Course Outline

COURSE: PHIL 1  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2016  CURRICULUM APPROVAL DATE: 11/23/2015

SHORT TITLE: INTRO PHILOSOPHY

LONG TITLE: Introduction to Philosophy

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>3</td>
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<td>Lecture: 3</td>
<td>3</td>
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<td>Lab: 0</td>
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COURSE DESCRIPTION:

Philosophy 1 is intended as a survey of the major areas and traditions of philosophy. The course examines central and significant questions about the meaning of life, who determines what is morally right or wrong, the ideal society, the various notions social justice, what is reality, and many other ideas. In pursuing these questions, students will be asked to read texts from writers around the world, both contemporary and ancient, discuss current events, and apply 'theory' to movies such as "The Matrix" trilogy, novels, and any other relevant application of the student's own choice. (C-ID: PHIL 100) ADVISORY: Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
   L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
   02 - Lecture and/or discussion
   05 - Hybrid
   72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:
1. Learners will demonstrate an understanding of philosophical methods, including argumentation, conceptual analysis, critical reading, and assumption questioning.

Measure: Essays, exams, and class discussions.
PLO: 1,3,4
ILO: 1,2,3
GE-LO: A1 - A9
Year assessed or anticipated year of assessment: 2016

2. Learners will examine the perennial problems and views from the history of philosophy and the general areas of philosophy, including Metaphysics (theories of reality), Epistemology (theories of knowledge), and Axiology (Ethics, Aesthetics, and Political Philosophy), and Logic.

Measure: Essays, exams, and class discussions.
PLO: 2,3,4,5
ILO: 1,2,3,4,5,6
GE-LO: A1 - A9,C3,C4,C6,C7
Year assessed or anticipated year of assessment: 2017

3. Learners will employ argumentation, conceptual analysis, critical reading, and assumption questioning after their examination of the perennial problems and views from the history of philosophy and the general areas thereof.

Measure: Essays, exams, and class discussions.
PLO: 1,3,4,5
ILO: 1,2,3,4
GE-LO: A1 - A9
Year assessed or anticipated year of assessment: 2017

PROGRAM LEARNING OUTCOMES:
After completing Philosophy courses, a student will be able to:
1. Analyze and critique an argument.
2. Effectively argue in support of an opinion.
3. Write an argumentative essay.
4. Define key terms of philosophical vocabulary relevant to the course.
5. Distinguish different areas of philosophy.
6. Understand some of the diverse assumptions and the values and attitudes that shape our lives.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 11/23/2015
WEEK 1  3 HOURS
overview of the definition and meaning of philosophy, the introduction of social agency, hegemony, perspective (the lens of subjectivity), expectations for the course, and general introductory material.
Assigned: life line project (typically takes 2 or more hours if done in a thoughtful and creative manner), read introduction to the text, become acquainted with the handouts, write out any questions that need to be addressed for the next class period.
sharing of the life line project, demonstrate the connectedness of learners with each other, instructor, and the topics in the course.
Assign: Chap 1, concentration on , write a 1 paragraph synopsis of the major concepts, bring in at least 1 question or area of concern.

