

Coffeyville Community College

#HUMN-104

COURSE SYLLABUS

FOR

INTRODUCTION TO PHILOSOPHY

Mike Arpin
Instructor

COURSE NUMBER: HUMN-104 **COURSE TITLE:** Introduction to Philosophy

CREDIT HOURS: 3

INSTRUCTOR: Mike Arpin

OFFICE LOCATION: 106C Weinberg Hall

OFFICE PHONE: (620) 251-7700 ext. 2068

OFFICE HOURS: See schedule posted on door

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PREREQUISITE(S): None

**REQUIRED TEXT
AND MATERIALS:**

Barcalow, Emmett. *Open Questions: An Introduction to Philosophy*. 3rd ed. Wadsworth: CA, 2001.
From the Presocratics to the Present: A Personal Odyssey. Daniel Kolak. Mayfield. 1998.

**COURSE
DESCRIPTION:**

This course is a survey of the main problems in philosophy as presented by the writings of major philosophers. Introduction to Philosophy will also present a study of the intellectual problems of our times as well as draw upon the knowledge and inquiries of past contemporaries. Philosophical concepts and theories will be explored by using applications of present social trends, issues, and problems.

**EXPECTED LEARNER
OUTCOMES:**

The primary purpose of this course is to increase the student's awareness, understanding, and appreciation of the contemporary and classical philosophical theories and be able to find useful application of them in our human existence. Mastering of the concepts and applications of philosophy will be seen as a process of learning as the student establishes a connection with the proposed solutions of the intellectual problems presented for analysis and respective evaluation. Specifically, this course will help the student:

1. Understand the basic concepts and terms present in philosophical thinking, past and present.
2. Understand how philosophical thought is needed in everyday living to help solve ethical and relevant problems.

3. Recognize deeper meaning and value for a particular field of interest/ occupation.
4. Demonstrate research skills and writing proficiency utilizing library and other resources.
5. Describe and reconcile one's personal reasoning along with other philosophical and theoretical perspectives.
6. Express and utilize critical thinking and be more precise in communicating ideas creatively.
7. Identify and recognize the value of the fundamental philosophical arguments and methods of reasoning.
8. Realize the degree of diversity of thought existing throughout the world and appreciate the existence of different viewpoints.
9. Understand the effect of personal choices on one's individual philosophy

**LEARNING TASKS
& ACTIVITIES:**

1. Pretest: Broad evaluation of the fundamentals of Philosophy.
2. Reading, discussion, assigning questions/study guides, and testing of:
 - Chapter 1: Philosophy
 - Chapter 2: God and Philosophy
 - Chapter 3: Body and Mind
 - Chapter 4: Personal Identity
 - Chapter 5: Freedom and Determinism
 - Chapter 6: Knowledge
 - Chapter 7: Knowledge and Skepticism
 - Chapter 8: Morality
 - Chapter 9: Moral Justification
 - Chapter 10: Two Theories of Right and Wrong
 - Chapter 11: Justice and Rights
 - Chapter 12: Liberty and Democracy
3. Post-test/Final Examination: Comprehensive evaluation of Introduction to Philosophy
4. Writing a Philosophy Paper, including class presentation
5. Reviewing and responding to philosophical situations presented through audio and video formats by discussion and writing.

**ASSESSMENT OF
OUTCOMES:**

The student will be assessed in four areas:

- A. Cognitive: Knowledge and understanding of the materials presented in the text and supplements, classroom presentations, and personal research. Assessed by testing and by written and oral assignments related to objective content.
- B. Metacognitive: Each student will be required to show how he/she can incorporate and apply the cognitive aspects of the course material. Written and/or oral assignments will be given to evaluate areas of critical thinking, using open ended questions of a subjective nature.
- C. Affective: Each student will be expected to articulate his/her personal philosophical position on a selection of contemporary issues. Affirmation of one's viewpoint and the process of defining it will be measured by written, oral, and attitudinal performance.
- D. Performance: Attendance, completion of assignments, and group participation will represent student's commitment to the course goals.

**GRADING
POLICY:**

Each student is required to attend all class sessions. See attendance policy in the college catalog.

