

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Tom Donovan

Date: 12/17/2019

Department	Subject	Course Number	Title
Philosophy	Philosophy PHIL	101	Introduction to Philosophy I

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

C HUMANITIES

General Education Justification:

This course satisfies the Humanities Area C General Education requirement in the following ways: Upon completing this course students will be able to demonstrate an ability to examine complex philosophical issues and discover the connections and correlations among philosophical theories (GELO 1 and 2). Students will be able to critically apply their knowledge and skills to philosophical theories and varied situations through spoken and written expression (GELO 3). And students will discover and evaluate information from the history of philosophy using appropriate research methods and tools (GELO 4).

Maximum Enrollment:	40
Maximum Enrollment Justification:	
Grading Method:	Letter Grade or P/NP
TOP code:	1509.00

Can be Taken	1	time(s) for credit (max 4)
		- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
		- Intercollegiate athletics course
		- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).

(75 words or less in gray box below).

This course introduces philosophical ideas and methods concerning knowledge, and the nature of reality. Other topics that may be examined from a philosophical perspective include the nature of the self, truth, ethics, religion, science, language, beauty and art, political theory, or mind.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).

(25 words or less in gray box below).

This course is a general introduction to the main problems of philosophy, stressing philosophers' theories and concepts concerning knowledge and the nature of reality.

Need for the course:

The course provides students with a basic introduction to philosophy. It covers the main problems of philosophy and critically analyzes how philosophers have attempted to solve problems in epistemology, metaphysics, ethics, logic, aesthetics and other important sub disciplines in the field. This course satisfies the GE Humanities elective requirement for patterns A, B, and C of the AA degree. It is also a core class in the A.A.-T. in Philosophy for Transfer.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Appraise philosophical methods with the use of appropriate philosophical terms to exhibit an appreciation of the issues studied.
2. Assess and articulate ideas about philosophical issues.
3. Analyze philosophical methods, assumptions and principles to critically analyze philosophical ideas and positions to compare and contrast the rationalist and empiricist traditions.
4. Evaluate philosophical arguments, methods and assumptions for consistency, relevance, and truth consistent with the principles of formal and informal logic.
5. Develop, in written and oral form, the ability to identify and analyze a selection of informal fallacies in philosophical argumentation.

Course Content:

(please number the outline of main topics and subtopics)

- I. The Nature of Philosophical Inquiry
 - A. What philosophy is, and isn't
 - B. The fundamental areas of philosophy: logic, metaphysics, ethics, epistemology, etc.
 - C. Conceptual analysis and precision in language
 - D. The use of examples in philosophy
 - E. Some essential terms: *a priori*, *a posteriori*, *necessary and sufficient conditions*, *deduction*, *induction*, *reason and revelation*, *Reductio ad Absurdum*, etc.

II. Logic and Language – the basics.
III. Aristotle, Logic, and How We Reason
IV. Fundamentals of Reasoning
A. Inference and the structure of argument
B. Deductive arguments
1. Valid, invalid, cogent and uncogent
2. Modus Ponens (MP)
3. Modus Tollens (MP)
4. Disjunctive Syllogism
5. Hypothetical Syllogism
C. Inductive arguments
1. Strong, weak, sound and unsound arguments
2. Inference to the Best Explanation
3. Scientific reasoning
D. Informal Fallacies
1. Straw man
2. False dilemma
3. Ad hominem
4. Drawing the line
5. Causal fallacies & other fallacies
V. Epistemology: What Can We Know?
A. Rationalism and modern philosophy
1. Descartes' method
2. Doubt and the senses
3. The external world
4. The <i>Evil Genius</i> argument
5. The mind as something certain
6. <i>Cogito ergo sum</i> (I think, therefore I am)
B. The empiricist tradition
1. Locke's method
2. Innate knowledge and the <i>tabula rasa</i>
3. The senses and reliable knowledge
4. Primary and secondary qualities
5. Hume's method
6. Impressions and ideas
7. The senses and knowledge
8. Matters of fact and relations of ideas
9. Causal relations, contiguity and resemblance
C. The correspondence theory of truth
1. Truth and falsehood
2. True beliefs and false beliefs
3. Beliefs and correspondence
4. Truth, beliefs and facts
D. The coherence theory of truth
1. Truth, stasis and change
2. Truth as utility and verification
3. Falsity and utility
4. Truth as process, truth in science
VI. The Philosophy of Mind
A. Substance Dualism
1. Descartes and the separation of the mind and body
2. Relation of the mind to body and actions
3. The sailor-ship analogy
4. The connection between the mind and the body
B. Logical behaviorism
1. Ryle's method and logical behaviorism
2. Clarity and the misuse of language
3. Category mistakes and substance dualism
4. Private and public histories
5. The "ghost in the machine"
6. What it means to be a logical behaviorist
C. Machines and consciousness
1. The analogy of humans as machines

