Course Inventory Change Request

New Course Proposal

Date Submitted: 10/02/14 11:09 am

Viewing: PHIL 1103 : Introduction to Philosophy

Last edit: 11/13/14 4:35 pm

Changes proposed by: JOLLEKD

Submitter: JOLLEKD  Phone: 844-4344

Proposing College/School: College of Liberal Arts

Department: Philosophy

Effective Term: Fall 2015

Subject Code: Philosophy (PHIL)

Course Number: 1103

Introduction to Philosophy exists already in the Philosophy department and in the Bulletin. By adding the 1103 designation, students will have the opportunity to take the course at a distance. It will help with the backlog of students waiting to take a PHIL core class and accelerate progress toward degrees. It also increases scheduling options for the department and the College. Finally, adding the designation accords with the University's Strategic Plan.

Course Title: Introduction to Philosophy

Abbreviated Title: Introduction to Philosophy

Course Credit:

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Distance</td>
<td>3</td>
<td>Per</td>
<td>3</td>
<td>35</td>
</tr>
</tbody>
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In Workflow

1. PHIL Chair
2. LA Undergraduate Curriculum Committee Chair
3. LA Editor
4. LA Associate Dean
5. DistanceEducation1
6. DistanceEducation2
7. Coordinator Curriculum Management
8. University Curriculum Committee Chair
9. Coordinator Curriculum Management

Approval Path

1. 10/02/14 11:15 am WATKIGM: Approved for PHIL Chair
2. 10/03/14 2:32 pm SUTTODA: Approved for LA Undergraduate Curriculum Committee Chair
3. 11/12/14 4:09 pm LWC0003: Approved for LA Editor
4. 11/13/14 4:38 pm ISRAECA: Approved for LA Associate Dean
5. 11/18/14 10:50 am SZC0024: Approved for DistanceEducation1
6. 11/18/14 10:57 am ALIASIM: Approved for DistanceEducation2
PHIL 1103: Introduction to Philosophy

<table>
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<tr>
<th>Schedule Type</th>
<th>Learning</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
<th>Can the course be repeated?</th>
<th>Total Credit Hours: 3</th>
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Grading Type: Standard Grades

Prerequisites: None

Prerequisite Courses:

Corequisites:

Restrictions:

Admin Restrictions:

Course Description: The course introduces students to philosophy by means of a few selected philosophical problems or philosophers, and by stressing critical (philosophical) reading and writing skills.

May Count Either: PHIL 1100 - Introduction to Philosophy or PHIL 1103 - Introduction to Philosophy

Affected Program(s):

<table>
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<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
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<tr>
<td>Major</td>
<td>core</td>
<td>Elective</td>
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Overlap or Duplication of Other Units' Offerings: No

Resources: no additional resources needed

Course Objectives/Outcomes:

- To recognize and construct and criticize philosophical arguments or claims
- To read and understand philosophical texts
- To participate equably in philosophical discussion
- To hear and understand philosophical lectures/discussions

Is this course considered University Core? Yes

Which Student Learning Outcomes

SL02 Analytical Critical Reading
SL03 Effective Argumentation
Outcomes will be assessed by reading quizzes, discussion questions and papers.

SLO 2 (students will be able to read analytically and critically) is assessed primarily (i) by considering students' performance on a subset of questions included on the reading quizzes, but also (ii) by considering students' performance on a smaller subset of discussion questions and a subset of their responses to the answers to discussion questions given by other students.

SLO 3 (students will be able to critique an argument effectively) is assessed primarily (i) by considering students' performance on a large subset of questions included on the discussion questions which target argumentation, as well as (ii) by their performance on the short papers, especially in the section of the papers requiring explicit criticism of an argument, and (iii) by reflecting on the general argumentative quality of responses to other students' answers discussion questions, both mandatory and voluntary.

SLO 3 (students will be able to construct an effective argument) is assessed primarily (i) by considering students' performance on the paper assignment, in which they must explicitly construct an argument of their own, also (ii) by reflection on the general argumentative quality of students responses to discussion questions.

Attached Rubric(s):
rubric.docx

This is the basic structure of the course. Many lectures will take up one day of class, but some will stretch over more than one day: Specific readings will be assigned in class and on the course blog.

Introduction

No readings

Lecture 1: What we will do and how we will do it
Lecture 2: ditto

Module 1, Plato and the Definition of ‘Knowledge’: Definition

Readings: Theaetetus, Geach (RQ1)

Lecture 3: What does Socrates want?
Lecture 4: Socrates definitions and technical considerations
Lecture 5: Is Socrates right to want what he wants? (DQ1)
Module 2, Plato and the Definition of ‘Knowledge’: Perception

Readings: Theaetetus (RQ2)

Lecture 6: Why define ‘knowledge’ as perception?

Protagoras

Lecture 7: What is it to see something white? Heraclitus (DQ1A)

Lecture 8: Objections: The memory problem and perception (DQ1C)(DQ2)

Module 3, Descartes and the Method of Doubt

Readings: Meditations 1-2, Bouwsma (RQ3)

Lecture 9: The Method of Doubt and the Absolute Conception

Lecture 10: Deception, dream and demon (DQ2A)

Lecture 11: Bouwsma’s worries (DQ2C)(DQ3)

Module 4, Descartes and God

Readings: Meditation 3 (RQ4)

Lecture 12: Can Descartes prove the existence of God? (SP1 Draft Due)

Lecture 13: Why does God matter? (SP1 Peer Review)

Lecture 14: Worries about the proof of God’s existence

Module 5, Descartes and Certainty

Readings: Meditation 4-6 (RQ5)

Lecture 15: Clarity and Distinctness (SP1 Final Submission)

Lecture 16: Certainty regained? (DQ3A)

Lecture 17: The Cartesian Circle? (DQC)(DQ5)

Module 6, Berkeley: The Principles

Readings: The Principles (RQ6)

Lecture 18: Berkeley, perception and matter

Lecture 19: Idealism? (DQ5A)

Lecture 20: Objections to Berekely’s idealism (DQ5C)(DQ6)

Module 7, Russell and Sense Data
Lecture 21: Russell's desk
Lecture 22: Does Matter Exist?
Lecture 23: What is the Nature of Matter?

