



# College of Eastern Idaho, Spring 2020

<b>Course Information:</b>	PHIL-101-03
<b>Course Title:</b>	Introduction to Philosophy
<b>Credits:</b>	3 Credits
<b>Course Dates:</b>	Spring 2020, 1/14/2020–5/7/2020
<b>Course Meeting Times:</b>	Tuesdays and Thursdays, 10:30–11:50 AM
<b>Course Location:</b>	Idaho Falls Main Campus, Building 5, Room 525
<b>Instructor:</b>	<b>Zachary Fruhling</b> <b>Mobile:</b> 831-331-6940 <b>Email:</b> <a href="mailto:zacharyfruhling@gmail.com">zacharyfruhling@gmail.com</a> (Preferred) <b>Email:</b> <a href="mailto:zachary.fruhling@cei.edu">zachary.fruhling@cei.edu</a> <b>Website:</b> <a href="https://www.zacharyfruhling.com">https://www.zacharyfruhling.com</a>

## Course Description

This course is an introduction to Western Philosophy. There are many ways to teach and learn philosophy. This course takes a largely historical approach to philosophy, including topics in presocratic philosophy, ancient Greek and Roman philosophy, medieval philosophy, modernity and modern philosophy, and topics in contemporary 20th- and 21st-century philosophy. Although philosophy can be thought of as a series of isolated topics and philosophical problems, you will gain a far richer understanding of the nature of philosophy by exploring the ongoing philosophical conversations and open questions that philosophers have been interested in from ancient times right up to the present day.

The best way to learn philosophy is to actually **do** philosophy, to **be** a philosopher! It is not enough merely to remember or memorize the positions and arguments that different philosophers have put forth in the history of philosophy. Philosophy is a living discipline with open questions about the nature of reality (metaphysics), the nature of knowledge

(epistemology), the nature of right and wrong (ethics), the nature of government (political philosophy), the nature of consciousness (philosophy of mind), and the nature of ourselves and our uniquely human nature, questions that go beyond the questions asked by any other discipline or science.

Even though the history of philosophy shows that philosophers themselves do not easily reach consensus on the answers to various philosophical questions—leading some people to question the value of philosophy itself as a discipline!—philosophy asks some of the most basic and specifically human questions of all, questions that humans have been asking since the dawn of humanity itself, and questions that no other living creature on Earth seems to have the capacity to ask. More than anything else, I want you to walk away from this course not only with a broad exposure to the various philosophical questions and topics that we will be exploring together in the course, but also with a love for philosophy itself, a *philo-philosophia*!

Exposure to philosophy will assist you in countless ways throughout the rest of your academic and professional career:

- Awareness of the philosophical, intellectual, and cultural movements that make up the history of western thought
- Critical reading and writing skills
- Abstract reasoning and critical thinking
- Practical problem-solving skills
- Communicating yourself and the reasons for your ideas and your views clearly—whether verbally or in written form
- Recognizing the connections between philosophical problems and the questions asked by any other discipline or area of interest you may have—academically, professionally, or personally

## Learning Outcomes

### Course Outcomes:

1. At the end of the semester you will have an increased understanding of important theories and concepts in philosophy.
2. At the end of the semester you will have had experience with applying different philosophical approaches to your own understanding of the world.
3. At the end of the semester you will have enhanced your ability to critically assess your own thoughts and motivations, and the thoughts and motivations of others.
4. At the end of the semester you will have an enhanced appreciation of the similarities and differences in how individuals and different cultures have understood their world both historically and today.

## **Ways of Knowing Outcomes:**

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
2. Perceive and understand formal, conceptual, and technical elements specific to philosophy.
3. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
4. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

## **General Education Outcomes:**

1. Demonstrate effective oral and written communication.
2. Demonstrate the ability to use critical thinking.
3. Be able to find, understand and critically use information.
4. Be able to use technology effectively and appropriately.

## **Instructional Methods**

The vast majority of our time together in-class will be devoted to exploring the various philosophical topics and problems—along with the positions and arguments of the philosophers that make up the content of the course. The course is designed to give you the broadest possible exposure to philosophical topics possible, to help you make connections between philosophy, your own interests, and your future areas of study.

