <http://philosophy.eserver.org/>
The American Philosophical Association Online: <http://www.udel.edu/apa>

Optional materials: Copies of additional materials not contained in digital or handout libraries to be supplied by/to the philosophy coordinator prior to the beginning of any term of instruction.

At least three primary source reading passages made available to students via handouts or digitally, with at least two of these three readings coming from the works of Plato, Aristotle, Aquinas, Descartes, Hume, Kant, Kierkegaard, Nietzsche, Mill, Wittgenstein, James or Sartre.

Other materials per the section instructor.

Revision date: 7/15/09

Course Coordinator: Ken Howarth, 609-570-3809, howarthk@mccc.edu LA-119
<http://www.mccc.edu/~howarthk/MainPage.htm>,
*Philosophy Bulletin Board between rooms LA-124 and LA-125 on
the first floor of the Liberal Arts Building*

Additional resources: The College library's text and NetLibrary and ebrary electronic resources, accessible through http://www.mccc.edu/student_library.shtml, as well as the Library Resource page (under development) provide a wide range of philosophical reference and topic specific texts. The Philosophy Repository on the College online course platform, Angel, contains specific auxiliary readings accessible for all sections that utilize Angel as at least a 'shell' resource for even classroom-based sections. A library of targeted readings handouts is also available in the Coordinator's office.

Learning Center Resources: There are no tutors or study groups through the Learning Center for philosophy topics, though there are tutors for writing. There are limited volunteers in the Philosophy S.P.A. Club available for peer-to-peer tutoring, and Professor Howarth is available to meet with students for tutoring to augment students meeting with their class professors.

Course Competencies/Goals:

If the student does the work assigned for this course, s/he will be able to:

1. Identify and define key philosophical terms, periods, theories and figures in Western Philosophy
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
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.
4. Interpret, summarize and paraphrase the views of philosophers as expressed in philosophical writings
5. Present and support your own views on philosophical issues clearly, logically, concisely & coherently

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 General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals for this course:

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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.

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

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills for this course:

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. 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.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Method of Instruction:

Readings and interactive discussions, more than lectures, are the primary methods of instruction in terms of both information delivery and methodological modeling. Various led lectures, discussions, reading assignments, writing assignments and other homework will emphasize engaging in key philosophical knowledge building and practice exercising, consistent with both academic philosophy standards at the college-level, and sound post-secondary pedagogical practices, employing different, discipline-specific and learning styles-sensitive, tactics and requirements. This course's assessments are not mere measurements, but should also be considered to be part of the instruction plan, i.e. they too should be used to teach and/or be a source of student learning.

Regarding course readings, the standard sections of this course shall employ texts that emphasize clear, student-friendly 'textbook' treatments of studied material, supplemented by selected primary source readings to be read both outside of class by students, and closely-led by the instructor during class (while honors sections shall work with principally with primary sources.) This is consistent with the College's full-time and part-time faculty's assessment of our students' needs (along with financial, textbook cost considerations). Except for logic related readings, the general plan of the course readings should facilitate a historical perspective beginning with Thales and running into recent philosophical work, but should also introduce students to the distinctive, important issues of philosophies major sub-fields.

Instructors are encouraged to employ (and encourage from students) contemporary cases, scenarios and applications of 'perennial' topics as a means to students understanding how the perennial questions are perennial and how philosophical knowledge and practice are usefully relevant and applicable to other areas of their studies and life, besides having their own value.

Units of study in detail. (Formal unit layout per instructor)

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 One: Philosophy and Logic

Learning Objectives - The student will be able to...

- Identify reasons for studying philosophy and distinguish between the major fields of philosophy and their central concerns (Course Competencies 1, 2; General Education Goals 6,9; Core Skills A,B,C,G.)
- 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 Competencies 1, 2; General Education Goals 6,9; Core Skills A,B,C,G.)
- Identify and use the principles and practices of reasoning, basic logic, arguments and judgment (Course Competencies 1,2; General Education Goals 6,9; Core Skills A,B,C,G.)

Unit Two: Ancient Philosophies:

Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and textual sources of ancient Greek and Roman traditions (Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- Critically compare and contrast the philosophies of Socrates and the major Sophists in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

Unit Three: Medieval and Renaissance Philosophies:

Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and textual sources of Medieval and Renaissance

- philosophies (Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

Unit Four: Modern Philosophies

Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and textual sources of Modern and 19th-Century philosophy. (Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

Unit Five: Contemporary Philosophies

Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and textual sources of major contemporary philosophies. (Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- Critically compare and contrast Analytic philosophy with earlier philosophies in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

Evaluation of student learning:

<i>Citizenship:</i>	<i>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.</i>
<i>Homework:</i>	<i>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.</i>
<i>Quizzes:</i>	<i>2 or more brief assessments to allow students to demonstrate philosophical literacy in a specific unit of instruction</i>
<i>Tests:</i>	<i>1 or more class-length assessments to allow students to demonstrate content knowledge/philosophical literacy in covered units of instruction</i>
<i>Examinations:</i>	<i>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</i>
<i>Essays:</i>	<i>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.</i>

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 and listed clearly in her/his syllabus.

Attendance Policy: Stated clearly in the syllabus and consistent with the MCCC student handbook.

Academic Integrity Statement: [As found @ <http://mlink.mccc.edu/omb/OMB210.pdf>]

MCCC

OMB 210

ACADEMIC INTEGRITY POLICY

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.

- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

D. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
 - using any electronic or hidden devices for communication during an exam.
- Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees May 19, 1983

Revised: May 18, 2000, March 18, 2004

Students with Disabilities:

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services at LB221, (609) 570-3525, stinsona@mccc.edu.