

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number PHIL380 – Introduction to Philosophy or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Request: Add PHIL380 – Introduction to Philosophy to the menu of courses that satisfy the university requirements for all bachelor's degrees with respect to the general education criteria for social science credit.

Rationale: This course fits the criteria set forth in the *Social Science Criteria* document.

See the attached narrative to see how this courses objectives meet the criteria for general education social science courses.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL**								
	Change to a Course	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	Title (description unchanged)	A	A	A	I			I	--	I
2.	Description (not affecting content)	A	A	A	I			I	--	I
3.	Content (substantive change)	A	A	A	I			A	--	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A			A	--	A
5.	Course number within the hundred	A	A	I	I			I	--	I
6.	Course number beyond the hundred	A	A	A	A			A	--	A
7.	Prerequisites	A	A	A	I			I	--	I
8.	Course fee(s)	A	--	A	--			A	--	I
9.	From U to G <i>or</i> G to U	A	A	A	A			A	--	A
10.	Cross list with another dept: U or G level	A	A	A	A			A	--	A
11.	Department of record	A	A	A	A			A	--	A
12.	Open or close a course	A	A	A	A			A	--	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A	A			A	--	A

* Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

** In most cases, approval by only one council is necessary.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

PHIL380 – Introduction to Philosophy

This class is taught by Fred Aquino, Randy Harris, and Paul Morris. The syllabus I am supplying is mine (Paul Morris) from a Study Abroad semester at Oxford. I am only including information about the common material – about 90% of the class. I include 10% of my class time for aesthetics (philosophy of art), which the others do not.

Catalog Description

There are no prerequisites for this course.

PHIL380 Introduction to Philosophy (3-0-3), fall. Basic concerns of philosophy, relation of philosophy to other fields, and a discussion of the major types of philosophy.

Rationale for upper level number: This is the oldest philosophy course at ACU going back to early ACC. It was originally offered in the Bible Department and sometimes served as an apologetics class. The course was given an upper level number so that it could satisfy the requirement to meet the upper level fifth Bible course. I (Paul Morris) believe that all of the ACU faculty members conduct a rigorous enough course to deserve the upper level designation.

Objectives:

- i To teach the student to analyze questions and problems analytically using sound logic.
- ii To make the student aware of the great ideas, developments, and thinkers in Western philosophy.
 - 1 Basic principles of logic.
 - 2 Survey of epistemology.
 - 3 Philosophy of religion.
 - 4 Moral theory.
 - 5 Political philosophy.
 - 6 Aesthetic theory.
- iii To apply what was learned in (2) and (3) to our lives and contemporary questions and problems.

The written criteria from the Social Science Criteria document are shown in BLUE font.

1. Disciplines - *Philosophy* is one of the listed disciplines.
2. Definition – The numbers in brackets {} indicate the lecture numbers applicable to that particular topic as indicated on the course calendar in the syllabus. Each class period is two hours and forty-five minutes.
 - a. At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others.

Throughout the course we explore cognition and many of the factors that affect our search for truth and how we attempt to gain knowledge. We begin with basic logic {1} and continue throughout the class to emphasize arguments that are logical. In that same lecture we examine the connection between logic and language. Our cognitive processes are not independent of emotions; we look at Plato's connection between the rational and the emotive {2} and we delve into the part the emotions play as motivations for religion {5}, morality {7, 8}, and our political leanings {9, 10}. Epistemology is implicit throughout the class, but also explicitly dealt with {3, 4}. Foremost, we ask the question, "What does it mean to be a fully flourishing human being?" {5, 7, 10, 14}

- b. At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems.

The course looks at aggregation all the way from one-on-one to large political organisms. Morality is dealt with extensively with the questions “What should my relationship be to my neighbor?” and “Who is my neighbor?” {5, 7, 8}. We look at religious communities and explore the purposes of that kind of relationship {5, 6}. On the largest scale, “What do we owe each other as either members of the same nation or the same world?” {8, 9, 11}

- c. This course may involve the study of the interactions within and between these levels of aggregation, such as the influence of sociocultural factors on cognitive processes and emotional responses or the reciprocal influence between small groups and larger communities.

