

Effective Date Quarter: <b>FALL</b> Year: 2005
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**NEW COURSE REQUEST**

1. **DEPARTMENT** (Name of department or program which will offer the course): PHILOSOPHY

2. **ALPHABETICAL PREFIX** (all capitals): PHIL      **COURSE NUMBER**: 2001

**FULL TITLE** in Catalog: INTRODUCTION TO PHILOSOPHY

**ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):  
INTRO PHILOSOPHY

**UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):

a) **Course Content**: Major themes, thinkers and methods in philosophy. Topics include the history of philosophy, the nature of philosophical questioning, God, reality, truth and the self.

b) **Grading Pattern** (if not A-F):

c) **Credit Restrictions**: NONE

d) **Repeatability**: NONE

e) **Cross-listing/Primary Department**: N/A      **Secondary Department**:

f) **Prerequisites**: NONE

g) **Co-requisites**: NONE

h) **Miscellaneous Course Fee**: NONE

i) **Hours/Week of Lecture**: 4

j) **Hours/Week of Activity or Lab**: NONE

4. **COURSE INVENTORY DATA**

	(First Segment)	(Second Segment)
a) <b>Instructional Format</b> :	DISCUSSION	
b) <b>Class Hours/Week</b> :	4	
c) <b>Student Credit Units</b> :	4	
d) <b>Course Classification Number</b> :	C4	
e) <b>Workload K-factor</b> :	1.0	
f) <b>Weighted Teaching Units</b> :	4	
g) <b>Normal Limit/Capacity</b> :	30	

5. **FIRST QUARTER AND YEAR OF OFFERING**: FALL 2005

Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S)** to be satisfied, with justification:

Area C2 or 3. Applying separately to GE Subcommittee.

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE** (including use of course in **department programs**, if any):

The course will serve as a general introduction to the study of philosophy as well as fulfilling the Area C General Education breadth requirement for the lower division humanities/ letters.

Majors will be allowed to use course to count as an elective in the major.

Course will replace various sophomore-level cluster courses that the Department had offered in the past. Given the need for sophomore-level courses in the humanities, the Department expects solid demand for this course.

8. **RESOURCE IMPLICATIONS** of the new course:

Course will be taught out of the department's existing allocation. The course will be replacing sections of courses currently designed for sophomore clusters. The Department will use the next several quarters to determine which cluster courses can sustain enrollments outside the cluster system. Those that cannot will be discontinued.

9. **CONSULTATION** with other affected departments and program committee:

a) The following **department(s)** has (have) been consulted and raise **no objections**:  
All departments in the College of ALSS were consulted and there were no objections.

b) The following **department(s)** has (have) been consulted and **raise concerns**:

Department:

Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.

Chair: original signed by Terrance Kelly Date: April 14, 2005

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of **REVIEW BY THE ASSOCIATE VICE PRESIDENTS**, Academic Programs/Graduate Studies and Academic Resources/Administration

Dean/Associate Dean: original signed by Marilyn Silva Date: April 14, 2005

**Course Description & Applicability to C-2/3 Lower Division GE Requirement**

**Catalogue Description:**

Major themes, thinkers and methods in philosophy. Topics include the history of philosophy, the nature of philosophical questioning, God, reality, truth and the self.

**Course Description:**

Philosophy, literally the "love of wisdom," is a discipline for discussing basic questions about ourselves and our world. The major purpose of this course is to introduce you to the unique character of philosophical thinking so that you can experience it for yourself. We will begin our philosophical investigations with several major primary texts which raise some of the most significant questions. In addition to reading and evaluating the works of great philosophers, you will be encouraged to reflect upon your own answers to philosophical questions. Your experience in this course will help you to read carefully, to think clearly and critically, to argue logically, to understand and evaluate the philosophical positions of others, and to defend your own positions in speaking and writing.

**How this course satisfies Area C-2/3:**

**Examine significant texts of the creative intellect:** This course is a brief survey of the history of Western philosophy. Readings will be comprised of primary texts written by major figures, such as Plato, Aristotle, Descartes, Kant, Hume, Hegel Marx, etc. This course will expose students to some of the major philosophical texts and themes in Western Civilization.

