

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

Course Title: History of Modern Philosophy

Subject Area/Course Number: PHIL-132

New Course OR Existing Course

Author(s): Edward Fielder Haven

Subject Area/Course No.: Philosophy 132

Units: 3

Course Title: History of Modern Philosophy

Discipline(s): Philosophy

Pre-Requisite(s): None

Co-Requisite(s): None

Advisories: Eligibility for ENGL-100

Catalog Description:

This course studies the philosophical discourse of the western enlightenment period, from the 16th through the 18th century, with an emphasis on broad epistemological and metaphysical developments of empiricism and rationalism in philosophical thought from Descartes to Kant. The course will emphasize how the development of enlightenment philosophy influenced and shaped contemporary culture and beliefs, introducing students to the foundations of contemporary western philosophy, ideas and questions.

Schedule Description:

This course studies the philosophical discourse of the western enlightenment period, from the 16th through the 18th century, with an emphasis on broad epistemological and metaphysical developments of empiricism and rationalism in philosophical thought from Descartes to Kant. The course will emphasize how the development of enlightenment philosophy influenced and shaped contemporary culture and beliefs, introducing students to the foundations of contemporary western philosophy, ideas and questions.

Hrs/Mode of Instruction: Lecture: _54_ Scheduled Lab: ___ HBA Lab: ___ Composition: ___ Activity: ___ Total Hours _54_

Credit Credit Degree Applicable (DA)
 Credit Non-Degree (NDA)

Grading Pass/No Pass (P/NP)
 Letter (LR)
 Student Choice (SC)

Repeatability 0
 1
 2
 3

Last date of Assessment: _____

Cohort #: _2_

Please apply for:

LMC General Education Requirement(s): Arts and Humanities

Transfer to: CSU UC IGETC Area __3B__ CSU GE Area __C2__ C-ID Number __PHIL 140__

Course is Baccalaureate Level: Yes No

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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 X 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 SU17 _____ Catalog year 2017____/2018____ Class Max: 40
Dept. Code/Name: L5014-PHIL T.O.P.s Code: 1509.00 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

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Institutional Student Learning Outcomes:



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):

Proposed Program-Level Student Learning Outcomes:

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. Provide formal expression, analysis and evaluation of the assumptions, principles, and methods of Rationalism, through the primary texts of philosophers such as Descartes, Spinoza, Leibniz. (GESLO 1, 2, 3, 4 PSLO 2, 3, 4)
2. Provide formal expression, analysis and evaluation of the assumptions, principles, and methods of Empiricism, through the primary texts of philosophers such as Locke, Hume and Berkeley. (GESLO 1, 2, 3, 4 PSLO 2, 3, 4)
3. Provide formal expression, analysis and evaluation of Kant's metaphysical and epistemological synthesis of Rationalism and Empiricism. (GESLO 1, 2, 3, 4 PSLO 2, 3, 4)
4. Apply the ideas of enlightenment philosophy to contemporary social, political and ethical issues. (GESLO 4, 5 PSLO 1, 2, 3)

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Assessment Instruments:

Assessments may take on many forms. All assessments 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 philosophical field of discourse. Students' course work will be assessed by but are not limited to the following methods:

	<u>Writing Assignments</u>	<u>Reading Assessments</u>	<u>In Class Activities</u>
CSLO 1	X	X	X
CSLO 2	X	X	X
CSLO 3	X	X	X
CLSO 4	X		X

1. Provide formal expression, analysis and evaluation of the assumptions, principles, and methods of rationalism, through the primary texts of philosophers such as Descartes, Spinoza, Leibniz. (GESLO 1, 2, 3, 4 PSLO 2, 3, 4)

Writing Assignments

Students may be required to complete a formal argumentative essay analyzing and evaluating the philosophical concepts in Rationalism.

Reading Assessments

Reading assignments, such as an exposition of a text, will give students the opportunity to analysis the primary texts of the Rationalist philosophers.

In Class Activities

In Class Activities will provide a formative assessment of the material as a building block towards the formal expression and analysis found in reading and writing assignments.

Sample Assignment:

Complete an 1-2 page (MLA format) analytical exposition of Descartes' Meditation II, focusing on the following passage. What does Descartes think the example of the wax shows? What critical part does this passage play in the argument made in Meditation II?

"Let us now accordingly consider the objects that are commonly thought to be [the most easily, and likewise] the most distinctly known, viz, the bodies we touch and see; not, indeed, bodies in general, for these general notions are usually somewhat more confused, but one body in particular. Take, for example, this piece of wax; it is quite fresh, having been but recently taken from the beehive; it has not yet lost the sweetness of the honey it contained; it still retains somewhat of the odor of the flowers from which it was gathered; its color, figure, size, are apparent (to the sight); it is hard, cold, easily handled; and sounds when struck upon with the finger. In fine, all that contributes to make a body as distinctly known as possible, is found in the one before us. But, while I am speaking, let it be placed near the fire— what remained of the taste exhales, the smell evaporates, the color changes, its figure is destroyed, its size increases, it becomes liquid, it grows hot, it can hardly be handled, and, although struck upon, it emits no sound. Does the same wax still remain after this change ? It must be admitted that it does remain; no one doubts it, or judges otherwise. What, then, was it I knew with so much distinctness in the piece of wax? Assuredly, it could be nothing of all that I observed by means of the senses, since all the things that fell under taste, smell, sight, touch, and hearing are changed, and yet the same wax remains."

