

Course Outline of Record

Los Medanos College 2700 East Leland Road Pittsburg CA 94565

Course Title: Philosophy through Film and Literature Subject Area/Course Number: PHIL-150

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

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. Compare and contrast major philosophical theories which have ethical implications, covering four of the philosophical themes core to an introduction to philosophy course, as reflected in a diverse body of literary texts or film, from the following list: knowledge, reality, freewill, ethics, political philosophy, philosophy of religion, philosophy of self and a life well lived. (GESLO 1, 3, 4, 5 PSLO 1, 2, 3, 4)
2. Identify and analyze philosophical problems as expressed in literature and film in a formal written assignment. (GESLO 1, 2, 3 PSLO 1, 2, 3, 4)
3. Present an original performance piece, such as a short story, a poem, a play, a musical score, a photo essay, a song or short film, in expressing a solution or perspective on the philosophical themes of the class and its ethical implications. (GESLO 1, 2, 3, 4, 5 PSLO 1, 2, 3, 4)

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Assessment Instruments:

	Essays	Short Writing	Presentations
CSLO 1	X	X	
CSLO 2	X	X	
CSLO 3			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. 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 philosophical field of discourse. Students' course work will be assessed by but are not limited to the following methods:

1. Compare and contrast major philosophical theories which have ethical implications, covering four of the philosophical themes core to an introduction to philosophy course, as reflected in a diverse body of literary texts or film, from the following list: knowledge, reality, freewill, ethics, political philosophy, philosophy of religion, philosophy of self and a life well lived. (GESLO 1, 3, 4, 5 PSLO 1, 2, 3, 4)

Essays

In formally written essays, students will use the diverse body of philosophical theories in order to write an argumentative essay to analyze the section and its ethical implications reflected in literature and films. In this reflection the students will make an evaluative statement about how best to approach the problem.

Short Writing Assignments

For every film or reading students will be given a written assignment in which they will be asked to reflect on the philosophical theories as they appear in the reading or films.

Sample Assignment

Students will be required to write a paper on a subject relating to the last section of the course: The meaning of life. Papers must be 3 pages, MLA format and contain at least one direct quotation from an assigned primary text for the course.

For your first paper, pick one title from the list below and explain, using specific examples, how the film/short story exemplifies one of the theories we talk about in class. Your paper should include a short summary of the theory in question and discuss the implications of such a view.

1. Kirinyaga (Short Story)
2. Ferris Bueller's Day Off
3. The Family Man
4. It's a Wonderful Life
5. Babette's Feast
6. Mr. Holland's Opus

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2. Identify and analyze philosophical problems as expressed in literature and film in a formal written assignment. (GESLO 1, 2, 3 PSLO 1, 2, 3, 4)

Essays

In the essay students will be required to use the philosophical readings from the course in order to identify and analyze the philosophical content expressed in the literature and films. This analysis should seek to extend beyond the material to provide an account rooted in a multicultural and personal context.

Short Writing Assignments

The short writing assignments will assess students' understanding of the connection between the philosophical ideas and the films and literature, attempting to help students identify and analyze key ideas in the literature or films.

Sample Assignment

Learning to critically engage with philosophical readings is an important part of philosophy. In order to facilitate a critical reading and analysis of the texts and films, students will be required to write a journal about each of the assigned readings. Every week a film or literary text is assigned students will be required to write a paragraph in response to each of the two participation questions. The participation questions will be given in class and will be due the start of class the following week.

How does Jordan Belfort (Leonardo DiCaprio) respond after the FBI Agent Patrick Denham (Kyle Chandler) jokes about seizing Jordan's Boat (be specific)?

In his article "Hedonism Reconsidered", Crisp defines hedonism when he writes "Hedonism about well-being, then, is the view that ..." What is Crisp definition following this quote? Explain.

3. Present an original performance piece, such as a short story, a poem, a play, a musical score, a photo essay, a song or short film, in expressing a solution or perspective on the philosophical themes of the class and its ethical implications. (GESLO 1, 2, 3, 4, 5 PSLO 1, 2, 3, 4)

Presentations

All students will be required to make an oral presentation of an original performance piece. The piece maybe recorded or presented live, but should include the student's own explanation and analysis of the piece, whether orally or written.

Sample Assignment

At the end of the semester, students will present an original performance piece, such as a short story, a poem, a play, a musical score, a photo essay, a song, or a short film, in keeping with the theme of the class. All presentations must be recorded and uploaded to YouTube. Students will present their video with an explanation on the day their video is called for presentation.

Presentations will not be longer than 10 minutes. In part because that is the YouTube limit, but also because we will have a limited amount of class time and I would like to see everyone's video.

Do not include any gratuitous violence, sexual content or explicit language. In order to be safe, please keep your videos PG unless you see a good reason to include it.

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Your presentation will be graded on the following criteria:

1. The video is on the theme of the class (no extemporaneous material).
2. The video gives a narrative about this theme.
3. The video takes a clear stance on this theme and the ethical implications of such a stance.
4. The student uses material from the class to explain their video.

Method of Evaluation/Grading:

The course will focus on a broad philosophical theme, exploring philosophical texts, films and literature in order to gain a better understanding of the philosophical themes covered in the course. Students will be given short writing assignments (such as analytical expositions, journals or study questions) to help them connect the philosophical material with the films and literature and will be given summative assessments through formal written essays and the presentation of original performance pieces.

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

Essays 30% (2 papers)

Writing Assignments 50% (15 graded assignments)

Final Presentation 20%

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

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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.

Course Content:

Given the breadth of film and literature, the course will illuminate key philosophical themes and problems from a breadth of topics. The course will be divided into four 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. Each section will cover one of the philosophical themes core to an introduction to philosophy selected from the following list: Knowledge, reality, freewill, ethics, political philosophy, philosophy of religion, philosophy of self and a life well lived.

Sample outline:

Introduction

Section 1: Knowledge

Descartes Meditation 1 and 2 and The Truman Show

Plato's Allegory of the Cave and The Matrix

Section 2: Philosophy of Self

John Lock's Memory Theory of Self and Memento

Eternal Sunshine of the Spotless Mind

Total Recall

Narrative Identity and Her

Section 3: Freewill

Determinism and Minority Report

Existentialism is a Humanism by Jean-Paul Sartre and No Exit

Pleasantville

Section 4: A Life Well Lived

Hedonism and Wolf of Wall Street

Objective list theory and The Epic of Gilgamesh

Eternal recurrence of the same and Groundhog Day

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

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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:

Sample Textbooks include:

1. Selections from primary sources and articles (Open Educational Resources)
2. Litch, Mary (Author), Amy Karofsky (2014) Philosophy through Film (3rd ed) Routledge.
3. Andersen, Nathan (2019) Film, Philosophy, and Reality. Routledge
4. Rawls, Christina, Diana Neiva, Steven S. Gouveia (2019) Philosophy and Film: Bridging Divides. Routledge