

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CBS1C36
Subject Title	Aspects of Western Philosophy
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion GEC1C40 Invitation to Western Philosophical Thinking GEC1C46 and GEC1C46M and CBS1C36M Aspects of Western Philosophy
Objectives	<p>The primary focus of this subject is</p> <p><input type="checkbox"/> Art <input type="checkbox"/> History <input checked="" type="checkbox"/> Philosophy and Religion</p> <p>In this subject, the following cluster specific attributes will be emphasized:</p> <p><input checked="" type="checkbox"/> Develop a facility for systematic thinking; <input checked="" type="checkbox"/> Cultivate moral reasoning; <input type="checkbox"/> Cultivate aesthetic judgment; <input checked="" type="checkbox"/> Cultivate a cultural sense; and <input type="checkbox"/> Become more globally aware.</p> <p>This subject explores interesting philosophical topics, whereby students' critical thinking and creative imagination will be cultivated and enhanced. They will appreciate the special nature of the Western analytical culture through this subject, and will be equipped with the ability to apply their independent thinking as a generic skill across different disciplines.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) APPLY useful skills of logical reasoning; (b) USE productive methods of creative imagination in constructing premises, and ultimately solutions, for problem-solving; (c) DESCRIBE the main lines of thought of selected philosophical classics; (d) IDENTIFY the recent trends of the major intellectual controversies characteristic of the Western philosophical tradition; (e) RECOGNIZE the generic importance of intellectual curiosity in philosophical inquiries and other academic subjects. (f) READ with greater comprehension (ER) (g) WRITE a research paper effectively (EW)</p> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</p>

	<p><u>Literacy</u></p> <p>As a “Reading Intensive” subject (<i>ER</i>), students will read a book of 200 pages, guided with review questions and assessed with a quiz.</p> <p>Furthermore, as a “Writing Intensive” subject (<i>EW</i>), students will write a term paper of 2500 words, guided with review questions and consolidated by ELC writing support activities.</p> <p>Through these intensive reading and writing components, students will also be enhancing their conceptual literacy through the study and the application of philosophical arguments. [Outcomes (a), (b), (c), (d), (e), (f) and (g)]</p> <p><u>Higher-order thinking</u></p> <p>This subject invites students to take part in the process of philosophizing by asking interesting and stimulating questions. Students will see the lecturer to demonstrate, for example, how fallacies could be avoided in answering the questions by the application of logical thinking skills. Once the students have learnt the reasonably sophisticated philosophical reasoning skills, they will be guided to solve the questions for themselves, so much so that students will proactively enter into the level of higher-order, independent thinking. [Outcomes (a), (b) and (e)]</p> <p><u>Life-long Learning</u></p> <p>Philosophical thinking is highly effective in broadening students’ horizon by cultivating their intellectual curiosity and their independent thinking. Students will be thrilled to learn the mastery of the philosophical tools in conceptualizing problems and constructing creative solutions. After taking this subject, students will be highly motivated to develop an effective problem-solving ability and proactively inquisitive mind, essential for their “learning to learn” across the academic disciplines and for their life-long search for the meaning of one’s own existence in the modern world. [Outcomes (a), (b), (e) and (f)]</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Methods and Branches of Philosophy <ol style="list-style-type: none"> (a) Higher-order thinking Critical and creative thinking skills; productive use of skepticism; rules of logical reasoning; ancient Greek paradoxes and puzzles (b) Nature of Philosophy Theoretical and practical philosophies; relationships with other disciplines; Russell’s conception of the use of philosophy 2. Philosophical Topics <ol style="list-style-type: none"> (a) Are we dreaming now? Theories of knowledge; reality; correspondence and coherence theories of truth; Descartes (b) What is a good life? Teleology; value and fact; material and spiritual interests; objectivity; subjectivity; Confucianism; Buddhism; Socrates; Nietzsche; Nagel

	<p>(c) Why should I be moral? Morality; nihilism; egoism; altruism; self-interest; selfishness; short- term and long-term goals; prudence</p> <p>(d) Does God Exist? Problems of evil; ontological, cosmological and teleological arguments; Pascal’s Wager</p> <p>(e) Is Time Travel Possible? Nature of space and time; time-machine; grandfather paradox; Back to Future paradox; personal identity</p> <p>(f) Are we Free? Nature of causation; determinism; libertarianism; compatibilism; positive and negative freedom</p> <p>(g) Can Machines Think? Cognition and cognitive science; mental states; disposition; A.I., mind and body; Turing machine; Searle’s Chinese Room</p>
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p><u>Progressive pedagogy</u></p> <p>Starting with short philosophical puzzles and paradoxes to arouse students’ interests, this course adopts a progressive methodology in inviting students to learn the basic rules of logical reasoning and creative thinking.</p> <p>In introducing each philosophical topic, case-studies and stories from daily life will be used to highlight the relevance of philosophy to real life. Then, central philosophical issues will be broached step by step and explored deep into their core.</p> <p>In this manner, students gradually advance in their learning from thinking methods, to small-scale philosophical problems, to reading a philosophical book (ER) for them to challenge, reflect upon, and learn from. Their learning outcome will be assessed by quizzes and class work.</p> <p>At the end of the subject, students are required to submit a term paper (EW). The term paper is an important platform for them to apply their thinking skills to controversial philosophical issues.</p> <p><u>Reading and writing instructions</u></p> <p>In this teaching and learning process, students will have finished reading a book on their own. A quiz worth 20 marks on the designated book will be conducted, fulfilling the ER requirement. Hence, the gradual learning process described above will culminate in knowledgeable reading of a lengthy and concrete case of a value system for them–to examine critically. The book is 200 pages long and specified in the Required Reading List below. Students are encouraged to take part in the reading support activities organized by the ELC whenever available, while that part of participation will not be assessed.</p> <p>For the EW component, students are required to submit their first draft not later than week 10, and the revised draft not later than week 12. For the final version – of 2500 words to be submitted not</p>

later than week 15 – students must attach their first draft to show their progress. ELC will provide the writing support activities (including lectures and small-group tutorials on skills for writing a research paper, e.g., choice of diction, styles, formats and citing references) and be responsible for marking their language performance, worth 10 marks. The instructor of the subject will be responsible for marking the content of the term paper, worth 30 marks.

