PHIL 1030: Introduction to Philosophy

Instructor: (See individual syllabi for contact information)  
Credit Hours: 3
Phone:  
Semester:  
E-mail:  
Room:  

Catalog Course Description:  
An introduction to life’s fundamental questions. Addresses issues pertaining to rationality, value, knowledge, and reality.

Prerequisites:  
ENGL 1010

Corequisites:  
None.

Entry Level Standards:  
Beginning students should have met established entrance requirements into college level courses or completed appropriate remedial and/or developmental prerequisite courses.

Textbook/Materials:  

Required Student Learning Outcomes

Program Student Learning Outcome for Humanities and/or Fine Arts (PSLO #3): The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past.

Course Student Learning Outcomes:

CSLO #1: Students will demonstrate the ability to analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.

CSLO #2: Students will demonstrate the ability to explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.

CSLO #3: Students will demonstrate the ability to explore global/cultural diversity.

CSLO #4: Students will demonstrate the ability to frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.

CSLO #5: Students will demonstrate the ability to recognize the ways in which both change and continuity have affected human history.

CSLO #6: Students will demonstrate the ability to practice the critical and analytical methodologies of the Humanities and/or Fine Arts.
Student Indicators

Upon successful completion of the course a student should be able to:

SI1: Define *philosophy* and explain its importance and scope.
SI2: Describe what is addressed in metaphysics, epistemology, axiology, and logic.
SI3: Explain the four historical periods in philosophy.
SI4: Define *logic* and describe its foundation in the Three Laws of Thought.
SI5: Distinguish between tautologous, contingent, and self-contradictory propositions.
SI6: Define *argument* and explain the elements of an argument.
SI7: Distinguish between deductive, inductive, and abductive arguments.
SI8: Distinguish between valid/invalid, sound/unsound, weak/strong, and cogent/uncogent arguments.
SI9: Distinguish formal and informal fallacies.
SI10: Identify examples of specific types of informal fallacies: generalization, ambiguity, relevance, stacking the deck, and causal.
SI11: Distinguish between rational, irrational, and nonrational.
SI12: Describe how ethical relativism is a challenge to the traditional conception of morality.
SI13: Provide an exposition and evaluation of both the argument for relativism as well as its two forms.
SI14: Discover the inadequacies of appealing to intuition for resolving moral issues by addressing various dilemmas.
SI15: Explain the nature of ethics as a discipline and how it relates to other prescriptive disciplines.
SI16: Describe the three major subfields of ethics: metaethics, normative ethics, and applied ethics.
SI17: Describe the traditional characteristics of ethics as well as the potential determining factors of morality.
SI18: Describe the basic characteristics of teleological, deontological, and aretaic theories and provide an exposition and evaluation of the primary examples of each.
SI19: Apply what was gleaned in an analysis of normative ethics to a specific issue (e.g. abortion).
SI20: Describe how absolute skepticism is a challenge to the possibility of knowledge.
SI21: Distinguish between the various forms of skepticism.
SI22: Provide an exposition and evaluation of the argument for absolute skepticism.
SI23: Provide an exposition and evaluation of rationalism and empiricism and describe its historical forms.
SI24: Analyze potential resolutions to the rationalism/empiricism debate (e.g. Kant’s theory of epistemology).
SI25: Understand properties traditionally attributed to God (omnipotent, omniscient, omnibenevolent, necessary, immutable, eternal, etc.) and address alternative formulations.
SI26: Explain fideism and describe and evaluate its moderate and extreme forms.
SI27: Explain and evaluate the deductive, inductive, and psychological formulations of the problem of evil.
SI28: Describe the cosmological, teleological, ontological, and moral arguments.
SI29: Assess the persuasiveness of the cosmological, teleological, ontological, and moral arguments.
SI30: Explain and evaluate a pragmatic argument for the existence of God: Pascal’s Wager.
SI31: Describe the various forms of religious experience.
SI32: Identify the parallels between sensory and religious experience.
SI33: Evaluate the reasons given in support of the existence of God on the basis of religious experience.
Required Assessments:

Exam #1: 50 point exam covering an introduction to philosophy and logic. (PSLO #3, CSLO #1, #6)
Exam #2: 100 point exam covering moral relativism, ethical theories, and applied ethics. (PSLO #3, CSLO #2-4)
Exam #3: 100 point exam covering absolute skepticism and various epistemic theories. (PSLO #3, CSLO #4)
Exam #4: 100 point exam covering the nature of God and arguments for and against God’s existence. (PSLO #3, CSLO #3-5)
Position Paper #1: 50 point paper in which the student addresses the topic “Are there any universally-binding moral principles or is morality relative? (Be sure to support your answer and give examples where appropriate.) (PSLO #3, CSLO #4, #6)
Position Paper #2: 50 point paper in which the student addresses the topic “How would you prove that your memory or reasoning processes are reliable? Are there any problems or difficulties with your approach?” (PSLO #3, CSLO #4, #6)
Position Paper #3: 50 point paper in which the student addresses the topic “How do you define God? Does such a being exist? If not, why do you believe that there is no God? If so, why do you believe that God exists?” (PSLO #3, CSLO #4, #6)

CSLO/Assessment Alignment:

