



UNIVERSITY OF COLORADO DENVER

Introduction to Philosophy: Relationship of the Individual to the World

PHIL 1012 E01 **ONLINE** Spring 2024

Instructor: Professor **David Hildebrand**,

COURSE DESCRIPTION:

Does life have meaning? This deceptively simple question will provide our entry point into philosophy.

In **PART 1**, we'll discuss **why we even ask about the meaning of life** and consider a couple of proposals -- life is meaningful if it's playful and life is naturally going to be one of suffering.

In **PART 2** looks at the **nature of happiness & the examined life** with Plato's teacher Socrates; the connection with **ethics** is explored.

In **PART 3** tees off of the infamous quip, "I shop therefore I am." What are the relationships between **pleasure, happiness**, and the way contemporary culture shapes our attitudes towards the things we **consume** and our relationships with one another?

In **PART 4**, we'll consider whether the answer to a crisis of meaning is **religious faith**. What effects on life's meaning can faith have?

Get involved! Your engagement is crucial. It is your experiences and comments on the readings of this class (via short papers and discussion threads) that will truly make this class meaningful.

CORE COURSE AND CORE LEARNING OUTCOMES: This is a Core Course that fulfills a requirement in the Humanities. By the end of a general education course in the Humanities, students should be proficient in the following areas characteristic of critical thinking:

1. **Textual analysis:** Students analyze texts of a variety of types, distinguishing the various philosophical, historical, and/or literary elements. These activities are typical of “critical thinking.”
 - Opportunities to show learning in this area will show up in: (a) discussion, (b) short writings, and (c) exams.
2. **Interpretive skills:** Students engage with texts to develop supported meaningful readings. These activities are typical of “critical thinking.”
 - Opportunities to show learning in this area will show up in: (a) discussion, (b) short writings
3. **Context awareness:** Students identify the cultural, historical, and intellectual influences on a text.
 - Opportunities to show learning in this area will show up in: (a) discussion, (b) short writings
4. **Ethical thinking:** Students recognize various ethical situations and ideas, and distinguish viable ethical positions from simple opinions or self-interest. These activities are typical of “critical thinking.”
 - Opportunities to show learning in this area will show up in: (a) discussion, (b) short writings
5. **Verbalization.** Be able to summarize a philosophical position, without notes, using your own words. Be able to criticize a position this way. These activities are typical of “critical thinking.”
 - Opportunities to show learning in this area will show up in: discussion and any original writing or uploaded presentation(s)
6. **Conversation and Debate.** Be able to discuss issues in a focused and informed way with others in the class. This will involve listening closely to their points, then responding in a way that moves the discussion ahead. These activities are typical of “critical thinking.”
 - Opportunities to show learning in this area will show up in: discussion and occasional group projects.

GT PATHWAYS: Note: This class fulfills GT PATHWAYS COMPETENCY: CRITICAL THINKING. Details can be found at the end of this syllabus.

CANVAS/WEBSITE:

Getting Started with Canvas: <https://www.ucdenver.edu/offices/office-of-information-technology/software/how-do-i-use/canvas>

IMPORTANT: All readings, assignments, discussion threads will be given out and collected on Canvas.

There are two online sites related to this course. **Familiarize yourself with them right away.** Both will offer you access to information about the course such as study questions, announcements, grades, extra credit assignments.

1. **Most important is our course Canvas site:** <https://ucdenver.instructure.com>. On this page are LOGIN INSTRUCTIONS. Please make sure you enroll right at the beginning of the class.
2. **The second site is my home page** at <http://www.davidhildebrand.org>. Here there are a variety of general study tips and resources in philosophy.

New to Zoom? Getting Started with Zoom:

<https://www.ucdenver.edu/offices/office-of-information-technology/software/how-do-i-use/zoom>

and

<https://support.zoom.us/hc/en-us/categories/200101697>

OPTIONAL (OFFICE HOUR TYPE) MEETINGS VIA ZOOM LINK:

HOURS: By appointment. See our Canvas Site for details.

PATTERN OF WEEKLY CLASSES:

QUICK START GUIDE: HOW THIS CLASS WILL WORK (short version)

PATTERN OF WEEKLY CLASSES: Mondays - Sundays

By MONDAY MORNING:

Every Monday a course module for the coming week will be unlocked.

You should:

- (a) read the instructor's weekly announcement,
- (b) download the assigned reading (if you didn't download it earlier), and
- (c) begin working on your short paper. You should also,
- (d) read the Discussion prompt and start commenting.

By the following SUNDAY by 11:59 p.m. MST

By SUNDAY 11:59 p.m. Mountain Time:

You should

- (a) upload any short papers which are due for that week,
- (b) complete any assigned quizzes or exams,
- (c) check back on the discussion thread and add more comments if you have any.

REQUIRED TEXTS:

ALL TEXTS ARE FREE AND AVAILABLE ON OUR COURSE CANVAS SITE: <https://ucdenver.instructure.com>

TIME MANAGEMENT & EXPECTATIONS ABOUT READING/UNDERSTANDING MATERIAL

Minimum Amount of Time You'll Need to Spend on this Class Per Week = 5 hours/week.

Many of us have responsibilities that compete with this class. **To do well in this class, you can expect to spend a minimum 5 hours per week on this course.**

Extension Policy: If short term, non-emergency illnesses or other contingencies create problems with attending class or completing assignments in a timely manner, students must notify me before class time by email. Extensions will only be granted if I receive notification prior to the class or deadline except in cases of documented emergency.

Readings: It is expected that you do the readings slowly, **without distraction, and taking notes.** As you read, copy out important points and questions you have onto a separate sheet of paper. (These will help you with your short reflection papers.) You may also want to note problem passages (e.g., with a "?" or "Q.") in your text as you read. These are good points for discussion threads or meetings with me.

Philosophy needs to be re-read. Unlike some fiction, philosophy needs to be read slowly and deliberately. Don't rush through it -- think about issues as they are raised, going back and forth if necessary. And if you're burning out, take a break. You will find that a text can seem quite different the second time through. Thomas Kuhn, a noted philosopher, wrote

When reading the works of an important thinker, look first for the apparent absurdities in the text and ask yourself how a sensible person could have written them. When you find an answer, ...when these passages make sense, then you may find that more central passages, ones you previously thought you understood, have changed their meaning. (from *The Essential Tension*, p. xii.)

Nietzsche wrote,

In the midst of an age of 'work', that is to say, of hurry, of indecent and perspiring haste, which wants to 'get everything done' at once, including every old or new book: -this art [philosophy] does not so easily get anything done, it teaches to read well, that is to say, to read slowly, deeply, looking cautiously before and aft, with reservations, with doors left open, with delicate eyes and fingers. (*Dawn*, Preface)

COURSE REQUIREMENTS/EVALUATION: 1000 TOTAL POINTS CAN BE ACCUMULATED FOR THIS COURSE

Assignment	Point Value (max)
• Discussion Posts	Regular participation can help final grade by a few points; also helpful for learning the material.
• Short papers (11)	220 points (20 pts. each) -- on weeks with short papers, these are due by Sun. night by 11:59 p.m. on Canvas
• Exam 1	200 points (covering material <i>up to</i> first exam) due by Sun. Feb. 25 by 11:59 p.m. on Canvas
• Exam 2	260 points (covering material <i>after</i> first exam) due by Sun. March 17 by 11:59 p.m. on Canvas
• Exam 3	320 points (covering material <i>entire semester</i>) due by Thurs. May 9 by 11:59 p.m. to Canvas

= 1000 points

EXTRA CREDIT ASSIGNMENTS

There will likely be extra credit opportunities for the class. Check Canvas Modules for this!

DISCUSSION POSTS

OPTIONAL BUT CAN BUMP YOUR FINAL GRADE IF IT IS ON THE CUSP

Traditional face-to-face philosophy classes engage in discussion; they train the mind and tongue to invent new ideas, think creatively, and engage with others. *Requiring* online discussion is not something I wish to do; however, I think it's beneficial for people to engage with others who are thinking about these very deep topics.

