

PHIL M01H: HONORS: INTRODUCTION TO PHILOSOPHY

Originator

mmorgan

Co-Contributor(s)
Name(s)

Herlocker, Brian (bherlocker)

College

Moorpark College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

M01H

Course Title (CB02)

Honors: Introduction to Philosophy

Banner/Short Title

Honors: Intro. to Philosophy

Credit Type

Credit

Start Term

Fall 2024

Catalog Course Description

Explores systematically the concepts of knowledge, reality, and value, including review of epistemology, metaphysics, ethics, aesthetics, political philosophy, and philosophy of religion. Introduces idealism, realism, skepticism, materialism, and relativism. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Moorpark College Honors Program requires a letter grade.

Taxonomy of Programs (TOP) Code (CB03)

1509.00 - Philosophy

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

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

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | identify, explain, and trace the historical development of traditional positions. |
| 2 | analyze and evaluate traditional arguments for and against traditional positions. |
| 3 | incorporate original source material into their philosophical analysis and interpretation of traditional philosophical positions. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | analyze and evaluate traditional arguments for and against famous positions taken in the history of philosophy in metaphysics, epistemology, ethics, political philosophy, etc. |
| 2 | identify, explain, and trace the historical development of various basic theories. |
| 3 | recognize and describe mistakes in reasoning in some famous arguments from the history of philosophy. |
| 4 | apply historical ideas in philosophy to contemporary problems and ideas. |
| 5 | synthesize the various views from the course into an individualized, provisional, coherent philosophy of reality, value, and meaning. |

- 6 Honors: analyze and evaluate primary source materials in philosophy.
7 Honors: create a thesis, support it with reasons, and present and reply to counterarguments.

Course Content

Lecture/Course Content

5.00%Introduction to Philosophy

- definitions
- branches
- periods in the history of philosophy
- persistent problems, e.g., the nature of consciousness
- major figures in the history of philosophy
- western/eastern differences

10.00%Metaphysics:Views of Reality in Their Historical Context

- western materialism, eastern materialism
- western/eastern non-materialism
- dualism and its alternatives
- philosophy and language
- pragmatism, anti-realism, postmodernism and alternatives
- phenomenology and existentialism

15.00%Metaphysics:The Human Person

- traditional western/eastern views
- materialism, dualism
- challenges to traditional views
 - Darwinism
 - existentialism
 - feminism
- non-dualism east and west
- the traditional eastern view
 - nondualism
 - the mind-body problem
- substantive and property dualism, emergent views
- reductionism, identity theory, materialism, behaviorism
- functionalism, computer models
- free will, determinism, compatibilism and moral responsibility

5.00%Philosophy of Religion

- arguments for and against God's existence
- ontological, cosmological, teleological, etc.
- problem of evil
 - theodicy and defense
- atheism, agnosticism
- the authority of religious experience

10.00%Epistemology:Knowledge

- rationalism, empiricism, idealism
- Cartesian methodological doubt
- Plato's theory of remembrance; innate ideas
- a priori and a posteriori claims of knowledge
- skepticism
- alternative forms of knowing; eastern philosophy

10.00%Epistemology:Theories of Truth and Knowledge

- correspondence
- coherence
- pragmatism theories of truth
- knowledge as justified true belief

10.00% Philosophy of Science

- inductive reasoning, verifiability
- hypothetical method, falsifiability
- paradigm shifts
- pseudoscience
- realism, conceptual relativism, instrumentalism

10.00% Ethics

1. Meta-ethics
 - possibility of ethics

- relativism
 - the right and the good
 - psychological egoism
 - determinism
2. Theories of ethics
- consequentialist and non-consequentialist moral theories
 - hedonist and interest-based consequentialist theories
 - rule-based moral theories
 - Kant's categorical imperative
 - person-based moral theories
 - Buddhist ethics
 - virtues ethics
 - natural law
 - feminist ethics
3. Applied ethics
- abortion, capital punishment, sexuality, war, etc.