Module 8: Russell, Berkeley and Idealism
Lecture 24: Idealism
Lecture 24: Russell and Berkeley
Lecture 25: Sense-data

Module 9, Austin on the Argument from Illusion
Readings: Austin (RQ7)
Lecture 26: What is Austin doing? The importance of scene-setting
Lecture 27: Austin on perception (DQ6A)
Lecture 28: The terms of the Argument (DQ6C)(DQ7)

Module 10, Austin on the Argument from Illusion
Readings: Austin (RQ8)
Lecture 29: The terms of the Argument
Lecture 30: Austin on Reality (DQ7A)
Lecture 31: Austin on Reality (DQ7C)(DQ8)

Module 11, Austin on the Argument from Illusion
Readings: Austin (RQ9)
Lecture 32: Austin's verdict on the tradition (No DQ9)
(SP2 Draft Due, SP1 Peer (Review))
Lecture 33: Austin's verdict
Lecture 34: Austin's verdict

Module 12, Waismann on Philosophy
Readings: Waismann (RQ10)
Lecture 35: Metaphilosophy? (DQ8A) (SP 2 Final Submission)
Lecture 36: Philosophy as therapy (DQ8C)
Lecture 37: End of our course: Where do we find ourselves? (DQ10)(DQ10A)
Reading Quizzes: Each of the ten modules of the course includes a Reading Quiz (RQ). RQs require students to demonstrate their familiarity with and understanding of the readings. There will be ten RQs during the term. Specific readings will be announced as we move through the term.

Bear in mind that students take RQs so as to demonstrate that they have read the module’s reading assignment and to demonstrate that they have a basic understanding of the assignment. Most of the questions on RQs will be fill-in-the-blank, or T/F, or simple multiple choice. One patient reading of the assignment should equip students to do well on the RQ.

The readings for this course are quite challenging—nothing dumbed down here. I hope you will find that exhilarating. But I do not expect any student to understand the readings completely on one reading. Reading philosophy is a matter of reading and re-reading, stopping and starting, pausing to reflect, etc. The best way to succeed in the course is to do the readings, take the RQ, then re-read during the week as you are exposed to the lectures. Also, my lectures will be often devoted to helping you learn how to approach the reading, what questions to ask of it, what pitfalls to avoid, etc. Although I want you to make the effort to read the assignments on your own, before you get any help, I will not leave you stranded.

Discussion Question: Eight of the twelve modules include a Discussion Question (DQ). This is to be done after the Lectures have been completed. DQs require students to demonstrate their comprehension of material in the Lectures. Each student will do 4 DQs during the term; I will assign them. (Each student will be made part of a subgroup of the class and that subgroup will be assigned 4 of the 12 DQs.) Beyond writing the answer to the assigned DQ, each student will be expected to comment on two (2) other answers, given by two other students. Completion of the DQ thus requires answering it, and then commenting on two other students’ answers. For the most part, the answer to the DQ (DQA) will be due soon after the last lecture in the module, and the comments (DQC) will due roughly two days after that. (There will be no comments on DQ10.) I will announce exact dates as we progress through the term.

Reading Quizzes: 20%
Discussion Questions: 20%
Short Paper 1: 30%
Short Paper 2: 30%

Rubric and Grading Scale

90-100 A
80-89 B
70-79 C
60-69 D
59 or below F
## Supplemental Information For Addition Of Distance Education Course

**Justification for DE Delivery**

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**Access to Resources**

Online resources will be available through Canvas.

- Lectures will be delivered via tools within Canvas. Lectures are broken into various lengths.
- Readings are delivered as .pdf files or as links to publicly available e-books on external sites.
- All quizzes and exams are delivered by internal tools in Canvas.
- Discussion and participation will be mediated using the Discussion Board tools in Canvas.
- Weekly synchronous office hours (audio and/or video) will be delivered via the Conference/Big Blue Button tool in Canvas.
- Additional (non-guided, non-graded) Q&A will also be conducted using the Discussion Board tools in Canvas.

**Course Content Delivery**

The ability to participate in class and to interact with the instructor and classmates are a crucial part of any high-quality class. In an distance learning environment, it is best to provide many options for contact, as well as some required minimums. This class uses the following contact and interaction options:

- Mandatory discussion posts. The course requires that students answer several discussion questions and criticize the answers of others. The instructor will participate in those discussions.
- Q&A discussion board. Students are encouraged to post their questions here rather than message the instructor directed, so that other student can see the answers, comment, and refine the questions.
- Virtual office hours. Every week, there are 'live' (synchronous) office hours, conducted over an A/V link.
- Canvas Messaging: Canvas provides a high-quality messaging system which facilitates one-on-one interaction.
- Traditional e-mail messaging remains available.
- Canvas Groups: Canvas gives students the ability to form study groups within the class, which get their own discussion boards, space for wiki pages, and so on. While
not mandatory, students are encouraged to use this functionality.

- Telephone. During regular office hour times, traditional telephony remains available.

**Attachments**

**Course reviewer comments**

**SUTTODA (09/19/14 2:31 pm):** Rollback: Committee Concerns:

1. Course appears constructed for a 10-week schedule. The language of “Modules” might be easily adapted to suggest instead a 15-week schedule as is required by UCC for proposals.

**WATKIGM (10/02/14 10:55 am):** Rollback: ?