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2019

### Philosophy 100: Introduction to Philosophy syllabus

Bailie Peterson

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College of Humanities and Social Science  
Department of Philosophy

## Syllabus

### Philosophy 100: Introduction to Philosophy

Fall 2019

Tuesdays & Thursdays

2:00 – 3:15 Ross 1010 (CRN 15296 Section 003)

3 Credits – No Prerequisites

LAC Area 3c- Ways of Thinking; gtPathways

**Instructor:** Bailie Peterson

**Email:** [bailie.peterson@unco.edu](mailto:bailie.peterson@unco.edu) I will typically respond to emails within 24 hours.

**Office:** McKee 321

**Office Hours:** Tuesdays and Thursdays 12:45-1:45 McKee 321

**Virtual Office Hours:** **Mondays 11-12** (by Skype or Zoom) and by appointment

I will be online and ready to respond to students every Monday from 11-12. You can “drop in” then, or make an appointment for an alternative time, either in person or virtually. Students in the online course can come to in person office hours, and vice-versa.

#### **Catalog Course Description:**

An examination of issues pertaining to knowledge, reality and morality. Issues examined might include the following: Can we know anything? Does God exist? Is morality merely personal opinion?

We will consider questions from the main branches of philosophy (Logic, Ethics, Metaphysics, Epistemology, Existentialism, Ethics, Philosophy of Religion).

**(Meets Liberal Arts Core Requirement for area 3C. See details below).**

**Course objectives:** Philosophy 100 is designed to help students progress toward the learning goals of UNC's Liberal Arts Core, Area 3c:

- Describe at least one of the central differences between the ways in which at least two different cultures and/or historical periods have viewed the world in terms of their art, literature, philosophy, or language itself.
- Demonstrate a solid basic understanding of at least one way in which art, literature, philosophy, or language itself has contributed substantially to shaping their own experience and/or the experiences of their fellow human beings.
- Explain at least one salient difference between the artistic, literary, or philosophical approach or approaches to the world that they've studied in this area of the Core and the approaches to the world characteristics of the study of the natural and social sciences.

Students in this particular course will explore fundamental philosophical concepts and learn to deploy a variety of philosophical methods to resolve issues that arise in thinking about reality, knowledge, morality, religion, and logic.

PHIL 100 is also designed to help students achieve the statewide gtPathways competencies and content criteria for AH-3. The table below indicates how the specific learning outcomes of this course relate to those statewide goals:

<b><i>PHIL 100 course goals</i></b>	<b>AH-3 competencies and content criteria</b>
<i>1) Articulate understanding of the main fields of philosophy, and sample questions (and responses) within each area.</i>	Respond analytically and critically to ways of thinking, by addressing one or more of the following (a) Logic (b) Ethics (c) The different questions dealt with by leading philosophers and/or theologians and their positions on those questions.
<i>2) Identify primary issues, concerns, and debates within philosophy.</i>	1. <u>Explain an Issue</u> a. Use the information to describe a problem or issue and/or articulate a question related to the topic
<i>3) Explain how various contexts complicate responses to important questions.            4) Understand and apply the reasoning and methods used by philosophers. Strengthen critical thinking skills while becoming competent with introductory logic and related methodology.            5) To discuss controversial issues in a respectful, productive, and philosophically guided way.</i>	2. <u>Utilize Context</u> a. Evaluate the relevance of context when presenting a position b. Identify assumptions c. Analyze one's own and others' assumptions.

<p>6) <i>Articulate and defend a reasoned position on one or more issues in philosophy.</i></p> <p>7) <i>Understand and reflect upon the implications of philosophical positions in daily life.</i></p>	<p>5. <u>Understand Implications and Make Conclusions</u></p> <p>a. Establish a conclusion that is tied to the range of information presented</p> <p>b. Reflect on the implications and consequences of the stated conclusion</p>
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**Required materials:** This course will utilize *Open Educational Resources*. All readings and other materials are made available via Canvas and/or through Michener Library electronic reserves. See the outline of course content below. There are no other fees.

