

## PHILO101 : Introduction To Philosophy

### General Information

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Course Code (CB01) :	PHILO101
Course Title (CB02) :	Introduction To Philosophy
Department:	PHILO
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1509.00) Philosophy
CIP Code:	(38.0101) Philosophy.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000200159
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	Pending
Last Cyclical Review Date:	11/01/2018
Course Description and Course Note:	PHILO 101 is an overview of the classical and modern problems of philosophy. Students will consider the source and limits of knowledge and ethical values, and will investigate a range of philosophical issues, including problems about political justice, the self, death, art, and truth itself.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Philosophy</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

<b>Basic Skill Status (CB08)</b> Course is not a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grading Basis</b> <ul style="list-style-type: none"><li>Grade with Pass / No-Pass Option</li></ul>
<input checked="" type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Pre-Collegiate Level (CB21)</b> Not applicable.	<b>Course Support Course Status (CB26)</b> Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
3B-Humanities	Humanities Courses	Approved	09/09/1991	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
C2-Humanities	Humanities: (Literature, Philosophy, Languages Other than English)	Approved	No value	No Comparable Course defined.

C-ID	Area	Status	Approval Date	Comparable Course
PHIL	Philosophy	Approved	02/18/2014	PHIL 100 - Introduction To Philosophy

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience  
 Education Status (CB10)

### Weekly Student Hours

### Course Student Hours

In Class	Out of Class	Course Duration (Weeks)	
Lecture Hours	3	6	<b>Hours per unit divisor</b> 0
Laboratory Hours	0	0	<b>Course In-Class (Contact) Hours</b>
Studio Hours	0	0	Lecture 54
			Laboratory 0
			Studio 0
			<b>Total</b> 54
			<b>Course Out-of-Class Hours</b>
			Lecture 108
			Laboratory 0
			Studio 0
			<b>Total</b> 108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Advisory

ENGL101 - Introduction to College Reading and Composition

##### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

#### Advisory

ESL151 - Reading And Composition V

##### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.

- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Presentations

### Out of Class Assignments

- Construction of careful, sustained and useful critiques of peer's first drafts (e.g., restate a thesis, raise unaddressed questions, construct plausible counter-examples to the thesis)
- Rethinking and rewriting papers in response to criticism (i.e., consider a given counterexample, draw out its implications, and revise the theory or argument in response)
- Group work preparation for graded group work presentations (e.g., divide essays amongst groups, meet to discuss arguments for each position, present as a debate)
- Interpretive papers evaluating classic texts in the history of philosophy from various traditions (e.g., discuss the non-dualist presentation of reality offered by Shankara)

**Methods of Evaluation****Rationale**

In-Class Activity (answering journal prompt, group activity)

In-class essays and other writing assignments (e.g., summarize Anselm's ontological argument)

Exam/Quiz/Test

Final Examination (e.g., identify quotes such as "By convention, sweet; by convention, bitter; but in reality, atoms and the void")

Writing Assignment

Analytical paper that includes counter-examples

Presentation (group or individual)

Presentation of a major philosophical school, thinker, or issue

**Textbook Rationale**

The Bloom text is a reprint of an ancient classic. The Bowie text is a seminal work in the field without a contemporary equivalent.

**Textbooks****Author****Title****Publisher****Date****ISBN**

Bloom, Allen

Republic of Plato

Basic Books

2016

780465094097

Bowie, G. Lee

Twenty Questions: An Introduction to Philosophy

Cengage Learning

2010

978-1439043967

Rose, Gideon et al.

The Norton Introduction to Philosophy

W. W. Norton

2018

978-0393624427

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

No value

# Learning Outcomes and Objectives

## Course Objectives

Read short primary texts and explain their major ideas.

Write discursive/exploratory essays and explain their major ideas.

Demonstrate the ability to sustain informed, engaged, and tolerant critical discussions.

Identify and cogently summarize some of the philosophical theories from the areas of epistemology, metaphysics, ethics, philosophy of religion, and aesthetics.

Explain contemporary philosophical issues.

Develop the skills to listen carefully to opposing viewpoints and to offer a philosophical response to them.

## SLOs

### Discover and demonstrate one's own philosophical commitments by engaging in sustained philosophical discussion.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.

*ILOs*  
General Education apply examples of theories and criticism associated with a field of study

*PHILO*  
Philosophy - critically analyze and evaluate political institutions and processes in their state, national and international environments.

AA-T identify and evaluate arguments, recognize the importance of reasoning in seeking truth. articulate and distinguish competing theories and perspectives.

### Explain and discern the philosophical questions often left unexamined in contemporary political debates. Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

*SOC S*  
Social Sciences Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

*ILOs*  
General Education analyze and synthesize diverse works of writing, art, music, and other cultural forms

*PHILO*  
Philosophy - critically analyze and evaluate political institutions and processes in their state, national and international environments.

AA-T identify and evaluate arguments, recognize the importance of reasoning in seeking truth. articulate and distinguish competing theories and perspectives.

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
SOC 5 Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
<i>PHILO</i> Philosophy - AA-T	identify and evaluate arguments, recognize the importance of reasoning in seeking truth. articulate and distinguish competing theories and perspectives.

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Introduction to Philosophical Method (5 hours)

- Centrality of argument, examples and counterexamples
- Examination of philosophical tensions and assumptions
- Models of philosophical progress

#### Theory of Knowledge (7 hours)

- Definitions of knowledge
- Epistemological skepticism
- Classic accounts of the nature and scope of human knowledge

#### Metaphysics (7 hours)

- Free will, determinism, and moral responsibility
- Temporal and logical identity
- Logical necessity

#### Theories of Justice and Political Legitimacy (7 hours)

- Distributive justice
- Natural talents and just rewards
- Social contract and civil disobedience
- Sources of political legitimization

#### Ethics (7 hours)

- Hedonism
- Consequentialist vs. deontic moral calculations
- Virtue theory and human happiness
- Universality and the limits of the moral

**Philosophy of Religion (7 hours)**

- The ontological argument, Pascal's wager, cosmological argument
- The problems of evil, of consistency, or the number of Gods
- God and our moral autonomy

**Aesthetics or Philosophy of Science (7 hours)**

- For Aesthetics
  - Definitions of art
  - The source of meaning in art
- For Philosophy of Science
  - Definitions of science
  - The source of objectivity in science.

**Instructor's Choice: Questions and Examples Drawn from Contemporary Work in Philosophy Not Part of the Previous Topics (7 hours)**

- e.g., work in intentionality in the philosophy of mind or of language
- e.g., critical reassessment of traditional philosophical methods raised by contemporary feminist or critical theorist philosophers

**Total Hours: 54****Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

Arts, Foreign Language, Literature, and Philosophy

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value



## Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value