









Syllabus
PHIL 1010
Introduction to Philosophy
2024

Committee Members:

Steven Reiter, Central Community College
Jan McCarthy, Metropolitan Community College
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N/A, Northeast Community College
Leo Lacano, Southeast Community College
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N/A, Little Priest Tribal College
N/A, Nebraska Indian Community College

Facilitator: Jan McCarthy

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	04/19/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	04/25/2024	Not Offered
 Chief Academic Officer, Metropolitan Community College	04/19/2024	Adopt
 Chief Academic Officer, Mid-Plains Community College	04/19/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/19/2024	Not Offered
 Chief Academic Officer, Northeast Community College	04/20/2024	Adopt
 Chief Academic Officer, Southeast Community College	04/25/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	04/19/2024	Adopt

I. CATALOG DESCRIPTION

PHIL1010

Introduction to Philosophy

Prerequisite: None

Students will explore the components of philosophy through readings from the history of philosophy (ancient, modern, and contemporary) combined with the examination of questions of metaphysics, ethics, epistemology, aesthetics, philosophy of religion, and political philosophy, using the tools of logic and critical thinking.

3.0 semester hours/4.5 quarter credit hours/45 contact hours

II. COURSE OBJECTIVES / COMPETENCIES

The course will:

1. Illustrate various conceptions of philosophy and describe the basic disciplines of philosophy (for example, logic, ethics, metaphysics, epistemology, and political philosophy, and aesthetics).
2. Describe the role and scope of philosophical questions.
3. Explain the philosophical process and the intent of philosophical inquiry and their impact on the history of ideas.
4. Identify, define, and present methods for evaluating a variety of argumentation modes recognizing assumptions, premises, or errors.
5. Analyze philosophical questions.
6. Create opportunities for students to examine and defend their core values and beliefs.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Characterize the questions and methods of philosophy, its cultural importance, and historical significance.
2. Analyze life's questions from a variety of philosophical perspectives.
3. Identify the various disciplines of philosophy and their components.
4. Provide a reasonable examination of the student's core values and demonstrate understanding of diverse perspectives.

5. Critically analyze and evaluate philosophical works and ideas.
6. Produce oral or written analyses that demonstrate critical thinking, reflection, and reading.

IV. COURSE CONTENT / TOPICAL OUTLINE (suggested):

1. Philosophical questions, methods, and perspectives
2. History of philosophy
3. Metaphysics
4. Epistemology
5. Ethics
6. Philosophy of religion
7. Logic and critical thinking
8. Political philosophy
9. Aesthetics
10. Current issues in philosophy, such as race, gender, and environment

V. INSTRUCTIONAL MATERIALS

A. Suggested texts

1. The Big Questions: A Short Introduction to Philosophy, Robert C. Solomon and Kathleen Higgins.
2. Introducing Philosophy: A Text with Integrated Readings, Robert C. Solomon and Kathleen Higgins, Oxford University Press.
3. Philosophy: The Quest for Truth, Louis P. Pojman and Lewis Vaughn, Oxford University Press.
4. Reason and Responsibility, Feinberg and Shafer-Landau, eds., Wadsworth Publishing.
5. Fundamentals of Philosophy, David Stewart and H. Gene Blocker, Prentice Hall.
6. The Philosophical Journey: An Interactive Approach, William Lawhead, McGraw Hill.
7. Philosophy: A Text with Readings, Manuel Velazquez, Thompson Wadsworth.

8. Introduction to Philosophy: Classical and Contemporary Readings, John Perry, Michael Bratman, and John Martin Fischer, Oxford University Press.
9. Norton Introduction to Philosophy, Gideon Rosen and Alex Byrne, W.W. Norton.
10. Doing Ethics: Moral Reasoning Theory, and Contemporary Issues, Lewis Vaughn, W.W. Norton.

B. Supplemental hand-outs, video materials, etc. – to be supplied by instructor.

C. Outside reading/research as determined by instructor.

VI. METHOD OF PRESENTATION

Instructors will make use of varied pedagogical techniques, including several of the following: lectures, small and large discussion groups, individual and/or collaborative projects, debates, research, peer response, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multi-media, and field trips.

VII. METHODS OF EVALUATION

As determined by the instructor, course grades will be based on class and group participation, daily work, exams, presentations, projects, papers, and/or a portfolio. The instructor will distribute and discuss evaluation and grading policies with students at the beginning of each term.

Specific content and schedule determined by instructor.

VIII. INSTITUTIONAL DEFINED SECTION