



## Course Number, Title and Credits

**PHLU 101** - Introduction to Philosophy - 3 credits

## Course Description

This course explores philosophical inquiry, Western traditions, and key debates (metaphysical, existential, ethical). Students will analyze historical and contemporary methodologies, develop critical thinking, and apply ideas to personal and societal contexts.

## Course Learning Outcomes

By the end of this course, students should be able to:

1. Develop critical thinking skills.
2. Identify the key concepts of primary thinkers in philosophy.
3. Articulate their own philosophical ethos, and to communicate such ethos effectively in written and verbal form.
4. Develop working definitions of philosophy as well as an appreciation of the cross-cultural dimension of philosophical thinking and the role this thinking plays in self-development.
5. Apply philosophical ideas to the socio-political world in which they live so as to understand it more deeply and to challenge it more effectively.
6. Apply philosophical ideas to their everyday lives to help make more meaning out of their experiences.

## Required Textbooks

Reading materials will be provided by the instructor.

# Letter Grade/Percentage Equivalents

Grades are determined on a straight-scale basis using the following scales.

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	59% and below

## Methods of Evaluation for Determining Grades

Assignment Detail for Course:

<b>Assignments</b>	<b>Possible Points</b>
Written reflection (2 x 15pts)	30
Quizzes (5 x 10pts)	50
Final Exam (1 x 20pts)	20
<b>Total Points Possible in Course</b>	<b>100</b>

## Course Outline (Tentative):

Module	Topics&Assignments
Module 1	<ul style="list-style-type: none"><li>● <b>Plato</b> “The Republic” (Selected Excerpts)</li><li>● <b>Rene’ Descartes</b> “Meditations I and II” (1641)</li><li>● <b>John Locke</b> “An Essay Concerning Human Understanding” (Selected Excerpts) (1689)</li><li>● <b>George Berkeley</b> “Principles of Human Knowledge” (Selected Excerpts)</li></ul> <p><b><u>Quiz 1</u></b></p>
Module 2	<ul style="list-style-type: none"><li>● <b>David Hume</b> “A Treatise of Human Nature” Book I, Part IV, Section VI (1739 - 1740)</li><li>● <b>John Locke</b> “An Essay Concerning Human Understanding” (Selected Excerpts)</li><li>● <b>Marya Schechtman</b> “Personal Identity and the Past” (Selected Excerpts)</li><li>● <b>Ifeanyi Menkiti</b> “African Personhood”</li></ul> <p><b><u>Quiz 2</u></b></p>
Module 3	<ul style="list-style-type: none"><li>● <b>Plato</b> “Crito” &amp; “The Republic” (Selected Excerpts)</li><li>● <b>Aristotle</b> “Nicomachean Ethics”</li><li>● <b>Nietzsche</b> “Genealogy of Morals”</li><li>● <b>Immanuel Kant</b> “Critique of Pure Reason” (Selected Excerpts or an overview) (1781)</li></ul> <p><b><u>Reflection Paper 1: Lifeboat/Bunker Philosophical Thinking Exercise</u></b></p>
Module 4	<ul style="list-style-type: none"><li>● <b>Jeremy Bentham</b> “An Introduction to the Principles of Morals and Legislation”</li><li>● <b>John Stuart Mill</b> “Utilitarianism”</li><li>● <b>John Leslie (J.L) Mackie</b> “Problem of Evil”</li><li>● <b>Blaise Pascal</b> “The Wager”</li><li>● <b>James and Stuart Rachels</b> “Critique of Cultural Relativism”</li></ul> <p><b><u>Quiz 3</u></b></p>
Module 5	<ul style="list-style-type: none"><li>● <b>Thomas Hobbes</b> “Leviathan” (Selected Excerpts) (1651)</li><li>● <b>John Locke</b> “An Essay Concerning Human Understanding” (Selected Excerpts)</li><li>● <b>John Rawls</b> “A theory of Justice” (Selected Excerpts)</li></ul> <p><b><u>Reflection Paper 2: Theory in Application – Pick 3 Philosophers</u></b></p>
Module 6	<ul style="list-style-type: none"><li>● <b>Garrett Hardin</b> “Lifeboat” (No reading - lecture discussion only)</li></ul>

	<ul style="list-style-type: none"> <li>● <b>Richard Rorty</b> “Justice as Loyalty”</li> <li>● <b>Martin Luther King, Jr.</b>, from "Letter from Birmingham Jail"</li> <li>● <b>Baron d’holbach</b> “Systems of Nature”</li> <li>● <b>W. T. Stace</b> “The Problem of Free Will”</li> </ul> <p><b><u>Quiz 4</u></b></p>
Module 7	<ul style="list-style-type: none"> <li>● <b>Judith Jarvis</b> on Abortion</li> <li>● <b>David Benetar</b> on Anti-natalism</li> <li>● <b>Michael Sandel</b> “What’s Wrong With Enhancements?”</li> <li>● <b>Roger Wertheimer</b> “Are Police Necessary”</li> </ul> <p><b><u>Quiz 5</u></b></p>
Module 8	<ul style="list-style-type: none"> <li>● Final Exam Review</li> </ul> <p><b><u>Final Exam</u></b></p> <p><b><u>Final Semester Paper Due</u></b></p>

## Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The UMass Global online library provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and

appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

## UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

## UMass Global's CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing [cares@umassglobal.edu](mailto:cares@umassglobal.edu) or by filling out a referral form [here](#). The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

## UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational

accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at [civilrightscomplaints@umassglobal.edu](mailto:civilrightscomplaints@umassglobal.edu).

[Click on this Link to our University Title IX Policy](#)