

Cerro Coso College  
**Course Outline of Record Report**  
10/07/2021

## PHILC101 : Introduction to Philosophy

### General Information

Author:	-
Course Code (CB01) :	PHILC101
Course Title (CB02) :	Introduction to Philosophy
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1509.00) Philosophy
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000339139
Curriculum Committee Approval Date:	10/04/2013
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	02/27/2014
Course Description:	This course introduces philosophical ideas and methods concerning knowledge, reality and values. Topics of instruction include the sources and limits of knowledge, and the nature of reality. The course also covers the philosophical perspective of the nature of the self, truth, ethics, religion, science, language, beauty and art, political theory, and mind.
Submission Type:	New Course
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Philosophy</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Philosophy</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grade Options</b> <ul style="list-style-type: none"><li>• Pass/No Pass</li><li>• Letter Grade Methods</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Liberal Arts: Arts &amp; Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Liberal Arts: Arts &amp; Humanities Associate in Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Arts &amp; Humanities Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cerro Coso General Education Requirements**

Area 3.4

**Categories**Humanities  
Philosophy**Status**

Approved

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

**CSU General Education Certification**

Area C.2

**Categories**Arts & Humanities  
Humanities**Status**

Approved

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

**Intersegmental General Education Transfer Curriculum**

Area 3.B

**Categories**Arts & Humanities  
Humanities**Status**

Approved

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

**C-ID**

Philosophy

**Categories**

C-ID discipline

**Status**

Approved

**Approval Date**

No value

**Comparable Course**

PHIL 100

**Units and Hours****Summary****Minimum Credit Units (CB07)**

3

**Maximum Credit Units (CB06)**

3

**Total Course In-Class (Contact) Hours**

54

**Total Course Out-of-Class Hours**

108

**Total Student Learning Hours**

162

**Faculty Load**

0

**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10) Variable Credit Course**Weekly Student Hours****Course Student Hours**

	<b>In Class</b>	<b>Out of Class</b>	<b>Course Duration (Weeks)</b>	18
Lecture Hours	3	6	<b>Hours per unit divisor</b>	54
Laboratory Hours	0	0	<b>Course In-Class (Contact) Hours</b>	
Activity Hours	0	0	Lecture	54
			Laboratory	0
			Activity	0
			<b>Total</b>	54
			<b>Course Out-of-Class Hours</b>	
			Lecture	108
			Laboratory	0
			Activity	0
			<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duties: 0

Faculty Load: 0

### 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

#### Prerequisite

ENGLC070 - Introductory Composition

Students in this course are required to write papers requiring critical thinking and analysis as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The writing advisory assures students have the skills necessary for success in these assignments.

### Entrance Skills

Entrance Skills	Description
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No value

No value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Library

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction

Presentations (by students)

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Demonstration

Rationale

No value

Methods of Instruction

Discussion

Rationale

No value

**Methods of Instruction** Audiovisual

**Rationale** No value

### Assignments

- A. Readings as assigned B. Preparation of units of presentation C. Take-home essays For example, 1. Read the sections in the textbook pertaining to the major theories of political philosophy. 2. Review notes from the professor's in-class lecture or read the online lecture from the professor about the various theories of political philosophy. 3. Write a critical essay where you identify several different philosophers and their theories of political philosophy then evaluate how these concepts have changed and evolved over time.

### Methods of Evaluation

### Rationale

Research Paper

A. Essays of 1000-1500 words demonstrating achievement of learning objectives.  
Example: With reference to a specific knowledge claim, answer the following questions. What can be known with certainty? Is all knowledge necessarily subjective? How would a rationalist and an empiricist articulate the referenced knowledge claim? How might the use of empathy, interpretation, and imagination add to a fuller articulation of the referenced knowledge claim?  
Example: Using the vocabulary of rights, care, and justice; and of utilitarianism, relativism, and postmodernism, is there a case for universal human rights? If so, what kind of a case is it and does it extend to animals and/or natural systems? If not, on what principles should global relations be conducted?