2. Provide formal expression, analysis and evaluation of the assumptions, principles, and methods of empiricism, through the primary texts of philosophers such as Locke, Hume and Berkeley. (GESLO 1, 2, 3, 4 PSLO 2, 3, 4)

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Writing Assignments

Students may be required to complete a formal argumentative essay analyzing and evaluating the philosophical concepts of the Empirical philosophers.

Reading Assessments

Reading assignments, such as an exposition of a text, will give students the opportunity to analyze the primary texts of the Empirical philosophers.

In Class Activities

In Class Activities will provide a formative assessment of the material as a building block towards the formal expression and analysis found in reading and writing assignments.

Sample Assignment:

Papers must be 2-3 pages, MLA format and contain a least one direct quotation from an assigned primary text for the course. Answer one of the following prompts:

1. John Locke argues against innate moral principles. Is he right? If not, how do we get moral principles?
2. David Hume rejects many of the principles of the rationalist, pick one and analyze the argument provided and determine if it is successful.
3. How should we think of the self according to John Locke? How do I get personal identity? What implication does this have?

3. Provide formal expression, analysis and evaluation of Kant's metaphysical and epistemological synthesis of rationalism and empiricism. GESLO 1, 2, 3, 4 PSLO 2, 3, 4)

Writing Assignments

Students may be required to complete a formal argumentative essay analyzing and evaluating the philosophical concepts of the Kant's metaphysical and epistemological synthesis of Rationalism and Empiricism.

Reading Assessments

Reading assignments, such as an exposition of a text, will give students the opportunity to analyze the works of Immanuel Kant, including selection from the Critique of Pure Reason (where applicable to the debate between Rational and Empirical accounts of metaphysics and epistemology).

In Class Activities

In Class Activities will provide a formative assessment of the material as a building block towards the formal expression and analysis found in reading and writing assignments.

Sample Assignment:

In class students are asked to break into four groups each dealing with a different paralogism found in the Critique of Pure Reason. The group will then present their analysis of the paralogism and identify the core critique of Locke and/or Descartes.

4. Apply the ideas of enlightenment philosophy to contemporary social, political and ethical issues. (GESLO 4, 5 PSLO 1, 2, 3)

Writing Assignments

In formal writing assignments students will be encouraged to evaluate not only the historical context of the argument, but the application of the ideas in a more universal context. For example when addressing the question of how do people gain knowledge, students will not only explain this in the context of the enlightenment period, but for example, how Locke's theory of personal identity impacts statues of limitations or how Cartesian ideas of autonomy impact and shape ideas of freedom and liberty.

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In Class Activities

In the classroom or through class activities students will be challenged to understand the deeper underlying connections between the ideas being presented and their application to contemporary social, political and ethical issues.

Sample Assignment:

Analytical Exposition: After reading the excerpt from Kant's "Towards Perpetual Peace", write a two page analytical exposition explaining Kant's position on hospitality and evaluate the applicability of Kant's theory to the current Syrian refugee crisis.

Method of Evaluation/Grading:

The course will be broken into major historical periods, each dealing with a particular historical philosophical age. 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.

A student who earns a '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.

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Course Content:

This course will be organized by the historical progression of thought and philosophy, giving students the opportunity to see the dialectic interchange and advancement of a specific historical period, giving needed background context to understand the people of the period but also contemporary philosophical issues.

Sample outline:

I. Historical Introduction to the enlightenment

II. Rationalism

A. Descartes

1. Discourse on Method

2. Meditations on First Philosophy

B. Spinoza, Ethics

C. Leibniz

1. Discourse on Metaphysics

2. Monadology

III. Empiricism

A. Hume, An Enquiry Concerning Human Understanding

B. Locke, An Essay Concerning Human Understanding

C. Berkeley

1. Principles of Human Knowledge

2. Three Dialogues

IV Kantian Synthesis

A. Critique of Pure Reason

B. Groundwork for the Metaphysics of Morals

C. Towards Perpetual Peace

V. Enlightenment and Beyond: the impact of the enlightenment and transition into modernity.

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) _____

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Textbooks:

Sample Textbooks include:

1. Selections from primary sources (Open Educational Resources)
2. Descartes, Rene (2014) Descartes: The Essential. Trans. John Veitch. Titan Read
3. Leibniz (2016) Discourse on Metaphysics: Leibniz's Discours de métaphysique Trans. George R Montgomery. CreateSpace.
4. Hume, David (2013) An Enquiry Concerning Human Understanding. CreateSpace.
5. Leibniz, Discourse on Metaphysics
6. Hume, An Enquiry Concerning Human Understanding
7. Locke, An Essay Concerning Human Understanding
8. Kant, Immanuel (2016) Critique of Pure Reason. CreateSpace.