



## PHIL 120 - Introduction to Philosophy 1 Course Outline

Approval Date: 04/08/2010

Effective Date: 08/13/2017

### SECTION A

**Unique ID Number** CCC000243563

**Discipline(s)** Philosophy

**Division** Arts and Humanities

**Subject Area** Philosophy

**Subject Code** PHIL

**Course Number** 120

**Course Title** Introduction to Philosophy 1

**TOP Code/SAM Code** 1509.00 - Philosophy / E - Non-Occupational

**Rationale for adding this course to the curriculum** Textbook update.

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment**

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of Instruction**

### SECTION B

## General Education Information:

### SECTION C

#### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** Introduces students to the ideas of major Western philosophers from pre-Socratic times to the end of the 16th Century and develops the students' critical-thinking and problem-solving skills.

**Schedule Description**

### SECTION D

#### Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended**

- ENGL 120 or above

1d. **Limitation on Enrollment:** *None*

### SECTION E

#### Course Outline Information

##### 1. Student Learning Outcomes:

- Examine and evaluate the major philosophical systems of the Western world from the Presocratics to St. Thomas Aquinas.
- Critically analyze philosophical systems applying analytic a priori propositions and synthetic a posteriori propositions to the logical analysis.

##### 2. Course Objectives: Upon completion of this course, the student will be able to:

- Define, identify and give examples of deductive and inductive reasoning; syllogisms; the major logical fallacies; metaphor; logical relatedness; cognitive and emotive meanings; extended arguments; authoritative, substantive and motivational warrants; classification and analogy; ambiguity and equivocation; analytic a priori and synthetic a posteriori propositions.
- Demonstrate an understanding of the development of critical, logical and philosophical thought.
- Read and interpret original philosophical texts.
- Articulate how judgments are advanced based on critical and logical exposition and how they are subjected to critical argument.
- Develop his/her own judgments on the basis of a critical-thinking approach to the issues of metaphysics, ethics, philosophy of religion, social philosophy, epistemology and morality.
- Find materials from which to construct guidelines for his/her own life as a communicative individual and as a member of society.
- List and identify the major philosophers and briefly state their respective positions.
- List, define and identify the various disciplines in philosophy (metaphysics, aesthetics, philosophy of religion, linguistics, ethics, epistemology, social philosophy, political philosophy, ontology and deontology).
- Create, identify and critique logical exposition using critical thinking skills presented in class.
- J.

##### 3. Course Content

- A. Introduction to critical thinking: deductive and inductive reasoning; syllogisms; the major logical fallacies; metaphor; logical relatedness; cognitive and emotive meanings; extended arguments; authoritative, substantive and motivational warrants; classification and analogy; ambiguity and equivocation; analytic a priori and synthetic a posteriori propositions
- B. Developing critical thinking skills by applying the above-mentioned logical tools to the various arguments inherent in the topics which follow
- C. What We Mean by Philosophy
- D. The Beginnings of Philosophical Thought in Greece (Presocratics)
- E. Socrates, His Methods and His Goals, and present-day responses
- F. Platonic Idealism and his "Utopia" - his historical impact
- G. Aristotle: Metaphysics and Ethics - his disagreement with Plato, his impact in history, how he was criticized
- H. Stoicism as a Way of Thought and Life - critical approaches; comparison with Aristotle; influence in history, including the Founding Fathers of the United States; Epicureanism, Cynicism, Skepticism
- I. St. Anselm of Canterbury: Representative of the Medieval Mind: The Proof of God - his impact, fallacies in his thinking; Augustine, Averroës, Moses Maimonides, Thomas Aquinas
- J.

**4. Methods of Instruction:**

**Lab:**

**Lecture:**

**Other (Specify):**

**Other:** Lecture/discussion/films/podcasts. Lectures present course content reiterating and augmenting the information in the textbook. Films and podcasts provide visual imagery and different voices expounding on the content, thereby enhancing the core content. Class discussion occurs spontaneously throughout the lecture portion. Class or small group discussions (10-15 minutes) follow films and podcasts.

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

Additional assessment information:

3 midterms (objective and essay)

**SAMPLE OBJECTIVE TEST QUESTIONS:**

For items 1 - 10 below, please indicate whether the proposition is a.) analytic a priori, b.) synthetic a posteriori, or c.) neither.

- 1. Clouds are composed of a mass of tiny drops of water or ice particles seen floating through the air, usually high above the Earth.
- 2. Beryllium is used in various alloys and in controlling the speed of neutrons in atomic reactors.
- 3. We need to extol the arts and find better ways to support the flourishing of all forms of aesthetic endeavors.

**SAMPLE ESSAY QUESTION:**

Please restate in your own words Plato's argument logically proving that, contrary to the Sophists' view, pleasure does not equal the good.

1 final (objective and essay)

**SAMPLE OBJECTIVE TEST QUESTIONS:**

For items 1 - 10, please u

a.)Thales. b.)Anaximenes. c.)Plato. d.)Pythagoras. e.)Aristotle.

1. The Theory of Ideal Forms.
2. All things are made of water.
3. The qualitative differences in things are due to the quantitative differences in substances.
4. The Transmigration of Souls.

**SAMPLE ESSAY QUESTION:**

Please restate Aristotle's Theory of Causation and provide analytic a priori and synthetic a priori propositions to defend or challenge the theory. Use deductive and inductive arguments to support your view.

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

- A. Reading Assignments
  - Read Chapters 1-5 in the text
  - Read original texts not found in the textbook by the philosophers studied in class.
- B. Writing Assignments
  - Write at least 2 papers, each one being no more than 15 typed pages, typed and double-spaced, on (1) a critique of a single philosopher and (2) a creative logical exposition on a topic of the student's choice.

EXAMPLE #1: Restate Socrates' definition of the soul. What is the soul, according to Socrates, and how can an individual experience it and nourish it? Is Socrates' notion of the soul limiting? Why or why not?

EXAMPLE #2: Correlate Anaximenes' discovery that qualitative differences in things in the world are due to quantitative differences in substances with modern-day science and the periodic chart. Address the implications for the existence of objective quality in all existent things, including, and especially as it relates to the arts.

- C. Other Assignments

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**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Perry, Bratman, M and Fischer, J.M  
Title: Introduction to Philosophy: Classical and Contemporary Readings  
Publisher: Oxford University Press  
Date of Publication: 2015  
Edition: Seventh Edition

**B. Other required materials/supplies.**

- Samples of original writings by philosophers studied in class, which are not found in the textbook.

- Additional readings:

Kauffman& Baird, Ancient Philosophy, Prentiss Hall

Matson, Wallace, A New History of Philosophy

A Presocratics Reader: Selected Fragments and Testimonia, Patricia Curd, ed.

Plato, Apology

Plato, Crito

Plato, Phaedo

Plato, Euthypro

Plato, The Republic

Plato, Theaetetus,

Plato, Meno

Aristotle, Nicomachean Ethics

Aristotle, Metaphysics

Lucretius, The Way Things Are