Equally important to the course are ongoing improvements to your verbal and written communication skills. As such, attendance and participation in class discussions are required, making up a nontrivial portion of your grade for the course by means of your responses to written daily attendance questions (5 points each for a total of 155 points).

The largest portion of your grade in this course will result from four philosophical essays (100 points each) that you will compose throughout the course, due on Thursday of Week 4, Week 8, Week 13, and Week 17, respectively. We will devote some time to the nature and requirements of good philosophical writing (even if the vast majority of philosophers in the history of philosophy themselves don't meet those standards!). I expect to see improvement and development in the quality of your philosophical writing and thinking over the course of composing these four papers.

The remaining portion of your grade for the course will result from daily “mind map” reading outlining assignments that you will construct while completing the various readings for the

course (5 points each for a total of 145 points). Details of the mind map reading outline assignments will be provided to you on the first day of class and in Blackboard.

You are invited and encouraged to actively participate in the course's Blackboard discussion forums. I have set up a separate discussion forum for each topic in the course to make it easy to discuss and debate the course materials with your fellow students.

For any given class session, I have the following expectations:

1. Read the **assigned readings** for that class session **before** coming to class. Although we will often be walking through the key arguments and important passages from the readings in class, it is up to you to come to class prepared having already read the assigned readings. (It will quickly be evident to me and to your classmates during class discussions if you have not done the assigned readings!) I don't expect you to have a full or complete understanding of the material based on your initial reading, but I do expect you to have done the readings and to come to class prepared to discuss them—especially with your own questions and counterarguments that we can consider during our in-class discussions.
2. Complete and submit your daily **mind map reading outline assignment** for a particular topic with the course's Blackboard system **before** coming to class. The purpose of the mind map reading outline is to help you in coming to class prepared and with a basic understanding of the material, again in the interest of improving the quality of our in-class discussions and so I can see that you are keeping up with the reading—and reading thoroughly.
3. Be **respectful** and willing to entertain views other than your own, along with the reasons for those views (and your own!). Constructive disagreement and dialogue are at the very heart of philosophy and philosophical discussion. Taking the reasons for views other than your own seriously does not mean you must give up your existing views—but being willing to modify your views based on reasons, evidence, and considering possible objections to your own views is an essential part of academic and intellectual honesty.
4. Come to class **on-time** so we can start the class promptly at 10:30 AM. I will be taking attendance by means of written daily attendance questions at the beginning of each class session. Print your name legibly on your response to the daily attendance question so I know you were in attendance on any given day.
5. Your four philosophical essays are due **on paper and within the course's Blackboard system** at the beginning of class on the due dates listed in the schedule below.

# Required Materials

## Course Textbook

- **Title:** *Archetypes of Wisdom: An Introduction to Philosophy*, 9th Edition
- **Author:** Douglas J. Soccio
- **Publisher:** Cengage Learning
- **ISBN:** 9781305714991

## Additional Required Materials

Online readings as assigned in Blackboard and listed in the schedule of readings at the end of this syllabus.

## Technology

This course requires access to the College of Eastern Idaho Blackboard system (<https://cei.blackboard.com>) where you will find all non-textbook online readings and assignment instructions for this course.

You will also need access to any of several free or low-cost online Mind Map creation tools, such as the following:

- MindMup (<https://www.mindmup.com>)
- Popplet (<https://popplet.com>)
- Bubbl.us (<https://bubbl.us>)
- GitMind (<https://gitmind.com>)
- Canva (<https://www.canva.com>)
- Google Docs (<https://docs.google.com>)
- Google Slides (<https://docs.google.com/presentation>)
- Microsoft PowerPoint (<https://products.office.com/en-us/powerpoint>)
- Sketchboard.io (<https://sketchboard.io>)
- MindMaster (<http://mm.edrawsoft.com>)
- Wise Mapping (<http://www.wisemapping.com>)
- LucidChart (<https://www.lucidchart.com/pages/>)

You will, of course, also need access to a word processing environment such as [Google Docs](#), [Apple Pages](#), [Microsoft Word](#), etc., along with internet access for access to online readings and Blackboard.

