Fond du Lac Tribal and Community College

COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: ___________________________________________
2. Date submitted: _________________________________________
3. Date approved: 9/30/2014 Date revised: 10/14/2014
4. Department/discipline: Philosophy
5. Department(s) endorsement(s): __________________________
   (Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Introduction to Philosophy
   Abbreviated course title (25 characters or less):
7. Course Designator: PHIL
8. Course Level: 2001
9. Number of Credits: Lecture: 3 Lab: 0
10. Control Number (on site): 35
    Control Number (online): 0
11. Catalog/Course description:
    An introduction to philosophical inquiry from a multi-cultural perspective. The student is presented with the history of philosophical thought through the discussion of several topics including reality, knowledge, religion, and ethics. (Meets MnTC goal areas 6 & 8).
12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None
13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).
    1. A multicultural textbook such as:
       a. Traversing Philosophical Boundaries. Max O. Hallman
       Wadsworth. 1998
2. Additional reading materials may be provided to the students.
3. Other resources: Videotapes.

14. **Course Content** (Provide an outline of major topics covered in course)

   1. How to Read Philosophy
   2. What is Philosophy?
   3. Ontology
   4. Epistemology
   5. Ethics-Axiology
   6. Religion
   7. Other broad philosophical topics as time allows

15. **Learning Goals, Outcomes, and Assessment**

   At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

   A. **Information Literacy** (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

   B. **Ability to Communicate** (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

   C. **Problem Solving** (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

   D. **Culture** (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

   *Course learning outcomes will fulfill the identified competencies:*

   **Course Learning Outcomes:**

   Upon completion of this course, students will be able to:

   1. Accurately format documents for the presentation of information. (A)
   2. Evaluate credibility of print and non-print sources. (A)
   3. Demonstrate comprehension of material in assigned readings. (B)
   4. Accurately use standard philosophical vocabulary in oral and written work. (B)
   5. Apply standard philosophical tools in oral and written work. (C)
   6. Evaluate answers provided to philosophical questions. (C)
   7. Synthesize and provide support for an informed personal reaction to the
various answers to philosophical questions. (C)
8. Demonstrate knowledge of the diversity of philosophical answers throughout history and culture. (D)
9. Demonstrate an understanding of philosophical answers as expressions of individual and human values within an historical cultural context. (D)
10. Demonstrate respect of other cultural positions. (D)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:
See www.mntransfer.org

Goal Area(s): 6 & 8

Goal and Outcomes:
Goal: Humanities and Fine Arts & Global Perspective
Outcome: Goal 6: Humanities and Fine Arts
a. Students will be able to demonstrate awareness of the scope and variety of works in the arts and humanities.
Accomplished through assigning the student primary source philosophical readings. Reading and discussion focuses on some of the basic questions of philosophy e.g. What is real? How is knowledge acquired? Does God exit? What is the right thing to do? What determines who I am?
b. Students will be able to understand those works as expressions of individual and human values within an historical and social context.
Readings are presented in their historical and social context and discussed within that context. Reading and discussion focuses on some of the basic questions of philosophy e.g. What is real? How is knowledge acquired? Does God exit? What is the right thing to do? What determines who I am?
c. Students articulate an informed personal reaction to works in the arts and humanities.
Through small group discussion, weekly journals, and papers the student will articulate their response to the philosophical questions that form the core of this course.

Goal 8: Global Perspective
a. Students will be able to describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
Assigned readings represent an overview of responses to philosophical questions from various historical and cultural perspectives.
b. Students will be able to demonstrate knowledge of cultural, social, religious, and linguistic differences.
Accomplished through discussion of the various readings and weekly journals.
c. Students will be able to understand the role of a world citizen and the
responsibility world citizens share for their common global future. Accomplished through discussion of various readings in the context of major philosophical questions that represent a global perspective as well as introducing the student to basic skills necessary to operate as a critical thinker in this global world.

**Complete the following only if you are proposing a new course:**

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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