

**Course Outline for PHIL 1**  
**GOD, NATURE, HUMAN NATURE**  
**Effective: Spring 2019**

**I. CATALOG DESCRIPTION:**

PHIL 1 — GOD, NATURE, HUMAN NATURE — 3.00 units

An exploration of the nature and range of philosophical inquiry in relation to everyday problems of humans as individuals, as citizens, as physical creatures, and as creators of spiritual and artistic works. Philosophical texts are analyzed with special attention given to the development of skills in analysis and argumentation. NOTE: Philosophy 2 and 4 are also introductory courses and may be taken before Philosophy 1 if a more detailed examination of ethical problems, the theory of knowledge, or political philosophy is desired.

3.00 Units Lecture

**Strongly Recommended**

- Eligibility for ENG 1A -

**Grading Methods:**

Letter Grade

**Discipline:**

- Philosophy

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering this course, it is strongly recommended that the student should be able to:**

- A. -Eligibility for ENG 1A

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Articulate and discuss the central questions and formative figures of the philosophical tradition
- B. Evaluate and critique prominent theories about God, nature and human nature
- C. Apply theories discussed in class to problems and questions facing humans in modern times
- D. Show connections between the field of philosophy and other fields of inquiry such as humanities, religion, art, sociology, psychology, and the applied arts
- E. Synthesize personal experience, individual research, and course information into a cogent and defensible philosophical theory
- F. Explain personal philosophical positions to others in both written and spoken form
- G. Work with others in a group to problem-solve philosophical issues

**V. CONTENT:**

- A. Definitions and overview
  - 1. Definitions of philosophy
  - 2. Essentials of the philosophical method
- B. Theories of knowledge
  - 1. The nature of knowledge
  - 2. The problem of skepticism
  - 3. Rationalism and empiricism
  - 4. The scientific method
  - 5. Self-knowledge and religious knowledge
  - 6. Naturalism and constructivism
- C. The Nature of reality
  - 1. Classical theories of reality
  - 2. Dualism

- 3. Materialism
- 4. Idealism
- 5. Representative realism
- D. Understanding the self
  - 1. Classical theories of self
  - 2. Behaviorism and physicalism
  - 3. Eastern challenges to self-identity
  - 4. The self in psychology
  - 5. Existentialist theories of self
- E. Ethics
  - 1. Classical ethical theories
  - 2. Ethics and religion
  - 3. Relativism
  - 4. Utilitarianism
  - 5. Modern deontological theory
  - 6. Ethical nihilism
- F. Political philosophy
  - 1. Classical political theory
  - 2. Rights and responsibilities
  - 3. Economics and the human condition
  - 4. Theories of human freedom
  - 5. Individual and collective identity
- G. Philosophy of Religion
  - 1. Classical religious philosophy
  - 2. Arguments for God's existence
  - 3. The problem of evil
  - 4. The nature of religious experience
- H. Philosophy of Art
  - 1. Classical aesthetic theory
  - 2. Defining art
  - 3. Debates on the value of art
  - 4. Understanding artistic experience
- I. Logic and argumentation
  - 1. Background, premises, and conclusions
  - 2. Making valid arguments
  - 3. Basics of formal logic
  - 4. Avoiding fallacies in reasoning

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Student Presentations** -
- D. Final research and analysis project
- E. Course text readings
- F. Brief written assignments
- G. Multi-media presentations & analysis

#### VII. TYPICAL ASSIGNMENTS:

- A. Lecture
  - 1. "Plato's analysis of the connection between religion and the ethnical life in his dialogue Euthyphro"
  - 2. "Descartes' argument for the existence of the human soul as found in his Meditations on First Philosophy"
- B. Group discussion
  - 1. What role does religion play in the establishing of contemporary ethical beliefs? How would Plato respond to our contemporary ethical ideas?
  - 2. Philosophically evaluate Descartes' argument that the soul can be more easily known than the body.
- C. Student presentations
  - 1. Using Descartes' characterization of God as a response to Plato's challenges to religious ethics
  - 2. Challenges in contemporary psychology to Descartes' theory of self knowledge
- D. Multi-media presentations & analysis
  - 1. View clips from the 2008 presidential debates where religious arguments are made to support ethical views, followed by an analysis of Plato's theory in relation to these contemporary arguments.
  - 2. Watch short documentary film *Mysteries of the Mind*, followed by in-class group analysis of the implications for Descartes' theory of direct self-knowledge.
- E. Course text readings
  - 1. Read Plato's *Euthyphro*, and be prepared to discuss the central arguments in class.
  - 2. Read *Meditation II* from Descartes' *Meditations on First Philosophy* and be prepared to discuss his understanding of the nature of the human mind.
- F. Brief written assignments
  - 1. Evaluate Plato's arguments about religious ethics from your own point of view. Explain what you find to be the strengths and weaknesses of basing ethics on ones religious point of view.
  - 2. Using your own experience as an example, argue for or against Descartes' claim that we have direct, self-evident access to our own minds.
- G. Final research and analysis project
  - 1. Look back at the topics in philosophy that we have covered over the course of this class. Choose one topic that is of special interest to you and compose a 5-7 page paper that contrasts the arguments and perspective of two philosophers on that topic. Drawing from research and your own ideas, make a cogent argument for which philosopher's theory is more philosophically defensible.

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Other
  - 1. Both group discussions (weekly) and multi-media presentation analyses (0-5 per term) include written group accounts and are evaluated according to creativity, critical insight, formation of cogent arguments, and depth of understanding.
  - 2. Student presentations (1-2 per term) and final projects (one per term) are evaluated according to the quality of research, level of understanding of the philosophical content, and the ability to apply that material to make effective arguments which synthesize abstract philosophical ideas with applied concerns.
  - 3. Brief written assignments (3-6 per term) are evaluated according to the extent to which they reflect an understanding of the material, an ability to apply that material effectively to personal experience, and an ability to critically evaluate ones

- own ideas as well as those of the philosophers we have studied.
4. Essay and short-answer tests (1-4 per term) are used throughout the term to demonstrate knowledge of the key ideas, thinkers, and philosophical methods presented in the course.

IX. TYPICAL TEXTS:

1. Descartes, Rene (1993). *Meditations on First Philosophy* (3rd ed.). Indianapolis: Hackett.
2. Hume, David (1998). *Dialogues Concerning Natural Religion* (2nd ed.). Indianapolis: Hackett.
3. Kessler, G. (2016). *Voices of Wisdom: A Multicultural Philosophy Reader* (9th ed.). Belmont, Ca: Wadsworth.
4. Plato (2002). *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo* (2nd ed.). Indianapolis: Hackett.
5. Cahn, Steven M. (2011). *Exploring Philosophy: An Introductory Anthology* (4th ed.). Oxford: Oxford University Press.
6. Velasquez, M. (2017). *Philosophy: A Text with Readings* (13th ed.). Boston, MA: Cengage.
7. Feinberg, J., & Shafer-Landau, R. (2017). *Reason and Responsibility: Readings in Some Basic Questions in Philosophy* (16th ed.). Boston, MA: Cengage.

X. OTHER MATERIALS REQUIRED OF STUDENTS: