

UC 11832 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

APPROVED SEP - 4 2013
11.11.

1. Department: Philosophy College: CLASS
 2. Faculty Contact Person: Cynthia Freeland Telephone: 3-3206 Email: cfreeland@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
PHIL / 1301 / Intro to Philosophy
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
PHIL / 1301 / INTRO TO PHILOSOPHY
 • SCH: 3.00 Level: FR CIP Code: 38 .0101 .00 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): B.A.
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
PHIL / 1301 / Intro to Philosophy
 • Course ID: 38493 Effective Date (currently active row): 20120827

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1303 Description (30 words max.): Introduction to philosophy: issues such as the nature and extent of knowledge, the objectivity of scientific theories, the rationality of theistic belief, and human freedom. #

10. Dean's Signature: _____

Date: 10/8/12

Print/Type Name: Dr. John Roberts

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College:

Person Making Request: William Nelson

Telephone: 713 743 3203

Email: philb@central.uh.edu

Dean's Signature: 

Date: Sept. 10, 2012

Course Number and Title: Philosophy 1301 Introduction to Philosophy

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- Students will develop general analytical and writing skills.
 - Students will learn to respond critically to works in the humanities and works in the history of philosophy.
 - Students will learn basic concepts in logic.
 - Students will apply relevant philosophical ideas to questions of value and responsibility
- 1.
 2. Students will learn to respond critically to works in the humanities and to works in the history of philosophy in particular.
 3. Students will learn basic concepts in logic.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a paper in which they critically analyze and explain either a central philosophical problem or an important philosophical text. They will explore and reflect upon any issues of intellectual or moral value raised by the paper topic. The paper will be posted in an appropriate location online.

Sample assignment:

In his essay "Of Suicide," David Hume argued that it is morally permissible for a person to take his own life, holding that suicide violates no duty—either to God, or to one's neighbor, or to oneself. Your assignment is to find and express in your own words Hume's arguments for each of these claims. Do not use direct quotations or simply use Hume's own words. You must formulate the discussion in your own words. Your paper must be between 6 and 8 double-spaced pages.

Communication Skills:

In the same paper students will demonstrate their skills at written communication.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the same paper students will explore issues of social responsibility.

Personal Responsibility:

In the same paper students will explore issues of personal responsibility.

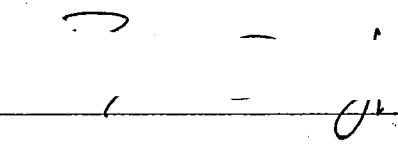
Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

A paper of the general sort described above will be assigned in every section.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:  _____ Rey Trevino for Cynthia Freeland

SYLLABUS

Introduction to Philosophy**Instructor: Prof. Brown****Philosophy 1301, Fall 2012**

- **Section 10003**
 - Time 11:30 - 13:00
 - Room: SEC 103
 - Final Exam: Thursday, 13 December, 11:00 - 14:00

Learning Outcomes:

- Students will develop general analytical and writing skills.
- Students will learn to respond critically to works in the humanities and works in the history of philosophy.
- Students will learn basic concepts in logic.
- Students will apply relevant philosophical ideas to questions of value and responsibility

Required Texts

1. *Plato: The Trial and Death of Socrates*, translated by John Cooper and G .M. A. Grube (Indianapolis: Hackett, 3rd edition, 2001).
2. David Hume: *Dialogues Concerning Natural Religion*, edited by Richard H. Popkin (Indianapolis: Hackett, 2nd edition, 1998).
3. John Perry: *A Dialogue on Personal Identity and Immortality* (Indianapolis: Hackett, 1980).

Schedule of Topics

- First Meeting Day: Tuesday, 28 August 2012
- Introductory Lectures (no readings)
- The Elements of Logic (handout)
- Logic Exam

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- Plato's *Apology*, in *The Trial and Death of Socrates*, pp. 21-42
 - Plato's *Euthyphro*, in *The Trial and Death of Socrates*, pp. 3-20
 - The Divine Command Theory (handout)
 - John Perry's *A Dialogue on Personal Identity and Immortality*
 - Midterm Examination

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- David Hume's *Dialogues Concerning Natural Religion*
 - Final Examination: Thursday, 13 December, 11:00-114:00.

Course Requirements, Grading, Policies

- There will be three examinations. In addition, each student will be required to submit a 6-8 page (ca. 1500-2000 words) paper on a topic to be announced after the midterm.
- The logic exam will be worth 10% of the course grade; the midterm will be worth 20% of the course grade; the paper will be worth 30% of the course grade; the final exam will be worth 40% of the course grade.
- Make-up exams will not be given unless students can produce convincing evidence of significant excusing conditions—e.g., a written medical excuse from a physician or an accident report from the police. In any event, it is the student's responsibility to contact the instructor by phone (713.743.3202) as soon as a problem arises.
- No incompletes will be given.