11/25/2015
WEEK 2-3  6 HOURS
Reality and Metaphysics: Ancient, Contemporary, and Non-Western
approaches:
Overview of the rationale for this inquiry, particularly for the
ancient writers/thinkers and non-Western perspectives, and how these
differ distinctly from Modern theorists (1600's to 1800's) 1. Assign:
Readings on the ancient Greeks, hand-outs on the Moderns, and the non-
Western selections, 1 page synopsis of concepts for each set of
readings. First group assignment handed out: creation of a theory that
discusses the requirements for reality, including an ontology. Hitch:
the group must come to consensus on the matter. If no consensus can be
developed, then they must develop a theory about why they could not
come up with even an ontological perspective together.  This will be
due upon conclusion of this topic. A group paper must be turned in at
that time
2. Reality and Metaphysics Continued: The approaches to the topic are
further distinguished from Contemporary theorists in the so-called
Post-Modern age -- particularly with the development of computer
technology, drug culture, hip-hop, and the resurgence of conservatism
in religion. Assign: completion of Chap 1, hand-outs, Upon completion
of discussion, the groups will present their findings and turn in their
paper in support of their unique theory.
WEEK 4 - 5  6 HOURS
Epistemology: theories of knowledge from ancient to present from
perspectives Western and Non-western, First World and Emerging World
cultures, via gender/ethnicity/class. 1. Begin with an overview of the
subject matter, its importance and relevance currently, and move to
standard Western perspective which focus on rationalism: Greeks,
Continental, and British -- class will focus on the nuances of text and
theory, the student will be expected to have read the assigned readings
closely as they will be alluded to in class, but not gone over step by
step. Students should come in with specific questions they need to
have addressed in an effort to have them take responsibility for their
learning needs. We will make connections to the impact that these
theories have made to modern education, government, identity, etc.
Assignment: Chap 2 and 3, short essay on the meaning of knowledge and
how one can verify when knowledge is attained, if ever. Standard 1
paragraph on the concepts presented in the readings.
2. Epistemology continued: Focus on the alternative approaches to the
dominant Western ones. Begin with Asian writers, including Buddha,
move toward a short selection of African and South American
perspectives, and ultimately toward the more "radical" or "innovative"
perspectives which compare First to Emerging World approaches, and the
reasons for the differences, how those differences have political
impact, and so forth. A similar discussion will focus on the notion of
knowledge from a framework of gender/ethnicity/or class. Students will
be given outside readings and be asked to 1. write one paragraph on
concepts presented in each of the readings. 2. Take responsibility for
one area that interests them and do a bit of additional reading on the
topic and write a short paper on their discovery. The paper should
demonstrate synthesis of theory, not summary. Students will be
couraged to share their findings with the class.

WEEK 6  3 HOURS
Truth and its relation to epistemology: chapter 4 and outside readings
Class will discuss different interpretations of truth and tests
thereof, relationalism, absolutism, pragmatism, etc. Students will be
expected to write the 1 paragraph synopsis of concepts and begin
preparing for their first exam by applying the information gleaned in
the first 6 weeks to themes generated in the movie “The Matrix” of
which we will watch sections in class. They will be given as one part
of their exam, a selection of possible topics upon which to write
concerning “The Matrix”. This will constitute 1/3 of the overall
examination grade.

WEEK 7-8    6 HOURS
Examination #1 Metaphysics, Epistemology, and Truth    Assign: Chap. 5
on Religion
Discussion of the overview of religion as both a concept, means of
social control, the criteria, and the difference between East/West,
Modern/Ancient, Patriarchal/Gynofocal. Assign: Chap 5 selections on
non-Western traditions. 1-2 page paper on at least one of the concepts
presented and a demonstration of critical analysis of that topic. Due
the next class period
2. Finish the Religion Section by exploring the major concepts of
religion and how they have influenced society, individuals, etc. The
students will be encouraged to share their own experiences with
religion in a thoughtful manner within a group setting. It is at
this time that students will be reminded of their term project due
during the last week of the class. The due dates vary as students will
be asked to present their project to the class. The criteria for the
project must be critical analysis, synthesis of ideas, and creativity.
The project need not be a traditional paper; however, a summary and
source citation will be expected for non-essay projects. Assign: Chap
6: Ethics

WEEK 9-10   6 HOURS
Overview of Ethics: Various theories and approaches -- Plato to the
present, Western/non-Western; First and Emerging World cultures;
gender/ethnicity/class;
Students will be encouraged to challenge theories about criteria of
correct versus incorrect behavior, the ideas of goodness, moral
psychology, etc. 1. Here students will be assigned a group project that
will ask the group to take a current world event or social issue and
examine it from a perspective of a particular theorist. They will
attempt to look at the world through that writer's lens and then
critically analyze their own feelings on the matter after trying on the
perspective of another. The group will turn in a brief paper on their
discovery.
2. Ethics continued with a focus on the non-traditional approaches. Students will be asked to continue with their readings and turn in a one page analysis of a particular concept presented in the text. Group presentations will commence upon completion of the topic. Assign: Chap 7 Freedom