Thus, there will be discussion! Most weeks, a discussion “prompt” will be provided. You are encouraged to throw your hat into the ring and raise ideas. I will try to join in from time to time to answer questions and also take note of who in the class is participating in this way.

SHORT WRITINGS (11 total: see course schedule below)

220 points

The purpose of these assignments is to help you clarify your understanding of the readings and to help you think critically about the issues. Follow these instructions carefully, please.

What to write on short/critical reaction papers:

In summary, these are 1-page critical reactions on the reading for a given week. They should be your take on an important idea or application of a concept which is key to that that week's specific reading. These should not be book reports but rather carefully focused short essays that hone in on something important in the reading.

Here's an “explainer” on short papers: http://www.davidhildebrand.org/uploads/3/2/1/2/32124749/hildebrand_how_to_write_a_short_critical_paper.pdf

How to do well on these/rubric: Use this checklist for your paper. In most cases, doing ALL of these things will make the difference between a “passing” and “failing” paper:

1. ____ Is the paper **long enough**? It must be at least 200 words. (Can it be longer? Sure.)
2. ____ Is the paper **related to the readings**? Does it demonstrate understanding of the basics of the readings?
3. ____ Does the paper **introduce its topic** in the first 1-2 sentences a summary of what the paper is about.
4. ____ Is the paper **“critical”** as it should be? Do not just try to sum up the reading or repeat points made there. (I.e., no book reports, please.) By “critical” I mean the paper raises a question or discusses an original insight. Here are examples of how to go about this:

- Focus on a claim or argument made; is it convincing or not? Does it offer some reasons or evidence for the position taken?
- or
- Point to an interesting concept/idea in the readings and relate it to an experience you have had; how does the concept illuminate your experience?
- or
- Describe an idea/concept in the readings and then show it might be extended -- trace out further implications of that idea, either in more theoretical or practical ways.

5. ____ Does the paper have these basic things?

- **Clarity** -- paper makes a point or two clearly, perhaps illustrating with examples. It is NOT vague or confusing.
- **Organization** -- Paper has a beginning, middle, and end. Sentences and paragraphs should be in a clear sequence, leading one to another.
- **Grammar, Syntax, & Mechanics**: Spell check is used. Paper has been read over once for continuity and grammar. Papers which cannot be understood or are filled with spelling, grammar, and other mechanical errors will not be passed.

When to write short papers:

- **Due Date/Time**: Short papers must be turned in on Canvas by Sundays at 11:59 p.m. MST.
- **No short papers will be accepted after the deadline.**
- **Only papers written on that week's reading or topic are acceptable.**

Grading on short papers

- There are 11 required short papers.
- There are three possible grades.
 - o **S**-satisfactory (full credit or **20** points),
 - o **U**-unsatisfactory (half credit or **10** points), or
 - o **Zero (0)** if nothing (or next to nothing) is turned in on time.

- Very few comments will be put on short papers, but if they are not satisfactory, I will explain how to improve them.
- **TWO MAKE-UPS:** If you get a Unsatisfactory on up to two papers, you may revise and resubmit them. Use the rubric below and the comments on the paper as a guide to what needs improvement or see me. If the revised version is satisfactory, the old grade will be dropped in favor of the revised paper's grade.

EXAMS (3 exams)

There are 3 Exams. Format is likely to be a mixture of short answers, multiple choice, and essay. Material on exams can include required readings and anything (lecture, film, assignment) released as material required for class.

Warning: NO MAKE-UP EXAMS WILL BE GIVEN WITHOUT EXTENUATING CIRCUMSTANCES AND ARRANGEMENTS MADE PRIOR TO THE EXAM. A ZERO WILL BE GIVEN FOR ANY MISSED EXAM NOT ARRANGED FOR IN ADVANCE. "Extenuating circumstances" include severe medical problems; talk to me about which other circumstances would count as "excusable."