Participation

B. Student presentation of course content  
Example: As a team member, prepare a unit of instruction on one prominent philosopher, including presentation of biographical information and significant conceptual contributions and facilitation of class discussion.

Tests

C. Oral and written quizzes to support reading and discussion.  
Example: Share with the class a question or comment that you have about Descartes' conception of the mind body problem.  
D. A summary essay and/or summary exam composed of objective questions:  
Example: Write A 2000 word summary essay, incorporating and building upon your previous essays, to synthesize the major topics of philosophy in a coherent personal understanding. With significant reference to philosophers you have studied, be sure to include topics of metaphysics, ethics, epistemology, and identity and purpose in your own understanding of human life.

### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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	Chaffee, J.. (2013) The Philosopher's Way, 4th, Pearson			
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### Other Instructional Materials

No Value

### Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Demonstrate a basic understanding of philosophical methods.

Expected SLO Performance: 70.0

Demonstrate an ability to articulate ideas about philosophical issues.

Expected SLO Performance: 70.0

Use philosophical methods, assumptions and principles to analyze philosophical ideas and positions.

Expected SLO Performance: 70.0

*Social Science*  
IGETC PLOs

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

*Social Science*  
PLOs for CSU GE COA

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

*English*  
Liberal Arts: Arts & Humanities  
AA Degree

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Evaluate philosophical arguments, methods, assumptions, and principles for consistency, relevance, and truth.

Expected SLO Performance: 70.0

*English*  
Liberal Arts: Arts & Humanities AA Degree

Evaluate, create, or perform artistic and cultural constructions.

## Outline

### Course Outline

A. Methodology: This course is a study of philosophical ideas and methods through the critical examination of primary texts. Primary texts will be used to examine all of the philosophers highlighted below as well as others. These methods should include:

1. Argumentation
2. Conceptual analysis
3. Analysis and evaluation of fundamental assumptions and principles of various philosophical systems
4. Philosophical interpretation of primary texts

#### B. Introduction to philosophy

1. What is philosophy?
2. The basics of critical reasoning.
3. What is an argument? Different types of arguments.
4. Philosophy as the mother of all sciences.
5. Methodology and the scientific method.

#### C. Early philosophy

1. Indian philosophy
2. Early Greek philosophers (Thales; Anaximenes; Anaximander; Phytagoras; etc.)
3. Socrates; Plato; Aristotle
4. Attempts to understand the origins of the universe.
5. Definitions of philosophy; mythology and religion.
6. Basics of critical reasoning.

#### D. Ethics

1. Socrates and Plato
2. The nature of justice
3. The nature and welfare of the state
4. Moral compasses and decisions.

#### E. Metaphysics

1. Determinism; Freedom (Baron d'Holbach)
2. Indeterminism and free will (William James; Dennet)
3. Compatibilism (W. T. Stace; Shlick)
4. Existentialism; (Sartre)

#### F. Social and political philosophy

1. Concepts of social class (Marx; Engels; Feuerbach; Hegel)
2. Proletariat and bourgeoisie
3. Historical materialism
4. The evolution of capitalism (Burke)

#### G. Epistemology

1. Plato and the theory of ideas vs. opinion.
2. Plato and the perfect forms and the Allegory of the Cave.
3. Descartes - existence and reality vs. dream.
4. Descartes and the discourse of method
5. John Locke's critique of universality.
6. Bertrand Russell; the concepts of appearance and reality.
7. Wittgenstein; Language and use.

#### H. Religious philosophy

1. Introduction to the differences between Eastern and Western philosophies. (e.g. Buddhism as both religion and philosophy.)
2. Mesoamerican and pre-Columbian philosophies.

## Delivery Methods and Distance Education

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

Face 2 Face

Online

Hybrid

Interactive

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?**

Both online, iTV and on-ground classes have multiple essays, quizzes and reading material. Classroom discussion is replaced online by a requirement of participation in a discussion forum.

**Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)**

forums

message

chat

email



phone  
itv

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

software Computer for access, help desk for tech support.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv  
LMS  
publisher

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class\_size The class size will not be lower than face to face size.