Main texts used:

Russ Payne: An Introduction to Philosophy (free/OER online text as word doc or pdf)  
<https://open.umn.edu/opentextbooks/textbooks/an-introduction-to-philosophy>

Bertrand Russell: The Problems of Philosophy

- Found in various places and formats (free/public domain):

- o Project Gutenberg: [http://www.gutenberg.org/files/5827/5827-h/5827-h.htm#link2H\\_PREF](http://www.gutenberg.org/files/5827/5827-h/5827-h.htm#link2H_PREF) and
- o <http://www.gutenberg.org/ebooks/5827>
- o Youtube (audio) : <https://www.youtube.com/watch?v=yu1xfhUHNrs> and
- o <https://www.youtube.com/watch?v=RNstB7WrUF8>
- o Librivox: (audio; sorted by chapter or downloadable): <https://librivox.org/the-problems-of-philosophy-by-bertrand-russell/>

### **Additional Course-Specific Goals**

Because of the focus on Open Pedagogy and Open Educational Resources, you will be asked to create sharable materials (e.g., an online Glossary of terms and a reading guide, to be shared with future students). The process of creating philosophy materials is therefore a part of the course, and a way to demonstrate mastery of content and learning outcomes. Materials will only be shared with future classes with your permission.

### **Course Requirements and Attendance Policy Summary:**

Attendance will be taken most days. In order to succeed in this course, active attendance is necessary, and frequent absences will negatively impact your grade. There will be time each day for discussion and response, in pairs, small groups and as a class. You will get much more out of the course (and develop skills related to goals 4 and 5 above) by being prepared, showing up, and bringing in your questions, comments and concerns as they occur to you while reading.

- Note: if you are not comfortable sharing your questions with the entire class, you may email them to me by the start of class.
- Sometimes, raising particularly thoughtful questions (in class or by email) or providing considered responses to these questions, will yield extra credit points.

**Course Requirements & Grading:** More assignment guidelines and rubrics provided on Canvas.

Final letter grades are determined by the following percentages and point totals:

A: 93% or more	465- 500 points
A-: 90-92%	450-464
B+: 87-89%	435- 449
B: 83-86%	415- 434
B-: 80-83%	400-414
C+: 77-79%	385- 399
C: 73-79%	365-384
C-: 70-73%	350-364
D+: 67-69%	335-349
D: 63-66%	315-334
D-: 60-62%	300-314
F: 0-59%	0-299

Note that percentages reported on Canvas can be misleading. For example, if you have not submitted an assignment, and a zero has not been recorded, this could show a higher percentage than you actually have. Please refer to total points, out of assignments due, to determine your grade, or see me for help.

Borderline grades may be rounded up where there is evidence of significant improvement in learning at the end of the term. Submission of late work requires permission of the instructor (more likely when requested in advance) and may be subject to a scoring penalty. Please note that no work can be accepted after the course has ended unless the student has arranged for an incomplete in advance.

### **Assignment Summary and due dates:**

**500** points possible:

**25** points for in-class reading comprehension and engagement activities, due in class during weeks 4, 6, 7, 9, 10, 12, and 15. Up to 5 points each. Assigned the class before, or, sometimes, in class. Cannot be made up unless absence is excused ahead of time. Up to 5 points of extra credit possible for completing all 7; no penalty for missing 2, though they will help you overall understanding of material.

**30** points for 2 part Wiki Assignment (2 parts x 15 pts each) **due 9/4 and 9/26; Canvas**

**25** points for Guide to Reading Philosophy; **due 11/22 Canvas**

**25** points for Fallacy Assignment, **due 9/12; Canvas** (in-class optional)

**20** points for Glossary submission **due 11/15; Canvas**

**100** points for 2 Quizzes **due 9/10 and 11/26; Canvas**

**150 points for 2 Exams (2 x 75 points each) Exam 1 (in-class, 10/1) and Exam 2 (in-class, 11/7)**

**25 points for film response paper due 10/31**

**25 points for Argument extraction/ response assignment due 11/14**

**75 points for Final Argument; includes in-class peer review (in-class 11/26) and draft (due 12/3)  
Final version due during Final Exam Period 12/13; option to present to class**

**Outline of course content (subject to change at instructor discretion):**

*Week 1(8/27 and 8/29): Introduction*

- Course Overview
- Payne Textbook 1: Introduction, Chapter 1
- Russell: Chapter 1 (read for 8/29)

*Week 2 (9/3 and 9/5): Arguments and Logic in Philosophy*

- Textbook Chapter 2:
- An Illustrated Book of Fallacies (online) pages TBA
  - Select Fallacy for Assignment; Select group for Wiki Part II
  - Wiki Part I due 9/4 on Canvas

*Week 3 (9/10 and 9/12): Epistemology – Skepticism and Certainty*

- R. Descartes, Selections from *Meditations on First Philosophy*
- B. Russell, “Chapter 2”
  - Quiz 1 due, on Canvas, 9/10 by midnight
  - Fallacy Assignment due 9/12 (can be shared in class, or posted on Canvas)

*Week 4 (9/17 and 9/19): Epistemology: The Scope and Limits of Knowledge*

- B. Russell, Chapter 3
- F. Jackson, “What Mary didn’t Know”
  - Short assignment #1 due before class Thursday

