



California State University
SAN MARCOS

PHIL 101
Area C2
College of Humanities,
Arts, Behavioral &
Social Sciences

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MEMORANDUM

To: General Education Committee

From: Jessica Decker
Michael McDuffie

Date: March 6, 2017

RE: Request for expedited review of PHIL 101 LDGE-C2 proposal

We are writing to request an expedited review of this proposal. Following the Academic Senate's approval of the Philosophy Major P-form and associated C-forms, including our proposal for PHIL 101, our department is being allowed to schedule the first sections of this class next fall, but only under the condition that it is certified for LDGE-C2 credit, to ensure student enrollment. Thus, we respectfully request an expedited review, so that the 'C2' attribute may be placed on the course during (if not before) the upcoming priority reservation period. Thank you for your consideration.



*LIBRARY SIGNATURE IS FORTHCOMING,
VIA EMAIL.

The California State University

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PHIL 101
Area C2

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: PHIL 101	Course Title: Introduction to Philosophy	
Number of Units: 3		
College or Program: X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year 2017	Mode of Delivery: X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Jessica Decker	Email: jdecker@csusm.edu	Submission Date: 2/15/17

1. Course Catalog Description: 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.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

X	Course description, course title and course number
X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X	Topics or subjects covered in the course
X	Registration conditions
X	Specifics relating to how assignments meet the writing requirement
X	Tentative course schedule including readings
X	Grading components including relative weight of assignments

SIGNATURES

Course Proposer

3/2/17
 Date

Department Chair

Mar 6, 2017
 date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

_____ Library Faculty	Date	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>	_____ Impacted Discipline Chair	Date	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>
_____ Impacted Discipline Chair	Date	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>	_____ GEC Chair	Date	Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

PS. _____
 RP. _____
 Tracker ✓

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• AREA C2: Humanities

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Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.	Readings from Plato (Wk. 1-2), Descartes (Wk. 3), Hume (Wk. 5-6), James (Wk. 7), Freud (Wk. 10-11), and Sartre (Wk. 12-13) examine the ways in which we understand and conceptualize human existence, especially with regard to ethical questions; gender is discussed in Freud (Wk. 10-11) and class is discussed in Marx (Wk. 8)	In paper #1 (due Wk. 5), students will compare the different viewpoints of Plato, Descartes, and Berkeley in their understanding of human existence; i.e. how they conceptualize what it means to be human; there are also in-class quizzes on each of these readings (Plato, Descartes, Berkeley, Hume, James, Freud, Marx, Sartre)
C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.	Readings from Marx (Wk. 8) address class and economic conditions, readings from Sartre (Wk. 12-13) and Nietzsche (Wk. 9) discuss social and political systems as well as the freedom and responsibility of individuals within them, readings from Freud (Wk. 10-11) will be used to interrogate the social functions of gender and sexuality (with critical analysis of how these categories are constructed)	In paper #2, students will use Marx's political and economic theories to analyze the effects of class consciousness on the social world, especially its effects on individual human subjects and their corresponding perspectives; in Paper #3, students will use the tools of psychoanalytic theory (in Freud's essay "Civilization and its Discontents") to critically examine the ways in which civilization may influence human behavior (for example, they will explore Freud's concept of sublimation)
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	Course readings begin with Plato and the Ancient Greek world, and survey selections from Western philosophical thought ranging from 500 BC to the present; students will learn various philosophical methods/traditions including metaphysics (Plato), ethics (Plato, Hume, James, Nietzsche), rationalism (Descartes), idealism (Berkeley), existentialism (Nietzsche, Sartre), psychoanalysis (Freud), materialism (Marx), phenomenology (James), and skepticism (Hume). At the end of the course, students will critically read selected literary works (Wk. 13-15: Sartre, Poe, Vonnegut, Leach, Borges, Dick) using the theoretical frameworks of our philosophical study	In paper #4, students will analyze literary works using the frameworks provided by our philosophical readings; the assignment requires students to interpret these literary pieces using specific philosophical traditions/methods, for example, students will analyze Vonnegut's "Harrison Bergeron" using the tools of ethical theory; students will analyze Borges' "The Babylon Lottery" using the concepts of existentialism.
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]		
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]		

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C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]		
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Forum posts are required for each class meeting, students work in teams (5-6) and read one another's posts within their team then present their ideas to the class. Students will write four papers in the course using the required texts (see above descriptions of the paper assignments)	Forum posts, due each class, are graded pass/fail and required a citation from our philosophical essays; four papers receive letter grades and substantive feedback is provided to students on their work
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Analytical/critical thinking is required in responding to EVERY course reading, in forum posts, on quizzes, and in papers.	Critical thinking is essential to every assignment in this course; the entire course is an introduction to philosophical method(s): forum posts, quizzes, and four papers will be used to assess students' critical thinking skills
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Paper assignments will require evaluation, analysis, and synthesis of ideas from scholarly sources	Four paper assignments receive letter grades

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Discussions of race (Nietzsche), gender (Freud), and class (Marx)
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Readings from Marx, Freud, and Sartre specifically address the structures of the social world and their effects on both individual subjects and communities of people

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	Students write a 300 word forum post for each class meeting, and four papers throughout the course (750-1000 words each)
Assignments will provide instruction in discipline-	Before each paper is due, we will workshop in class on

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specific conventions of writing, research, and reference citation.	correct citation, use of sources, and analytic skills in reading the texts
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	Students will practice critical reading skills through 'close reading' exercises in class, then use these skills in writing their papers
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	Students will be required to use the library in writing their paper assignments and learn which databases are useful in philosophical research
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Students will be assessed in several areas: oral communication (class discussions/debates), written communication (forum posts, papers), and class participation (group work, like close readings of texts)

PHIL 101, Introduction to Philosophy

Dr. Jessica Decker

Course Description

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?

Course Requirements

Attendance: Attendance will be taken every day. After four 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 (jury duty, 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. 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%. These four papers fulfill the General Education writing requirements for this course.

Student Learning Outcomes:

- (1) Students will practice close reading of philosophical texts, and by the end of the course, students will be able to identify main concepts, outline philosophical arguments, and evaluate conclusions.
- (2) Students will practice critical engagement with the texts through writing assignments. Students will be able to write careful exposition, critical evaluation of the arguments of the text, and comparative readings of different philosophical texts.
- (3) Students will be able to 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.
- (4) Students will be able to analyze their own perception and thinking processes through application of philosophical concepts to their perceptual experience.
- (5) Students will practice oral communication through engaging in class discussions and debates. By the end of the course, students will be able to clearly express their ideas and the ideas in the text and learn to work together in creating arguments and defenses of positions during debate.
- (6) Students will gain an appreciation for the interdisciplinary nature of philosophical study and be able to make connections between philosophical concepts and the readings that they study for their major and/or other disciplines.

(7) Students will learn to identify the ethical problems raised by the texts, and will be able to outline and evaluate key ethical problems in the history of philosophy (such as free will, responsibility, duty to others, freedom, etc) and integrate them into their own growth as responsible, ethical citizens.

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.

Grading:

25% Quizzes (10)

20% Forum Posts (15)

15% 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.

Introduction to Philosophy, PHIL 101
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 Babylon Lottery, The Library of Babel, The Circular Ruins

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

Paper #4 Due Finals Week, TBA