



College of Eastern Idaho Syllabus

- Course Number/Section:** PHIL-101-04 | Introduction to Philosophy | Credits: 3
- Course Date(s):** Spring 2021, 1/11/2021 through 5/7/2021
- Course Meeting Times:** Fully online, asynchronous; First assignment due in Blackboard by Sunday, 1/17, at 11:59 PM
- Course Location:** [CEI Blackboard](#)
- Instructor:** **Zachary Fruhling**
Email: zachary.fruhling@cei.edu
Email: zacharyfruhling@gmail.com
Phone: 831-331-6940
Website: <https://www.zacharyfruhling.com>
Office Hours: Wednesdays, 5:00–6:00 PM via Zoom (link in Blackboard)

Course Description: An introduction to the concepts and methods of deductive and inductive logic, with special emphasis on the use of logical methods to identify, analyze, construct, and evaluate everyday arguments.

Course Materials:

- Textbook Title: [Archetypes of Wisdom: An Introduction to Philosophy, 9th edition](#) by Douglas J. Soccio
- ISBN: [9781285874319](#)
- Publisher: Cengage

COVID-19 Mask/Face Covering Policy: Students will be required to wear face coverings or masks in buildings at all times. Masks are available for free at the Kiosk desk in Building 3. Specific details are available at <http://www.cei.edu/covid19-information/>.

Institutional Student Learning Outcomes:

CEI has established a blueprint for academic success based on three institutional student learning outcomes that are incorporated throughout the curriculum. All students are expected to attain proficiency in each of these areas as part of any associate degree. The institutional student learning outcomes which are incorporated into this course appear in bold text below:

Critical Thinking:

1. Identify a problem.
2. Identify and articulate what is known.
3. Seek additional information as needed.
4. Generate possible solution strategies.
5. Evaluate Solutions.

Communication:

1. Use of Sources
2. Rhetorical Knowledge

3. Critical Sender/Receiver
4. Process Knowledge

Civic and Global:

1. Ethical Conduct
2. Civic Learning
3. Responsible Citizenship
4. Diverse Perspectives

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.

Arts & Humanities

Recognize and describe humanistic, historical, or artistic works or problems within patterns of the human experience.	Distinguish and apply terminologies, Methodologies, processes, epistemologies, and traditions specific to the discipline(s).	Perceive and understand formal, conceptual, and technical elements specific to the discipline.	Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.	Interpret artistic and/or humanistic works through the creation of art or performance.	Develop critical perspectives or arguments about the subject matter, grounded in evidence based analysis.	Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
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Mathematical

Read, interpret, and communicate mathematical concepts.	Represent and interpret information/data.	Select, execute and explain appropriate strategies/procedures when solving mathematical problems.	Apply quantitative reasoning to draw appropriate conclusions and support them.
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Oral Communication

Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.	Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.	Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.	Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.	Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.	Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
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Scientific

Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.	Understand the scientific method and apply scientific reasoning to critically evaluate assertions.	Interpret and communicate scientific information via written, spoken, and/or visual representations.	Describe the relevance of specific scientific principles to the human experience.	Form and test a hypothesis in the laboratory, classroom, or field using discipline-specific tools and techniques for data collection and/or analysis.
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Social & Behavioral

Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social or Behavioral Science discipline.	Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.	Utilize Social or Behavioral Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.	Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.	Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.
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Written Communication

Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.	Adopt strategies and genre that are appropriate to the rhetorical situation.	Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.	Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.	Address readers' biases and assumptions with well-developed evidence-based reasoning.	Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.	Read, interpret, and communicate key concepts in writing and rhetoric.
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General Education Program 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.

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.

Instructional Methods:

As this is a fully online, asynchronous course with no synchronous online class meetings, you will need to be *extremely* self-motivated to be successful in this course. Each week you will have both a textbook reading and one or

more primary source readings to complete, along with various other instructional materials to review. You are welcome to purchase either the physical book or the eBook version of the required textbook (Soccio, [Archetypes of Wisdom](#), 9th edition), although you may find the physical version of the book handier for completing the accompanying post-reading reflection exercises. In addition to the required reading, each week you will have an end-of-week post-reading reflection assignment to complete in Blackboard, consisting of a variety of short-answer and/or essay questions in direct response to the philosophical issues and concepts from the reading. Each short-answer/short-essay question is worth 10 points, and the number of questions will vary from week to week. See the post-reading reflection assignments in Blackboard for details. The grade on your post-reading reflections will be based on a number of factors: accuracy and comprehension, engagement with the textbook readings and primary source material, reflectiveness, philosophical depth, style and tone, grammar and spelling, and so on.

