PHIL M03: INTRODUCTION TO SOCIAL AND POLITICAL PHILOSOPHY

Originator
mmorgan

Co-Contributor(s)

Name(s)
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College
Moorpark College

Discipline (CB01A)
PHIL - Philosophy

Course Number (CB01B)
M03

Course Title (CB02)
Introduction to Social and Political Philosophy

Banner/Short Title
Intro to Social/Political Phil

Credit Type
Credit

Start Term
Fall 2024

Catalog Course Description
Introduces the major social and political theories in Western thought. Explains the organization of societies and the formation of governments. Examines the concept of justice, equality, rights and duties, class, and power structures.

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	compare and contrast different forms of government and compare them from moral point of view.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	explain the basic social and political philosophical theories in their historical contexts and development.
2	identify the moral significance of social and political issues today.
3	evaluate the pragmatic, legal, descriptive, and moral arguments in the main historical social and political issues.
4	articulate the nature and origin of individual rights in modern society.
5	identify and evaluate principled foundations of existing and historical political states.
6	describe different forms of government and compare them from a moral point of view.
7	articulate the notion of individual autonomy, freedom, and rational choice.

Course Content

Lecture/Course Content

5.00% Overview of social and political philosophical theories in the history of philosophy

5.00% Classical social and political philosophy (e.g., Plato, Aristotle)

10.00% The theory of the state
 - functions and purposes of legitimate states
 - limits of legitimate state action
 - is there an obligation to obey the law?

10.00% Decision-making in the state

- justifications of different forms of decision-making
- constitutional limits

10.00% Beyond the state
- national self-determination and secession
- cosmopolitanism, multiculturalism, and community
- justice
- equality
- liberty, rights, property and self-ownership

10.00% Social institutions
- educational institutions
- family
- punishment institutions

10.00% Theories of rights: natural, human, civil positive, negative (e.g., Hobbes, Locke)

10.00% Kant's notion of humanity and the autonomous legislator in the Kingdom of Ends

10.00% Ownership and just distribution (e.g., Marx, Engels)

10.00% Theories of utility: maximizing, optimizing, satisficing

10.00% Modern theories
- Rawls' theory of justice
- Nozick's libertarian position

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
Quizzes
Reports/papers
Research papers
Skills demonstrations
Written analyses
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

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. Class is broken into small groups. Each group is assigned a social/political theory to represent. The whole class is then given a issue to analyze in terms of their respective theory. Each group reports out to the whole class on their analysis.

Instructor leads the class into a large group philosophical discussion and debate, and provides additional lecture content on the discussion topic.

Representative Course Assignments

Writing Assignments

journal entries responding to lectures, class discussions, reading assignments, and current events.

notes, outlines, summaries, and analyses of texts.

research and/or position papers on topics like the idealistic proposal of Plato's philosopher king as opposed to the more "realistic" suggestions of modern political thinkers like Machiavelli and Hobbes.

midterm and final essay examinations.

Critical Thinking Assignments

debate Aristotle's different forms of government.

analyze different libertarian theories.

compare different theories of justice.

Reading Assignments

Read chapter XIII of Hobbes' *Leviathan* and be prepared to discuss the role of Hobbes' "state of nature" in forming a social contract. Hobbes, Thomas, *Leviathan.*

Read chapter II of Locke's *Second Treatise of Government* and be prepared to discuss the role of Locke's "state of nature" in forming a social contract. Locke, John, *Second Treatise of Government.*

Outside Assignments

Representative Outside Assignments

assigned readings from the text.

research of different forms of government and compare them from a moral point of view.

note-taking at lectures and conferences on campus.

cooperative group planning for presentations and/or projects.

assigned writing, such as summaries, explication, and critical thinking exercises.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Los Angeles	PHIL 6	Introduction to Political Philosophy	5

Comparable Courses within the VCCCD

PHIL R114 - Social Philosophy
SOC R114 - Social Philosophy

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Riverside Community College	PHI-33	Introduction to Social and Political Philosophy	2
West Valley College	PHIL 005	Introduction to Social and Political Philosophy	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences
Approved

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:
F1995

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

D Social Sciences
Approved

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 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Scalet, Steven, and John Arthur, eds. *Morality and Moral Controversies: Readings in Moral, Social and Political Philosophy.* 10th ed., Routledge, 2019.

Resource Type
Textbook

Description
Sterba, James. *Social and Political Philosophy: Classical Western Texts in Feminist and Multicultural Perspectives.* 3rd ed., Cengage, 2003.

Resource Type
Textbook

Description
Wenz, Peter. *Political Philosophies in Moral Conflict*. McGraw-Hill 2007.

Resource Type
Textbook

Classic Textbook
No

Description
Christman, John. *Social and Political Philosophy: A Contemporary Introduction.* 2nd ed., Routledge, 2018.

Resource Type
Textbook

Classic Textbook
No

Description
Josefson, Jim. *Political Philosophy in the Moment: Narratives of Freedom from Plato to Arendt.* Routledge, 2019.

Library Resources

Assignments requiring library resources
Research, 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 in the area of social political philosophy such as the difference between Plato's philosopher king and Machiavelli's prince.

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
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations

Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom

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
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom

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.
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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
CCC000432720

DOE/accreditation approval date
MM/DD/YYYY