

# 2022 Spring Introduction to Philosophy (PHIL-101-04)

## PHIL-101

Spring 2022 3 Credits 01/10/2022 to 05/06/2022 Modified 01/09/2022

### Meeting Times

Online

### Contact Information

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### Course Description

This course increases an understanding of important theories and concepts in philosophy from ancient philosophy to modern views of ethics. This course discusses why truth matters and what we owe to others. This CEI course meets Idaho State Board GEM competency requirements in GEM 5 Humanistic and Artistic Ways of Knowing.

### Textbook & Materials

#### Archetypes of Wisdom

Author: Douglas J. Soccio

Publisher: Cengage

Edition: 9th

ISBN: 9781285874319

Availability: Campus Bookstore, Amazon

- [Archetypes of Wisdom at the campus bookstore \(https://www.bkstr.com/eitcstore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=PHIL&courseDisplayName=101&sectionDisplayName=04&programId=4156&termId=100071724\)](https://www.bkstr.com/eitcstore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=PHIL&courseDisplayName=101&sectionDisplayName=04&programId=4156&termId=100071724)
- [Archetypes of Wisdom via Amazon.com \(https://amzn.to/3JUKwll\)](https://amzn.to/3JUKwll)

### Learning Outcomes

#### 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 and 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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## Program Outcomes

### 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

### Course-Level 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.

## Course Policies

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 one or more textbook chapter 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* (<https://amzn.to/3JUKwll>), 9th edition), although you may find the physical version of the book handier for completing the accompanying post-reading reflection exercises.

Each week you will have an end-of-week reading response assignment to complete in Canvas. Each reading response assignment is worth 10 points. See the reading response assignments in Canvas for details. The grade on your reading response assignments 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 weekly reading response assignments, there are also three longer paper assignments due at the end of Week 5, Week 10, and Week 17, respectively, with the final paper being due by 11:59 PM on Friday, 5/6/2022. Each of these three paper assignments is worth 100 points, and assignment instructions will be provided in Canvas 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 **reading response assignments** for a particular topic in Canvas 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, 5/6/2022 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 Canvas **on time**. Your weekly reading response assignments are due by Sunday at 11:59 PM, as listed in the schedule below. Weekly reading response assignments submitted after the posted deadline in Canvas will not be accepted. Late paper assignments will be reduced by one letter grade for each 24 hours the paper is late.

## ✓ Grading & Assignments

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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
- **Post-Reading Reflection Assignments:** 10 points per assignment
- **Academic Integrity Agreement:** 10 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)

## Institutional Policies

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### Inclusion Statement

At CEI we value diverse opinions and input. We understand that students come from all walks of life and from varying backgrounds. We endeavor to teach critical thinking, backed by valid evidence, and expect civil discourse both in and out of the classroom. Students should feel comfortable offering alternate viewpoints so long as they are not discriminatory or disrespectful.

### 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 <https://www.cei.edu/current-student> (<https://www.cei.edu/current-student>).

### 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](http://www.cei.edu/catalog) (<https://www.cei.edu/catalog>).
2. Some CEI Policies impacting students can be found at [www.cei.edu/hr/policies-procedures](http://www.cei.edu/hr/policies-procedures) (<https://www.cei.edu/hr/policies-procedures>). Policies specifically impacting students: [cei.edu/hr/policies-procedures/student-affairs](http://cei.edu/hr/policies-procedures/student-affairs) (<https://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](mailto: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](mailto:assistant.registrar@cei.edu) (<mailto:assistant.registrar@cei.edu>).

### Student General Services

- a. **Center for New Directions (CND):** BLDG 5, RM# 591 / 208-535-5363.
- b. **Counseling Center:** [cei.edu/counseling-center](http://cei.edu/counseling-center) / 208-535-5622 to schedule an appointment.
- c. **Equity & Title IX:** [cei.edu/hr/policies-procedures/student-affairs/view?p=602](http://cei.edu/hr/policies-procedures/student-affairs/view?p=602) (<https://www.cei.edu/hr/policies-procedures/student-affairs?p=602>). / 208-535-5491
- d. **Financial Aid:** BLDG 3, RM# 353 / 208-535-5374 / [aid@cei.edu](mailto:aid@cei.edu) (<mailto:financial.aid@cei.edu>) / [www.cei.edu/financial-aid](http://www.cei.edu/financial-aid) (<https://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>

<https://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](http://www.cei.edu/hr/policies-procedures/student-affairs) (<https://www.cei.edu/hr/policies-procedures/student-affairs>) as well as several policies and procedures in our CEI Catalog: [www.cei.edu/catalog](http://www.cei.edu/catalog) (<https://www.cei.edu/catalog>), which is updated yearly.

CEI Title IX policy: [www.cei.edu/hr/policies-procedures/student-affairs/view?p=602](http://www.cei.edu/hr/policies-procedures/student-affairs/view?p=602) (<https://www.cei.edu/hr/policies-procedures/student-affairs?p=602>).

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

## Disability Resource Center

The Disability Resource Center is located inside the 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](mailto:disability.resources@cei.edu) (<mailto: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-deskit](http://www.cei.edu/mycei/help-deskit) (<https://www.cei.edu/mycei/help-deskit>) 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> (<https://www.cei.edu/library>). Contact information: Nathan Brown, College Librarian: 208-535-5349 or [nathan.brown@cei.edu](mailto:nathan.brown@cei.edu) (<mailto:nathan.brown@cei.edu>); Circulation desk phone number: 208-535-5312.