In addition to the post-reading reflection assignments, there are also four longer paper assignments due at the end of Week 4, Week 8, Week 13, and Week 17, respectively, with the final paper being due by 11:59 PM on Sunday, 5/7/2021. Each of these four paper assignments is worth 100 points, and assignment instructions will be provided in Blackboard at least two weeks before the due date for each paper.

Additional Expectations:

1. Read the **assigned readings** for that class session **before** completing the weekly post-reading reflection assignments. It will quickly be evident to me 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 make a bona fide intellectual effort at understanding and evaluating the soundness of each new philosophical argument or theory you encounter in the course.
2. Complete and submit your weekly **post-reading reflection** assignment for a particular topic in Blackboard at the end of the week by Sunday at 11:59 PM, with the exception of the final week for which the due date will be Friday, 5/7/2021 at 11:59 PM. The purpose of the post-reading reflection assignments is to help you in understanding the required readings, in beginning to think critically and philosophically about the new concepts and theories you are encountering, so I can gauge your comprehension of the material, and so I can see that you are keeping up with the required course materials.
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. Submit all assignments in Blackboard **on time**. Your post-reading reflections are due weekly by Sunday at 11:59 PM, as listed in the schedule below. Weekly post-reading reflection assignments submitted after the posted deadline in Blackboard will not be accepted.
5. Your four longer philosophical essays are due **within the course's Blackboard system** by 11:59 PM on the dates listed in the schedule below. Late papers will be reduced by one letter grade for every calendar day past the posted due dates.

Grading & 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
- **Post-Reading Reflection Assignments:** 10 points per question
- **Total Points Possible:** 2,300 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!

CEI grading scale (refer to CEI catalog):

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 65-66 may not pass requirements
D- 60-64 may not pass requirements
F 0-59 Not passing
I Incomplete
W Withdrawal (policy at CEI)

Academic Integrity:

Academic integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism and maintenance of academic standards. Maintaining academic integrity involves: creating and expressing your own ideas in course work; acknowledging all sources of information; completing assignments independently or acknowledging collaboration; accurately reporting results when conducting your own research or with respect to labs; and honesty during exams.

All CEI students are expected to display appropriate conduct while on campus or attending college-sponsored activities. The College will take appropriate action for any demonstration of academic dishonesty. Academic dishonesty is defined as a willful perversion of truth, stealing, cheating, or defrauding in instructional matters. Students will have engaged in academic dishonesty: If they have copied the work of another without attribution, willfully allowed another to copy their work, falsified information, participated in unauthorized collaboration, obtained an examination prior to its administration, used unauthorized aid(s) during an examination, knowingly assisted someone else during an examination, submitted the work of another as though it were their own, committed other acts of plagiarism, or actions deemed to be dishonest by the instructor.

Violations of academic integrity may be subject to the Student Conduct process. Please see the Student Handbook at <http://www.cei.edu/current-student>.

CEI Student Affairs**Policies & Catalog:**

CEI's student-related policies and procedures can be found in the following places:

1. The CEI catalog has updates on all of our student-related procedures. "Catalog-rights" are given when students are admitted to specific programs. Visit: www.cei.edu/catalog.
2. Some CEI Policies impacting students can be found at www.cei.edu/hr/policies-procedures. Policies specifically impacting students: www.cei.edu/hr/policies-procedures/student-affairs.
3. Your student handbook has bylaws, policies, procedures and the links above.
4. Students can send any concern to Student.Concern@cei.edu or 208-524-3000 (Option 4).

The catalog includes information regarding auditing a class, incomplete grade contracts, transfer credits and withdrawals. For additional information contact the Registrar's Office: 208-524-3000 (Option 4) or assistant.registrar@cei.edu.

Student General Services:

- a. **Center for New Directions (CND):** BLDG 5, RM# 591 / 208-535-5363.

- b. **Counseling Center:** www.cei.edu/counseling-center / 208-535-5622 to schedule an appointment.
- c. **Equity & Title IX:** www.cei.edu/hr/policies-procedures/student-affairs/view?p=602 / 208-535-5491
- d. **Financial Aid:** BLDG 3, RM# 353 / 208-535-5374 / financial.aid@cei.edu / www.cei.edu/financial-aid.
- e. **Student Life:** Student Life office located in Building 3, RM#351.
- f. **Transfer & Transitions:**
<http://www.cei.edu/programs-of-study/general-education/transfer-transitions>.