- 2. Machines and intention
 - 3. Semantics, syntax and intention
 - 4. Machines that think and substance dualism
- VII: Philosophy of Mind and Personal Identity
- A. The definition of *person*
 - B. Locke's argument for personal identity based on psychological properties
 - 1. The continuity of memory
 - 2. The loss of memory
 - 3. Same person different substance
 - 4. Personhood and life after death
 - 5. The problem of multiple personalities
 - C. Hume's claim that personal identity is a fiction
 - 1. Impressions and ideas
 - 2. The analogy of the theater
 - 3. The self is not an impression
 - D. Additional perspectives on the self
 - 1. The self as the awareness of perceptions
 - 2. The self as bifurcated into two (or more) selves
 - 3. Further problems of *identity* and the continuity of consciousness
 - 4. Personhood and animals
 - 5. Personhood, law and responsibility

- VIII. Ethics: How Must We Behave?
- A. Plato – Why should we be moral?
 - 1. Arguments for being just and unjust
 - 2. Rationality and appetite
 - 3. Knowing the good and doing the good
 - 4. The role of ignorance
 - B. Cultural relativism – history and influence
 - 1. Philosophy and anthropology
 - 2. The differences in cultures
 - 3. Normal and abnormal, good and bad
 - 4. Judging other cultures
 - 5. A new foundation for ethics?
 - C. Arguments against cultural relativism
 - 1. Logic and inference in cultural relativism
 - 2. The differences in cultures
 - 3. The role of ignorance
 - 4. Arguments for objective morality
 - D. Deontological ethics
 - 1. Kant's rational method and the adherence to rules
 - 2. The Will and moral action
 - 3. The Categorical Imperative
 - 4. Means and the Kingdom of Ends
 - 5. Personal happiness and imperatives
 - E. Utilitarianism
 - 1. The Greatest Happiness Principle
 - 2. What *utility* means
 - 3. Distinguishing pleasures
 - 4. Quantifying moral behavior
 - 5. Acting for the greater good

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
- **Integration:** Lectures and Socratic questioning on major primary source philosophical issues to explain and evaluate philosophical theories and argumentation, and to relate philosophical dialog to everyday life. Lectures will lay the groundwork for understanding original texts in historical context and making clear specialized

philosophical terms unique to philosophical texts. Socratic inquiry will be utilized to encourage students to figure out the details of the theories, locate assumptions and implications, and to identify strengths and weaknesses in the arguments using their own intellect

- **Method:** Collaborative activities

Integration: Through small discussion groups students will analyze selected issues in philosophy taken from the primary texts that require conceptual analysis, clarity of language, analysis of logical validity and invalidity, and other methods of philosophical analysis.

- **Method:** Papers

Integration: Students will write short papers of 1-2 pages in length to critically evaluate a theory, argument, method, or philosophical movement, clarifying their ideas on paper.

- **Method:** Student presentations

Integration: Facilitate per to peer learning through the identification and exploration of conceptual, logical and linguistic themes as applied to important issues in philosophy, drawing out important implications and consequences. Students will select an appropriate method of presentation to the class, e.g. using a panel discussion, single presentation by a reader, video, other audio/visual format, etc.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests

Integration: A minimum of two exams will be given to provide a combination of objective questions and essays of concepts covered in class, the textbook, or other assigned material, to assess and appraise philosophical concepts, theories and arguments.

- **Method:** Final Performance

Integration: Final examination to determine the students’ overall comprehension of philosophical theories, demonstrate competence in conceptual analysis, assimilate information clearly and logically in expository and argumentative form. Students should exhibit a noticeable sensitivity to important implications and consequences in specific philosophical theories and exhibit an appreciable, critical understanding of a philosophers’ purpose and method.

- **Method:** Papers

Integration: Short student essays will be evaluated for how well they apply critical analysis to assess philosophical arguments and theories, how well they assimilate data, identify the relevant from the irrelevant, identify relevant competing points of view, reason logically from clearly stated premises to conclusion, clarify key concepts effectively and identify and analyze key assumptions.

- **Method:** Class Participation

Integration: Class participation will encourage additional critical analysis in conceptual analysis, linguistic analysis and logical analysis in the open classroom setting where theories can be shared, critiqued, repaired and re-analyzed in the spirit of traditional philosophical inquiry.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Create a class presentation critiquing Hume’s theory of the self. The presentation should cover the following: Why does Hume claim there is no self? What does he mean when he claims we are just a bundle of perceptions? Is his conclusion that we have no self a reasonable one? A one to two page outline of speaker notes outlining the geography of the arguments/presentation will be given to the instructor at the end of the presentation.
2. Write a 1-2 page essay comparing and contrasting Descartes’ substance dualism and Ryle’s logical behaviorism. Assess how well each comes to his respective conclusions and argue why you think one of the positions is stronger than the other.
3. Write a 4-5 page essay comparing and contrasting the concepts of *good and bad*, *normal* and *abnormal* in the readings you have had in ethics. Critically evaluate the implications and consequences of the theories, how the philosophers you studied might use their theories in everyday life, and how practical you believe the theories are for you to apply them in your everyday life.

Textbooks:

- Mitchell, Helen, B. (2019). *Roots of Wisdom* Cengage. ISBN: 9781337559843
- Pojman, Louis J (2016). *The Quest for Truth, 10 ed.* Oxford University Press. . ISBN: 978-0190254773

Other Resources:

Minimum Qualification

- Philosophy (Masters Required)