*Week 5 (9/24 and 9/26): Epistemology: Knowledge*

- B. Russell, Chapter V (Knowledge by Acquaintance and by Description)
  - Wiki Part II due 9/26

*Week 6 (10/1 and 10/3): Induction*

- B Russell, Chapter VI – On Induction
  - Quiz 2 in class 10/1
  - Short Induction Assignment (#2) due before class Thursday

### Week 7 (10/8 and 10/10): Rationalism and Empiricism

- Payne Textbook Chapters 4 and 5
    - Short Assignment #3 due by start of class.
      - You will be assigned a portion to summarize and explain to the class
      - You will be asked to present on 10/8 OR 10/10;
        - \*if you need to miss one of these dates, please let me know ASAP so I can schedule you for the other date
    - Chapter Summary Draft due 10/11 if feedback is requested
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### Week 8 (10/15 and 10/17): *Intro to Philosophy of Religion and Properties of God*

- Peterson, “Attributes of God” (online)
- Philosophy of Religion introduction text pages 1-6
- SEP - Omnipotence

### Week 9: (10/22 and 10/24) *Philosophy of Religion – Problem of Evil*

- Rowe – Problem of Evil
- Film – God on Trial
  - Short Assignment # 4 in Class this week

### Week 10: (10/29 and 10/31) *Arguments for the Existence of God- Ontological and Fine Tuning*

- Ontological Argument Reading
- Fine Tuning Argument – William Paley, plus contemporary response
  - Short Assignment # 5 – due Tuesday (Fine Tuning Response, Paley version)
  - Film Response Assignment due Thursday, on Canvas

### Week 11(11/5 and 11/7): *Philosophy of Religion – Wrap up and Exam 2*

- First Cause Argument (TBA)
- Exam review in class 11/5
  - Exam 2 in class 11/7

### Week 12 (11/12 and 11/14): *Metaphysics – Time and Identity*

- Reading – Ney (Ship of Theseus; Lump and Goliath; Time and Time Travel)
  - Glossary due 11/15
  - Short assignment # 6 due on Canvas before class Thursday
  - Argument extraction/ response assignment due 11/14 in class

### Week 13 (11/19 and 11/21): *Metaphysics – Minds and Bodies; Animal Minds;*

- Reading on Animal Minds; brief return to Princess Elisabeth and interaction problems

- Reading Guide due 11/22

### Week 14 (11/26): *Peer Review of Final Argument presentation*

- Peer Review in Class 11/26
- Quiz 4 due by midnight, 11/26

### Week 15 (12/3 and 12/5): *Philosophy and Meaning*

- B. Russell, Chapter XV – The Value of Philosophy (also discussed in Payne Ch 1)
- Payne Textbook: Meaning
  - Argument Draft due for feedback 12/3
  - Short Assignment #7 due at start of class Thursday

### Week 16 (12/13): *Final Exam Period*

- Wrap up discussion on Philosophy
  - Final Argument Presentation due, 2 pm
    - You may present your argument in class for extra credit, or submit finalized version ahead of time to be shared with class for discussion

**Final Exam Period is Friday December 13<sup>th</sup>, 2 pm (Registrar Scheduled Exam Period)**

#### **Important Deadlines:**

Add Deadline: Friday August 30th 2019

Drop Deadline: Friday September 9th 2019

#### **Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

#### **Food Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-2796.

#### **Academic Integrity**

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

## Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or [www.unco.edu/asap](http://www.unco.edu/asap)
- UNC Counseling Center: 970-351-2496 or [www.unco.edu/counseling](http://www.unco.edu/counseling)
- UNC Psychological Services: 970-351-1645 or [www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct) or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

## Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance)

**Support for Veteran Students:** I recognize the complexities of being a member of the military community and also a student. If you are a member of the military community, please inform me if you are in need of special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a difficulty, I will do everything I can to assist you or put you in contact with university staff who are trained to help you.

### Website:

This course has a Canvas website. Please check the website regularly for reading assignments and to access the class forum. Important documents, including this syllabus and future assignments, will be posted on Canvas. It is therefore important that you check the course website regularly.

### Email:

You must check the email account linked with canvas frequently. All official class communications concerning closures or other time sensitive matters will come to you via this email address. If you need help with your UNC email, visit <http://www.unco.edu/bearmail/>, contact the Technical Support Center at 970-351-HELP (351-4357), or submit an online ticket <http://www.unco.edu/it/supportu.htm>

### **A Note about Participation:**

Participation and discussion are fundamental to this course. I know that some students can find it challenging to speak up in class, and I want to help. To this end, it is imperative that we work together to make this class a comfortable and respectful environment where everyone feels free to take part. I am also working to make participation less stressful, for example, I will often ask you to participate from within smaller groups, which many students find easier than speaking in front of the entire class, and you will never be singled out. Canvas will also be used to facilitate discussion.

