

PHIL R101H: HONORS: INTRODUCTION TO PHILOSOPHY

Originator

chorrock

College

Oxnard College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

R101H

Course Title (CB02)

Honors: Introduction to Philosophy

Banner/Short Title

Honors: Intro. 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 life and experience of college students. The honors component requires students to engage these subjects with a greater degree of intellectual depth and rigor. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. 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

May be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

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. |
| 4 | Students will write research papers using primary source material and various databases. |

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. |
| 10 | Honors: analyze and evaluate primary source materials in philosophy. |
| 11 | Honors: create a thesis; support it with reasons; and present and reply to counterarguments using standard elements of scholarship. |

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):

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.)
 - d. (Honors) Compare quotes from alternate perspectives and/or worldviews
 - e. (Honors) Use "outside" (beyond the textbook) research databases and cite those sources using the standard protocols of formal writing.
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.)
 - a. (Honors) Use "outside" (beyond the textbook) research databases
 - b. Cite sources using the standard protocols of formal writing
 - c. Honors: Scholarly-based, journal-style, research writing

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 (Examples)
 - a. Ch. on Plato
 - b. Ch. on Mill
 - c. Honors supplementary primary source reading
2. Primary source readings (Examples)
 - 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)
 - e. Honors: supplementary and/or complementary primary source readings
3. Journal Articles (Examples)
 - a. Anthony Flew, Alistair Macintyre "Essays in Philosophical Theology" (excerpt)
 - b. Currently recommended readings from APA (Amer. Phil. Soc.)
 - c. Honors: supplementary and/or complementary journal article readings

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 R101 - 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 2016

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

Effective term:

Fall 2016

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

Effective term:

Fall 2016

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Effective term:

Fall 2016

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Description

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

Description

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

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)	Student-to-student discussion board topics/responses will be posted on, for example, 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:

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Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, the difference between an absolute/-ist and/or an objective position, and a relativist/-ic and/or skeptical position, (in a philosophical discussion/debate)
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
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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

09/20/2020

Dean

09/21/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/9/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000570374

DOE/accreditation approval date

MM/DD/YYYY