

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 10/19/09

Department: Philosophy Number: 100

Course Title: Introduction to Philosophy Units: 3

Total Semester Hours: Lecture: 48 Lab: Homework: 96 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ____)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)

3. Recommended Preparation (Attach Enrollment Validation Form.)

Eligibility for ENGL 100 and eligibility for READ 400 or 405

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

100 Introduction to Philosophy (3) Minimum of 48 lecture hours per term. Recommended Preparation: eligibility for ENGL 100 and for READ 400 or 405. Introductory survey of philosophical questions about the nature of reality; the prospects for human knowledge; and moral, political, and religious issues. Intended to help students clarify their own thinking about such questions through learning and discussing how philosophers have dealt with them. (AA: Area E5c, CSU: Area C2, UC Area 3B)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

INTRODUCTION TO PHILOSOPHY An introductory survey of philosophical questions and points of view from classical and contemporary perspectives. Recommended Preparation: eligibility for ENGL 100 and for READ 400 or 405. (AA: Area E5c, CSU: Area C2, UC Area 3B)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

Identify some of the central figures and main issues in the history of philosophy.

Identify, explicate, and evaluate complex arguments.

Compare and contrast divergent philosophical theories on some issue.

Formulate a reasoned response to a philosophical position.

Analyze a philosophical position in terms of different cultural/social perspectives.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as SLOs

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

I. The Analysis of Arguments

Arguments

1. Identification

- a. definition of argument
- b. argument vs. dispute
- c. premise and conclusion indicators
- d. purpose: persuasion, explanation, discovery, recording inferences

2. Types of Arguments

a. Deductive

- formal and informal
- degree of certainty of the conclusion

b. Inductive/ scientific method

- probability: the degree of certainty
- causal arguments
- arguments from analogy - questionable analogies
- generalization based on small or unrepresentative samples
- Mill's method of confirmation

II. The content of Philosophy

A. Epistemology

B. Metaphysics

C. Theory of Self / Minds / Persons

D. Political Philosophy

E. Morality and Ethics

F. Philosophy of Religion

III. Why this Class is Important / The Larger Picture

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

The students will read original source material. Through instructor-guided classroom discussions students will produce written work that demonstrates their ability to summarize the main ideas and arguments; they will analyze the arguments and evaluate the strength of the arguments; they will compare and contrast philosopher's ideas or philosophical theories; they will form arguments which use their own reasoning to come to conclusions regarding the ideas.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Through assignments and in-class examinations the students will write short and long answers to questions regarding the material. They will begin with identifying main arguments. They will incorporate those ideas into subsequent papers that rely on the earlier work. They will include terms and structures which demonstrate their correct use of the concepts. This will correspond to major ideas and major philosophical theories.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

From The Pre-Socratics to the Present, Daniel Kolak McGraw Hill 1998
Socrates to Sartre and Beyond, Stumpf, Samuel Enoch & Fieser, James McGraw Hill 2003
Philosophy: The Power of Ideas, Brooke Noel Moore, Ken Bruder McGraw Hill 2005
Problems from Philosophy with Powerweb, James Rachels McGraw Hill 2005
Questions That Matter Ed. L Miller, Jon Jensen, McGraw Hill 2005
The Philosophical Journey: An Interactive Approach, William Lawhead McGraw hill 2005
Doing Philosophy: An Introduction Through Thought Experiments, Theodore Schick, Lewis Vaughn McGraw Hill 2005
About Philosophy with CD-ROM, Wolff 2006 | Prentice Hall
Fundamentals of Philosophy, 6/E Stewart & Blocker 2006 | Prentice Hall
Historical Introduction to Philosophy, 5/E Hakim 2006 | Prentice Hall
Experiencing Philosophy Falikowski 2004 | Prentice Hall

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