**Critical examination of ideas and theories:** This course will cultivate critical thinking skills and conduct critical examinations of texts and ideas by asking students to adopt a predisposition to thinking critically about issues that they may already be familiar with and have taken positions on. In both written and oral work, students will be asked to be open to the views of various authors as well as of their fellow students. Students will need to be able to recount the arguments of the authors they read, critically evaluate the claims made in the texts, examine their own thinking about philosophical issues, and create their own arguments for their original philosophical viewpoints. This critical examination will be conducted primarily through philosophical approaches and methods, but also through historical, linguistic, literary, and rhetorical approaches. The course will discuss how ideas change over time, how the language used to express ideas affects those ideas, and the literary and rhetorical devices employed by the philosophers that they read.

**Understanding of human concerns and the intellectual and cultural traditions within which they arise:** In this course, students will be asked to reflect on what constitutes a Western perspective. They will examine major themes in Western philosophy, such as the nature of reality, how we can know the truth, the existence of God, and the nature of the self. Students will consider the historical, social, and political contexts that have influenced the production and interpretations of the texts.

**Learning Outcomes for Lower Division Humanities Courses in General Education:**

- 1) Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions

within which these concerns arise, including both classical and contemporary artists/ or theorists.

Through paper writing and small group oral discussion and presentation, student will read classical texts on the history of Western Philosophy. Through these texts, students will reflection on the eternal questions of human concern, such as reality, truth, and God. Students will consider the historical and cultural contexts in which philosophical ideas arise. Students will travel through the history of Western thought from Plato to contemporary feminist philosophy.

2) Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of the humanities over time.

As a historical survey, student will see how philosophical ideas have developed over time, and how ancient and modern thinkers have influenced contemporary philosophical works. Students will write about these works, with consideration for their historical and cultural contexts.

3) Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, methods of analysis used in the humanities to interpret and evaluate enduring human concerns.

In this course, students will be employing the method of argumentation. This will require them to recognize and analyze the arguments in philosophical texts, and well as create their argumentation in defense of their interpretations of these texts, and in support of their own ideas.

4) Students will critically reflect on the formation of the human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

The study of philosophy necessarily entails a study of human goals and values. In this course, students will be reading some of the most significant, seminal, and creative works from the history of philosophy that raise many of the most perennial concerns

**\*\*\*\*Sample Syllabus\*\*\*\***

**INTRODUCTION TO PHILOSOPHY**

**PHIL 2001**

**(FACULTY INFORMATION, OFFICE HOURS)**

**COURSE DESCRIPTION**

Philosophy, literally the "love of wisdom," is a discipline for discussing basic questions about ourselves and our world. The major purpose of this course is to introduce students to the unique character of philosophical thinking so that they can experience it for themselves.

Students begin their philosophical investigations with several major primary texts which raise some of the most significant questions. In addition to reading and evaluating the works of great philosophers, students will be encouraged to formulate their own answers to philosophical questions. The course helps students to read carefully, to think clearly and critically, to argue logically, to understand and evaluate the philosophical positions of others, and to defend their own positions in speaking and writing.

**PURPOSES OF THE COURSE**

- 1) To introduce you to some of the great ideas and thinkers of Western culture, and relate them to your lives today;
- 2) For you to become acquainted with the nature of philosophical questioning and argumentation, which will be useful for work in your major;
- 3) To read and discuss some important ideas of the twentieth century
- 4) Most importantly, to help you to think more clearly through writing! I want you to be able to express and argue for your opinions more effectively -- a skill which is always helpful in any area of work you may pursue.

**GENERAL EDUCATION OUTCOMES:**

This course fulfills the C2 Lower-Division Humanities Requirement:

(a) to teach the critical examination of ideas and theories through the use of historical, linguistic, literary, philosophical, and rhetorical approaches and methods; and (b) to encourage understanding of enduring human concerns and the intellectual and cultural traditions within which they arise.

**Student Learning Outcomes:**

- 1) Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists/ or theorists.

Through paper writing and small group oral discussion and presentation, student will read classical texts on the history of Western Philosophy. Through these texts, students will reflection on the eternal questions of human concern, such as reality, truth, and God. Students will consider the historical and cultural contexts in which philosophical ideas arise. Students will travel through the history of Western thought from Plato to contemporary feminist philosophy.