The student's grade will be based **solely** on the following point system. These will be through essay questions given during class. These can **only** be taken during the regular class period.

Based totally on points

2,600-3,000 A
2,400-2,599 B
2,200-2,399 C
2,100-2,199 D
0 -2,099 F

*Any **make-up** work must be done **prior** to the student missing class **and** before the next class meeting.

*Only excused absences will be considered for make-up work

*It is the sole responsibility of the student to contact the instructor regarding any make-up work.

*Any student with more than six (6) unexcused absences will be dropped from the course.

RULES:

Additional class rules and behavior which can result in either a loss of points or dropped from the course.

- ANY cheating
- Use of cell phones (including incoming class/sounds/vibrations....without permission of instructor)
- Text messaging (without permission of instructor)
- Use of laptops (without permission of instructor)
- Listening of music/headphone use during class
- Gum
- Sleeping
- Disruptive talking/behavior
- Use of red ink
- Not putting full name on assignments
- Leaving early
- Arriving late

ATTENDANCE:

Regular attendance, promptness, and preparation are important and expected for this class, as it should be with any commitment. Most of the experiential learning will take place in class, so class interaction is mandatory. Any special consideration due to personal circumstances will be negotiated based on degree and nature of absences. The instructor will decide with the student if it is necessary to drop the class due to irreversible loss of course study time and related circumstances. It is the student's responsibility to be aware of course work and related assignments at all times, particularly when class is missed.

PLAGIARISM:

It is expected that all work, both written and oral, is the original work of the student. When using someone else's words or ideas, be sure those thoughts are clearly cited and given appropriate credit as to the source. Plagiarism is a serious charge and may result in a failing grade.

**SPECIAL
NOTES:**

**THERE IS ABSOLUTELY NO EXTRA CREDIT SYSTEM
OF ANY KIND.**

More detailed explanations of assignments will be provided at the appropriate time. This syllabus is subject to revision with prior notice to the student by the instructor.

COMPETENCIES:

UNDERSTAND THE FUNDAMENTAL PROBLEMS AND SUBFIELDS OF PHILOSOPHY

1. Define philosophy. (Knowledge)
2. Describe the significance of attitude, behavior, and lifestyle on one's individual philosophy. (Comprehension)
3. Illustrate the choices you have made recently that would affect your philosophy. (Application)
4. Describe what philosophers try to determine when presented with certain fundamental questions. (Analysis)
5. Determine if philosophy of life is up to us to understand as well as have free will to adopt and live by a particular philosophy. (Judgment)

EXAMINE TWO ARGUMENTS FOR GOD'S EXISTENCE

1. What are the characteristics of a theist, atheist, and agnostic? (Knowledge)
2. How is St. Thomas Aquinas known and remembered? (Analysis)
3. What's the difference between faith and religion? (Comprehension)
4. What analogies or similar experiences can you relate to the spider and the flower in Robert Frost's poem, Design? (Synthesis)
5. What is meant by transcending the world we see? (Judgment)
6. Describe the First Cause argument and the Design argument as a means to determine or argue against the existence of God. (Comprehension)

UNDERSTAND HOW HUMAN BEINGS ARE A COMBINATION OF PHYSICAL BODY AND NONPHYSICAL MIND OR SOUL

1. Define dualism, physicalism, and monism. (Knowledge)
2. How was the soul/life explained by the ancient Greeks? (Comprehension)
3. Describe what is at the heart of the mind-body controversy? (Knowledge)
4. Analyze how Descartes explains the mind as consciousness? (Analysis)
5. State how interactionism is an important philosophical theory to consider. (Judgment)

EXPLAIN HOW PERSONALITY PLAYS A ROLE IN COMBINING OUR PAST, PRESENT AND FUTURE IDENTITY

1. Explain the concept that ties one's past, present and future together. (Knowledge-Comprehension)
2. Describe what allows a person to feel "the same." (Analysis)

3. List the criteria used for describing personal identity. (Knowledge)
4. Explain how states of consciousness exist? (Comprehension)
5. State how the paradox exists with the theory of transitive relation. (Synthesis)