Close communication will be maintained with colleagues from ELC in order to secure effective implementation of the *ER* and the *EW* components.

Interactive teaching and learning methods

The lecturer will engage the students with interactive Q & A sessions during the lectures, encouraging students to express their views.

In addition, short reflective written exercises may be conducted during or after lectures whereby each student will have the chance of practicing independent thinking and enriching their literacy in writing. Samples of excellent performance and pitfalls may be cited for discussion between the lecturer and the students.

As mentioned above, students are required to attend quizzes. The content of the quizzes and presentations will give occasion for the lecturer to point out the strengths and weaknesses of students’ work as well as to discuss sample answers.

Peer interaction between students is also promoted in-group discussion during tutorials. Students will be divided into subgroups responsible for leading a discussion on philosophical questions which the lecturer will distribute in the beginning of the semester. Peer interaction is fundamental for their training in logical reasoning and the development of independent thinking.

Multi-media teaching tools

Relevant film extracts and documentaries will be used as initial foci for some topics to invite students to be engaged in reflecting about interesting philosophical questions.

A variety of entry points (reading, writing, dialogues, self-explorations, thinking through multi-media) will be employed, suitable for students from different academic disciplines and backgrounds. Students will appreciate the invitation from this subject to assume a reflective stance, a manifestation of the successful implementation of philosophical thinking in real-life situations.

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
			1. Class participation: in- class exercises	30%	√	√	√	√	√
2. Quizzes	30%	√	√	√	√	√	√	√	

	3. Term Paper (EW):	30%	√	√	√	√	√	√	√
	4. ELC writing support activities	10%						√	√
	Total	100 %							
	<p>In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D” in the writing component.</p>								
Student Study Effort Expected	Class contact:								
	▪ Lecture		26 Hrs.						
	▪ Tutorial		13 Hrs.						
	Other student study effort:								
	▪ Self Study		40 Hrs.						
	▪ Reading and writing		40 Hrs.						
	Total student study effort		119 Hrs.						
Reading List and References	<p>Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.</p> <p>Required Reading (as Additional Extensive Reading for an “ER” subject) <i>A study guide including reading review questions and a glossary will be provided.</i> Law, Stephen. (2003). <i>The Philosophy Gym: 25 Short Adventures in Thinking</i>. Thomas Dunne Books. (224 pages)</p> <p>Reference List (for an “EW” subject) <i>Potential sources for a research paper as an EW subject, and suggested questions will be provided as a guide for the writing of the term paper.</i></p> <ol style="list-style-type: none"> (1) Baggini, Julian. (2004). <i>What’s it All About? Philosophy & the Meaning of Life</i>. Oxford: OUP. (2) Blackburn, Simon. (1999). <i>Think: A Compelling Introduction to Philosophy</i>. Oxford: OUP. (3) Christopher Falzon. (2002). <i>Philosophy Goes to the Movies: An Introduction to Philosophy</i>. London: Routledge. (4) Creel, Richard E. (2001). <i>Thinking Philosophically: An Introduction to Critical Reflection and Rational Dialogue</i>. Oxford: Blackwell. (5) Davies, Paul. (2002). <i>How to Build a Time Machine</i>. Penguin Books. (6) Fearn, Nicholas. (2001). <i>Zeno and the Tortoise: How to Think Like</i> 								

	<p><i>a Philosopher</i>. London: Atlantic Books.</p> <p>(7) McInerney, D.Q. (2005). <i>Being Logical: A Guide to Good Thinking</i>. New York: Random House, Inc.</p> <p>(8) Morrow, David R. & Weston, Anthony. (2016). <i>A Workbook for Arguments: A Complete Course in Critical Thinking</i>. 2nd edition. Indiana: Hackett Publishing Co.</p> <p>(9) Russell, Bertrand. (1996). <i>History of Western Philosophy</i>. London: Routledge.</p> <p>(10) Russell, Bertrand. (1959). <i>The Problems of Philosophy</i>. New York: OUP.</p> <p>(11) Solomon, Robert et al. (2015). <i>Introducing Philosophy: A Text with Integrated Readings</i>. 11th edition. New York: OUP.</p> <p>(12) Swinburne, Richard. (1996). <i>Is There a God?</i> Oxford: OUP.</p> <p>(13) Warburton, Nigel. (2006). <i>Philosophy: The Classic</i>. 3rd edition. London: Routledge.</p> <p>(14) Washburn, Phil. (1997). <i>Philosophical Dilemmas: Building a Worldview</i>. New York: OUP.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Subject Offering Department	CBS/APSS
Cluster Area	<input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalisation <input checked="" type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment
Medium of Instruction	English
Requirements intended to fulfil	<input type="checkbox"/> China-Study Requirement (CSR) <input checked="" type="checkbox"/> English Reading (ER) and English Writing (EW) <input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)