

Mt. San Jacinto College
Honors Course Outline Addendum

Submitted by:	Tom Donovan	Date:	12/17/2019
Course Discipline:	Philosophy		
Course Number:	PHIL 101H	Honors Courses End in "H"	
Title:	Honors Introduction to Philosophy I	Must begin with "Honors"	

Honors Course Objectives:

1. Students will interpret and critique a variety of texts by applying philosophical principles to them.
 2. Students will situate philosophical texts within their cultural and historical contexts.
 3. Students will apply logical and analytical tools in their writing.
 4. Students will critically analyze philosophical ideas and arguments.
 5. Students will do comparative analyzes of conflicting philosophical positions.
 6. Students will critically apply traditional philosophical methods and reasoning to contemporary situations and contemporary cultural artifacts.
 7. Students will articulate philosophical ideas through conversations, presentations, and writing.

Honors Course Content:

A. The topics to be covered in the honors component are identical to those in Philosophy 101 but students will investigate selected topics (such as "free will" or "what is knowledge?") in much more depth than the regular section.

B.Honors assignments will cover core ideas and texts in the history of philosophy. Texts could be traditional works from the canon or legitimate contemporary works by established philosophers. Sample books might include Lucretius *On the Nature of Things* or Georgia Warnke's *Debating Sex and Gender*. The topics for books, and the assignments, should address some of the core branches of philosophy. Specifically they should emphasize (some of the following):

i. Epistemology- what is knowledge?

ii. Metaphysics- what is the nature of reality?

iii. Ethics- theories of right/wrong and the Good

iv Aesthetics- theories of beauty, appearance, and art

Major assignments and auxiliary assignments will require that students familiarize themselves with some of the core branches of philosophy, especially theories of reality and theories of knowledge.

C. In order to address the issues presented by the assignments, students will use and understand the nature of inductive and deductive reasoning, as well as understanding fallacious reasoning.

Honors Course Assignments:

Honors students will complete the normal course requirements of Philosophy 101 and be graded in accordance with the

criteria used for the rest of the class. In addition, to receive honors credit, students will complete all of the following assignments:

A. Students will carry out reading assignments beyond the scope of the assigned texts. Additional articles and books about issues in the discipline will be assigned for reading, summary, and critique. Articles will come from established academic sources such as *The Journal of Philosophy* or *Mind*. Books could be traditional works from the canon or legitimate contemporary works by established philosophers. Sample books might include Lucretius *On the Nature of Things* or Georgia Warnke's *Debating Sex and Gender*. The topics for both articles and books should address core branches of philosophy.

B. Students will meet with the instructor for a monthly symposium. This symposium is in addition to the regular meetings with the instructor. The symposium will be a de-centered space for serious discussion on a philosophical text or concept. It will require that students prepare before the meetings. Preparation might be assigned reading or a short presentation. The readings should be an article or book chapter and students should have prepared a brief summary with critical questions (at least two) and insights that connect the reading to the regular class. The presentations should also give a summary of the material along with critical questions arising from engaging the text. Presentations can be ten to fifteen minutes with discussion to follow.

C. Students will complete a final paper in which they analyze an important philosophical concept. The paper must be grounded in primary sources (at least two) and must include a review of respected and current published literature (at least 6) . The paper should be a thesis paper in which the student defends a position on a philosophical topic. The length of the paper should be 8-12 pages and include a bibliography. Topics may include issues like the following: Do human beings have free will? Between deontology and consequentialism, which ethical theory is more rational? Do human beings have a soul and if so what does that mean? Are there rational arguments for God's existence? Does evil exist?

Evaluation of Honors Course Assignments:

A. To receive honors credit, students must successfully complete regular course and honors supplemental assignments;

B. Credit for the extra reading assignments will be assessed by the instructor may include quizzes, short writing assignments and/or oral presentations;

C. The seminar requirement will be evaluated on the frequency and quality of the participation in the seminar;

D. The thesis paper will be assessed according to the strength of argument, the ability to present both pro and con arguments in a fair manner while taking into account the principle of charity, the accuracy of content, insight and originality of the work, and whether or not directions for formatting were followed.

Additional Methods of Instruction:

A. Students and instructors will meet multiple times (minimum of three times) over the course of the semester to discuss honors course work or assigned readings or other appropriate topics as determined by the instructor. These meetings can either be small group meetings with other honors students or one-on-one meetings with the instructor. Further these required meetings are in addition to the monthly symposium.

B. Assigned readings and questions posed by the instructor can serve as directed reading exercises to help students understand the significance of particular concepts or texts.

C. Oral Presentations may be used to provide students an opportunity to present arguments to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the discussion seminars. These presentations will provide students an opportunity to improve their oral communication skills and their ability to synthesize and integrate information.