Because many of the readings for the course are online open educational resources (OER), please bring with you to class a digital device (ideally a laptop or tablet computer) that you can use to follow along when looking at reading passages together in class. Bring your Soccio textbook to class regularly as well.

## Grading and Assignments

As discussed above, your final grade in this course will be a result of the following components:

- **Paper #1:** 100 points
- **Paper #2:** 100 points
- **Paper #3:** 100 points
- **Paper #4:** 100 points
- **Written Daily Attendance Questions:** 5 points per day (155 points total)
- **Mind Map Reading Outlining Assignments:** 5 points each (145 points total)
- **Total Points Possible:** 700 points
- **Note:** I will provide one or more opportunities for extra credit, to be announced, although you should not rely on extra credit for your grade in the course!

## Grading Scale

A	95–100	Outstanding performance
A-	90–94	Superior
B+	87–89	Excellent
B	85–86	Very good
B-	80–84	Good
C+	77–79	Better than satisfactory
C	75–76	Satisfactory
C-	70–74	Below Satisfactory
D+	67–69	May not pass requirements
D	66–65	May not pass requirements
D-	64–60	May not pass requirements
F	0–59	Not passing
I		Incomplete
W		Withdrawal (See CEI Policy)

# CEI Policies

## Important Enrollment Deadlines

- **First Week of Each Term:** Mandatory attendance: students need to be in attendance to meet financial aid requirements.
- **Friday of Second Week:** Any student who does not attend any of his or her classes during the first 2 weeks will be withdrawn from all courses and receive a “W” grade.
- **5pm Monday 3/30/2020:** Last day to drop with a W for withdrawal. No failing grade on transcript.
- **YOU** are responsible for verifying your enrollment in the course and/or dropping the course by the relevant deadlines if you do not intend to complete the course.

## Final Exam Policy

Please note that rescheduling exams—if available—is only allowed in specific circumstances and requires advanced planning.

## Permanent College Transcript

The grade you receive in this class will be recorded on your permanent college transcript and will follow you throughout your college career. This grade can only be overridden by paying full tuition and retaking this same course.

## Students Rights and Responsibilities

All CEI students should review policies that relate to student rights and responsibilities.

## Americans with Disabilities Statement

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with Disabilities Services as early as possible. The instructor should be notified of accommodations no later than the first week of the term. Students may also wish to contact the CEI Disability Services at 535-5314; <http://www.cei.edu/dsr>

## **CEI Non-Discrimination Policy**

The goal of the College of Eastern Idaho Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of the CEI that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran status or any other classes protected under Federal and State statutes in any education program, activities or employment. Persons having questions about equal opportunity and non-discrimination should refer to the website or catalog.

## **Title IX Statement**

Title IX protects people from discrimination based on sex in education programs and activities. This includes conduct such as: gender discrimination (includes males, females, transgender, gender identity, etc.), sexual harassment, sexual assault, stalking, intimate partner/relationship violence, bullying and cyberbullying, retaliation, the failure to provide equal opportunity in athletics and discrimination based on pregnancy. Persons having questions about Title IX should contact Title IX Coordinator.

## **Student Code of Conduct**

The student is expected to follow the CEI Student code of conduct found in the catalog.

## **General Education Statement**

This course may fulfill the requirement for the General Education at the College of Eastern Idaho. It is designed not only to teach information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than an acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

## **Basic Needs Security Statement**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Center for New Directions for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to recommend or provide any resources that he may have available.



# Schedule of Topics, Readings, and Assignments

## Week 1

### Tuesday 1/14—First Day of Class

- Topic: What Is Philosophy?
- Review syllabus
- Purchase textbooks

### Thursday 1/16

- Topic:
  - Module 1: Presocratic Philosophy
- Readings:
  - Soccio: Introduction
  - Soccio: Overview of Classical Themes
  - Soccio, Chapter 2: The Presocratic Sophos
  - Soccio, Chapter 3: The Sophist: Protagoras
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

