

# PHIL R101: INTRODUCTION TO PHILOSOPHY

**Originator**

chorrock

**College**

Oxnard College

**Discipline (CB01A)**

PHIL - Philosophy

**Course Number (CB01B)**

R101

**Course Title (CB02)**

Introduction to Philosophy

**Banner/Short Title**

Introduction to Philosophy

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course introduces core concepts and methods in philosophy. Topics explored include: reality, knowledge, value/s, truth, self, religion, science, mind, language, beauty, art, and political theory. An effort is made to relate philosophical subjects to the life and experience of college students. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or better or "P." Field trips may be required.

**Taxonomy of Programs (TOP) Code (CB03)**

1509.00 - Philosophy

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

### **Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

### **Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

### **Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Students will explain the meaning/use of key philosophical ideas.  |
| 2 | Students will give reasons, pro and con, in discussion of an argument, theory, or position in Philosophy.                  |
| 3 | Students will write paragraphs that exhibit clarity, focus, command of subject matter, and a logical development of ideas. |

### **Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Identify and explain core philosophical concepts, issues, and problems.  |
| 2 | Identify and apply methods of reasoning, analysis and argumentation to examine philosophical subjects and systems. |
| 3 | Recognize, summarize, and critically interpret in writing philosophical principles and positions.                  |
| 4 | Differentiate between assumptions/reasons and implications/conclusions in philosophical discussion/examination.    |
| 5 | Relate ideas found in one philosophy with other philosophies.  |
| 6 | Relate ideas in philosophy with present society and everyday life.   |
| 7 | Evaluate philosophical theories for internal consistency as well as consistency with alternate viewpoints.         |
| 8 | Develop, explain, and defend one's own original philosophical positions.   |
| 9 | Appraise strengths and weaknesses of one's own philosophical positions.  |

## **Course Content**

### **Lecture/Course Content**

1. Philosophers investigate "Big" (timeless) questions
  - a. Does (my) life have a meaning?
  - b. Is there a God?
  - c. Where does the world come from?
  - d. Can I know anything? And, if so, what and how?
2. Philosophical Methods

- a. A Socratic approach
    - i. Identifying philosophical topics
    - ii. Eliciting answers
    - iii. Questioning answers
    - iv. Refining questions and answers
  - b. Possessing a philosophical attitude
    - i. Openness to other/all points of view (at least at first)
    - ii. A skeptical/questioning attitude (as in: "prove it to me")
    - iii. A sense of wonder at how vast/deep/recurrent philosophical questions prove to be
  - c. Logical argument and justification
    - i. Deductive argument/reasoning based on necessity
    - ii. Inductive argument/reasoning based on probability
    - iii. Reasoning by analogy/comparison
    - iv. Fallacious reasoning
3. Metaphysics (theories of reality)
- a. Basic questions/issues
  - b. Where did we/"this" come from?
  - c. What exists and how?
  - d. What forces operate in the universe?
  - e. Why do things change, and how is change "real"?
  - f. Can anything in reality be "supernatural"?
  - g. Does freewill exist? (Does determinism exist?)
  - h. Traditional answers/theories
    - i. Idealism: soul/mind (e.g. Plato, Berkeley)
    - ii. Materialism: body/physicalism (e.g. Hobbes, Marx, modern natural science)
    - iii. Dualism: mind/body (e.g. Descartes)
    - iv. Theism: God (e.g. Aquinas)
    - v. Existentialism: freedom (e.g. Nietzsche)
4. Epistemology (theories of knowledge)
- a. Basic questions/issues
    - i. What is the relation between knowledge and belief?
    - ii. What is the source of knowledge?
      1. Rationalism: coherence truth tests (e.g. Descartes)
      2. Modern empiricism: correspondence truth tests, (e.g. Locke, Berkeley, Hume)
      3. Contemporary empiricism
        - a. Verifiability (logical positivism)
        - b. Falsifiability (Popper)
        - c. Incommensurability (Kuhn)
      4. Pragmatism: problem-solving truth tests (e.g. James)
      5. Skepticism (extreme doubt of all claims of truth)
    - iii. The importance of language (analytic philosophy)
      1. Language and truth (Russell, Wittgenstein)
      2. Logical meaning (grammar/syntax; analytic, a priori structure) (Kant)
      3. Semantic meaning (linguistic content; synthetic, a posteriori structure) (Kant)
    - iv. Knowledge claims based on subjective experience
      - i. Intuition
      - ii. Religious experience
5. Ethics (value theory and individuality)
- a. What is morality?
  - b. Moral relativity (e.g. the sophists, post-modernism)
  - c. Moral absolutism (e.g. Plato, Aquinas)
  - d. Teleological theories of ethics (e.g. Aristotle, Mill)
  - e. Deontological theories of ethics (e.g. Kant)
  - f. Metaethics (e.g. analytic philosophy/Emotivism)
  - g. Existential perspectives
  - h. Applied ethics (Social and natural sciences; interdisciplinary studies)
6. Social philosophy (value theory and society)

- a. Justice (e.g. Plato, Rawls)
- b. Theories of government (e.g. Hobbes, Locke)
- c. Theories of society (social functioning) (e.g. Aristotle, Marx)

### Laboratory or Activity Content

None

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
 Essays  
 Group projects  
 Objective exams  
 Quizzes  
 Reports/papers  
 Research papers

### Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Computer-aided presentations  
 Class discussions  
 Distance Education  
 Field trips  
 Instructor-guided interpretation and analysis  
 Lecture

**Describe specific examples of the methods the instructor will use:**

1. Instructor will direct interactive instructional activities asking students to compare and contrast ancient philosophical perspectives with (their) modern philosophical counterparts.
2. Guided and focused class discussions of representative philosophical subject areas, topics, questions, and theories. These discussions would elicit student opinions on the relationship between a theory relative to a larger topic; a theory relative to another theory; and/or a theory relative to (ordinary) practice/s/perspectives.
3. Instructor will show video/s distinguishing the relationship between philosophy and its methods of experience and reasoning, with that of religion/spirituality (East and West) and those (specific) methods of experience and analysis/evaluation.

### Representative Course Assignments

#### Writing Assignments

1. (Analyze a philosophical quote): "The unexamined life is not worth living." (3-5 pg.)
  - a. Analyze what Socrates probably meant by this statement (giving reasons for your views)
  - b. Discuss what you think about Socrates' argument: pros and cons
  - c. Criticize/critique your own analysis (e.g. what are the assumptions you make, the strengths and weaknesses of your argument, etc.)
2. (Short-answer writing for a quiz): "State the "problem of evil" (in theology) in 50 words or less."
3. Compare and contrast the strengths and weaknesses of Descartes' rationalism and British empiricism in addressing the problem of knowledge, truth, and identity. (7-10 pg.)

#### Critical Thinking Assignments

1. Participate in class and small group discussions which engage in dialogue about notions of "self," (both theoretical and practical).
2. Compare and contrast idealist and materialist views of reality, and their relationship/s to/with corresponding views of knowledge.

### Reading Assignments

1. Primary Sources, e.g.,
  - a. Ch. on Plato
  - b. Ch. on Mill
2. Primary sources, e.g.,
  - a. Descartes Discourse on Method (excerpt)
  - b. Hume An Enquiry Concerning Human Understanding (excerpt)
  - c. James Pragmatism (excerpt)
  - d. Thomas Kuhn The Structure of Scientific Revolutions (excerpt)
3. Journal Articles, e.g.,
  - a. Anthony Flew, Alistair Macintyre Essays in Philosophical Theology (excerpt)
  - b. Currently recommended readings from APA (Amer. Phil. Soc.)

### Skills Demonstrations

None

### Other assignments (if applicable)

1. Review video open-source university lectures on topics in philosophy
2. Research electronic databases, e.g., Standard Encyclopedia of Philosophy, for additional material on a subject

### Outside Assignments

#### Representative Outside Assignments

1. Completing reading/s of primary source materials in philosophy.
2. Completing reading/s of secondary source materials in philosophy, including textbook materials, and other forms of interpretation.
3. Reviewing video of, for example, open-source university lectures on topics in philosophy
4. Searching for video related to course topics, but not included in the syllabus, and/or course bibliography
5. Research electronic databases, e.g., Standard Encyclopedia of Philosophy, for additional material on a subject
6. Reviewing content found on university/4-yr. college philosophy department websites, including philosophy program features, instructor web pages (of recent work, professional background), student web pages, insofar as they are indicative of professional work within the field of philosophy.
7. Weekly short essay assignments related to class lecture.
8. Library/Learning resource search-inquiries and assignments.
9. (Self)-Reports/-ing of searches/inquiries, outcomes of searches, interpretation/analysis of searches.

### Articulation

#### C-ID Descriptor Number

PHIL 100

#### Status

Approved

#### Comparable Courses within the VCCCD

PHIL M01 - Intro to Philosophy

PHIL M01H - Honors: Introduction to Philosophy

PHIL R101H - Honors: Introduction to Philosophy

PHIL V01 - Introduction to Philosophy

### District General Education

#### A. Natural Sciences

#### B. Social and Behavioral Sciences

#### C. Humanities

##### C2. Humanities

Approved

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 1999

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

UC TCA

Approved

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

Area 3B: Humanities

Approved

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

Resource Type

Textbook

**Description**

Rauhut (2020). *Thinking About Philosophy*. Pearson. (NY/NY)

**Resource Type**

Textbook

**Description**

Soloman, R.; Higgins, K. (2018). *The Big Questions*. Cengage. (Boston/MA.)

**Resource Type**

Textbook

**Description**

Perry; Bratman; Fischer (2018). *Introduction to Philosophy*. Oxford Univ. Press.(UK)

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between an absolute/-ist and/or an objective position, and a relativist/-ic and/or skeptical position, (in a philosophical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, ethics, logic, social and political philosophy, theology, philosophy of science, and/or axiology.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.



**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between an absolute/-ist and/or an objective position, and a relativist/-ic and/or skeptical position, (in a philosophical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
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Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between an absolute/-ist and/or an objective position, and a relativist/-ic and/or skeptical position, (in a philosophical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, ethics, logic, social and political philosophy, theology, philosophy of science, and/or axiology.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

**Examinations****Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

PHILOSOPHY

**Review and Approval Dates****Department Chair**

09/14/2020

**Dean**

09/14/2020

**Technical Review**

10/28/2020

**Curriculum Committee**

10/28/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

12/09/2020

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000315631

**DOE/accreditation approval date**

MM/DD/YYYY