A) Objectives of the Course:

At the outset, Issues in Philosophy seeks to engage the students in one of the foundational objectives of philosophy: an examination of the ideas and frameworks that shape our attitudes and measure our actions in life. In doing so, this course recognizes the need to make more explicit by careful examination and restatement, what we normally do by implication in ordinary attitudes and acts. This task, which is important in every life and every age, is increasingly urgent in light of two factors.

First, the context in which we ask our questions and deliberate on our answers is changing. The philosophical world of meaning and value that we have inherited has increasingly come under question. We are experiencing this shift in four areas: the way we understand the universe, the way we discover a basis for morality and society, our belief in inevitable progress and our assumption in the goodness of knowledge. Second, as citizens, college students increasingly will join in ever widening conversations about these ideas.

This course seeks to support the construction of a foundation for the notion of conversation. Students will be encouraged to join in an effort to:

1. to clarify the events of thinking and understanding that emerge from conversations;
2. to remove some of the fear of engaging in them;
3. to engage in the back-and-forth of genuine conversation;
4. to resist self-aggrandizement;
5. to acquire an active sense of one's own tradition and experience;
6. to enter into a consideration of the ideas that emerge from tradition and experience and their
disclosure of the possibilities of meaning and truth for individuals and for societies;
7. to facilitate participation in conversations with inhabitants of local, national and global
communities; and,
8. to grow in the ability to face differences, experience conflicts and seek solidarity.

B) Procedures for Accomplishing These Objectives:

1. Through a guided reading of texts students will explore a survey of issues from the tradition of
Western Philosophy.
2. Each class will consist of three foci:
   a) Recitation of assigned textual reading and colloquy
   b) Presentation of thematic material
   c) Discussion of the philosophical questions raised by the class presentation

III) Student Requirements for Completion of the Course:

1. Reading of assigned text and reference material. (See Addendum)
2. Participation in class discussions.
   At the beginning of each class, students will be called upon to present a brief review of as-
signed reading, and engage in a colloquy with fellow students and the instructor.
3. Submission of a term assignment. (See Addendum).
4. Completion of Examinations. (See Addendum)

IV) Grading Practices:

The Final Grade will be determined by the following criteria:
1) Examinations: 40%
2) Term Assignment: 40%
3) Attendance and Class Recitation: 20% (Lateness and Unexcused Absences will be deducted from
this mark.)

VI) Rules Concerning Student Absence and Lateness:

   Attendance Policy (As stated in the Faculty Handbook):
"The College expects that each student will exercise personal responsibility with regard to class
attendance. All students are expected to attend every class session of each course for which they are
registered. Students are responsible for all that transpires in class whether or not they are in
attendance. The College defines excessive absence or lateness as more than the equivalent of one
week of class meetings during the semester. Excessive absence or lateness may lead to failure in a
course or removal from the class roster. A student may be removed from the class roster by an
instructor at any time when in the judgment of the instructor absence has been excessive or when
other valid reasons exist."

   Any special circumstances that might compromise the learning process should be
communicated to the instructor in anticipation of occurrence or as soon as possible so that a review of a student's participation in the course can be initiated.

VI) Textbook:


The Text will also be supplemented by handouts and audio-visuals.

VII) Outline Of Topics To Be Covered:

As our text explains (16ff.), there “are two principal methods to introduce students to the field of philosophy: The Historical and/or Great books Approach and The Issue or Topical Approach. (Please read the text for the description of both approaches.)

Since this course (PHL-101) is organized around the issue or topical approach, a certain number of decisions have had to be made about which issues or topics would be covered in light of the time period allotted. The choices indicated in the outline below should not limit a student’s interest. If there is a particular area of individual interest, please see the professor who would be happy to make academic arrangements for such a consideration within the course.

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<th>Reading</th>
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<td>Our Social Location: The Intersection of Modernism and Postmodernism</td>
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<td>9/8</td>
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<td>Freedom and Determinism</td>
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<tr>
<td>9/29</td>
<td>Freedom and Determinism</td>
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10/4 Perception and Truth

10/6 Perception and Truth

10/11 Knowledge (Epistemology)
   Rationalism

10/13 Knowledge (Epistemology)
   Empiricism

10/18 Knowledge (Epistemology)
   Hume and Kant

10/20 Knowledge: Postmodern Challenge
   Nietzsche and Lyotard

10/25 Reality and Being (Metaphysics)

10/27 Reality and Being (Metaphysics)

11/1 Religion: Proofs for the Existence of God

11/3 Epistemological Issues

11/8 19th century Critiques and Responses

11/10 Postmodern Approaches

11/15 Evil: The Job Story and Its Interpreters

11/17 The Philosophical Problem of Evil

11/22 The Response of Theodicy

11/29 Critiques of Philosophical Theodicy

12/1 Aesthetics

12/6 Aesthetics

12/8 Aesthetics

12/13 Aesthetics

12/15 Course Summary and Conclusion