## Week 2

### Tuesday 1/21

- Topic:
  - Module 2: Socrates, Part 1
- Readings:
  - Soccio, Chapter 4: The Wise Man: Socrates
  - Plato, *Five Dialogues*: Euthyphro (Blackboard)
  - Plato, *Five Dialogues*: Apology (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

### Thursday 1/23: No Class! (Prior Commitment)

## Week 3

### Tuesday 1/28

- Topic:
  - Module 3: Socrates, Part 2
- Readings:
  - Review Soccio, Chapter 4: The Wise Man Socrates
  - Plato, *Five Dialogues*: Crito (Blackboard)
  - Plato, *Five Dialogues*: Phaedo (Blackboard)
- Assignments Due:
  - MindMap Reading Outline (Blackboard)

**Thursday 1/30**

- Topic:
  - Module 4: Plato
- Readings:
  - Soccio, Chapter 5: The Philosopher-King: Plato
  - Plato, *Republic* (Blackboard)
- Assignments Due:
  - MindTap Reading Outline (Blackboard)

**Week 4****Tuesday 2/4**

- Topic: Module 5: Aristotle
- Readings
  - Soccio, Chapter 6: The Naturalist: Aristotle
  - Aristotle, *Posterior Analytics* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 2/6**

- Topic:
  - Module 6: The Stoics
- Readings:
  - Soccio, Chapter 7: The Stoics: Epictetus and Marcus Aurelius
  - Marcus Aurelius, *Meditations* (Blackboard)
  - Seneca, *Letters from a Stoic* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)
  - Paper #1 (Blackboard and in class)

**Week 5****Tuesday 2/11**

- Topic:
  - Module 7: Medieval Philosophy
- Readings:
  - Soccio, Chapter 8: The Scholar: Thomas Aquinas
  - Solomon, *The Big Questions*, Chapter 3: God (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 2/13**

- Topic:
  - Module 8: Modern Philosophy, Part 1: Origins of Modern Philosophy; Continental Rationalism
- Readings:

- Soccio: Overview of Modern Themes
- Soccio, Chapter 9: The Rationalist: René Descartes
- Descartes, *Meditations on First Philosophy* (Blackboard)
- Clayton, *The Problem of God in Modern Thought*, Chapter 2 (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

## Week 6

### Tuesday 2/18

- Topic:
  - Module 9: Modern Philosophy, Part 2: British Empiricism
- Readings:
  - Soccio, Chapter 10: The Skeptic: David Hume
  - Hume, *An Enquiry Concerning Human Understanding*, I–VII (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

### Thursday 2/20

- Topic:
  - Module 10: Kant
- Readings:
  - Soccio, Chapter 11: The Universalist: Kant
  - Kant, *Prolegomena to Any Future Metaphysics* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

## Week 7

### Tuesday 2/25

- Topic:
  - Module 11: Nietzsche
- Readings:
  - Soccio, Chapter 16: The Anti-Philosopher: Friedrich Nietzsche
  - Nietzsche, *On Truth and Lies in a Nonmoral Sense* (Blackboard)
  - Nietzsche, *The Gay Science* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

### Thursday 2/27

- Topic: Module 12: Foucault
- Readings:
  - No Soccio Reading!
  - Foucault, *Power/Knowledge* (Blackboard)
  - Foucault, *The Archaeology of Knowledge* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

## Week 8

### Tuesday 3/3

- Topic:
  - Module 13: Wittgenstein
- Readings:
  - Soccio, Chapter 17: The Twentieth Century: Ludwig Wittgenstein and Martin Heidegger
  - Wittgenstein, *Philosophical Investigations* (Blackboard)
  - Wittgenstein, *On Certainty* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

### Thursday 3/5

- Topic:
  - Module 14: Heidegger
- Readings:
  - Soccio, Chapter 17: The Twentieth Century: Ludwig Wittgenstein and Martin Heidegger
  - Heidegger, *Being and Time* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)
  - Paper #2 (Blackboard and in class)

## Week 9

### Tuesday 3/10

- Topic:
  - Module 15: Existentialism, Part 1: Kierkegaard and Camus
- Readings:
  - Soccio, Chapter 14: The Existentialist: Søren Kierkegaard
  - Camus, *The Myth of Sisyphus* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