## Testing Center (Optional)

Some exams require proctoring through the Testing Center in Building 1. If you are required to take an exam through the Testing Center, you will need to follow all Testing Center policies and procedures. Failure to do so can result in disciplinary action. Please be aware that all testing needs to be completed by the time the Testing Center closes each day. Hours vary each day and can be found at [www.cei.edu/testing-center](http://www.cei.edu/testing-center) (<https://www.cei.edu/testing-center>). You can contact the Testing Center at 208-535-5438 or email [testing.center@cei.edu](mailto:testing.center@cei.edu) (<mailto:testing.center@cei.edu>).

## Tutoring Center

The tutoring center provides services for math, science and writing. Make an appointment on our web site: [www.cei.edu/tutoring-center](http://www.cei.edu/tutoring-center) (<https://www.cei.edu/tutoring-center>). Email [tutoringcenter@cei.edu](mailto:tutoringcenter@cei.edu) (<mailto: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.

## Schedule

- All assignments are due by Sunday night at 11:59 PM of their respective weeks, unless otherwise noted (e.g. the final paper

assignment).

- This course schedule of readings and assignments is subject to change at the instructor's discretion.

**Week 1: 1/10–1/16**

**Textbook Reading(s):**

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

**Assignment(s):**

- Week 1: Academic Integrity Agreement
- Week 1: Reading Responses

**Week 2: 1/17–1/23**

**Textbook Reading(s):**

- Chapter 1: The Asian Sages: Lao-tzu, Confucius, and Buddha

**Assignment(s):**

- Week 2: Reading Responses

**Week 3: 1/24–1/30**

**Textbook Reading(s):**

- Chapter 2: The Presocratic Sophos

**Assignment(s):**

- Week 3: Reading Responses

**Week 4: 1/31–2/6**

**Textbook Reading(s):**

- Chapter 3: The Sophist: Protagoras
- Chapter 4: The Wise Man: Socrates

**Assignment(s):**

- Week 4: Reading Responses

**Week 5: 2/7–2/13**

**Textbook Reading(s):**

- Chapter 5: The Philosopher-King: Plato

**Assignment(s):**

- Week 5: Reading Responses
- Paper #1

<b>Week 6: 2/14–2/20</b>
<b>Textbook Reading(s):</b> <ul style="list-style-type: none"><li>• Chapter 6: The Naturalist: Aristotle</li></ul>
<b>Assignment(s):</b> <ul style="list-style-type: none"><li>• Week 6: Reading Responses</li></ul>
<b>Week 7: 2/21–2/27</b>
<b>Textbook Reading(s):</b> <ul style="list-style-type: none"><li>• Chapter 7: The Stoics: Epictetus and Marcus Aurelius</li></ul>
<b>Assignment(s):</b> <ul style="list-style-type: none"><li>• Week 7: Reading Responses</li></ul>
<b>Week 8: 2/28–3/6</b>
<b>Textbook Reading(s):</b> <ul style="list-style-type: none"><li>• Chapter 8: The Scholar: Thomas Aquinas</li></ul>
<b>Assignment(s):</b> <ul style="list-style-type: none"><li>• Week 8: Reading Responses</li></ul>
<b>Week 9: 3/7–3/13</b>
<b>Textbook Reading(s):</b> <ul style="list-style-type: none"><li>• Overview of Modern Themes</li><li>• Chapter 9: The Rationalist: René Descartes</li></ul>
<b>Assignment(s):</b> <ul style="list-style-type: none"><li>• Week 9: Reading Responses</li></ul>
<b>Week 10: 3/14–3/20</b>
<b>Textbook Reading(s):</b> <ul style="list-style-type: none"><li>• Chapter 10: The Skeptic: David Hume</li></ul>
<b>Assignment(s):</b> <ul style="list-style-type: none"><li>• Week 10: Reading Responses</li><li>• Paper #2</li></ul>
<b>Week 11: 3/21–3/27</b>



**Textbook Reading(s):**

- Spring Break!

**Assignment(s):**

- Spring Break!

**Week 12: 3/28–4/3**

**Textbook Reading(s):**

- Chapter 11: The Universalist: Immanuel Kant

**Assignment(s):**

- Week 12: Reading Responses

**Week 13: 4/4–4/10**

**Textbook Reading(s):**

- Chapter 12: The Utilitarian: John Stuart Mill

**Assignment(s):**

- Week 13: Reading Responses

**Week 14: 4/11–4/17**

**Textbook Reading(s):**

- Chapter 14: The Existentialist: Søren Kierkegaard

**Assignment(s):**

- Week 14: Reading Responses

**Week 15: 4/18–4/24**

**Textbook Reading(s):**

- Chapter 16: The Anti-Philosopher: Friedrich Nietzsche

**Assignment(s):**

- Week 15: Reading Responses

**Week 16: 4/25–5/1**

**Textbook Reading(s):**

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

**Assignment(s):**

- Week 16: Reading Responses

**Week 17: 5/2–5/6**

**Textbook Reading(s):**

- N/A

**Assignment(s):**

- Paper #3 (Due Friday, 5/6, by 11:59 PM with no exceptions)