

**DEREE COLLEGE SYLLABUS FOR: PH 1000 LE INTRODUCTION TO PHILOSOPHY**

(Fall 2022)

**UK LEVEL 4  
UK CREDITS: 15  
US CREDITS: 3/0/3**

**PREREQUISITES:**

None

**CATALOG DESCRIPTION:**

Overview of the most influential philosophical answers to 'big' questions about reality, knowledge and ourselves. An introduction to philosophical ways of thinking.

**RATIONALE:**

This course provides students with an understanding of the most fundamental philosophical questions and positions that have been greatly influential in Western thought. The knowledge gained in this course will give students a greater appreciation of questions raised in their particular field of specialization. Students will also acquire basic skills that will allow them to scrutinize theories and arguments in their respective disciplines. A valuable course for any student.

**LEARNING OUTCOMES:**

As a result of taking this course, the student should be able to:

1. Interpret texts of philosophical import using the tools of critical thinking.
2. Demonstrate understanding of key philosophical concepts from diverse areas such as metaphysics, epistemology, aesthetics and political philosophy.
3. Demonstrate understanding of diverse philosophical views and problems, both systematically and historically.

**METHOD OF TEACHING AND LEARNING:**

In congruence with the learning and teaching strategy of the college, the following tools are used:

- Class lectures, using both primary as well as secondary sources; interactive learning (class discussions of basic philosophical themes and positions related to course contents).
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.
- Use of library facilities: Students are encouraged to make use of library facilities for assignments, for further reading of recommended texts and for watching available videos on major philosophers.

<p><b>ASSESSMENT:</b></p>	<p><b>Summative:</b></p> <table border="1" data-bbox="670 134 1414 338"> <tr> <td>First assessment: Midterm examination</td> <td>40%</td> </tr> <tr> <td>Final assessment: Final examination</td> <td>60%</td> </tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="670 401 1414 470"> <tr> <td>In-class 1-hour “diagnostic test”</td> <td>0%</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>The formative test aims to prepare students for the examination.  The midterm examination tests Learning Outcomes 1, 3.  The final examination tests Learning Outcomes 1,2,3</p> <p>The final grade for this module will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First assessment: Midterm examination	40%	Final assessment: Final examination	60%	In-class 1-hour “diagnostic test”	0%		
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<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING:</b></p> <p>Chrisman, M. and Pritchard, D., (eds). <u>Philosophy for Everyone</u> Routledge-Taylor and Francis group.</p> <p><b>RECOMMENDED READING:</b>  Rauhut, Nils Ch. <u>Ultimate Questions: Thinking About Philosophy</u>. Penguin Academics, New York: Pearson-Longman, latest edition.</p> <p>Blackburn, Simon. <u>Think: A Compelling Introduction to Philosophy</u>. Oxford Paperbacks, New Edition (2001).</p> <p>Hospers, John. <u>An Introduction to Philosophical Analysis</u>. Routledge, 4<sup>th</sup> Ed. (1997).</p> <p>Kenny, Antony. <u>An Illustrated Brief History of Western Philosophy</u>. Blackwell Publishing. (2<sup>nd</sup> ed., 2006).</p> <p>Nagel, Thomas. <u>What Does It All Mean? A Very Short Introduction to Philosophy</u>. Oxford University Press (1987).</p> <p>Palmer, Donald. <u>Looking at Philosophy: The Unbearable Heaviness of Philosophy Made Lighter</u>. Boston: McGraw-Hill, latest edition (4<sup>th</sup> ed., 2006).</p> <p>Searle, John. <u>Minds, Brains and Science</u>. Harvard University Press (1986).</p> <p><u>The Oxford Companion to Philosophy</u>. Ed. Ted Honderich, 2<sup>nd</sup> Edition (2005).</p>								

<b>INDICATIVE MATERIAL:</b> <i>(e.g. audiovisual, digital material, etc.)</i>	<b>REQUIRED MATERIAL:</b>  <b>RECOMMENDED MATERIAL:</b>
<b>COMMUNICATION REQUIREMENTS:</b>	Class discussions require academic/ professional English and debating speech skills.
<b>SOFTWARE REQUIREMENTS:</b>	None
<b>WWW RESOURCES:</b>	<a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a> <a href="http://www.iep.utm.edu">http://www.iep.utm.edu</a> <a href="http://www.philosophypages.com/">http://www.philosophypages.com/</a> <a href="http://www.ditext.com/runes/index.html">http://www.ditext.com/runes/index.html</a>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. What is Philosophy? (Ch.1)  Logical Consistency and the Principle of Non-Contradiction.  Deductive and Inductive Reasoning</li>   <li>2. What is Knowledge? (Ch.4)  Plato's view of Knowledge  Classical account of knowledge and its problems  Skepticism</li>   <li>3. Should we believe everything we hear? (Ch.5)  Hume on miracles.  Reid's opposition to Hume  Kant on testimony</li>   <li>4. Do we have an obligation to obey the law? (Ch.3)  Grounds of political obligation: Gratitude-benefit  Grounds of political obligation: Consent  Grounds of political obligation: Fairness</li>   <li>5. Ontology and Art  Elements of Platonic and Aristotelian Metaphysics  Plato's and Aristotle's account of the Arts</li>   <li>6. Do we have free will? (Ch.7)  Cause-Effect: From Aristotle to Kant  Why Is There a Problem with Free Will?  Hard Determinism  Compatibilism  Libertarianism</li>   <li>7. What is it to have a mind? (Ch. 6)</li> </ol>

	<p>What Is the Problem? Substance Dualism: Descartes' metaphysical picture Logical Behaviorism The Identity Theory Functionalism Eliminative Materialism</p>
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