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	Overview of changes from original syllabus of record – updating to new curriculum	
4	1 The property of a position has been aliabele assistation	
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	2. The course objectives have been changed so that they are aligned with the Expected	
	Undergraduate Student Learning Outcomes.	
	2 Dibliography has been undated	
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Current Catalog Description:

PHIL 120 Introduction to Philosophy

3c-01-3cr

Acquaints the beginning student with philosophical problems and methods in such areas as metaphysics, epistemology, logic, and value theory.

Proposed Catalog Description

Acquaints the beginning student with philosophical problems and methods. Possible topics include the existence of God, human freedom, the scope and limits of human knowledge, the nature of mind, the nature of morality, and the relationship between the individual and the state.

Rationale: The basic elements of the proposed catalog description are the same as those in the

current description. The changes are primarily stylistic, but also reflect a slight change in

PHIL 120: Introduction to Philosophy Syllabus of Record

I. Catalog Description:

PHIL 120 Introduction to Philosophy

Prerequisites: None

3 class hours 0 lab hours 3 credits (3c-01-3cr)

Acquaints the beginning student with philosophical problems and methods. Possible topics include the existence of God, human freedom, the scope and limits of human knowledge, the nature of mind, the nature of morality, and the relationship between the individual and the state.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO):

Objective 1:

Demonstrate knowledge of some of the major areas of philosophy.

Expected Undergraduate Learning Outcome 1:

Informed Learners

Rationale:

The course is designed as a survey course that introduces students to some of the main areas of philosophy. Assignments will require students to demonstrate knowledge of the issues and problems that define the core areas of metaphysics, epistemology, and value theory.

Objective 2:

Demonstrate knowledge of the treatment of core philosophical issues in the Western intellectual tradition.

Expected Undergraduate Learning Outcome 1:

Informed Learners

Rationale:

Assignments will require students to demonstrate knowledge of key philosophical arguments concerning such topics as human freedom, the nature and limits of human knowledge, the existence of God, and the nature of morality. Assignments will also require students to demonstrate knowledge of important figures in the Western intellectual tradition.

Objective 3:

Analyze and evaluate important philosophical arguments from the Western intellectual tradition.

Expected Undergraduate Learning Outcome 2:

Empowered Learners

Rationale:

Assignments will require students to critically evaluate important philosophical arguments. Students will demonstrate understanding of key objections to these arguments, as well as potential replies to these objections.



(6 hours) V. Freedom A. William James, The Dilemma of Determinism B. Nancy Holmstrom, Firming Up Soft Determinism C. Galen Strawson, The Impossibility of Ultimate Responsibility Exam 3 (1 hour) VI. Ethics (6 hours) A. James Rachels, The Challenge of Cultural Relativism B. Kant, Groundwork of the Metaphysics of Morals (selection) C. Mill, Utilitarianism (selection) VII. Social and Political Philosophy (4 hours) A. Hobbes, Leviathan (selection) P. Walletone and A Vindingtion of the Diches of Warner C. Joseph Raz, Multiculturalism Final Exam (2 hours) IV. Evaluation Methods The final grade will be determined as follows: Assessment Percentage of Overall Grade 20% Exam 1

20%

20% 10%

10%

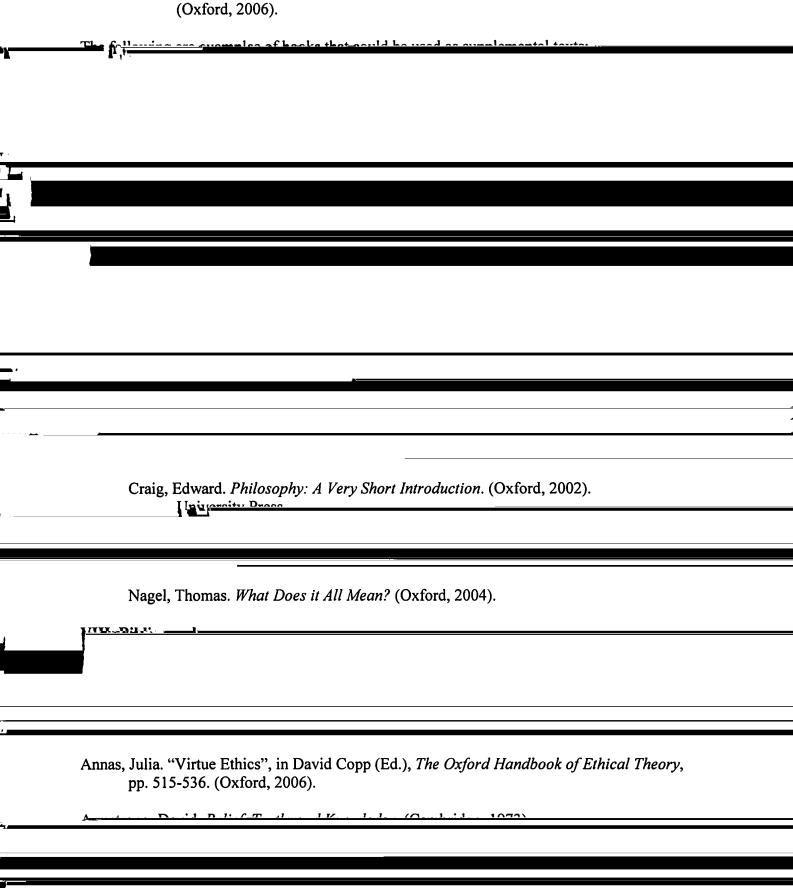
Exam 2

Exam 3

Paper

Exercises, Quizzes, Homework

Kolak, Daniel, and Raymond Martin. The Experience of Philosophy, 6th Edition. (Oxford, 2006).

