

### Course Outline

**COURSE:** PHIL 1                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:**

**SHORT TITLE:** INTRO PHILOSOPHY

**LONG TITLE:** Introduction to Philosophy

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54
		Total Learning Hrs:	162	

**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
- 71 - Dist. Ed Internet Simultaneous
- 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:

### **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.

### **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 encouraged 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.

#### 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:**

Feinberg/Shafer-Landau. Reason and Responsibility: Readings in Some Basic Problems of Philosophy, 16th edition. Belmont, CA: Wadsworth-/Cengage Publishing, 2017 (available Jan 2016). Or other appropriate college level text.

ISBN: 1305502442

Reading level of text, Grade: 13+ Verified by: Ryan Scherbart

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

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