Equity & Title IX:

Equal rights and access are paramount to the student experience at CEI and is the law. "Title IX" specifically refers to a gender equity law passed in 1972 which states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." A link to all equity, Title IX, and all student-related policies can be found at www.cei.edu/hr/policies-procedures/student-affairs as well as several policies and procedures in our CEI Catalog: www.cei.edu/catalog, which is updated yearly.

CEI Title IX policy: www.cei.edu/hr/policies-procedures/student-affairs/view?p=602.

Title IX contact information for students: Student.Concern@cei.edu OR 208-524-3000 (Option 4).

Disability Resource Center (Located inside Center for New Directions):

ADA Policy – CEI is committed to providing educational opportunities to all qualified individuals. CEI complies with the Americans with Disabilities Act of 1990 (ADA) as amended in 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973, which states that no qualified person shall, because of their disability, be denied access to, participation in, or the benefits of, any program or activity operated by the College.

Students with questions about accessibility or requesting reasonable accommodations should contact the Disability Resource Center: Building 5, Room 591, 208-535-5462 / disability.resources@cei.edu.

Information Technology (I.T.) – Help Desk:

The I.T. Help Desk is here to provide computer and software support for students. CEI IT Help Desk They can also help with password resets. Their website is www.cei.edu/mycei/help-desk or call 208-535-5444.

Library:

The CEI Library provides books, periodicals, audio-visual materials, and online resources designed to support the College's academic programs and courses. The library includes a computer lab and two group study spaces. Fast, free interlibrary loan is available. The library's catalog and databases can be accessed at <http://www.cei.edu/library>. Contact information: Nathan Brown, College Librarian: 208-535-5349 or nathan.brown@cei.edu; Circulation desk phone number: 208-535-5312.

Tutoring Center:

The tutoring center provides services for math, science and writing. Make an appointment on our website: www.cei.edu/tutoring-center. Email tutoringcenter@cei.edu to see how we can help you succeed! The tutoring center is located in Building 1, Room 125. Call 208-535-5490.

Disclaimer:

Changes to this schedule may be necessary as this course progresses. When a need to change the schedule arises students will be informed in advance via an announcement in Blackboard.

Tentative Course Schedule:

Weekly assignments are due in Blackboard by 11:59 PM on Sunday night of the weekend following each week. See the assignment instructions in Blackboard.

Week 1 (1/11–1/17)

Textbook Reading(s):

- Soccio, Introduction: Philosophy and the Search for Wisdom
- Overview of Classical Themes

Primary Source Reading(s):

- The Educational Benefits of Obscurity: Pedagogical Esotericism (Melzer)

Assignment(s):

- Week 1 Post-Reading Reflections

Week 2 (1/18–1/24)

Textbook Reading(s):

- Soccio, Chapter 1: The Asian Sages: Lao-tzu, Confucius, and Buddha
- Soccio, Chapter 2: The Presocratic Sophos

Primary Source Reading(s):

- *Philosophy Before Socrates* (McKirahan), Chapter 1: The Sources of Early Greek Philosophy (Blackboard)

Assignment(s):

- Week 2 Post-Reading Reflections

Week 3 (1/25–1/31)

Textbook Reading(s):

- Soccio, Chapter 3: The Sophist: Protagoras

Primary Source Reading(s):

- *Protagoras* (Plato) (Blackboard)

Assignment(s):

- Week 3 Post-Reading Reflections

Week 4 (2/1–2/7)

Textbook Reading(s):

- Soccio, Chapter 4: The Wise Man: Socrates

Primary Source Reading(s):

- *Euthyphro* (Plato) (Blackboard)
- *Apology* (Plato) (Blackboard)
- *Crito* (Plato) (Blackboard)
- *Phaedo* (Plato) (Blackboard)

Assignment(s):

- Week 4 Post-Reading Reflections
- Paper #1

Week 5 (2/8–2/14)**Textbook Reading(s):**

- Soccio, Chapter 5: The Philosopher-King: Plato

Primary Source Reading(s):

- *Republic*, Book VII (Plato) (Blackboard)
- *Meno* (Plato) (Blackboard)