10.00% Social and Political Philosophy

- individualism and communitarianism
- classical and modern social contract theories
- theories of justice
- justice as merit
- egalitarianism
- utilitarianism
- Marxism
- classical liberalism, welfare liberalism
- law and civil disobedience
- rights
- human
- natural
- positive
- negative

10.00% Aesthetics

- theories of art and beauty
- mimesis
- art as expression of emotion
- art as form

5.00% Logic

- the structure of arguments and formal fallacies
- informal fallacies
- kinds of definitions

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Objective exams
 Oral presentations
 Problem-solving exams
 Problem-solving homework
 Quizzes
 Reports/papers
 Research papers
 Skills demonstrations
 Written analyses
 Other (specify)
 Classroom Discussion
 Projects

Participation
Reports/Papers/Journals

Other

peer-review of student assignments, seminar

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education
Group discussions
Instructor-guided interpretation and analysis
Large group activities
Lecture
Small group activities
Other (specify)

Specify other method of instruction

debates

Describe specific examples of the methods the instructor will use:

Instructor provides a content specific discussion question to the class, then breaks up the class into small groups to discuss. Small groups report out to entire class regarding their analyses.
Instructor leads the class into a large group philosophical discussion and debate, and provides additional lecture content on the discussion topic.
Class is broken into small groups. Each group is assigned a philosophical position to represent. The whole class is then given a topic to analyze in terms of their respective philosophical position. Each group reports out to the whole class on their analysis.

Representative Course Assignments

Writing Assignments

write notes, outlines, summaries, and analyses of texts.
research and write position papers and peer-reviewed long and short essays on philosophical topics such as, proofs for the existence of God, the nature of free will, or whether or not there is a highest way of living for the human being.
complete midterm and final essay examinations.
complete quizzes on assigned material.
record journal entries responding to lectures, class discussions, reading assignments, and current events.
Honors: contrasting primary source texts like Plato's Republic and Descartes' Meditations to explicate various concepts of the soul throughout western philosophical discourse.

Critical Thinking Assignments

discuss the problem of appearance versus reality.
analyze different levels of consciousness.
compare empiricism to rationalism as a theory of epistemology.
Honors: facilitate in-class discussions regarding metaphysics.

Reading Assignments

Read Plato's *Meno* and be prepared to discuss Socrates' idea that it is important to "know that you don't know."
Read Descartes' Fourth Meditation in *Six Metaphysical Meditations* and be prepared to discuss his theory of error.
Honors: Read Books VI and VII of Plato's *Republic* and be prepared to present on the relation between the "divided line" and the "cave" analogy.

Outside Assignments

Representative Outside Assignments

use electronic resources, including supplementary textbook materials for researching sources.
take notes at lectures and conferences on campus.
participate in cooperative group planning for presentations and projects on Socrates.
complete assigned writing, such as summaries, explication, critical thinking exercises.

complete assigned readings from the text.

Honors: students serve as group leaders in discussions.

Honors: primary source readings.

Articulation

C-ID Descriptor Number

PHIL 100

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UCSB	PHIL 1	Short Intro to Philosophy	4
SDSU	PHIL 102	Intro to Phil: Knowl & Reality	3
UC Davis	1	Intro to Phil	4
UCSC	PHIL 11	Intro to Philosophy	4
CSUN	PHIL 150	Intro to Phil Thought	3

Comparable Courses within the VCCCD

PHIL M01 - Introduction to Philosophy

PHIL R101 - Introduction to Philosophy

PHIL V01 - Introduction to Philosophy

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2003

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Velasquez, Manuel. *Philosophy: A Text with Readings*. 13th ed., Wadsworth, 2016.

Resource Type
Textbook

Description
Cahn, Steven, ed. *Classics of Western Philosophy*. 8th ed., Hackett, 2012.

Resource Type
Textbook

Description
Cahn, Steven and Maureen Eckert. *Philosophical Horizons: Introductory Readings*. 2nd ed., Wadsworth, 2012.

Resource Type
Textbook

Classic Textbook
No

Description

Perry, John, Michael Bratman, and John Martin Fischer, eds. *Introduction to Philosophy: Classical and Contemporary Readings*. 9th ed., Oxford UP, 2021.

Resource Type

Textbook

Description

Rauhut, Nils. *Ultimate Questions: Thinking about Philosophy*. 3rd ed., Pearson, 2019.

Library Resources

Assignments requiring library resources

Using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research using the Library's print and online resources and write position papers and peer-reviewed long and short essays on philosophical topics such as, proofs for the existence of God, the nature of free will, or whether or not there is a highest way of living for the human being.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.

E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.

Synchronous Dialog (e.g., online chat)

Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PHILOSOPHY

Review and Approval Dates

Department Chair

04/17/2023

Dean

04/17/2023

Technical Review

04/20/2023

Curriculum Committee

5/2/2023

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000432701

DOE/accreditation approval date

MM/DD/YYYY