GRADE DISSEMINATION AND SCALE: I will update grades on Canvas as fast as possible; but please keep track of your grades, too. Final grades will be available on Canvas through UCD Access as soon as they're ready. **SCALE:** I use the plus/minus system. There are 1000 possible points for this class. An "A" for the course will be a body of work achieving at or above 930 points; an "A-" will be 900-929 points; a "B+" is 870-899 points, etc. Values for those letters, as well as the policies regarding other grades such as *Incomplete*, are available in the CU Academic Policies and Regulations section of the handbook.

COURSE POLICIES

Calendar and Deadlines for University of Colorado Denver: <https://catalog.ucdenver.edu/cu-denver/graduate/records-registration/registration/academic-calendars/>

Plagiarism/Academic Dishonesty Plagiarism is a form of stealing. It occurs when an author uses the words or ideas of others, including Chat GPT or any other A.I. or computer tool, as if they were the author's own original thought. (It may include word-for-word copying, interspersing one's own words with another's, paraphrasing, inventing or counterfeiting sources, submitting

another's work as one's own, neglecting quotation marks on material that is otherwise acknowledged.) Plagiarism is often unintentional. It can be avoided by always acknowledging one's debt to others by citing the exact source of a quotation or paraphrase. Since plagiarism is such a serious violation of academic honesty, the PENALTY for it will be an AUTOMATIC "F" FOR THIS COURSE.

Academic dishonesty is the intentional disregard of course or university rules. This may include (but is not limited to) collaborating with others when rules forbid (such as on exams) or using sources/experts not permitted by an assignment. The CU handbook has a more complete description of plagiarism and academic dishonesty. Anyone caught violating the rules of an exam or an assignment can expect a failing grade for the assignment and possibly the course as well.

Access, Disability, Communication: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, phone (303) 315-3510, fax (303) 315-3515. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. [DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

Students called for military duty: If you are a student in the military with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

Course Communication: In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain an email address, check it regularly for messages, be sure it is working, and let me know if you change your email address.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during any zoom meetings we set up or calling me.

Civility and Technology: Conversations, whether in person or online, must be civil and respectful. Disagreement is fine, but personal attacks are not. Adherence to the Student Conduct Code is expected.

DIVERSITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture, etc. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Diversity, Equity & Inclusion, is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, including by me, please talk to me about it. (Again, anonymous feedback is always an option).

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class requirements conflict with your religious or other cultural events, please let me know so that we can make arrangements for you.

HEALTH AND WELLNESS

The necessary campus response to the pandemic emergency has impacted our entire campus community. We recognize that faculty, staff and students may be experiencing disruptions and challenges as temporary shifts in the ways we teach, learn, work and live have occurred.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, traumas, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. **If you or someone you know is struggling, you can find supportive campus and community resources at the Health Center at Auraria or the [CU Denver Counseling Center](#). On weekends, holidays or after-hours you can contact the 24/7 Mental Health Crisis and Victim Assistance Line at 303-615-9911 or text Talk to 38255.**

CONTACT INFORMATION AND ZOOM MEETINGS (BY APPOINTMENT)

Zoom link for meeting space: <https://ucdenver.zoom.us/j/96038704642>

Hours By appointment online via Zoom or by phone.

E-mail: david.hildebrand@ucdenver.edu **Personal/Professional Website:** <http://davidhildebrand.org>

Purpose: I *strongly* encourage you to participate by setting up a meeting via Zoom or phone. We can talk about the class readings and lectures, exams and papers, your progress, or just philosophy in general. Note: If you are a student with a disability, I will make myself available to discuss appropriate academic accommodations. Before accommodations will be made, you may be required to provide documentation. **Students with disabilities** will be accommodated. Students with disabilities are required to register disabilities with the UCD Disability Services Office, and are responsible for requesting reasonable accommodations at the beginning of the term.

PLEASE NOTE: ALL COURSE REQUIREMENTS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.

