

PHIL 101

ORIGINATOR'S SECTION:

1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016												
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ✓													
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ✓ ("generic" is a placeholder for topics)													
4. Course abbreviation and Number:* PHIL 101 ,													
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Introduction to Philosophy: Concepts of the Person													
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Intro to Philosophy													
7. Number of Units: 3													
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) An introduction to philosophy, through the study of different conceptions of human being. Concepts of the person are tied to specific views of reality, the meaning and value of life, and our capacity to know ourselves and the world. This course examines how the philosophies of human being open up basic questions of knowledge, reality, perception, and value, and how the study of these questions leads to deeper self-understanding. Selected texts represent multiple philosophical movements and traditions. <i>See attached update</i>													
9. Why is this course being proposed? This course will serve as lower-division preparation for the Philosophy Major and Minor, and will eventually be submitted for LDGE C2 certification.													
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Type of Instruction</th> <th style="width: 20%;">Number of Credit Units</th> <th style="width: 50%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>		Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab		
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)													
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option. <div style="height: 40px;"></div>													
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair													
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)													
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.													
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No													

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BY: _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

17. Corequisite(s): ☐ Yes ☒ No

18. Documentation attached:

☐ Syllabus ☒ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* Every semester.

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:*(Mandatory information – all items in this section must be completed.)*21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Required lower division preparation for the Philosophy Major; recommended for the Philosophy Minor.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline

Signature

Date

____ Support ____ Oppose

Discipline

Signature

Date

____ Support ____ Oppose

SIGNATURES : (COLLEGE LEVEL) :

Jessica Mayock

1. Originator (please print or type name)

11/26/2014

Date

2. Program Director/Chair

Date

3. College Curriculum Committee

Date

4. College Dean (or Designee)

Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

Catalog Description

PHIL 101 Introduction to Philosophy Introduces philosophy through the study of different conceptions of human being. Concepts of the person are tied to specific views of reality, the meaning and value of life, and our capacity to know ourselves and the world. Examines how the philosophies of human being open up basic questions of knowledge, reality, perception, and value, and how the study of these questions leads to deeper self-understanding. Selected texts represent multiple philosophical movements and traditions.

PHIL 101, Introduction to Philosophy: Concepts of the Person

Detailed Course Outline

Catalog Description

An introduction to philosophy, through the study of different conceptions of human being. Concepts of the person are tied to specific views of reality, the meaning and value of life, and our capacity to know ourselves and the world. This course examines how the philosophies of human being open up basic questions of knowledge, reality, perception, and value, and how the study of these questions leads to deeper self-understanding. Selected texts represent multiple philosophical movements and traditions.

see attached update

Course Overview

This course is an introduction to philosophical theory and method. We will be reading some of the key texts in the history of philosophy, beginning with Plato and ending with Sartre's existentialism. At the end of the semester, we will spend the last three weeks studying short literary texts using philosophical concepts and analysis.

You will learn about different areas within philosophy: including metaphysics, epistemology, empiricism, idealism, pragmatism, psychoanalysis, and existentialism. You will become familiar with different philosophical methods as they are employed in these various genres of philosophical discourse and practice using these methods yourself, both in class discussion and in writing assignments.

Most essentially, we will be exploring the ways in which these canonical philosophical texts apply to our practical, everyday lives. We will ask such questions as: what is the nature of reality? What can we know? How do we know what we know? What is the nature of human perception? How can we understand our own experience and the experience of others? What ethical duties to human beings have to one another, or to their society as a whole? Do we have free will, or are our actions determined? What does it mean for human beings to be free? What happens to human nature when we are joined together into a society? What is the relationship between freedom and responsibility?

Student Learning Outcomes:

Upon successful completion of this course, the student will be able to:

- (1) Identify main concepts, outline philosophical arguments, and evaluate conclusions, through close reading of philosophical texts.
- (2) Articulate the epistemological problems that are at stake in understanding human perception and consciousness, as they are expressed through the canonical texts in the history of philosophy.
- (3) Identify the ethical problems raised by philosophical texts, and outline and evaluate key ethical problems in the history of philosophy (such as free will, responsibility, duty to others, freedom, and so on).
- (4) Understand the interdisciplinary nature of philosophical study and make connections between philosophical discourse and other disciplines.
- (5) Engage critically with texts through writing assignments that incorporate careful exposition, critical evaluation of arguments, and comparative readings of different texts.

(6) Express her ideas in clear oral presentations, individually and as a member of groups that work together in creating arguments and defending positions during debate.

Required Texts:

Plato, Five Dialogues, Hackett Publishing, 0872206335

Freud, Civilization and its Discontents, WW Norton, 0393304515

In an attempt to lower the cost of your books, additional materials will be posted on cougar courses. These two books will cost approximately \$20.

