

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

Course Title: Introduction to Philosophy Subject Area/Course Number: PHIL-100

Signatures:

Department Chair _____ Date _____
Librarian _____ Date _____
Dean (Technical Review) _____ Date _____
Curriculum Committee Chair _____ Date _____
President/Designee _____ Date _____
CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

STAND ALONE COURSE: YES NO

Course approved by Curriculum Committee as Baccalaureate Level: YES NO

LMC GE Requirement Approved by the Curriculum Committee: _____

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____ Catalog year 20____/20____ Class Max: _____
Dept. Code/Name: _____ T.O.P.s Code: _____ Crossover course 1/ 2: _____
ESL Class: _____ Yes / No _____ DSPS Class: _____ Yes / No _____ Coop Work Exp: _____ Yes / No _____

Class Code A Liberal Arts & Sciences SAM Code A Apprenticeship Remediation Level B Basic Skills
 B Developmental Preparatory B Advanced Occupational NBS Not Basic Skills
 C Adult/Secondary Basic Education C Clearly Occupational
 D Personal Development/Survival D Possibly Occupational
 E For Substantially Handicapped E* Non-Occupational
 F Parenting/Family Support
 G Community/Civic Development
 H General and Cultural
 I Career/Technical Education
 J Workforce Preparation Enhanced
 K Other non-credit enhanced
 Not eligible for enhanced

*Additional criteria needed
 1 One level below transfer
 2 Two levels below transfer
 3 Three levels below transfer

Institutional Student Learning Outcomes:

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General Education SLOs:

At the completion of the LMC general education program, a student will:

1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.

None

Program-Level Student Learning Outcomes (PSLOs):

1. Citizenship – Developing and applying ethical responsibility and care in academics, the workplace, and global and local communities, while respecting and engaging with a diversity of beliefs, cultures, values, abilities, genders, races, ages, and sexual orientations.
2. Critical Engagement – Becoming critical co-investigators of a pluralistic world towards the agency to apply critical thinking to themselves, their communities and their societies, imparting an ethical imperative.
3. Philosophical Enquiry – Applying the methodologies of philosophy and critical thinking to describe and analyze philosophical and interdisciplinary problems and issues, including in historical context.
4. Philosophical Expression – Express complex philosophical ideas and arguments in clear, coherent and cogent written and oral communication.

Course-Level Student Learning Outcomes (CSLOs):

1. Formulate oral and written arguments on major philosophical questions such as the existence of God, free will, reality, knowledge, a life well lived, or others addressed in the course. (GESLO 1; PLSO 2, 3, 4)
2. Recognize and analyze how philosophical questions are rooted in and inform social, political and ethical issues and make connections to our own experiences. (GESLO 2, 4; PSLO 1, 2, 3)
3. Critically evaluate theories, from a diverse body of viewpoints, concerning metaphysics, epistemology and other theories addressed in the course using primary texts, such as the existence of God, free will or a life well lived. (GESLO 3, 5; PSLO 1, 2)
4. Compare and contrast differing theories, from a diverse body of viewpoints, concerning metaphysics, epistemology and other theories addressed in the course using primary texts, such as the existence of God, free will or a life well lived. (GESLO 5; PSLO 1, 2, 3)

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Assessment Instruments:

1. Formulate oral and written arguments on major philosophical questions such as the existence of God, free will, reality, knowledge, a life well lived, or others addressed in the course. (GESLO 1; PLSO 2, 3, 4)

A. Writing Assignments will require students to formulate a writing argument for their own ideas on the particular topic for the course section. In doing so students will receive assistance in moving from their ideas, to being able to clearly and concisely articulate an argumentative stance on the topic. (e.g. taking a stance on the content of reality and supporting it with reasons and evidence or asking students to evaluate multiple arguments on the existence of God and determine which they think provides the best proof)

B. Reading assessments will provide a formative assessment of students writing skills when they are asked to articulate their beliefs and opinions about the assigned reading. Giving the opportunity to assess student writing proficiency and to modify the assignments to help shape student learning towards mastery of written arguments on major philosophical questions. (e.g. completing reading logs in which students identify key quotes, summarize them and then analyze them in a text such as Descartes' Meditations, completing a journal in which students write down their key thought and opinion about provided study questions, or answering study questions from the textbook on David Hume's Critique of Induction).

C. When participating in class activities students will be asked to present their ideas and arguments in an oral form, both to other students in a group, but also to the class and instructor. This gives an opportunity for a formative assessment, not only of a student's understanding of material, but also of the student's competency for presenting complex philosophical ideas and arguments in an oral form (e.g. dividing students into five groups to each present one of Thomas Aquinas' five arguments in Cosmological Argument, asking students to respond in group and then in the class to a philosophical dilemma such as The Ship Theseus or student presentations of the material for a given week).