COURSE SCHEDULE -- READINGS, ASSIGNMENTS, THEMES

Week	Dates	Section	Read	Watch/ Listen	Assignments
1.	Mon. 1/15 to Sun. 1/21	Welcome to the Class! Who are you? Why are you here? Why ask about the meaning of life?	No readings!	3 short videos 1. DeBeauvoir 5 min https://youtu.be/Ws2Y2cWme8c 2. Camus: https://youtu.be/vPtzpjC7TF4 3. Ollie on Philosophy Tube 9 minutes https://youtu.be/DV_nwUq6uQI	DISCUSSION POST: What makes your life fun and meaningful? (a) Take a picture of yourself and/or something that makes life worthwhile. (b) Give a brief explanation of the picture (c) Say a few things about why you're taking this class. Feel free to like your favorite objects or posts from others on this topic

2. PART 1	Mon. 1/22 to Sun. 1/28	PART 1 Approaching the Question and a couple Big Guesses about the Meaning of Life	On the Meaning of Life by Schlick	Video lecture on Schlick	Short paper #1 on Schlick DISCUSSION POST
3. PART 1	Mon. 1/29 to Sun. 2/4	PART 1 Approaching the Question and a couple Big Guesses about the Meaning of Life	"The Vanity and Suffering of Life" by Schopenhauer	Video lecture on Schopenhauer	Short paper #2 on Schopenhauer DISCUSSION POST
4. PART 2	Mon. 2/5 to Sun. 2/11	PART 2 Socrates: The Value of One's Life Depends on Living Virtuously	"Lavine Socrates to Sartre--on Plato and Socrates.pdf" & Plato's Euthyphro	Video lecture on Plato's Euthyphro	Short paper #3 on the <i>Euthyphro</i> DISCUSSION POST
5. PART 2	Mon. 2/12 to Sun. 2/18	PART 2 Socrates: The Value of One's Life Depends on Living Virtuously	Plato's Apology	Video lecture on Plato's <i>Apology</i>	Short paper #4 on Plato's <i>Apology</i> DISCUSSION POST
6. PART 2	Mon. 2/19 to Sun. 2/25	PART 2 Socrates: The Value of One's Life Depends on Living Virtuously	Plato's Crito	Video lecture on Plato's Crito	Short paper #5 on Plato's Crito DISCUSSION POST
7. PART 3	Mon. 2/26 to Sun. 3/3	PART 3 Pleasure, Happiness and Consumer "Bliss"	(a) Study guide on film. (b) Hildebrand Lecture on Advertising	FILM: <i>Advertising at the Edge of the Apocalypse</i>	EXAM 1 Open MONDAY 2/19 and due BY SUNDAY 2/25 by 11:59 p.m. on Canvas NO Short paper THIS WEEK. DISCUSSION POST

<p>8.</p> <p>PART 3</p>	<p>Mon. 3/4 to Sun. 3/10</p>	<p>PART 3 Pleasure, Happiness and Consumer “Bliss”</p>	<p>(a) “The Experience Machine” by Nozick and</p> <p>(b) “Pleasure and Desire,” an excerpt from Plato's Gorgias</p> <p>(c) Short video, Alan Watts on freedom: https://youtu.be/RsdoJ9x8IBs</p>	<p>Video lectures on Nozick and on Plato’s <i>Gorgias</i> excerpt</p>	<p>Short paper #6 on Nozick and/or Gorgias excerpt</p> <p>DISCUSSION POST</p>
<p>9.</p> <p>PART 3</p>	<p>Mon. 3/11 to Sun. 3/17</p>	<p>PART 3 Pleasure, Happiness and Consumer “Bliss”</p>	<p>Study guide on Kilbourne’s film.</p>	<p>Kilbourne on women and advertising https://ucdenver.kanopy.com/video/killing-us-softly?pos=1</p>	<p>Short paper #7 on Kilbourne</p> <p>DISCUSSION POST</p>
<p>10.</p>	<p>Mon. 3/18 to Sun. 3/24</p>	<p>SPRING BREAK No Classes</p>			
<p>11.</p> <p>PART 4</p>	<p>Mon. 3/25 to Sun. 3/31</p>	<p>PART 4: Existential Crisis: Is Faith the Answer -- or Not?</p>	<p>Study questions on <i>The Seventh Seal</i> by Ingmar Bergman</p>	<p>FILM: <i>The Seventh Seal</i> by Ingmar Bergman</p> <p>HERE: https://ucdenver.kanopy.com/video/seventh-seal</p>	<p>EXAM 2 Released MONDAY 3/11 and due SUNDAY 3/17 by 11:59 p.m. on Canvas</p> <p>NO Short paper THIS WEEK.</p> <p>DISCUSSION POST</p>