The interactions we deal with are questions such as war, poverty, racism, sexism, etc. {7, 8, 9, 11, 14}

- d. The course may focus on the interpretation of past practices or the history of human functioning over time.

For most of the topics, we look at how ideas change or how new ideas arise over time. Examples are Greek philosophy {2}, acquisition of knowledge {2, 3, 4}, moral theory {7, 8}, and political theory {9, 11}.

- _. A course in the social sciences will focus on human functioning including the basic assumptions about humans, their behaviors, and the dynamics of human interaction; . . .

We delve deeply into the question of *human nature* {14}.

3. Course Content:

- a. Introduce students to a particular discipline within the social sciences, with an emphasis on its basic methods of inquiry, significant research findings, influential theories, key concepts and terminology, and the major topics common to the discipline.

This introductory course deals with all of the major topics of the discipline of philosophy (ii, 1-7) save the mind-body problem; we look at all of the influential theories in each of these topics. The method of philosophical analysis is introduced {1} and then used throughout the class.

- b. Introduce students to a particular period of history with an emphasis on event timelines, historical biographies, and the critical debates associated with their interpretation.

Although the overall course does not follow a historical timeline, I find it conceptually valuable to treat each of the topics (ii, 1-7) in a historical progression since usually an early problem leads to an evolution or reaction producing new theories.

SYLLABUS - SPRING 2009

INTRODUCTION TO PHILOSOPHY - PHIL380.S1

Instructor: Dr. Paul Morris
e-mail: morrisp@acu.edu
Office Hours: It is going to be most convenient to set up times for appointments.

Required Texts: *Invitation to Philosophy*, Stanley Honer, etal. (IP)
The Problem of Pain, C.S. Lewis
PLEASE BRING THE ASSIGNED READING MATERIAL TO EACH CLASS!

Prerequisites: None

Attendance: Attendance is expected as is being on time for class. Because we meet only once a week any absence is discouraged. But if for illness or other satisfactory reason you have to miss, makeup work will be assigned. Any subsequent absence must also be excused and makeup work will be required and at the discretion of the instructor. Unexcused absences, will result in a deduction of one letter grade from the final grade for each. [NOTE: I will be presenting in 3 of Dr. Morgan's INTS classes and you will also be responsible for that material in this class.]

Course

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Course

Requirements: The student is expected to read assigned material. At the beginning of each class there *may* be a short reading quiz – especially if I think you are not reading the assigned material. These grades will be combined with a class participation grade. There will be only one exam – the Final.

There will be several short papers; these are not research papers but analytic papers. See the assignment section below.

Grades	89.5 - 100	A
	79.5 - 89.4	B
	69.5 - 79.4	C
	59.5 - 69.4	D
	Below 59.5	F

Assignments:	Final Exam	25
	Essay (3 pages) on C.S. Lewis's <i>The Problem of Pain</i>	15
	Short essays (2 pages) on three movies viewed outside of class	30
	Team 'Ethics' presentation	7
	Class 'Movie' presentation	6
	Art selections	6
	Class participation	10
	Extra Credit	5

Internet Sources: Stanford Encyclopedia of Philosophy
Internet Encyclopedia of Philosophy

DISCIPLINE AND IN-CLASS POLICIES

Conduct in Class: Questions or observations, addressed to the entire class, are encouraged during the class period. If something is unclear, the student should immediately ask for clarification. However, the student is not to be a disruptive influence in the class. The following are the penalties for disturbing the class: The second time she/he is corrected will result in an unexcused absence. The third time she/he is corrected will result in a drop of one letter grade on the final average. The fourth time she/he is corrected will result in dismissal from class with a failing grade.