2. Recognize and analyze how philosophical questions are rooted in and inform social, political and ethical issues and make connections to our own experiences. (GESLO 2, 4; PSLO 1, 3)

A. When completing the writing assignment students will be challenged to use not only the information from the course, but also to provide their own context to the questions. Paper prompts will be formed to encourage engagement with social, political and ethical issues. This will help students better understand their role as citizens both in their own community and in the larger geo-political communities (e.g. discussing the ethical implications of determinism, providing an argument for the measure of a good life or using an understanding of the definition of knowledge to critique political policies and rhetoric).

B. Reading assessments will provide a formative assessment of students' ability to map the reading onto their own lives and experience with social, political and ethical issues. This will be done by providing prompts that encourage a critical engagement through questions aimed at exploring the commonalities between the philosophical questions in the reading and the questions

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in the student's lives and experience in a social, political and ethical context. (e.g. provide an example from your own life that parallels Camus' The Myth of Sisyphus; journals should include a reflection on the impact of the text on social issues or write an additional paragraph about which famous person in contemporary society you think would benefit from reading Descartes' Meditation).

C. In class activities will include a social, political or ethical element. The activities should encourage students to think about the implications of the discussions they are making and the larger impact these decisions would have on society. (e.g. after reading The Veil of Ignorance, students break up into groups and make their own rules for a new society, watch clips from Minority Report and discuss the ethical implications of determinism or discuss the distribution of knowledge in Plato's Republic).

3. Critically evaluate theories, from a diverse body of viewpoints, concerning metaphysics, epistemology and other theories addressed in the course using primary texts, such as the existence of God, free will or a life well lived. (GESLO 3, 5; PSLO 1, 2)

A. Writing assignments will ask students to analyze and evaluate ideas presented in texts across a diverse body of viewpoints. The writing assignment will serve as a summative assessment in which the student will provide a critical evaluation of the theory provided in a primary text. (e.g. evaluate the role of the sage in the Analects of Confucius; identify a problem with Socrates' definition of knowledge and provide a solution; or analyze and respond to the Kalam argument for the existence of God).

B. Readings assigned for the reading assessments will come from a diverse body of primary material across beliefs, cultures, values, abilities, genders, races, ages, and sexual orientations. (e.g. reading selections from Simon De Beauvoir's The Second Sex, Cornel West's Race Matters, Tao Te Ching by Laozi or Plato's Republic).

C. In class activities will challenge students to engage with theories, beliefs and customs they are unfamiliar with, in a critical and constructive manner, allowing the instructor to make a formative assessment of student progress in critical engagement with other ideas. (e.g. watch a documentary about the Kazakhstani custom of bride kidnapping;).

4. Compare and contrast differing theories, from a diverse body of viewpoints, concerning metaphysics, epistemology and other theories addressed in the course using primary texts, such as the existence of God, free will or a life well lived. (GESLO 5; PSLO 1, 2, 3)

A. Writing assignments will ask students to draw from a diverse body of viewpoints across cultures and traditions of thought, including ideas the student may not agree with, in order to analyze and evaluate ideas presented across the texts. (e.g. Are Nietzsche's idea of self-actualization and the Buddhist ideas of enlightenment compatible?; explain how reality is structured, through Brahman, Plato's Forms, or particular parts; or evaluate the ethical ideas of community in Confucianism, Ubuntu, Care Ethics or Kant's Cosmopolitanism).

B. In class activities will ask students to consider the different perspectives from the course readings in relationship to each other as part of a larger discourse. These activities will provide a formative assessment of student's comprehension of the philosophical underpinnings that connect

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the material. (e.g. perform an improvisational skit in which each student must provide advice for a problem from a different perspective provided in class or discuss viewpoints on knowledge as a means to enlightenment, empowerment, repression, colonization or community).

Assessments:

	Writing Assignments	Reading Assignments	In Class Activities
CSLO 1	X	X	X
CSLO 2	X	X	X
CSLO 3	X	X	X
CSLO 4	X		X

Through the course of the semester students will receive both formative and summative assessments to evaluate their progress towards mastery of the student learning outcomes. Assessments may take on many forms, not limited to the required assessments below. All assessment will focus on critical engagement with the material in the course, student comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse. Student's course work will be assessed by but are not limited to the following methods:

Writing Assignments

In order to help students analyze a particular topic or philosophy in depth, evaluate those philosophies, and express their own philosophical conclusions, students will be required to write a paper on a subject relating to each section of the course. Paper length will vary depending on the length of the section but will total at least 9 pages (MLA format) over the course of the semester and will contain direct quotations from assigned primary texts for the course.