EXAMINE THE THEORETICAL PERSPECTIVES OF FREE WILL AND RELATE CERTAIN EVENTS TO PREDETERMINATION

1. State how moral responsibility is associated with free will. (Comprehension)
2. Describe the viewpoint of determinism and indeterminism. (Knowledge-Comprehension)
3. Define hard determinism, soft determinism, and compatibilism. (Knowledge)
4. State and explain how compatibilism reconciles the other theories of determinism. (Analysis)
5. Explain how the theories of freedom and determinism help one deal with fatalism. (Analysis-Judgment)

UNDERSTAND HOW KNOWLEDGE EXISTS, ITS REQUIREMENTS, AND SOURCES
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1. Define proposition and how it exists. (Knowledge- Comprehension)
2. Define a belief and state an obvious requirement for a belief to exist. (Knowledge-Comprehension)
3. State the requirements for knowledge to exist and define. (Knowledge-Comprehension)
4. Explain the concept of a believer being "completely justified." (Analysis)
5. Describe how memory can be "awfully tricky." (Analysis-Judgment)
6. State the theorists who reject the correspondence theory and describe their opposing viewpoint. (Comprehension-Analysis)
7. Explain what is meant by "truth as correspondence" and state who is known for this concept. (Knowledge-Comprehension)
8. List the 3 sources of knowledge and the 4 principles of justification. (Knowledge)
9. Describe how rationalists acquire knowledge different from empiricists. (Comprehension)
10. Explain what is meant by "knowable a priori" and "knowable a posteriori" and illustrate how they are used. (Comprehension-Analysis)

EXAMINE AND UNDERSTAND THE ARGUMENTS OF SKEPTICS
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1. Define a skeptic. (Knowledge)
2. Describe skepticism and explain what it says about memory and perception. (Comprehension)
3. Explain what distinguishes real memory from apparent memory. (Comprehension-Analysis)
4. Describe what is meant to "seem to perceive." (Analysis)

5. Argue if it is possible to avoid skepticism and explain the value in doing so. (Analysis-Judgment)
6. Describe a reporting of an issue or event in the news that would be good cause for us to respond with the role of a skeptic. (Analysis-Judgment)
7. Define the terms of research: testimony, observations, hypothesis, fair sample, prove conclusively, causal generalizations, and probability. (Knowledge)
8. State the applications for the scientific method. (Analysis)

<p>LEARN THE THEORIES OF MORALITY AND UNDERSTAND THE OBJECTIVE AND SUBJECTIVE NATURE OF RIGHT AND WRONG</p>
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1. Identify moral nihilism, relativism, subjectivism conventionalism, and egoism. (Knowledge-Comprehension)
2. Describe the Divine Command Theory of Morality and explain the answers it attempts to provide. (Comprehension-Analysis)
3. Define and understand moral judgment, principle, reasons, universality, absolute moral principle, fundamental moral principle, intuitionism and moral justification. (Knowledge-Comprehension)
4. Describe utilitarianism and its two types-act and rule. (Knowledge-Comprehension)
5. Describe Kantian Moral Theory. (Knowledge-Comprehension)
6. State Kant's Categorical Imperative and explain and describe the application of the First and Second Formulation. (Comprehension-Analysis)

<p>EXAMINE, UNDERSTAND, AND APPRECIATE THE CONCEPTS OF JUSTICE AND RIGHTS AND FREEDOM AND DEMOCRACY</p>
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1. Describe Aristotle's Conception of Justice. (Comprehension)
2. State how the inequalities of wealth and income are just. (Analysis-Judgment)
3. Differentiate between moral and legal rights. (Analysis)
4. Define absolute right. (Knowledge)
5. Describe Rawls's theory of Justice. (Comprehension)
6. Explain how the U.S. Bill of Rights makes certain freedoms a matter of constitutional right. Describe what it states. (Knowledge-Comprehension-Analysis)
7. Explain your opinion on the ability of people being able to be free to think and say what they want. (Analysis-Judgment)
8. Explain how democracy is the best form of government. (Analysis-Judgment)
9. Describe what you believe to be in store for democracy in the world. (Analysis-Judgment)
10. Explain how you feel the U.S. should position itself and how it should serve as an ally to non-democratic countries. (Analysis-Judgment)