

# EASTERN ARIZONA COLLEGE

## Introduction to Philosophy

Course Design  
2010-2011

**Course Information**

**Division** Social Sciences  
**Course Number** PHI 101  
**Title** Introduction to Philosophy  
**Credits** 3  
**Developed by** Martin Feess  
**Lecture/Lab Ratio** 3 Lecture/0 Lab

**Transfer Status**

ASU	NAU	UA
PHI 101, Humanities and Fine Arts (HU)	PHI 101 also satisfies: Aesthetic and Humanistic Inquiry [AHI]	PHIL111

**Activity Course** No  
**CIP Code** 38.0101  
**Assessment Mode** Pre/Post Test (64 Questions/64 Points)  
**Semester Taught** Upon Request  
**GE Category** Humanities  
**Separate Lab** No  
**Awareness Course** Yes (GIH)  
**Intensive Writing Course** No

**Prerequisites**

ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

**Educational Value**

To General Education: Efforts are made to give students a broad understanding of the major philosophical problems that have perplexed societies since the beginning of history. The intent is that these experiences will broaden individuals to the point that they will contribute to the establishment of a higher degree of critical thinking and analysis of Western Philosophy. Career preparation: Contributes to occupational preparation because the course focuses upon the study of the various ethical principles and standards. To challenge the learner to exam his or her own philosophical beliefs. This course fulfills the Global/International/Historical Awareness (GIH) requirement.

**Description**

Survey of philosophy with emphasis on Western thought; emphasis primarily on social/political philosophies, logic, ethics, philosophy of religion, philosophy of science and aesthetics.

## **Supplies**

None

## **Competencies and Performance Standards**

### **1. Articulate the Nature of Philosophy**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define philosophy and identify the different traditional divisions of philosophy.
- b. Articulate the value of philosophy.
- c. Differentiate between epistemology, metaphysics, and ethics.
- d. Identify the goal of philosophy.
- e. Identify the contributions/presentations of Euthyphro, The Apology, and Crito.
- f. Delineate philosophy's contribution toward the satisfaction of actualizing needs.
- g. Describe the risk(s) in studying philosophy.
- h. Differentiate between fallacy and the law of non contradiction or principle of consistency.
- i. Distinguish between premise, conclusion, and deductive and inductive arguments.
- j. Differentiate between categorical statement, syllogism, and identify the elements of hypothetical argument.
- k. Identify the elements of a disjunctive statement and distinguish the concept from chain arguments.
- l. Identify and be able to give examples of formal fallacies.
- m. Identify the symbolic meaning of various elements of the story "Cave".
- n. Identify the process of "group think".
- o. Identify an example of the Socratic Method.
- p. Identify the ideas and methods of Mohandas Gandhi.

#### **Performance Standards**

*You will demonstrate your competence:*

- When learner successfully completes objective examinations.
- When learner successfully completes class discussion.
- When learner successfully completes written class exercises.

*Your performance will be successful when:*

- Learner can define philosophy and identify the traditional divisions of philosophy.
- Learner can articulate the value of philosophy.
- Learner can differentiate between epistemology, metaphysics, and ethics.
- Learner can identify the goal of philosophy.
- Learner can identify the contributions and presentations of Euthyphro, The Apology, and Crito.
- Learner can delineate philosophy's contribution toward the satisfaction of actualizing needs.
- Learner can describe the risk in studying philosophy.
- Learner can differentiate between premise, conclusion, and deductive and inductive arguments.
- Learner can differentiate between categorical statement, syllogism, and identify the

- elements of hypothetical arguments.
- Learner can identify the elements of a disjunctive statement and distinguish the concept from chain arguments.
- Learner can identify and be able to give examples of formal fallacies.
- Learner can explain the meaning of the story of the “Cave” in Plato’s Republic.
- Learner can identify the problem of “group think”.
- Learner can explain the Socratic Method.
- Learner can identify the basic belief of the philosophy of Mohandas Gandhi.

## 2. Describe the Concept of Self as it Associates with Human Nature

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define human nature.
- b. Characterize the reasons to study human nature.
- c. Differentiate between the concepts of mind and body.
- d. Define self and compare the Buddhist-Hume no-self view with the view that relationships constitute the self.
- e. Characterize the traditional Western views of human nature.
- f. Identify Darwinian orientation and challenge of the Traditional view of human nature.
- g. Characterize the existentialist view of human nature and characterize the feminist view as compared to the Judeo-Christian orientation.
- h. Describe Descartes’ dualist view of human nature.
- i. Compare the Descartes view with that of the materialist view.
- j. Differentiate between the Traditional view and that of Descartes, Locke, and Buddhism and Hume.
- k. Identify examples of the determinists, behaviorist, and functionalist views of human nature.
- l. Identify theories by which an enduring self is established.
- m. Identify examples of how self-image is established through negotiations of the individual with society.