12. PART 4	Mon. 4/1 to Sun. 4/7	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"Pensées" by Pascal	Video lecture on "Pensées" by Pascal	Short paper #8 on "Pensées" by Pascal DISCUSSION POST
13. PART 4	Mon. 4/8 to Sun. 4/14	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"The Purpose of Man's Existence" by Baier	Video lecture on "The Purpose of Man's Existence" by Baier	Short paper #9 on "The Purpose of Man's Existence" by Baier DISCUSSION POST
14. PART 4	Mon. 4/15 to Sun. 4/21	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"Man Against Darkness" by Stace	Video lecture on "Man Against Darkness" by Stace	Short paper #10 on "Man Against Darkness" by Stace DISCUSSION POST
15. PART 4	Mon. 4/22 to Sun. 4/28	PART 4: Existential Crisis: Is Faith the Answer -- or Not?	"What I Believe" by John Dewey	Video lecture on "What I Believe" by John Dewey	Short paper #11 on "What I Believe" by John Dewey DISCUSSION POST
16.	Mon. 4/29 to Sun. 5/5	Wrap up and Review	No new readings		
FINALS	Mon. 5/6 to Sun. 5/11.	FINAL EXAM DUE THURSDAY May 9th BY 11:59 P.M. ON CANVAS		NOTE THE EXAM IS DUE THURSDAY	EXAM 3 Released on MONDAY 5/6; due by 5/9 by 11:59 p.m. on Canvas

READING LIST IN ONE PLACE

PART 1: the "meaning of life" question

On the Meaning of Life by Schlick

"The Vanity and Suffering of Life" by Schopenhauer

PART 2: the nature of happiness, pleasure, and ethics

“Lavine Socrates to Sartre--on Plato and Socrates.pdf”

Plato’s Euthyphro

Plato’s Apology

Plato’s Crito

PART 3: consumerism, ethics, pleasure, and happiness

“The Experience Machine” by Nozick

“Pleasure and Desire,” an excerpt from Plato's *Gorgias*

Study guide Advertising and the End of the World (in class)

Hildebrand Lecture on Advertising

Study guide on. Kilbourne on women and advertising FILM

PART 4: the question of religion

"Pensées" by Pascal

"Man Against Darkness" by Stace

"The Purpose of Man's Existence" by Baier

"What I Believe" by John Dewey

FILM LIST (LONGER FILMS, NOT INCLUDING SHORT ONES OR FILM CLIPS)

Advertising at the Edge of the Apocalypse

Killing us Softly 4

The Seventh Seal

GT PATHWAYS: Note: This class fulfills GT PATHWAYS COMPETENCY: CRITICAL THINKING

Details: Critical Thinking: Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Student Learning Outcomes (SLOs)

Students should be able to:

1. Explain an Issue

a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. Utilize Context

a. Evaluate the relevance of context when presenting a position.

b. Identify assumptions.

c. Analyze one's own and others' assumptions.

3. Formulate an Argument

a. Ask a question relevant to the discipline.

b. Synthesize perspectives that answer it.

c. Take a specific position.

4. Incorporate Evidence

a. Interpret/evaluate sources to develop an analysis or synthesis.

5. Understand Implications and Make Conclusions

a. Establish a conclusion that is tied to the range of information presented.

b. Reflect on implications and consequences of stated conclusion