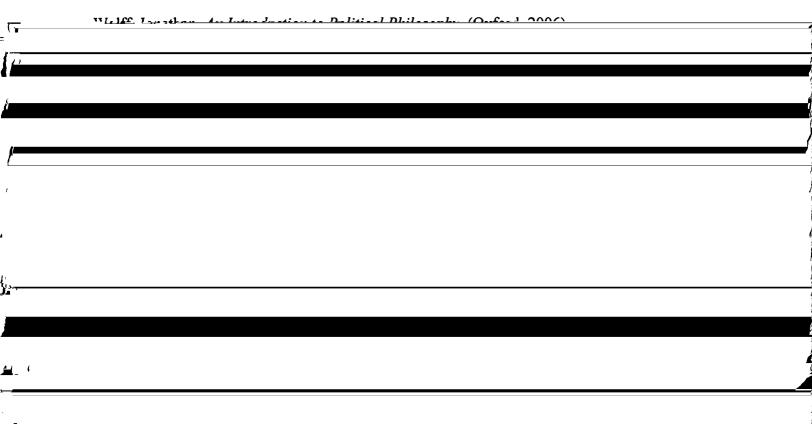


Taylor, Richard. Metaphysics. 5th Edition. (Prentice-Hall, 2001).

Timmons, Mark and David Shoemaker. Knowledge, Nature, and Norms: An Introduction to Philosophy. (Wadsworth, 2008).

Unger, Peter. Living High and Letting Die. (Oxford, 1996).

Watson, Gary. Free Will. 2nd Edition. (Oxford, 2003).



Sample Assignment for Liberal Studies Course:

Paper on the Mind-Body Problem

Topic: Outline, discuss, and evaluate either (1) Descartes' view that the mind is an non-physical substance fundamentally different in kind from the physical body and brain, or (2) Carruther's view that mental states are identical to brain states.

Relevant Readings:
Descartes, "Meditations on First Philosophy" (selections)
Carruthers "The Case for Physicalism"

	Carruthers "The Case for Physicalism"
	Your primary goal in the paner is to write clearly and precisely. Demonstrate that you
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	understand the position you're discussing by explaining all the relevant concepts and at least one argument in favor of the position. For instance, if you're discussing Descartes, you should
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- Are poorly written.
- Demonstrate minimal undestanding of the issue under discussion.
- Demonstrate a lack of effort on the part of the student.

F papers generally:

- Make use of material found online that is simply cut and pasted into the document. (This will trigger an investigation into whether standards of academic honesty were violated.)
- Fail to properly cite quoted material. (Serious failures will trigger an investigation into whether standards of academic honesty were violated).
- Demonstrate a complete lack of effort on the part of the student.

Answers to Liberal Studies Questions

1. Multiple sections, taught by multiple instructors, will typically be offered each semester. By

goals of our lower-level, introductory type courses, we will be able to ensure that a similar range
goals of our lower-level, introductory type courses, we will be able to clistic that a similar range

Course Analysis Questionnaire

A. Details of the Course

- A1. The course will be open to all IUP students.
- A2. This course does not require changes in any existing Philosophy department courses.
- A3. This course is taught on a regular basis.
- A4. This is not a dual-level course.
- A5. This course may not be taken for variable credit.
- A6. Courses similar to PHIL 120 are offered at institutions throughout the country. Here are three examples:

University of Maryland, College Park: Introduction to Philosophy (PHIL 100)

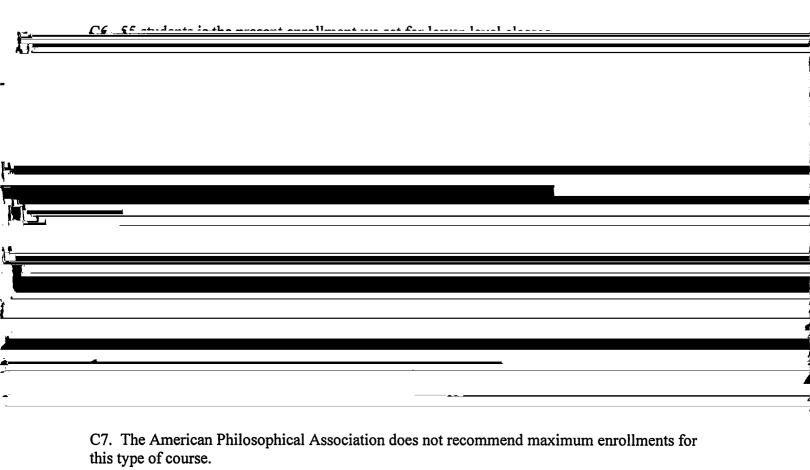
San Jose State University: Introduction to Philosophy (PHIL 010)

Hamilton College: Introduction to Philosophy (PHIL 110S)

A7. This course is not required by the American Philosophical Association.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. This course does not duplicate or affect courses offered by other departments.
- B3. This course will not be cross-listed.
- B4. This course will be open to all enrolled undergraduate students, with no prerequisites in



C8. This is not a distance education course.

D. Miscellaneous.

None

PHILOSOPHY 120 INTRODUCTION TO PHILOSOPHY

3 credits

Prerequisites: None

Designed to acquaint the beginning student with philosophical problems and methods in such areas as metaphysics, epistemology, logic, and value theory.

II. COURSE OBJECTIVES A. PRIMARY: 1. Students will become acquainted with some or all of the major areas of philosophy. 2. Students will develop the skills of inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process through the close analysis and evaluation of fundamental issues.