Grading and Instructional Philosophy

This class will be geared to match the level of the best and brightest students in the class, not the level of the average or below average student. Thus students will be expected to work up to the level of the best; the best will not be forced to languish with the worst. Students are expected to come to class having read the assigned texts and being prepared to discuss them in a meaningful way. The principle guiding my grading philosophy is what I call the "no harm principle": In grading let no harm be done to the best students. This principle immediately entails that there will be no "curving" of grades in this class; for to curve grades violates the no harm principle. The latter is true because there is an absolute upper limit for grades in a course, namely, an A. Thus, for example, suppose a single person should earn an A on a particular assignment, and suppose further that the next highest grade was a B-. Finally suppose that the grades on this assignment were then curved to produce a greater representation of A's. Since the person who earned an A before curving cannot by this process receive a grade any greater than A (since A's are the absolute upper limit of grades), the curving would obscure the fact that the person who earned an A before curving performed at a full grade-and-a-half level above the next best level in the class. Curving thus has the effect of diluting the grades of the best students, who have earned them honestly; thus it harms them. This is grossly unfair, and I would urge students who have earned good grades in classes only to have them diluted by curving to complain to their instructors about this in no uncertain terms. In sum, I do not look at class averages to determine the level at which teaching and grading should be done. Finally, I do not discuss individual grades during class; if you have any questions about your grades on particular assignments, you must arrange to speak with me or my assistant outside of class.

Class Conduct

Students are expected to attend all scheduled classes, to arrive on time for the lecture, and to have completed all the assigned work before class begins. Students who have excessive unexcused absences may be dropped from the course in accordance with university regulations. Students are expected to conduct themselves in a manner appropriate to adults who are attending an institution of higher learning. Disruptive and discourteous behavior will not be tolerated. Disruptive behavior includes the use of cell phones or other electronic devices that may disrupt

the class. Cell phones must be turned off before class begins. Disruptive behavior also includes leaving the class before the class period has ended. If you have a legitimate reason for leaving the class before the period ends, you should notify the instructor at the beginning of the class period and sit at the back of the lecture hall so that you can leave quietly and discreetly. The instructor will not hesitate to drop students who are disruptive. For the relevant university regulation, you are referred to the following statement from the on-line undergraduate catalog:

- An instructor may drop students for any one of the following reasons:
 - a. Lack of prerequisites or corequisites for the course listed in the latest catalog, but only through the last day for dropping courses. Students who have not met the prerequisites will be dropped without a tuition refund if the drop date is after the refund date. (Students who enroll in a course for which they are not eligible and then remain in the course knowingly misrepresent their academic records or achievements as they pertain to course prerequisites or corequisites and are in violation of the university's academic honesty policy.)
 - b. Excessive absences, but after the last day for dropping courses only with the approval of the dean of the college in which the course is being offered.
 - c. Causes that tend to disrupt the academic process (except those actions involving academic honesty, which come under the jurisdiction of the academic honesty policy), but after the last day for dropping courses only with the approval of the dean of the college in which the course is being offered. *Disruptive behavior includes the use of or the failure to deactivate cell phones, pagers, and other electronic devices likely to disrupt the classroom.* Students may make timely appeal of charges through the office of the dean of the college in which the course is taught.

Also consult the section of the Student Handbook entitled "Disciplinary Code" (p. 66), as well as the section of the on-line undergraduate catalog entitled "Maintaining a Learning Environment."

If any student feels that he cannot abide by these rules of conduct, notify the instructor and he will be happy to drop you from the course.

Plagiarism

Plagiarism consists in representing the work or ideas of another as one's own work. It is a form of cheating and a fundamental violation of standards of academic integrity. It is also a violation of the academic honesty policy of the University of Houston, and students are urged to consult the relevant section of the on-line undergraduate catalog for more information. Any material that is copied directly from a book, article, or internet source, for any purpose, must be clearly marked with quotation marks, and the source and page numbers on which the material is found must be indicated. Source and page numbers must also be given for any material that you paraphrase. All acts of plagiarism are taken seriously and all cases will be vigorously pursued in accordance with university guidelines. The penalties are severe and can have a serious negative impact on the future careers of those found in violation of this prohibition.

Cheating on Exams

Copying from another's paper, letting another copy from your paper, using "crib notes" or other materials not explicitly authorized, and arranging for someone else to take your place in an exam are all strictly prohibited. Cases involving violations of this prohibition will be vigorously pursued in accordance with university guidelines. The penalties are severe and can have a serious negative impact on the future careers of those found in violation of this prohibition.