WEEK 11 3 HOURS
Freedom: concepts and theories concerning the concepts of freedom primarily from a political perspective. Includes an introduction to existentialism. Write 1 page concept paper and read any handouts in addition to completing the chapter. Study for Exam #2

Exam #2 Religion, Ethics, and Freedom

WEEK 12-13 6 HOURS
Personal Identity, Ideas of the Self, Consciousness of the Self, and Agency:
Chapter 8 and handouts. 1. This section will require the student to discern a variety of approaches to the meaning, importance, and criteria for self-hood as discussed by writers (mostly Modern and Contemporary) from many perspectives. Students will be encouraged to investigate their own sense of self and how it relates to their interaction with the world, their interpretation of information, and so forth. A paper on their investigation will be expected upon the topic’s conclusion. It is also at this time that important distinctions in the choice of criteria for identity -- personal/subjective or externally imposed -- will be presented.

2. Personal Identity continued: inclusion of hip-hop culture, indigenous identities, reclaiming and renaming, etc. Paper due on identity at this time. Assign: Social Justice, Chap 9 and hand-outs. Short analysis paper expected on Social Justice upon the conclusion of the topic.

WEEK 14-15 6 HOURS
Social Justice: What is justice? Who decides? How is it created or enforced? Does it even exist? What are the barriers to a just society? These topics are often inflammatory and controversial. 1. We will discuss notions of democracy, inequities and how they become hegemonic and institutionally enforced. We will investigate social bias: gender, race, ethnicity, language, homophobia, ageism, etc. Students will be expected to attempt to engage in a thoughtful dialogue about difference and how it affects others, themselves, and the community. Assign: hand-outs, autobiography sketch of the student as a social agent: student will be asked to look closely at themselves as subjects of and participants forces of oppression. 2 continuation of Social Justice discussion: students are encouraged to bring in media representations of social issues (e.g. music/music videos, t.v., books, etc.)

Possible guest speakers at this time. Assign: Chap. 10 Aesthetics

WEEK 16 3 HOURS
Aesthetics: ideas of beauty, art, criteria for ‘good’ art, the social-political impact of aesthetic ideas. Final concept analysis paper due.

11/25/2015
WEEK 17 3 HOURS
Review of overarching ideas presented throughout the semester and connection of theories to the real-world.

WEEK 18 2 HOURS
Student Presentations and Projects and Final Examination at the assigned time
Included in content section.

METHODS OF INSTRUCTION:
1) lecture with Socratic dialogue  2) small group projects 3) employ recent media: movies and anime to create a sense of relevance outside of the text 4) short writing assignments 5) assignment of a creative project that demonstrates an understanding and personal interpretation of one area of philosophical interest to the student.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Essay exams
Term papers
Other: Group presentations.
The problem-solving assignments required:
Exams
Other: Group projects
The types of skill demonstrations required:
Class performance
The types of objective examinations used in the course:
Multiple choice
True/false
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 60% - 75%
Problem-solving demonstrations: 15% - 25%
Skill demonstrations: 15% - 25%
Objective examinations: 5% - 10%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 1305502442
Reading level of text, Grade: 13+ Verified by: Ryan Scherbart

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
11/25/2015
GAV C2, effective 200370

CSU GE:
CSU C2, effective 200370

IGETC:
IGETC 3B, effective 200370

CSU TRANSFER:
Transferable CSU, effective 200370

UC TRANSFER:
Transferable UC, effective 200370

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN: PHIL2
CAN Sequence: XXXXXXXX
CSU Crosswalk Course Department: PHIL
CSU Crosswalk Course Number: 1
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000246752
Sports/Physical Education Course: N
Taxonomy of Program: 150900