Course Requirements

Attendance: Attendance will be taken every day. After three unexcused absences, your course grade may be reduced by a half-letter grade. Any student with 7 or more unexcused absences will fail the course. If you need to miss class because of illness or a documented reason (court, school activity, etc) please provide me with a doctor's note or some other form of documentation. Absences can only be excused with documentation. Please email me if you will miss class (excused or not) so I can explain any missed assignments and make arrangements to make up work. Quizzes and other assignments may only be made up in the event of an excused absence. Absences will be excused on a case-by-case basis.

Reading: This class requires reading for each class meeting. These readings may be very challenging, so give yourself enough time to study them. Take notes while you are reading, as some quizzes may be open-notes. Bring any questions you have with you to class so we can discuss them. Come to class having done the reading every day and prepared to engage in discussion.

Class Participation: Participation in our class discussions is required, and counts for 20% of your final course grade. This also includes attendance, so your presence in class will influence your final grade.

Quizzes: There will be ten quizzes over the course of the semester, at our Tuesday class meetings. These quizzes will be in the beginning or the end of class and will be approximately 15-20 minutes in length, with multiple choice, true/false, and short essay questions. Some of these quizzes may be open notes, so take notes while you are reading! These quizzes count for 20% of your final grade (so each quiz is worth 2%).

Cougar Courses Forum Posts: To facilitate our class discussions, there will be forum posts due on cougar courses prior to our class meetings. There are approximately 15 of these posts due over the course of the semester (almost exclusively on Thursdays, for our discussions). You will sign up for a team and a discussion topic, then post your response in your group's forum thread prior to our class meeting. All posts must be 300 words in length for credit and are graded pass/fail. You may miss one forum post with no penalty over the course of the semester.

Paper Assignments: There are no exams in this course (no midterm or final), so the primary assessment will be through four paper assignments that will be due throughout the course. These paper assignments will be approximately 3-4 pages in length, and you will always have two weeks to work on them. They will be graded accordingly. Requirements and a grading rubric for each paper will be distributed in advance—please refer to the grading rubric while writing your papers, since this is what I will be using in evaluating them. If you would like guidance in writing your paper, I am always available to help you via email or at my weekly office hours. Paper assignments will always be discussed in class, and much class time will be devoted to them to ensure everyone is comfortable with the material and understands the requirements of each assignment. Papers are worth 10% of the final course grade each, for a total of 40%.

Grading:

20% Quizzes (10)

20% Forum Posts (15)

20% Class Participation

40% Paper Assignments (4)

Plagiarism will not be tolerated. Any student who plagiarizes on any class assignment or engages in other academic dishonesty will not only fail the assignment, but will fail the course and be reported to the academic authorities. For guidelines on plagiarism, consult your student handbook or ask me!

Students with Disabilities: Please make arrangements and provide the relevant paperwork at the beginning of the semester so accommodations can be made. It is university policy that accommodations can only be made for documented disabilities, so please contact the DSS office in Craven Hall 5205.

Complete Schedule of Readings and Assignments

Week 1: Plato: The Allegory of the Cave, from *Republic*
Plato, *Euthyphro* (Forum Post Due)

Week 2: Plato, *Apology* (*READING QUIZ*)
Plato, Discussion (Forum Post Due)

Week 3: Descartes, *Meditations* 1+2 (*READING QUIZ*)
Descartes, Discussion (Forum Post Due)
Paper #1 Assigned, Due Week 5

Week 4: Berkeley, Selections from *Treatise* (*READING QUIZ*)
Berkeley, Discussion (Forum Post Due)

Week 5: Hume, Selections (*READING QUIZ*)
Paper #1 Due
Hume, Discussion (Forum Post Due)

Week 6: Hume, Selections (*READING QUIZ*)
Hume, Discussion (Forum Post Due)

Week 7: William James, "The Will To Believe" (*READING QUIZ*)
James, Discussion (Forum Post Due)
Paper #2 Assigned, Due Week 9

Week 8: Karl Marx, Alienated Labor/Fetishism of Commodities (*READING QUIZ*)
Marx, Discussion (Forum Post Due)

Week 9: Nietzsche, Selections (*READING QUIZ*)
Paper #2 Due
Nietzsche, Discussion (Forum Post Due)

Week 10: Freud, Civilization and its Discontents (*READING QUIZ*)
Freud, Civilization and its Discontents (Forum Post Due)

Week 11: Freud, Civilization and its Discontents (*READING QUIZ*)
Freud, Discussion (Forum Post Due)
Paper #3 Assigned, Due Week 13

Week 12: Sartre, "Existentialism is a Humanism" (*READING QUIZ*)
Sartre, Discussion (Forum Post Due)

Week 13: Sartre, "No Exit" (Forum Post Due)

Paper #3 Due

Poe, The Purloined Letter (Forum Post Due)

Week 14: Kurt Vonnegut, "Harrison Bergeron" (Forum Post Due)

Amy Leach, "Things That Are" selections (Forum Post Due)

Paper #4 Assigned, Due Finals Week

Week 15: Borges, The Bablyon Lottery, The Library of Babel, The Circular Ruins

Philip K. Dick, "The Preserving Machine" (Forum Post Due)

Paper #4 Due Final Week, TBA