PH 210 – Introduction to Philosophy

***DONNELLY COLLEGE***

Term

Day/Time

Room

Credit Hours: 3

**INSTRUCTOR INFORMATION:**

Name:

Office:

Office hours:

Telephone:

E-mail address:

**COURSE DESCRIPTION:**

Students are introduced to the science and skills involved in philosophical thinking. Through a historical and thematic approach, students are exposed to the various perspectives and methods employed by professional thinkers in the field of philosophy.

# PREREQUISITES:

A grade of “C” or better in EN 112 (English Composition II)

## REQUIRED TEXTBOOK & SUPPLIES:

*Leisure: The Basis of Culture.* Josef Pieper. San Francisco: Ignatius Press. 2009.

RECOMMENDED TEXTBOOKS:

Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo,* 2nd Edition*.* Translated by G.M.A. Grube. Revised by John M. Cooper. Hackett Publishing: Indianapolis/Cambridge 2002.

A free, open-source version of this text is available online (link provided on Canvas). However, I recommend purchasing the above translation in lieu of the edition available online. This is because these are translated dialogs, and some translations are clearer than others.

## PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

## DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

## LIBERAL ARTS AND SCIENCES PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Associate of Arts in Liberal Arts degree, students should be able to demonstrate:

* 1. Proficiency and creativity in written and verbal communication.
  2. Effective use of current technology in support of academic work.
  3. Proficient use of qualitative and quantitative methods in problem solving.
  4. Critical and analytic thinking across a range of disciplines.
  5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
  6. The ability to conduct research using sources, strategies, and approaches across disciplines.

# PH 210: INTRODUCTION TO PHILOSOPHY STUDENT LEARNING OUTCOMES:

1. Students will have the ability to develop philosophical thinking skills by reading primary and secondary source material written by major philosophers.
2. Students will have the ability to understand the impact of great ideas and their consequences on a wide range of human activity through oral and written assignments.
3. Students will have the ability to explain the branches of philosophy as to their aims and methods.
4. Students will have the ability to describe the importance of causality and assess the various kinds of causes underlying reality.

|  |  |  |  |
| --- | --- | --- | --- |
| **Donnelly College Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| Students will | Proficiency and | Students will have the | Students will write a |
| communicate | creativity in written and | ability to appraise the | paper in which they |
| effectively in writing | verbal communication. | impact of great ideas | present a philosophical |
| and speaking. |  | and their | argument; writing will |
|  |  | consequences on a | be assessed using the |
|  |  | wide range of human | Donnelly Writing |
|  |  | activity through oral | Rubric (see Canvas). |
|  |  | and written | Students will verbally |
|  |  | assignments. | answer a short response |
|  |  |  | question and several |
|  |  |  | follow-up questions as |
|  |  |  | part of an oral final |
|  |  |  | exam. Verbal |
|  |  |  | communication will be |
|  |  |  | assessed using the |
|  |  |  | AACU Value Rubric |
|  |  |  | for Oral |
|  |  |  | Communication (see |
|  |  |  | Canvas). |

|  |  |  |  |
| --- | --- | --- | --- |
| Students will demonstrate proficiency in  information literacy skills. | Effective use of current technology in support of academic work. |  |  |
| Students will demonstrate competency in qualitative and quantitative problem solving. | Proficient use of qualitative and quantitative methods in problem solving. |  |  |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | Critical and Analytical thinking across a range of disciplines. | Students will have the ability to understand the impact of great ideas and their consequences on a wide range of human activity through oral and written assignments.  Students will have the ability to describe the importance of causality and assess the various kinds of  causes underlying reality. | Students will understand several prominent philosophical works and demonstrate critical engagement with these works in the form of a written paper. Critical thinking will be assessed using the AACU Value Rubric in Critical Thinking (see  Canvas). |
|  |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. | A commitment to ethics and integrity in academic and professional relationships, within the community and the environment. | Students will have the ability to appraise the impact of great ideas and their consequences on a wide range of human activity through oral and written assignments. |  |
| Students will engage independently and effectively in lifelong learning. | The ability to conduct research using sources, strategies, and approaches across disciplines. (AA) | Students will have the ability to understand the impact of great ideas and their consequences on a wide range of human activity through oral and written assignments. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the  community and the environment. | Students will have the ability to develop philosophical thinking skills by reading primary and secondary source  material written by major philosophers. |  |

## COURSE REQUIREMENTS:

### Reading Assignments

Students will be assigned weekly reading. To demonstrate that they have done the reading, students will

complete ‘Reading Companion Forms’ before class. These Reading Companions are delivered via Microsoft Forms and embedded in Canvas; they are open-book and can be filled out either during the reading or shortly after. *Assessment tool: Canvas*

### Discussion Participation\*

Students will participate in class discussions each week. At the end of the week, students will assess their own participation on a scale from 0 – 4 by filling out a detailed discussion rubric. The rubric is delivered via Microsoft Forms and embedded in Canvas. Weekly scores will be approved by the instructor, and any

discrepancy in how the student and instructor score that student’s participation will result in a follow-up dialog on expectations for in-class discussions.