**It is important that we are courteous and respectful of each other and the opinions that are shared. We will be discussing controversial and sometimes personal topics. Rude or abusive language or actions will not be tolerated. *Anyone who demonstrates a lack of respect for others in the class will be asked to leave.***

**Late Work Policy and Catch Up Advice:** Late work is not accepted without prior permission. Please email me, stop by office hours, or talk to me before or after class to discuss the possibility of deadline extensions. Extensions are far more likely if you contact me well in advance of the deadline (to the extent that prior notice is possible- emergency situations will be excused).

There are many ways to succeed in this class, and if you have fallen behind, we may be able to come up with a plan to ensure your success in the course. However, it is important that you get in touch with me as soon as possible in such cases.

### **A Note about Grading:**

A concern that students sometimes have is that they will be graded on what their opinion is, rather than how well they present and evaluate an argument. This is not the case. You will not be graded on what side you take in a particular debate. Instead, you will be graded on how well you articulate your view, and apply the critical methods we will learn in class. Note that although you are not expected to take a particular side in your writing, you will be required to discuss important counterexamples and criticisms of the view that you support.

### **The Liberal Arts Core**

“The Liberal Arts Core curriculum, administered by University College in collaboration with UNC's other colleges, is the centerpiece of an undergraduate student's learning at UNC. To be an educated person means not only to possess a set of skills and knowledge within a discipline but to be a continual learner able to understand the connections between and among the academic disciplines. The vision and goals of the LAC encapsulate the university's aspirations for all of its graduates.”

#### **The Place of This Course in UNC’s Liberal Arts Core**

This course can be counted as a “Ways of Thinking” course in the Arts and Humanities area of UNC’s Liberal Arts Core and as such, it’s designed to meet a number of objectives specifically related to courses in that specific area of the Core. Therefore, in addition to the course specific goals mentioned on page 1, you should find, at the end of the term that you’ve made substantial

progress towards the goals of area 3c of the Arts and Humanities area of the Core. “Ways of Thinking” courses help students acquire a variety of critical thinking skills

Critical Thinking: Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

UNC courses in LAC Area 3c prepare you to demonstrate the following critical thinking outcomes:

1. Explain an issue as demonstrated by an ability to
  - a. Use information to describe a problem or issues and/or articulate a question related to the topic.
2. Utilize context as demonstrated by an ability to
  - a. Evaluate the relevance of context when presenting a position.
  - b. Identify assumptions.
  - c. Analyze one’s own and other’s assumptions.
3. Understand implications and make conclusions as demonstrated by an ability to
  - a. Establish a conclusion that is tied to the range of information presented.
  - b. Reflect on implications and consequences of stated conclusion.

Your progress towards acquiring these skills will be assessed in the written assignments for the course as well as in-class assignments and discussions (e.g., in writing your essays, you will be required to formulate a question related to a philosophical issue, identify your assumptions and those in the opposing positions, and develop a carefully reasoned analysis and response to the issue you explore). All learning outcomes will be assessed within the written assignments and final project.

This will include discussion of how your point of view and understanding of the philosophical issues we encounter evolves as you develop a deeper understanding of philosophical methodology, and will require reflection on how this compares and contrasts with approaches from other areas of study. We will reflect on these goals in the assignment guidelines and in our class discussion.

### **Colorado Guaranteed Transfer Pathways Program**

The Colorado Commission on Higher Education has approved Phil 150 for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-AH3] category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

Courses in this area require that students become able to:

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

a. logic b. ethics c. the different questions dealt with by leading philosophers and/or theologians and their positions on those questions

The state's specific content and critical thinking competency criteria for courses in Arts and Humanities in the GT Pathways Program can be found here:

[http://highered.colorado.gov/academics/transfers/gtpathways/criteria/content/content\\_arts\\_humanities\\_2016\\_06\\_02\\_CCHE\\_approved.pdf](http://highered.colorado.gov/academics/transfers/gtpathways/criteria/content/content_arts_humanities_2016_06_02_CCHE_approved.pdf) and here:

[http://highered.colorado.gov/academics/transfers/gtpathways/criteria/competency/competency\\_critical\\_thinking.pdf](http://highered.colorado.gov/academics/transfers/gtpathways/criteria/competency/competency_critical_thinking.pdf)