Assignment(s):

- Week 5 Post-Reading Reflections

Week 6 (2/15–2/21)**Textbook Reading(s):**

- Soccio, Chapter 6: The Naturalist: Aristotle

Primary Source Reading(s):

- *Nicomachean Ethics* (Aristotle) (Blackboard)
- *Posterior Analytics* (Aristotle) (Blackboard)

Assignment(s):

- Week 6 Post-Reading Reflections

Week 7 (2/22–2/28)**Textbook Reading(s):**

- Soccio, Chapter 7: The Stoics: Epictetus and Marcus Aurelius

Primary Source Reading(s):

- *Meditations* (Marcus Aurelius) (Blackboard)
- *Letters from a Stoic* (Seneca the Younger) (Blackboard)

Assignment(s):

- Week 7 Post-Reading Reflections

Week 8 (3/1–3/7)**Textbook Reading(s):**

- Soccio, Chapter 8: The Scholar: Thomas Aquinas
- *The Big Questions* (Solomon), Chapter 3: God (Blackboard)

Primary Source Reading(s)

- N/A

Assignment(s):

- Week 8 Post-Reading Reflections
- Paper #2

Week 9 (3/8–3/14)**Textbook Reading(s):**

- Soccio: Overview of Modern Themes
- Soccio, Chapter 9: The Rationalist: René Descartes

Primary Source Reading(s)

- *Meditations on First Philosophy* (Descartes) (Blackboard)

Assignment(s):

- Week 9 Post-Reading Reflections

Week 10 (3/15–3/21)**Textbook Reading(s):**

- Soccio, Chapter 10: The Skeptic: David Hume

Primary Source Reading(s)

- *An Enquiry Concerning Human Understanding* (Hume) (Blackboard)

Assignment(s):

- Week 10 Post-Reading Reflections

Week 11 (3/22–3/28): Spring Break!**Textbook Reading(s):**

- Spring Break!

Primary Source Reading(s)

- Spring Break!

Assignment(s):

- Spring Break!

Week 12 (3/29–4/4)

Textbook Reading(s):

- Soccio, Chapter 11: The Universalist: Immanuel Kant

Primary Source Reading(s)

- *Groundwork for the Metaphysics of Morals* (Kant) (Blackboard)
- *Prolegomena to Any Future Metaphysics* (Kant) (Blackboard)

Assignment(s):

- Week 12 Post-Reading Reflections

Week 13 (4/5–4/11)

Textbook Reading(s):

- Soccio, Chapter 12: The Utilitarian: John Stuart Mill

Primary Source Reading(s)

- *Utilitarianism* (Mill) (Blackboard)

Assignment(s):

- Week 13 Post-Reading Reflections
- Paper #3

Week 14 (4/12–4/18)

Textbook Reading(s):

- Soccio, Chapter 13: The Materialist: Karl Marx

Primary Source Reading(s)

- *The Communist Manifesto* (Marx & Engels) (Blackboard)

Assignment(s):

- Week 14 Post-Reading Reflections

Week 15 (4/19–4/25)

Textbook Reading(s):

- Soccio, Chapter 14: The Existentialist: Søren Kierkegaard

Primary Source Reading(s)

- N/A

Assignment(s):

- Week 15 Post-Reading Reflections

Week 16 (4/26–5/2)**Textbook Reading(s):**

- Soccio, Chapter 16: The Anti-Philosopher: Friedrich Nietzsche

Primary Source Reading(s)

- *On Truth and Lies in a Nonmoral Sense* (Nietzsche) (Blackboard)
- *The Gay Science* (Nietzsche) (Blackboard)

Assignment(s):

- Week 16 Post-Reading Reflections

Week 17**Textbook Reading(s):**

- Soccio, Chapter 17: The Twentieth Century: Ludwig Wittgenstein and Martin Heidegger
- Soccio, Chapter 18: Philosophy as a Way of Life

Primary Source Reading(s)

- *Philosophical Investigations* (Wittgenstein) (Blackboard)
- *Being and Time* (Heidegger) (Blackboard)
- *Existentialism Is a Humanism* (Sartre) (Blackboard)

Assignment(s):

- Week 17 Post-Reading Reflections
- Paper #4

The Registrar's Office recommends reviewing the following (www.cei.edu/catalog):

- Last day to add/drop
- Last day to withdraw from regular full-term courses
- Last day to withdraw from short-term courses