At the end of the semester, students will be graded based on their average participation score. Furthermore, although on the rubric weekly participation is assessed on a scale from 0 – 4, in the final grade, student scores will be out of three. This is because achieving a four on the rubric represents exceptional discussion participation and is not expected of every student every week.

*Assessment tool: Canvas*

\*Virtual Attendance Variation for Discussion Participation: If students are unable to attend class in person *because they have tested positive for COVID or have been exposed to COVID and are awaiting test results*, they should contact the instructor; arrangements will be made for students in such situations to attend class virtually. If the hybrid format prevents the student from effectively participating in class discussion, students may request to complete additional Discussion Reflections (see below) in lieu of Discussion Participation. This option should be taken in consultation with the instructor.

### Discussion Reflections

Every other week, students will choose from a variety of post-discussion reflection activities. The reflection activities on offer will vary with each set of readings; the options will be made available at least two weeks in advance of the deadline.

*Assessment tool: Canvas*

### Paper Prewrite

Students will complete a paper proposal consisting of a **thesis topic** and an **outline**. The main source for the topic should be the relevant course reading(s); however, other sources can be used. Student must create an **annotated bibliography** in *Chicago Manual of Style* format for all sources used. The bibliography *must be approved by the librarian* showing that the student has utilized Donnelly library for research. *The library will make record of your attendance and forward it to the instructor*. The outline should propose the basic content and structure of the paper’s argument.

*Assessment tool: Canvas*

### Paper

Students will write a paper which demonstrates philosophical engagement with course material. Papers should be double spaced, Times New Roman font, and approximately 1500 words long. Sources should be footnoted in *Chicago Manual of Style* format. Plagiarism of any kind will result in an “F”. Students will be graded on the coherence of their argument in relation to their thesis question and the clarity of their writing in making that argument. Students are required to meet with Tutoring Services before turning in the final draft. Tutoring Service will make record of your attendance and forward it to the instructor. Meeting with Tutoring Services accounts for 10% of final paper grade. See the rubric on Canvas for further details.

*Assessment tool: Canvas*

### Paper Rewrite

Students will revisit their paper submission and revise based on instructor feedback. Note that this does not mean that the original submission is a rough draft. For the paper assignment, students should submit a polished, final draft; but, as there is always room for improvement in academic writing, the instructor will still provide feedback according to which students will revise their papers.

*Assessment tool: Canvas*

### Final Exam

The final exam will be a five minute oral exam. Students will be provided with a list of questions in advance. At the time of the exam, one of the questions will be randomly selected, and the student will have a one-on-one discussion with the instructor, consisting of an initial response from the student (approx. 2-3 minutes) and a brief Q&A (approx. 2-3 minutes).

## GRADING POLICY:

|  |  |
| --- | --- |
| Reading Assignments | 20% |
| Discussion Participation | 20% |
| Discussion Reflections | 15% |
| Paper Prewrite | 10% |
| Paper | 20% |
| Paper Rewrite | 5% |
| Final Exam | 10% |

*Behavioral expectations to meet the requirements:*

1. Checking Canvas at least twice a week.
2. Reading and comprehension of all assigned texts.
3. More than six (6) absences and you will be withdrawn.
4. Use of technology (e.g. laptops, cell phones, recording devices, etc.) in the classroom will result in you being marked absent.
5. All research must be submitted on Canvas then Via according to the due dates.
6. Honesty and integrity in all work. Cheating in any form is not tolerated. Any assignment plagiarized or copied from another source results in a 0 for the assignment. The second offense will result in an F for the course.

CANVAS: All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis (2X a week minimum).

Note: All communications regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available

at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

## GRADING SCALE:

### Grades will be assigned according to the following scale.

A: 94%-100%

A-: 90% - 93%

B+: 87% - 89%

B: 84% - 86%

B-: 80% - 83%

C+: 77% - 79%

C: 74%-76%

C-: 70% - 73%

D+: 67% - 69%

D: 64%-66%

D-: 60% - 63%

F: Below 60%

**ACADEMIC INTEGRITY:** “..Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Students are expected to attend every class session and be on time for every class session. Absences, late arrivals, and early departures may contribute to the final grade a student earns. Each academic program has a policy stating how many absences are permitted before the instructor will expect the student to withdraw from the course.