Sample writing prompts (for a paper on the question of knowledge):

1. Hume argues there can be no grounds for induction, because all induction is grounded on cause and effect. Is this true?
2. The definition of knowledge as Warranted, True Belief can lead to some gray areas. Outline one possible problem and how a philosopher fixes this problem (or your own fix).
3. Is the justification for knowledge rational or empirical?
4. Are there any possible grounds to believe our knowledge is A Priori? Defend a definition of A Priori knowledge from empirical objections.

Reading Assessments

Learning to critically engage with philosophical readings is an important part of philosophy. In order to facilitate a critical reading and analysis of the text, students will be required to write about the assigned readings. These may take different forms, from journals to study questions. In all cases, the instructor will use these reading assessments to teach important skills for reading academic texts, such as identifying key passages, mapping the overarching argumentative structures and distinguishing between an evaluation and analysis.

In Class Activities: In philosophy it is important to share ideas, raise questions and express objections in order to make progress towards understanding the material and for students to begin

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to form their own ideas and sense of self. For this reason student participation in class is important. In order to reflect this, in class participation activities will be given, collected and graded. These will be small in class assignments such as discussing The Ship Theseus or whether science necessitates a deterministic world-view. These activities give the student the opportunity to engage with new material, while building oral communication skills with their classmate, to better form an understanding of the material in context.

Method of Evaluation/Grading:

The course will be broken into at least three sections, each dealing with a different philosophical question. Each section will be composed of in class activities to help the students better engage with the material, reading assessments for the assigned readings in the section, and will culminate in a paper. Additional assessment may be made by the instructor as needed.

A sample break down of grade weight by approximate percentage value could be:

Writing Assignments 45% (15% per paper, with the lowest paper grade dropped)

Participation 25% (over ~20 – 30 graded activities)

Reading Journals 30% (15 assignments each worth 2%)

Upon completion of the course, a percentage of completed course work will be calculated using the assessments from the course. A letter grade will be assigned as follows:

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F 0 – 59%

A student who earns an 'A' grade will have achieved mastery in the course-level learning outcomes, demonstrating exceptional ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well-founded position within the philosophy field of discourse.

A student who earns a 'B' grade will have achieved near mastery or mastery in some but not all of the course-level learning outcomes, demonstrating a strong ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well-founded position within the philosophy field of discourse.

A Student who earns a 'C' grade will have achieved a satisfactory completion of the course-level learning outcomes, demonstrating satisfactory ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well-founded position within the philosophy field of discourse.

A student who earns a 'D' grade will have achieved near satisfactory completion or satisfactory completion in some but not all of the course-level learning outcomes, demonstrating below standard ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well-founded position within the philosophy field of discourse.

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A student who earns an 'F' grade will lack satisfactory completion of the course-level learning outcomes, demonstrating a deficiency in ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well-founded position within the philosophy field of discourse.

Course Content:

The course will be divided into at least three sections, each covering a different philosophical question or issue, seeking to help students navigate these questions and develop a philosophical methodology to critically think about issues and problems. All courses will include sections on Metaphysics and Epistemology. The remaining sections will focus on other core philosophical questions such as ethics, political philosophy, philosophy of religion, history of philosophy, philosophy of self and a life well lived.

Sample outline:

I. Does God Exist?

- A. Problem: God does not exist, Nietzsche
- B. Cosmological Argument
- C. Ontological Argument
- D. Teleological Argument
- E. Buddhist Argument Against

II. Epistemology

- A. Problem: Challenging the Foundation of Knowledge
- B. Definition of Knowledge
 - 1. Justified True Belief
 - 2. Taoist Definition
- C. Rationalism
 - 1. Descartes, Mediations
 - 2. Davidson, Coherence Theory
- D. Empiricism
 - 1. Locke, Human Understanding
 - 2. Sellars, Myth of the Given
- E. Synthesis, Kant

III. Metaphysics

- A. Problem: The Problem of Positing an External Reality
- B. Structure of Reality
 - 1. Problem: Ship Theseus
 - 2. Plato, Plato's Cave
 - 3. Hume, Human Understanding
- C. Substance of Reality
 - 1. Problem: Mind/Body
 - 2. Berkeley, Master Argument for Idealism
 - 3. Churchland, Materialism
- D. Phenomenology

IV. Free will

- A. Determinism
- B. Radical Freewill, Sartre
- C. Compatibilism, John Martin Fischer

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Lab By Arrangement Activities (If Applicable): N/A

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

Textbooks:

1. Selections from primary sources (Open Educational Resources)
2. Introduction to Philosophy: The Essential Readings, E. F. Haven, 2019, Creative Commons 4.0
3. Introducing Philosophy, Robert Solomon, 2015, Oxford University Press
4. Introduction to Philosophy: Classical and Contemporary Readings, Perry, Bratman and Fischer, 2018, Oxford University Press