



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Dangerous Ideas

Course Number: PHL 150

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(*Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6*)

Course Description:

Covers a variety of issues defined as ideas or concepts which either challenge contemporary thought and practice or contain inhibitions resulting from social custom or emotional aversion. These ideas will be examined in the context of law, psychology, moral philosophy, science, religion and politics.

Prerequisite (s): none

Co-requisite (s): none

Course Objectives:

- Describe the scope and principal features of the philosophical endeavor.
- Describe and examine a range of perspectives on key debates and their significance both within the field and in society.
- Illustrate core concepts of the field using analytical, practical and/or creative tasks.
- Assemble evidence relevant to identified dangerous ideas; describe the significance of the evidence and use it in analyzing these.
- Describe how various disciplines define, address and interpret dangerous ideas in science, the arts, society, economics, technology, and so on.
- Identify, categorize and distinguish both theoretical and practical approaches to dangerous ideas.
- Describe how knowledge from different cultural perspectives would affect his or her interpretations of dangerous ideas.
- Describe in writing at least one substantial case in which knowledge and skills acquired in this class are applied to a dangerous idea in a non-academic setting.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See PART 3 of this syllabus for the complete language of each Lumina DQP outcome.

- Describe the scope and principal features of the philosophical endeavor. (DQP 1)
- Describe and examine a range of perspectives on key debates and their significance both within the field and in society. (DQP 5)
- Illustrate core concepts of the field using analytical, practical and/or creative tasks. (DQP 6)
- Assemble evidence relevant to identified dangerous ideas; describe the significance of the evidence and use it in analyzing these. (DQP 8)
- Describe how various disciplines define, address and interpret dangerous ideas in science, the arts, society, economics, technology, and so on. (DQP 9)
- Identify, categorize and distinguish both theoretical and practical approaches to dangerous ideas. (DQP 10)
- Describe how knowledge from different cultural perspectives would affect his or her interpretations of dangerous ideas. (DQP 12)
- Describe in writing at least one substantial case in which knowledge and skills acquired in this class are applied to a dangerous idea in a non-academic setting. (DQP 15)



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Suggested Methods of Instruction:

Lecture/discussion of assigned readings, group work.

Suggested Methods of Assessment and Evaluation:

Short reaction papers, quizzes/exams, essays, participation.

Adopted Text at Time of Course Adoption/Revision:

Three subgroups of potential materials:

Brockman (2007) *What is Your Dangerous Idea?*

Other Readings: Various articles, court cases, etc. based on the subject matter

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

WEEK 1	Introduction
WEEK 2	The Logic and Psychology of Taboo
WEEK 3	The basis of morality
WEEK 4	The basis of morality
WEEK 5	Religion and Atheism
WEEK 6	Religion and Atheism
WEEK 7	Taboo language and freedom of speech
WEEK 8	Sexual topics: perversion, rape, homosexuality, etc.
WEEK 9	Sexual topics: perversion, rape, homosexuality, etc.
WEEK 10	Academic freedom
WEEK 11	The Jews
WEEK 12	Free markets and human commodities
WEEK 13	Free markets and human commodities
WEEK 14	Race, IQ, and profiling
WEEK 15	Torture, corporal punishment, and capital punishment
WEEK 16	The rights of the accused

Part 1 & Part 2 approved by CRDAP on: 02 27 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – *Use this reference sheet for PART 2 of Master Course Syllabus.*

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012