### **Performance Standards**

*You will demonstrate your competence:*

- When learner successfully completes objective exams.
- When learner successfully completes class discussions.
- When learner successfully completes short essays.

*Your performance will be successful when:*

- Learner can define human nature.
- Learner can characterize the reasons to study human nature.
- Learner can differentiate between the concepts of mind and body.
- Learner can define self and compare the Buddhist-Hume no-self view with the view that relationships constitute the self.
- Learner can characterize the traditional Western views of human nature.
- Learner can identify Darwinian orientation and challenge of the Traditional view of

- human nature.
- Learner can characterize the existentialist view of human nature and characterize the feminist view as compared to the Judeo-Christian orientation.
- Learner can describe Descartes' dualist view of human nature.
- Learner can compare the Descartes view with that of the materialist view.
- Learner can differentiate between the Traditional view and that of Descartes, Locke, Buddhism.
- Learner can identify and distinguish among determinist, behaviorist, and functionalist views of human nature.
- Learner can identify theories by which an enduring self is established.
- Learner can identify theories by which self-image is established through negotiation with others.

### **3. Distinguish between Reality and Being**

#### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Define metaphysics and discuss its origin.
- b. Characterize reality as it differentiates between material or nonmaterial, pragmatism, and positivism.
- c. Describe antirealism and characterize the New Idealists.
- d. Differentiate between Phenomenology and Existentialism.
- e. Defend the premise that time and freedom are real.
- f. Differentiate between idealism as defined by metaphysics and epistemology.
- g. Distinguish between objective and subjective idealism.
- h. Define pragmatism as offered by Dewey, James, and Peirce.
- i. Define phenomenology and characterize Heidegger's concept of "being".
- j. Describe the implications upon punishment and responsibility that determinism and compatibilism offer.
- k. Explain why our assumptions about what is real are important.
- l. Explain or identify the implication of Kierkegaard's and Sartre's existential view of reality.

#### ***Performance Standards***

*You will demonstrate your competence:*

- When learner can define metaphysics and discuss its origin.
- When learner can characterize reality as it differentiates between material or nonmaterial, pragmatism, and positivism.
- When learner can describe antirealism and characterize the new Idealists
- When learner can differentiate between Phenomenology and Existentialism.
- When learner can defend the premise that time and freedom are real
- When learner differentiates between idealism as defined by metaphysics and epistemology
- When learner can distinguish between objective and subjective idealism
- When learner can define pragmatism as offered by Dewey, James, and Peirce.
- When learner can define phenomenology and characterize Heidegger's concept of "being".

- When learner can describe the implications upon punishment and responsibility that determinism and compatibilism offers.
- When learner understands why our assumptions about what is real are important.
- When learner will understand the implications of existentialism for reality, as described by Kierkegaard and Sartre.

*Your performance will be successful when:*

- Learner is successful in objective exams.
- Learner participates in class exercises and discussion.
- Learner is successful in writing short essays.

#### **4. Contrast and Compare philosophy and GOD**

##### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Characterize religion and differentiate it with theology.
- b. Differentiate between atheism, agnosticism, and evil.
- c. Identify traditional religious beliefs.
- d. Identify nontraditional religious experiences.
- e. Distinguish between theism and monotheism.
- f. Describe the theistic alternatives to traditional monotheism.
- g. Distinguish between pantheism and panentheism with that of atheism and mysticism.
- h. Characterize tautology and feminist theology.
- i. Identify eastern religious traditions and describe their sympathetic orientation to claims of personal religious experience.
- j. Identify and classify examples of proof of the existence of God.
- k. Identify traditional explanations of why evil exists in God's universe.
- l. Identify the process of making "an emotional choice" to belief in God as explained by William James.
- m. Identify the feminist criticism of traditional religious teaching.
- n. Identify elements of the radical theology of Kierkegaard and Tillich.

