COURSE OUTLINE

Philosophy 101 (C-ID Number: PHIL 100) Introduction to Philosophy

I. <u>Catalog Statement</u>

Philosophy 101 is an overview of both the classical and modern problems of philosophy. Students will consider of the source and limits of knowledge and ethical values, and will investigate a range of philosophical issues, including problems about political justice, the self, science, art, and truth itself.

Total Lecture Units: 3.0 **Total Course Units: 3.0**

Total Lecture Hours: 48.0 Total Faculty Contact Hours: 48.0

Requisite Skills: Eligibility for English 120 or ESL 151.

II. <u>Course Entry Expectations</u>

Skills Level Ranges: Reading 5, Writing 5, Listening/Speaking 5, Math 1.

Prior to enrolling in the course, the student should be able to:

- 1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
- 2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
- 3. organize and write an essay which
 - a. addresses the topic and is directed by a thesis statement
 - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
 - c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
 - d. develops ideas, moving from general to specific
 - e. is easy to read and follow.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- 1. read short primary texts with comprehension;
- 2. write discursive/exploratory essays which summarize and argue for a philosophical position;
- 3. sustain informed, engaged, and tolerant critical discussions;
- 4. identify and cogently summarize some of the philosophical theories from the areas of epistemology, metaphysics, ethics, philosophy of religion, and aesthetics;
- 5. speak and write intelligently about some contemporary philosophical issues;
- 6. develop the skills to listen carefully to opposing viewpoints and to offer a philosophical response to them.

IV. <u>Course Content</u>

Total Faculty Contact Hours = 48 hours

A. Introduction to Philosophical Method 1. An introduction to the role of argument in philosophy and to differing	4 hours
conceptions of philosophical style and progress	
 B. Theory of Knowledge 1. Knowledge and its limits a. Consideration of some of what such philosophers as Plato, Descartes Locke, Hume and Kant have to say about Knowledge b. Evaluation of classic philosophical responses to the epistemological skeptic 	7 hours
 C. Metaphysics 1. Modern metaphysical theories about such issues as personal identity, free will, necessary truth, covered by such classic authors as Locke, Spinoza, Leibniz, and more recent work by philosophers such as Parfit, Lewis, Nagel, and Yablo. 	7 hours
D. Theories of Justice and Politics, as Set Out in such Authors as Plato, Hobbes, Locke, Mill, Marx, Rawls, and Nussbaum	7 hours
E. Ethics: hedonism, consequentialism, deontic moral theories, virtue theories These theories covered through such authors as Epicurus, the Stoics, Aristotle, Bentham, Mill, Kant and contemporary readings philosophers such as Singer, Baier, Scheffler	6 hours
F. Philosophy of Religion: Arguments for and against a Christian God's existence, and arguments for and against the worth of arguing about such matters; such issues are covered by such readings as drawn from Anselm, Aquinas, Pascal, Hume, Nietzsche and by more recent writers such as Plantinga and Kung	6 hours
G. Optional choice: Asthetics: what is art?Philosophy of Science: what is science?In either case, philosophical questions about the nature and worth of	6 hours

the enterprise are considered. For art: readings by the likes of Toltoy, Bell, Hune, Adrono. For science: readings by Kuhn, Popper, Fox-Kellor, Bloor.

H. Optional section on contemporary philosophy: recent work in feminist
philosophy, philosophy of language or mind, philosophy of action, practical ethics or other. The philosopher teaching philosophy 101 may have an area of specialization that does not fit nicely within issues mentioned from B through G, and so an introduction to some other issue or problem that has received current sustained philosophical attention is encouraged.

V. <u>Methods of Instruction</u>

The following methods of instruction may be used in the course:

- 1. lecture and class discussions;
- 2. group discussion;
- 3. small group projects and presentations;
- 4. multi-media presentations.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. 5 to 10 page papers attempting to solve a philosophical problem (e.g. "Can one be reasonable in believing one is not a brain in a vat?");
- construction of careful, sustained and useful critiques of peer's first drafts (e.g. restate a thesis, raise unaddressed questions, construct plausible counter-examples to the thesis- such as the "twin earth cases"; set out counter-examples that raise a problem, i.e. "Do Descartes's doubts presuppose an intentionalist theory of meaning?");
- 3. rethinking and rewriting papers in response to criticism (i.e. consider a given counterexample, draw out its implications, and revise the theory or argument in response);
- 4. group work preparation for graded group work presentations (e.g. divide essays amongst groups, meet to discuss arguments for each position, present as a debate; for example, arguments from Plato's Crito vs arguments from Letter from Birmingham City Jail).

VII. <u>Methods of Evaluation</u>

The following methods of evaluation may be used in the course:

- 1. minimum of 10 pages of writing assignments (summarize arguments, construct and/or remember counter-examples;
- 2. regularly scheduled in class essays (e.g. summarize Anselm's ontological argument);
- 3. final examination (e.g. identify quotes such as "By convention, sweet; by convention, bitter; but in reality, atoms and the void", fill in missing premises to complete arguments;
- 4. an optional extended research paper (include counter-examples).

VIII. <u>Textbook(s)</u>

Bloom, Allen. *Republic of Plato*. 2nd. New York: Basic Books, 1999. 14th Grade Reading Level. ISBN: 0-465-06934-7

Bowie, Lee and Michaels. *Twenty Questions: An Introduction to Philosophy*. 7th ed. Belmont California: HBJ, 2007.
13th Grade Reading Level. ISBN:0-495-00711-0

IX. Student Learning Outcomes

Upon successful completion of the required course work in Introduction to Philosophy, the student will be able to:

- 1. read short philosophical primary texts with comprehension;
- 2. write discursive/exploratory essays which summarize and argue a philosophical position;
- 3. sustain informed, engaged, and tolerant critical discussions;
- 4. identify and cogently summarize some of the philosophical theories from the areas of epistemology, metaphysics, ethics and feminism;
- 5. speak and write intelligently about issues raised by contemporary philosophers;
- 6. develop skills to listen carefully to opposing viewpoints and analyze the nature of the support used within these viewpoints.