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<th>CSLO</th>
<th>CSLO #1</th>
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<tr>
<td>Assessments</td>
<td>Exam #1</td>
<td>Exam #2</td>
<td>Exam #2 Exam #4</td>
<td>Exam #2 Exam #3 Exam #4 Papers 1-3</td>
<td>Exam #4</td>
<td>Exam #1 Papers 1-3</td>
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Topics:

1. Preliminary Considerations

   Topic: Introduction to Philosophy (What is philosophy?)
   Assignment: Plato’s The Apology of Socrates

2. Logic: The Study of Reasoning

   Topic: Logic (How should I think?)
   Exam #1

3. Axiology: The Study of Value

   Position Paper #1 Due
   Topic: Challenge to Morality—Relativism (Is morality relative?)
   Assignment: Pojman’s Ethical Relativism: Who’s to Judge What’s Right and Wrong
   Topic: Challenge to Morality—Relativism
   Topic: Intuitions and Dilemmas (What would you do?)
   Topic: Introduction to Ethics (What is ethics?)
   Topic: Ethical Theories--Teleological (What should I do?)
   Assignment: Bentham’s Introduction to the Principles of Morals and Legislation
   Topic: Ethical Theories—Deontological
   Assignment: Kant’s Transition from the Popular Moral Philosophy to the Metaphysics of Morals
   Topic: Ethical Theories—Aretaic (What should I be?)
Assignment: Aristotle’s *Happiness and Man’s Good, Moral Virtue and the Mean, The End of Human Nature: Happiness*
Topic: Applied Ethics—Abortion (Is abortion permissible?)
Exam #2

4. Epistemology: The Study of Knowledge

Position Paper #2 Due
Film: X-Files “Jose Chung’s ‘From Outer Space’”
Topic: Challenge to Knowledge—Skepticism (What can I know?)
Topic: Theories of Knowledge—Rationalism (How do I know?)
Assignment: Plato’s *Phaedo*
Topic: Theories of Knowledge—Rationalism; Theories of Knowledge—Empiricism
Assignment: Descartes’ *Meditations on First Philosophy; Aristotle’s Metaphysics I, Metaphysics XIII, Physics II*
Topic: Theories of Knowledge—Empiricism
Assignment: Locke’s *Of ideas in General and Their Original, Some Farther Considerations Concerning our Simple Ideas*
Topic: Theories of Knowledge—Empiricism
Assignment: Berkeley’s *First Dialogue; Hume’s Of Personal Identity*
Topic: Resolution to the Rationalism/Empiricism Debate—Kant
Assignment: Kant’s *Introduction, Table of Categories, Transcendental Deduction*
Topic: Resolution to the Rationalism/Empiricism Debate—Reid
Assignment: Reid’s *Essays on the Intellectual Powers of Man*
Exam #3

5. Metaphysics: The Study of Reality

Position Paper #3 Due
Topic: The Existence of God: Background (Does God exist? How can I know?); Fideism (What is the relationship between faith and reason?)
Assignment: Kierkegaard’s *Truth is Subjectivity*
Topic: Fideism: Challenge to Belief—Problem of Evil (Why is there evil?)
Topic: Challenge to Belief—Problem of Evil
Assignment: Nash’s *The Inductive Problem of Evil*
Topic: Challenge to Belief—Problem of Evil
Topic: Approaches—Natural Theology
Assignment: Anselm’s *Proslogium; Aquinas’ There Exists a God*
Topic: Approaches—Natural Theology
Assignment: Evans’ *Moral Arguments*
Topic: Approaches—Pragmatic
Assignment: Pascal’s *Wager*
Topic: Approaches—Religious Experience
Assignment: Wainwright’s *Mysticism and Religious Experience*
Exam #4

**Grading Scale**

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<tr>
<td>90-100%</td>
<td>A</td>
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<td>80-89%</td>
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<td>70-79%</td>
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<td>65-69%</td>
<td>D</td>
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<tr>
<td>Below 65%</td>
<td>F</td>
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Course Delivery Format

**Standard Format** – This format is the traditional format and may use an online format to provide access to “static” materials which include the syllabus, course material, contact information, and presentations. Faculty must make available when requested a copy of syllabus and any other instructor provided course materials, including their contact information. Faculty may require online activities and assignments to include online tests and submission of all written and online communications. The extent of online activities/assignments may vary by course but will be specified on the syllabus.

Classroom/College Policies

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

**ADA Statement**
Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

**Disruptive Students**
The term “classroom disruption” means – student behavior that a reasonable person would view as substantially or repeatedly interfering with the activities of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will promptly consult with the division dean and the college judicial officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Unauthorized use of any electronic device constitutes a disturbance. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

**Affirmative Action**
Students who feel that he or she has not received equal access to educational programming should contact the college affirmative action officer.

**Academic Integrity/Academic Honesty**
In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course.
Email Communication
Please note all communication with instructors about your course work should be through the eLearn Email system. For assistance on how to use the eLearn Email tool go to this url: http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_eMail_aug09.pdf.

For all other communication the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your Tiger Web home page: https://tigerweb.chattanoogastate.edu/cp/home/displaylogin.

The instructor reserves the right to modify this syllabus in writing during the course of the semester.