

PHIL-120: INTRODUCTION TO PHILOSOPHY 1

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

| Minimum Qualifications | And/Or |
|------------------------------|--------|
| Philosophy (Master's Degree) | |

Subject Code

PHIL - Philosophy

Course Number

120

Department

Philosophy (PHIL)

Division

Arts and Humanities (ARAH)

Full Course Title

Introduction to Philosophy 1

Short Title

Introduction to Philosophy 1

CB03 TOP Code

1509.00 - Philosophy

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

Introduces students to the ideas of major Western philosophers from pre-Socratic times to the end of the 16th Century and develops the students' critical-thinking and problem-solving skills.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

| DE Modalities | Permanent or Emergency Only? |
|-----------------|------------------------------|
| Entirely Online | Permanent |
| Hybrid | Permanent |

SECTION E - Course Content

Student Learning Outcomes

| Upon satisfactory completion of the course, students will be able to: | |
|---|---|
| 1. | Examine and evaluate the major philosophical systems of the Western world from the Presocratic to St. Thomas Aquinas. |
| 2. | Critically analyze philosophical systems applying analytic a priori propositions and synthetic a posteriori propositions to the logical analysis. |

Course Objectives

| Upon satisfactory completion of the course, students will be able to: | |
|---|---|
| 1. | Define, identify and give examples of deductive and inductive reasoning; syllogisms; the major logical fallacies; metaphor; logical relatedness; cognitive and emotive meanings; extended arguments; authoritative, substantive and motivational warrants; classification and analogy; ambiguity and equivocation; analytic a priori and synthetic a posteriori propositions. |
| 2. | Demonstrate an understanding of the development of critical, logical and philosophical thought. |
| 3. | Read and interpret original philosophical texts. |
| 4. | Articulate how judgments are advanced based on critical and logical exposition and how they are subjected to critical argument. |
| 5. | Develop his/her own judgments on the basis of a critical-thinking approach to the issues of metaphysics, ethics, philosophy of religion, social philosophy, epistemology and morality. |
| 6. | Find materials from which to construct guidelines for his/her own life as a communicative individual and as a member of society. |
| 7. | List and identify the major philosophers and briefly state their respective positions. |
| 8. | List, define and identify the various disciplines in philosophy (metaphysics, aesthetics, philosophy of religion, linguistics, ethics, epistemology, social philosophy, political philosophy, ontology and deontology). |
| 9. | Create, identify and critique logical exposition using critical thinking skills presented in class. |

Course Content

1. Introduction to critical thinking: deductive and inductive reasoning; syllogisms; the major logical fallacies; metaphor; logical relatedness; cognitive and emotive meanings; extended arguments; authoritative, substantive and motivational warrants; classification and analogy; ambiguity and equivocation; analytic a priori and synthetic a posteriori propositions
2. Developing critical thinking skills by applying the above-mentioned logical tools to the various arguments inherent in the topics which follow
3. What We Mean by Philosophy
4. The Beginnings of Philosophical Thought in Greece (Presocratic)
5. Socrates, His Methods and His Goals, and present-day responses
6. Platonic Idealism and his "Utopia" - his historical impact
7. Aristotle: Metaphysics and Ethics - his disagreement with Plato, his impact in history, how he was criticized
8. Stoicism as a Way of Thought and Life - critical approaches; comparison with Aristotle; influence in history, including the Founding Fathers of the United States; Epicureanism, Cynicism, Skepticism
9. St. Anselm of Canterbury: Representative of the Medieval Mind: The Proof of God - his impact, fallacies in his thinking; Augustine, Averroes, Moses Maimonides, Thomas Aquinas

Methods of Instruction

Methods of Instruction

| Types | Examples of learning activities |
|---------|--|
| Lab | |
| Lecture | |
| Other | Lecture/discussion/films/podcasts. Lectures present course content reiterating and augmenting the information in the textbook. Films and podcasts provide visual imagery and different voices expounding on the content, thereby enhancing the core content. Class discussion occurs spontaneously throughout the lecture portion. Class or small group discussions (10-15 minutes) follow films and podcasts. |

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions

Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

| Types | Examples of classroom assessments |
|-------------|--|
| Exams/Tests | <p>SAMPLE OBJECTIVE TEST QUESTIONS: For items 1 - 10 below, please indicate whether the proposition is a.) analytic a priori, b.) synthetic a posteriori, or c.) neither.</p> <ol style="list-style-type: none"> 1. Clouds are composed of a mass of tiny drops of water or ice particles seen floating through the air, usually high above the Earth. 2. Beryllium is used in various alloys and in controlling the speed of neutrons in atomic reactors. 3. We need to extol the arts and find better ways to support the flourishing of all forms of aesthetic endeavors. <p>SAMPLE ESSAY QUESTION: Please restate in your own words Plato's argument logically proving that, contrary to the Sophists' view, pleasure does not equal the good.</p> <p>1 final (objective and essay)</p> <p>SAMPLE OBJECTIVE TEST QUESTIONS: For items 1 - 10, please</p> <ol style="list-style-type: none"> a.) Thales. b.) Anaximenes. c.) Plato. d.) Pythagoras. e.) Aristotle. 1. The Theory of Ideal Forms. 2. All things are made of water. 3. The qualitative differences in things are due to the quantitative differences in substances. 4. The Transmigration of Souls. <p>SAMPLE ESSAY QUESTION: Please restate Aristotle's Theory of Causation and provide analytic a priori and synthetic a priori propositions to defend or challenge the theory. Use deductive and inductive arguments to support your view.</p> |

Assignments**Reading Assignments**

Read Chapters 1-5 in the text

Read original texts not found in the textbook by the philosophers studied in class.

Writing Assignments

Write at least 2 papers, each one being no more than 15 typed pages, typed and double-spaced, on (1) a critique of a single philosopher and (2) a creative logical exposition on a topic of the student's choice.

EXAMPLE #1: Restate Socrates' definition of the soul. What is the soul, according to Socrates, and how can an individual experience it and nourish it? Is Socrates' notion of the soul limiting? Why or why not?

EXAMPLE #2: Correlate Anaximenes' discovery that qualitative differences in things in the world are due to quantitative differences in substances with modern-day science and the periodic chart. Address the implications for the existence of objective quality in all existent things, including, and especially as it relates to the arts.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Perry, Bratman, M and Fischer, J.M

Title

Introduction to Philosophy: Classical and Contemporary Readings

Edition/Version

7th

Publisher

Oxford University Press

Year

2015

Material Type

Other required materials/supplies

Description

1. Samples of original writings by philosophers studied in class, which are not found in the textbook.

2. Additional readings:

Kauffman& Baird, Ancient Philosophy, Prentiss Hall

Matson, Wallace, A New History of Philosophy

A Presocratics Reader: Selected Fragments and Testimonia, Patricia Curd, ed.

Plato, Apology

Plato, Crito

Plato, Phaedo

Plato, Euthyphro

Plato, The Republic

Plato, Theaetetus,

Plato, Meno

Aristotle, Nicomachean Ethics

Aristotle, Metaphysics

Lucretius, The Way Things Are

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000243563

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No