##### ***Performance Standards***

*You will demonstrate your competence:*

- When learner can characterize religion and differentiate it with theology.
- When learner can differentiate between atheism, agnosticism, and evil.
- When learner can identify traditional religious beliefs.
- When learner can identify nontraditional religious experiences.
- When learner can distinguish between theism and monotheism.
- When learner can describe the theistic alternatives to traditional monotheism.
- When learner can distinguish between pantheism and panentheism.
- When learner can characterize tautology and feminist theology.
- When learner can identify Eastern religious traditions and describe their sympathetic orientation to claims of personal religious experience.
- When learner can articulate the three standard proofs of the existence of God and the criticism of each.

- When learner can articulate arguments for and against the existence of God related to evil in the world.
- When learner can explain the “emotional choice” to believe in God as proposed by William James.
- When learner can identify feminists criticism of traditional religious teachings.
- When learner can identify the radical theology of Kierkegaard and Tillian.

*Your performance will be successful when:*

- Learner successfully completes objective exams.
- Learner successfully participates in class discussion.
- Learner successfully completes written assignments.

## **5. Identify the sources of knowledge**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Differentiate between rationalism and perception and transcendental idealism.
- b. Characterize Hume’s view of skepticism.
- c. Describe Locke’s concept of “blank slate”.
- d. Describe the empiricist’s orientation and describe the hypothetical method and identify what distinguishes scientific knowledge from pseudoscience and superstition.
- e. Identify the common views regarding the source of knowledge.
- f. Describe Kuhn’s view of scientific theories.
- g. Describe theories of innate knowledge.
- h. Describe Berkeley’s view of knowledge.

### ***Performance Standards***

*You will demonstrate your competence:*

- When learner can differentiate between rationalism and perception and transcendental idealism.
- When learner can characterize Hume’s view of skepticism.
- When learner can describe e Locke’s concept of “blank slate”.
- When learner can describe the empiricist’s orientation and describe the hypothetical method and identify what distinguishes scientific knowledge from pseudoscience and superstition.
- When learner can identify the common views regarding the source of knowledge.
- When learner can articulate the theories of innate knowledge.
- When learner can describe Berkeley’s view of knowledge.
- When learner can describe Kuhn’s view of scientific theories.

*Your performance will be successful when:*

- Learner successfully completes objective exam.
- Learner successfully participates in class discussion.
- Learner successfully completes written reports.

## 6. Differentiate between belief, knowledge, and truth

### Learning objectives

*What you will learn as you master the competency:*

- a. Define “truth” according to the correspondence, coherence, and pragmatic theories.
- b. Differentiate between the instrumentalist view, realist, and conceptual relativist views.
- c. Identify the elements upon which “warrantability” depends.
- d. Discuss the importance of truth to hermeneutics.
- e. Describe Kant’s three areas of knowledge that go beyond evidence provided by sensory experience.

### Performance Standards

*You will demonstrate your competence:*

- When learner can define “truth” according to the correspondence, coherence, and pragmatic theories.
- When learner can differentiate between the instrumentalist view, realist, and conceptual relativist views.
- When learner can identify the elements upon which “warrantability” depends.
- When learner can discuss the importance of truth to hermeneutics.
- When learner can describe Kant’s three areas of knowledge that go beyond evidence provided by sensory experience.

*Your performance will be successful when:*

- Learner successfully completes objective exams.
- Learner successfully participates in class discussion.
- Learner successfully completes written work.

## 7. Define and apply the concept of Ethics

### Learning objectives

*What you will learn as you master the competency:*

- a. Define morality and ethics.
- b. Differentiate between ethical absolutism and ethical relativism and that of cultural relativism.
- c. Describe the consequentialist theory in ethics and contrast it with nonconsequentialist theory.
- d. Distinguish between egoism and hedonism and utilitarianism.
- e. Differentiate between rule utilitarianism and act utilitarianism.
- f. Describe the divine command theory.
- g. Describe natural law ethics and identify the implications of divine command ethics.
- h. Summarize Kant’s categorical imperative.
- i. Distinguish between Kantian ethics and Buddhist ethics.
- j. Describe Aristotle’s theory of virtue ethics.
- k. Characterize the orientations toward male and female ethics as described by Kohlberg and by Gilligan.
- l. Discuss the concepts of abortion and euthanasia within the context of excusability.
- m. Differentiate between the positions of hard determinism, indeterminism, and

compatibilism.