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The study of philosophy necessarily entails a study of human goals and values. In this course, students will be reading some of the most significant, seminal, and creative works from the history of philosophy that raise many of the most perennial concerns.

### TEXTS

Plato. Five Dialogues. trans. by G.M.A. Grube. Hackett Publishing Co., 1981.

Plato. Symposium. trans. by Nehamas & Woodruff. Hackett Publishing Co., 1989.

Descartes, Rene. Discourse on Method and Meditations on First Philosophy. trans. by Donald A. Cress. Hackett, 1980.

Existentialism from Dostoevsky to Sartre, ed. by Walter Kaufmann.

Nal Penguin, Inc., 1975.

Additional Texts on Reserve

### POLICIES

1) I must insist that you read all of the assigned reading, because any introduction to philosophy entails reading and reflecting upon texts. I have tried to keep the reading assignments as brief and as manageable as possible. I know that reading philosophy is often difficult, and I will be clarifying the material in class with you.

2) Discussion is essential for the birth of philosophical ideas; therefore I must set an attendance policy: I will give you 3 "freebies" or "skips". However, you are responsible for the material covered in class, so get notes from a classmate or come see me. More than 3 "skips" will result in a penalty of a letter grade lower for the semester, unless of course disaster or emergency occurs, in which case you must contact me and let me know.

3) I will have regular office hours. If my office hours are inconvenient, see me after class or call for an appointment. I am always available for you if you have any problems or questions, please contact me. **DO NOT HESITATE!** I want and expect everyone to do well in the course and be happy with the work they are doing, so if something is amiss, I would like you to communicate that to me.

4) I cannot imagine that any honorable college student would cheat his or her way through school; therefore I don't expect any problems from any of my students. However, **All forms of cheating (including plagiarism) are expressly forbidden in this course!** If such an unthinkable incident should occur, I will follow the appropriate course of action according to University policy.

5) If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible to let me know. If you have any special needs or concerns, now or as the quarter progresses, please tell me ASAP so that we can address them.

## REQUIREMENTS

1) Journal- Every week, I will ask you to write a page or two of your thoughts about the reading we are doing, or about a question I will give you in class. In these, I want you to be reflective and perhaps form an opinion about an issue. Through writing, your own thoughts will hopefully be clarified and your grasp of the text solidified. I will announce 1 week in advance of when I plan to collect and read your journals, which I will do a few times during the semester. I intend to use these as the basis for discussion. **10%** of your final grade. 2) In-Class

Discussion Projects- At least once a week, you will engage in a specific Discussion Project with your classmates. This will require you to converse with your classmates on the reading, relate the reading to your own ideas and experiences, create arguments to support your views, and present the results of your group discussion to the whole class. Obviously, we need to be in class to do them! **10%** of your final grade

3) Papers- I expect you to write two formal papers, approximately 4-6 pages in length. The topics will be assigned in class and you will have at least a week to do them. We will discuss exactly what is expected of you as they are assigned. I encourage you to come to me with a draft of your paper or visit the Writing Center in advance of the due date if you are unsure about it. After the papers are returned you will also have the opportunity to re-write for a potentially higher grade. However, failure to give me a paper on the original due cancels this option. Papers are **30%** each.

4) Final Exam- We will have a final exam, but do not be afraid! It will encompass readings from the whole quarter, and will be in essay format. I will tell you what you will need to know and review in our last classes. **20%**.

## READING ASSIGNMENTS

Week 1: Introduction

Week 2: Plato, Symposium, pp. 1-44

Week 3: Symposium, pp. 45-77

Week 4: Plato, "Meno" from Five Dialogues

Week 5: Plato, "Apology" from Five Dialogues and Martin Luther King Jr., "Letter from a Birmingham Jail" (reserve)

Week 6: Descartes, Discourse On Method, Part 1, pp. 1-6, Descartes, Meditations, pp. 47-63

Week 7: Meditations, pp. 63-81

Week 8: Kierkegaard, pp. 82-120 (Kaufmann), Marx (on reserve)

Week 9, Sartre, pp. 329-369

Week 10: Feminist Philosophy (Jaggar and hooks, on reserve)

\*\*\*\*\* All schedules are subject to change \*\*\*\*\*