Introduction to Philosophy
PH 100, Fall 2000 *O(ʅ Ư ̠*
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Course Description

A study of the nature of philosophical thought and methods by examining actual examples from a selection of classical Greek, medieval Christian, and modern European philosophers. Students will develop an understanding of the ways in which western culture functions.

Objectives

1. Why study philosophy?
2. Is it reasonable to believe in God?
3. On what basis do we distinguish right from wrong?
4. Are equality and freedom worth achieving?
5. Can there be peace between nations?
6. Can we know what is real?
7. What are the limits of science?
8. Can we have knowledge of our own selves?
9. How can we evaluate a work of art?
10. How is it possible to live as a Christian now?

How the objectives relate to the catalog description

A number of well known philosophical works will be the basis of class discussions on the above questions. Among them will be the following although other works will also be introduced.

1. Plato's theory of knowledge as he elaborated it in his *Republic*
2. Aristotle's theory of virtue as discussed in his *Nicomachean Ethics.*
3. Augustine's view of Christianity as elaborated in his *Confessions.*
4. Descartes' elevation of scientific method as discussed in his *Meditations.*
5. Hobbes' theories of international relations and political order as found in his *Leviathan.*
6. Locke's excellent introduction to empiricism as stated in his *Essay.*
7. Humes trenchant critique of human understanding and religion as found in both his *Enquiry* and *Dialogues.*
8. Kant's theories of knowledge and morality as found in his books, *The Critique of Pure Reason* and *The Groundwork for the Metaphysic of Morals.*
9. Mills' liberal views as he states them in his *Liberty.*

Method of Instruction

There will be a total of 42 meetings of 50 minutes each. The last two meetings will be set apart for evaluation, assessment and final review. The remaining 40 meetings will be used to present the 10 objectives. Each objective will be achieved through 4 meetings. In the first meeting, the basic *concepts* pertaining to that objective will be identified defined and discussed. In the second meeting, In the second meeting, the student will *learn* the application of the concepts by coordinating them with the readings from philosophers, In the third meeting the students will engage in collaborative learning by working with one another to produce examples of writing. Individual attention will be paid to students requiring such attention. In the fourth meeting the students will take a test which will assess their competence in the skill the particular objective-module defines.

How the course relates to the Marianist Values

The five characteristics of Marianist Universities as stated in the *Characteristics of Marianist Universities* are:

1. Education for formation of faith.
2. Excellence in education.
3. Educate in family spirit.

4. Educate for service, justice and peace.
5. Educate for adoption and change.

The course is designed to complement each of these characteristics. It meets the first by having in it discussions about Augustine and Kant on the limits of reason and the place of faith in the overall development of human understanding. It meets the second by making sure that the student will get a good introduction to the central ideas in some of the most influential books of famous western philosophers. It meets has the third characteristic in that it encourages collaborative learning among students. It meets the fourth characteristic through discussions of the main texts in which western ideas of service, justice and peace are defined and elaborated. It meets the fifth by making sure that the intellectual skills necessary for thinking and writing are not exclusively tied to contents.

Texts
- Nigel Warburton, Philosophy 3rd ed.: The Basics, Routledge (1999)
- Nigel Warburton, ed., Philosophy: Basic Readings, Routledge, (1999)

Recommended further reading
- Thomas Nagel, *What Does it all Mean?* (Oxford: Oxford University Press, 1987)
- Bryan Magee, *The Great Philosophers* (Oxford, Oxford University Press, 1987)
- Anthony, Kenny, ed., *The Oxford History of Western Philosophy* (Oxford: Oxford University Press, 1994)
- Roger Scruton, *A Short History of Modern Philosophy*, (London, Routledge, 1989)

Suggested Reference
- Edward Craig, ed., *Routledge Encyclopedia of Philosophy*. (London, Routledge, 1998)

Requirements
Attendance	100 points
Participation	100 points
Module tests	500 points
Mid-Term	150 points
Final	150 points
Optional projects	500 points

Grading
900-1000 points	=	A
800-899 points	=	B
700-799 points	=	C
600=699 points	=	D
Below 600 points	=	F

Schedule

Module	Objective	Concepts	Learning	Tutorial	Test
1	Why study philosophy?	8/28	8/30	9/1	9/6
2	Is it reasonable to believe in God?	9/8	9/11	9/13	9/15
3	How do we distinguish right from wrong?	9/18	9/20	9/22	9/25
4	Are equality and freedom worth achieving?	9/27	9/29	10/2	10/4
5	Can there be peace between nations?	10/6	10/11	10/13	10/16
6	Can we know what is real?	10/18	10/20	10/23	10/25
7	What are the limits of science?	10/27	10/30	11/1	11/3
8	Can we have knowledge of our own selves?	11/6	11/8	11/10	11/13
9	How can we evaluate a work of art?	11/15	11/17	11/20	11/22
10	How is it possible to live as a Christian now?	11/27	11/29	12/1	12/4

Introduction to Philosophy
PH 100 Fall 2000
Assessment survey (Qualitative)

Name: Last_____ First_____ Middle Initial_____

Student's Status: Day_____ Evening_____ Social Security No: _____

Age_____ Sex_____ Ethnicity_____

Hometown_____ Class Standing: F____ S____ J____ S____

Major_____ Minor_____

What are your academic plans? _____
_____
_____
_____
_____
_____

When did you start at Chaminade? _____ When do you expect to graduate? _____

If you are given a test today, with what level of confidence will you be able to do the following? Put an X at the appropriate place.

NO	QUESTIONS	Strongly agree	Agree	Uncertain	Strongly disagree
1	Explain why one should study philosophy.				
2	Demonstrate that it is reasonable to believe in God.				
3	Discuss the foundations of right and wrong.				
4	Evaluate the worth of political ideals.				
5	Explain the sources of ideas of international order.				
6	Critically evaluate central metaphysical theories.				
7	Demonstrate the limits of the scientific method.				
8	Explain theories of personal identity.				
9	Evaluate a work of art.				
10	Explain how it is possible to live as a Christian.				

Introduction to Philosophy
PH 100 Fall 2000
Assessment survey (Quantitative)

Name: Last_____ First_____ Middle Initial_____

Student's Status: Day_____ Evening_____ Social Security No: _____

Age_____ Sex_____ Ethnicity_____

Hometown_____ Class Standing: F____ S____ J____ S____

Major_____ Minor_____

When did you start at Chaminade? _____ When do you expect to graduate? _____

This text is to see how much of technical philosophical terms you may already know. Write a short answer in a sentence or two for the following. *If you don't know these terms just write DO NOT KNOW.*

NO	QUESTIONS	ANSWERS
1	State the *ontological argument* for the existence of God.	
2	Explain what the term *categorical imperative* means.	
3	Demonstrate what is called the *paradox of democracy* in political theory.	

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4	Define what is called *representative realism* in theory of knowledge.	
5	Give an example for what is called *the problem of induction* in science.	
6	Explain what is meant by a *category mistake* in philosophical psychology.	
7	Define what is called *negative capability* in theories of art.	
8	What is the distinction between *meta-language* and *object language* in analytic philosophy?	
9	Give an example of what some philosophers call a *protocol sentence*.	
10	What does the term *phenomenological reduction* mean?	