### **Performance Standards**

*You will demonstrate your competence:*

- When learner can define morality and ethics.
- When learner can differentiate between ethical absolutism and ethical relativism and that of cultural relativism.
- When learner can describe the consequentialist theory in ethics and contrast it with nonconsequentialist theory.
- When learner can distinguish between egoism and hedonism and utilitarianism.
- When learner can differentiate between rule utilitarianism and act utilitarianism.
- When learner can discuss the divine command theory.
- When learner can describe natural law ethics and identify the implications of divine command ethics.
- When learner can summarize Kant's categorical imperative.
- When learner can distinguish between Kantian ethics and Buddhist ethics.
- When learner can describe Aristotle's theory of virtue ethics.
- When learner can characterize the orientations toward male and female ethics as described by Kohlberg and by Gilligan.
- When learner can discuss the concepts of abortion and euthanasia within the context of excusability.
- When learner can differentiate between the positions of hard determinism, indeterminism, and compatibilism.

*Your performance will be successful when:*

- Learner successfully completes objective exams.
- Learner successfully participates in class discussions.

## **8. Define Social Philosophy and apply Associated Concepts**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define social philosophy.
- b. Describe the fundamental difference between Hobbes' and Locke's contract theory concepts and differentiate those between Rousseau's and Rawl's theory.
- c. Defend/counter the position of feminists that social contract theory does not include women.
- d. Describe the concept of justice according to merit, equality, social utility, need, and ability and liberty.
- e. Differentiate between justice in welfare liberalism and that in classical liberalism.
- f. Describe the orientation of law and civil disobedience.
- g. Distinguish between right and duty.
- h. Describe the criticism by communitarians associated with the contract theory.
- i. Characterize distributive justice and compare that concept to the classical Greek view of justice.
- j. Describe the socialist principle of justice.
- k. Differentiate between the concepts of justice and social utility.



- l. Describe the argument which promotes the division of human rights into negative and positive rights.
- m. Discuss the theory of civil disobedience.
- n. Describe the concept of a just war.
- o. Describe the ethical problems involved in the war on terror.
- p. Compare the libertarian and communitarian views of a just society.

### **Performance Standards**

*You will demonstrate your competence:*

- o When learner can define social philosophy.
- o When learner can describe the fundamental difference between Hobbes' and Locke's contract theory concepts and differentiate those between Rousseau's and Rawl's theory.
- o When learner can defend/counter the position of feminists that social contract theory does not include women.
- o When learner can describe the concept of justice according to merit, equality, social utility, need, and ability and liberty.
- o When learner can differentiate between justice in welfare liberalism and that in classical liberalism.
- o When learner can describe the orientation of law and civil disobedience.
- o When learner can distinguish between right and duty.
- o When learner can describe the criticism by communitarians associated with the contract theory.
- o When learner can characterize distributive justice and compare that concept to the classical Greek view of justice.
- o When learner can describe the socialist principle of justice.
- o When learner can differentiate between the concepts of justice and social utility.
- o When learner can describe the argument which promotes the division of human rights into negative and positive rights.
- o When learner can discuss the theory of civil disobedience.
- o When learner can discuss the idea and ethics of a just war.
- o When learner can discuss the limitations and problems of the war on terror.
- o When learner can compare libertarian vs. communitarian views of a just society.

*Your performance will be successful when:*

- o Learner successfully completes objective exams.
- o Learner successfully participates in class discussion.

## **9. Relevancy of Art and offer Arguments focused upon the meaning of life.**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Conceptually distinguish between art and good art.
- b. Distinguish between the views of Plato and Aristotle associated with art.
- c. Distinguish between the views of Romantics, Bell, and Danto regarding art.
- d. Describe the theistic response regarding the meaning of life.
- e. Characterize Hegel and Marx's definitions of the meaning of life and distinguish those with that of Hegel.

- f. Describe the nihilist response to the meaning of life and differentiate it with that of the existentialists.

### **Performance Standards**

*You will demonstrate your competence:*

- When learner can conceptually distinguish between art and good art.
- When learner can distinguish between the views of Plato and Aristotle associated with art.
- When learner can distinguish between the views of Romantics, Bell, and Danto regarding art.
- When learner can describe the theistic response regarding the meaning of life.
- When learner can characterize Hegel and Marx's definitions of the meaning of life and distinguish those with that of Hegel.
- When learner can describe the nihilist response to the meaning of life and differentiate it with that of existentialist.

*Your performance will be successful when:*

- Learner successfully completes objective exams.
- Learner successfully participates in class discussion.

### **Types of Instruction**

Lecture/Discussion

### **Grading Information**

#### **Grading Rationale**

Evaluation Methods:

Students will be evaluated as follows in accord with the weights assigned to course requirements.

1. Course examinations 65%.
2. Written reports/assignments 25%
3. Post test 10%.

#### **Grading Scale**

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60 %