Cell phones are not to go off in class! Grades will be reduced if they do. **As you enter the classroom check to see that your phone is OFF!**

Laptops or any other electrical device [other than a calculator] **(iPhone, iPod, cell phone, etc.) are not to be in hand, on desk, or otherwise in use in class! If this use is discovered, you will be counted absent or the day.**

Cheating: The students in this class are considered to be mature. Any student caught cheating (either receiving help or giving help) on an exam will get a zero on that exam. A second offense will result in a failing grade from the course. Students aware of cheating should let the professor know. Since an exam may be curved, students could be hurting themselves if they allow cheating to go uncorrected. Plagiarism is a 'no-no'!

CLASS SCHEDULE

INTRODUCTION TO PHILOSOPHY

Class Date	Class Topic	Assignment for this Class Day
1/19 [1]	Syllabus; What is Philosophy; Logic	IP Chaps. 1 & 2
1/22 [2]	Early Greek philosophy	Handout on Plato's "Allegory of the Cave"
1/26 [3]	What is real? What is truth?	IP Chap. 5 & Chap. 3
2/2 [4]	How do we gain knowledge?	IP Chap. 4
2/9 [5]	What is God like? Does God exist? What is religion?	IP Chap. 7
2/16 [6]	Why does gratuitous pain and suffering exist?	<i>The Problem of Pain</i> ; essay due
2/23 [7]	Why be moral? What is it to be moral?	IP Chap. 8; view the film <i>Crimes and Misdemeanors</i> and write essay
3/2 [8]	Moral questions	Group presentations of moral questions
3/16 [9]	What is the best political philosophy?	IP Chap. 11
3/23 [10]	Free will and determinism; Are we free?	IP Chap 6; view <i>Mystic River</i> and write essay
4/7 [11]	A more detailed discussion of problems and pluses for liberalism, libertarianism, and communitarianism	Possible handouts
4/13 [12]	What is art? What is good art?	IP Chap. 9; turn in favorite visual art works
4/21 [13]	Student Night!	Movie presentations; art presentations
4/27 [14]	Do humans have a common nature? If so what is it?	IP Chap. 10; view <i>Life as a House</i> and write essay
4/30	Final Exam	

PAPER TOPICS AND FORMAT

Paper 1 This paper will be an analysis of a philosophical aspect of a film. Select a film from the list below and discuss how the film treats the question. Give a personal response to the film's treatment. I realize this is probably your first attempt at philosophical analysis, so I will be gentle. This is a good way for me to get to know your intellectual interests and traits. [I am not interested in your telling me the story!] There may be other movies that you have in mind - but I must approve them.

Cool Hand Luke	2001: A Space Odyssey	Groundhog Day
Blade Runner	Network	Absence of Malice
Enemy of the State	The Matrix	1984
Grapes of Wrath	Gattaca	The Truman Show
Easy Rider	Pleasantville	The Front
Malcolm X	The Mission	Taxi Driver
Vertigo	A Woman Under the Influence	
Tess	Sophie's Choice	Dr. Zhivago
Purple Rose of Cairo	High Noon	Shawshank Redemption
Braveheart	The Manchurian Candidate	Gandhi
The Razor's Edge (Bill Murray)	Thelma & Louise	
One Flew Over the Cuckoo's Nest	Reds	Color of Purple
Rob Roy	Norma Rae	Mosquito Coast
Joy Luck Club	Michael Collins	Crying Game
Ran	To Kill a Mockingbird	Sliding Doors
Glory	Crimes and Misdemeanors	Waking Ned Devine

Paper 2 In this paper, select two of the arguments for God's existence that we have discussed. One of them should be the one you think is strongest and the other should be the one you think is weakest. Explain and describe in detail why you hold these two positions.

Paper 3 Discuss the problem of pain (as discussed by Lewis in The Problem of Pain). Do you think Lewis' position is strong or weak? Explain in detail.

Paper 4 Select an ethical problem that concerns you. Explain how a utilitarian and a deontologist might deal with the problem. Which do you think is the better solution? What would your approach to the problem be?