### Thursday 3/12

- Topic:
  - Module 16: Existentialism, Part 2: Sartre
- Readings:
  - Soccio, Chapter 18: Philosophy as a Way of Life
  - Sartre, *Existentialism is a Humanism* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

## Week 10

### Tuesday 3/17

- Topic:
  - Module 17: Moral Philosophy, Part 1: Virtue Ethics
- Readings:
  - Review Soccio, Chapter 6: Aristotle
  - Aristotle, *Nicomachean Ethics* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 3/19**

- Topic:
  - Module 18: Moral Philosophy, Part 2: Deontological / Rule-Based Ethics
- Readings:
  - Review Soccio, Chapter 11: The Universalist: Immanuel Kant
  - Kant, *Grounding for the Metaphysics of Morals* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Week 11**

**Tuesday 3/24**

- No Class! (Spring Break)

**Thursday 3/26**

- No Class! (Spring Break)

**Week 12**

**Tuesday 3/31**

- Topic: Module 19: Moral Philosophy, Part 3: Consequentialism / Utilitarianism
- Readings:
  - Soccio, Chapter 12: The Utilitarian: John Stuart Mill
  - Singer, *Animal Liberation* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 4/2**

- Topic:
  - Module 20: Postmodernism, Part 1 - Lyotard
- Readings:
  - No Soccio Reading!
  - Lyotard, *The Postmodern Condition* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Week 13**

**Tuesday 4/7**

- Topic:
  - Module 21: Postmodernism, Part 2 - Baudrillard
- Readings:
  - No Soccio Reading!
  - Baudrillard, *Simulations* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 4/9**

- Topic:
  - Module 22: Theories of Truth and Philosophy of Science
- Readings:
  - No Soccio Reading!
  - Solomon, *The Big Questions*, Chapter 5, The Search for Truth (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)
  - Paper #3 (Blackboard and in class)

**Week 14**

**Tuesday 4/14**

- Topic:
  - Module 23: Political Philosophy: The State of Nature - Locke and Hobbes
- Readings:
  - No Soccio Reading!
  - Locke, *Second Treatise of Government* (Blackboard)
  - Hobbes, *Leviathan* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 4/16**

- Topic:
  - Module 24: Transcendentalism - Thoreau
- Readings:
  - Thoreau, *Walden*
  - Thoreau, *Walking* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Week 15**

**Tuesday 4/21**

- Topic:
  - Module 25: The Mind and Consciousness, Part 1: Dualism (Revisited)
- Readings:
  - Soccio, Chapter 9: The Rationalist: René Descartes
  - Descartes, *Meditations on First Philosophy*, Meditation VI (Blackboard)

- Chalmers, *Zombies on the Web* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 4/23**

- Topic:
  - Module 26: The Mind and Consciousness, Part 2: Materialist Theories of Consciousness
- Readings:
  - No Soccio Reading!
  - Identity Theory (Blackboard)
  - Behaviorism (Blackboard)
  - Functionalism (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Week 16**

**Tuesday 4/28**

- Topic:
  - Module 27: The Mind, Part 3: Non-Reductive Physicalism and Emergence
- Readings:
  - No Soccio Reading!
  - Mind and the Causal Exclusion Problem (Blackboard)
  - Clayton, *Mind and Emergence* (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 4/30**

- Topic:
  - Module 28: Free Will and Determinism
- Readings:
  - No Soccio Reading!
  - Solomon, *The Big Questions*, Chapter 7: Freedom (Blackboard)
- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Week 17**

**Tuesday 5/5**

- Topic:
  - Module 29: Science and Religion
- Readings:
  - Griffin, *The Reenchantment of Science*, Chapter 1: Introduction by David Ray Griffin (Blackboard)
  - Griffin, *The Reenchantment of Science*, Chapter 2: The Cosmic Creation Story by Brian Swimme (Blackboard)

- Assignments Due:
  - Mind Map Reading Outline (Blackboard)

**Thursday 5/7**

- Topic:
  - Last Day of Class—Takeaways
- Readings:
  - None
- Assignments Due:
  - Paper #4 (Blackboard and in class)