**ATTENDANCE POLICY:** More than six (6) absences and you will be withdrawn. *All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out the COVID-19 Incident Report Form*. If a student has exceeded the number of allowed absences, faculty may institute an administrative withdrawal based on non-attendance. If a student is absent for two consecutive weeks, they are to be administratively withdrawn from their course within a week of the last absence.

In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic and Student Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

Accommodation of Religious Observances

Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations, and other course requirements.

Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

Public Information

This policy is published on the College website, in the Student Handbook and the College Catalog.

### EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

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| --- | --- |
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

## TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Meeting** | **Class Topics** | **Assignments\*** | |
| **Due before class** | **Due by Friday after class** |
| ***8/17*** | Introduction |  |  |
| ***8/19*** | CONVOCATION (NO CLASS) | | |
| ***8/24*** | Chesterton, *The Importance of Orthodoxy* [9 pgs] | Reading Companion |  |
| ***8/26*** | Pieper, *Leisure: The Basis of Culture,* pp. 19-51 Youtube: [John Cleese on Creativity](https://www.youtube.com/watch?v=Pb5oIIPO62g) | Reading Companion | Reflection Activity |
| ***8/31*** | Pieper, *Leisure: The Basis of Culture*, pp. 53-74 | Reading Companion |  |
| ***9/2*** | Plato, *Apology* | Reading Companion |  |
| ***9/7*** | Plato, *Meno* | Reading Companion | Reflection Activity |
| ***9/9*** | Aristotle, *De Anima* (selections) | Reading Companion |  |
| ***9/14*** | Aristotle, *De Anima* (selections) |  |  |
| ***9/16*** | Plotinus, *Enneads* | Reading Companion |  |
| ***9/21*** | Plotinus, *Enneads* |  | Reflection Activity |
| ***9/23*** | Plato, *Phaedrus* (selections on phil & literature) | Reading Companion |  |
| ***9/28*** | Tolkein, *Leaf, by Niggle* | Reading Companion |  |
| ***9/30*** | Aristotle, *Nicomachean Ethics* (selections on virtue) | Reading Companion |  |
| ***10/5*** | FILM: *HOTEL RWANDA* (NO CLASS) | | |
| ***10/7*** | Aristotle, *Nicomachean Ethics* (selections on virtue) |  | Reflection Activity |
| ***10/12*** | Plato, *Phaedrus* (selections on parts of the soul) |  |  |
| ***10/14*** | C.S. Lewis, *The Abolition of Man* (selections) | Reading Companion |  |
| ***10/19 –***  ***10/21*** | Gettier Problems (reading TBD) | Reading Companion | Reflection Activity Paper Prewrite |
| ***10/26 –***  ***10/28*** | Pascal*, Pensees* (selections) | Reading Companion |  |
| ***11/2 –***  ***11/4*** | Descartes, *Meditations 1-2* | Reading Companion | Reflection Activity |
| ***11/9*** | Descartes, *Meditation 3* | Reading Companion |  |
| ***11/11*** | Aquinas, *Summa* (selections on the 5 ways) | Reading Companion | Paper |
| ***11/16*** | Aristotle, *Ethics* (selections on friendship) | Reading Companion | Reflection Activity |
| ***11/18*** | Aquinas, *Summa* (selections on Natural Law) | Reading Companion |  |
| ***11/23*** | Barnhill, *Bringing the Body Back into Sexual Ethics* | Reading Companion |  |
| ***11/25*** | *THANKSGIVING BREAK* | | |
| ***11/30*** | Engelland, *Is Life About Creating Yourself?* | Reading Companion | Reflection Activity |
| ***12/2*** | McCarthy, *The Slavery of Radical Freedom* | Reading Companion | Paper Rewrite |
| ***12/7*** | REVIEW DAY | | |
| ***12/9*** | **FINAL EXAM** | | |

\*Any assignments not listed on the schedule are done in-class (i.e. discussion participation).

**FALL 2021 COVID–19 Good Faith Agreement Statement**

Due to the COVID-19 pandemic Donnelly college has instituted several measures for your safety. The Donnelly college website has an update center. Here is a link to the Donnelly College COVID information: <https://www.donnelly.edu/updates>

All students will read and sign the following Good Faith Agreement; “I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “W’s” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contact tracing to preserve the wellness of the Donnelly Community.”

Additionally, Donnelly College is instituting the following attendance policy; “All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out the COVID-19 Incident Report Form”.

Here is a link to the COVID-19 Incident Report Form: [https://forms.office.com/Pages/ResponsePage.aspx?id=S\_8IWW-](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u) [rUkmWHLbDxQ34Kzw0\_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRB](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u) [Vi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u)

I have read and agree to Good Faith Agreement above: Date:

Printed Name:

Signature: