

General Education Course Proposal

Proposed Course: PHIL 1 Introduction to Philosophy Units 3
Prefix No. Title

Department: Philosophy School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ___; B4 ___
Breadth: B1 ___; B2 ___; C1 ___; C2 X; D ___; E ___
Integration: B ___; C ___; D ___; International/Multicultural ___

Existing Course X; Revised Course ___; New Course ___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to the basic issues, disputes, and methods of traditional and contemporary philosophy, including theory of knowledge, ethics, metaphysics, religion and social theory. Development of skills in analysis, logical thinking, and self-expression.

Enrollment limit per section: 25

Expected number of sections per semester – Year 1 8; Year 3 8

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Karen Bell 2/18/98
Department Chair Date

Kim Morn 3/17/98
School Curriculum Committee Date

Paul J. Costa 4/23/98
School Dean Date

Redmond 12/15/98
General Education Subcommittee Date

Brandt Kehoe 12/22/98
Associate Provost Date

1/14/98

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Attachment #2: General Syllabus

Philosophy 1: Introduction to Philosophy

Philosophy 1: Introduction to Philosophy Semester, Year
3 units, no prerequisite Schedule #

Catalog description: Introduction to the basic issues, disputes, and methods of traditional and contemporary philosophy, including theory of knowledge, ethics, metaphysics, religion and social theory. Development of skills in analysis, logical thinking, and self-expression.

General Education: This course meets General Education requirements for Area C2.

Instructor:

Office:

Office hours:

Office telephone

E-mail address:

Dept. office:

Dept. telephone:

Textbooks: Assigned texts will be primary sources, selected from among the greats: Plato, Aristotle, Anselm, Augustine, Aquinas, Plotinus, Hume, Leibniz, Locke, Descartes, Hobbes, Bentham, Mill, Spinoza, Kant, Sartre, Heidegger, Hegel, Ortega y Gasset, Peirce, Marx, Engels, Nietzsche, Husserl, Russell, Wittgenstein, Quine. Landmark shorter writings by philosophical thinkers, literary, film, and theater works (e.g., Sartre's *Nausea*, Beckett's *Endgame*, Cocteau's *Orpheus*, Bunel's *Angels*, narratives by Le Guin, Dostoyevsky, etc.) that are especially expressive of philosophical issues and perspectives: Rousseau, Burke, Weber, Horkheimer, Adorno, Kuhn, Derrida (literature), Foucault, Bell, Rorty, MacIntyre, Habermas, Stephen Gould, Dennett, B.F. Skinner, Martin Luther King, Rawls, Kuhn, Venturi-Jencks-Le Corbusier (Architecture). Or anthologies containing past and current writings of philosophers. The following texts are a representative selection of anthologies.

1. The Philosophical Quest: A Cross-Cultural Reader, Presbey, Struhl, Olsen
2. Introduction to Philosophy, Luis Pojman
3. Introduction to World Philosophies, Eliot Deutsch
4. Voices of Wisdom: A Multicultural Philosophy Reader, Gary Kessler
5. Philosophy: The Basic Issues, Klemke, Kline, Hollinger
6. Classical Philosophical Issues, J. Gould
7. Reason & Responsibility, J. Feinberg
8. Feminist Philosophies, Kourany, Sterba, Tong
9. Beginning Philosophy, R. Double

Fees: There are no fees attached to this course.

Course goals: Students in an introduction to philosophy course should

- learn to read and understand philosophical literature as a principle contributor to the humanities from a variety of historical, theoretical, and cultural perspectives
- become acquainted with a variety of influential philosophical issues as these are presented in the literature of philosophy, as well as, other sources such as novels, plays, newspapers (magazines, etc.), and videos
- examine a variety of important methods and principles that aid in thinking and evaluating and, thereby, improve critical thinking skills
- gain experience and familiarity in evaluating the often controversial issues that we confront in thinking about the world and in ordinary living and engage in the development of well-informed resolutions of the issues that are examined
- gain an understanding of the importance and relevance of philosophical thinking in the form of world views, problems, and critical analytic approaches to our civilization and its cultural background
- increase appreciation of the task of philosophical deliberation and the diversity of approaches that can contribute to significant communicative interchanges, including both agreement and disagreement
- progress in the clarification of their own values and priorities by reflecting critically and systematically on questions concerning beliefs, values, and the nature of existence, and thereby strengthen independent thinking so to operate in a receptive, disciplined, and resourceful manner
- understand and analyze philosophical issues in the context of contemporary civilization as well as their own experience, while also being informed about the historical roots or development of the issues within the philosophical and broader tradition of the humanities.

Common Issues (concepts) and coverage devoted to common broad issues (concepts) in Course Calendar.

- A. Every Section of Philosophy 1 must require an integrated, graded, sustained writing component that comprises at least 15% of the grade and grades the quality of writing according to standard APA format and practice.
- B. Every section must cover a representative range of basic issues in the philosophical foundations of the humanities, such as “Reality and existence,” “Belief and Knowledge,” “Values,” “Aesthetic and Aesthetic Judgment (Art, Music, Theater, Film, Literature),” “Mind and its place in nature,” and issues in “Freedom, Determinism, Responsibility.”
- C. Every section of Phil 1 must include Broad issue one (1) below and cover at least four (4) other Broad Issues listed in bold below.
- D. Every section will cover the selected “Broad” and “specific” issues for the required time, and at least one (1) of the specific issues (in italics) will be covered.
- E. Every section will cover the aesthetic dimension of the humanities (e.g., art, architecture, theater, film, dramatic literature).

Broad Issues (i.e., common elements):

An introduction to philosophy course may be organized in a variety of ways. Typically this could include a Great Works approach, a Major Systems approach, or a Topics (Major Issues or Problems) approach. An introductory level course, using any such method of approach, would be expected to consider a number of the following distinctive and central philosophical topics:

Time Required

Common Broad Issues (Concepts)

2-4 Weeks

Broad Issue One “Reality and existence” Concepts of *Reality, Existence, Ontology and Experience* in the Humanities. [Presocratics, Plato’s Dialogues, Republic; Aristotle’s Physics, Metaphysics, Poetics; Epicurus; Epictetus; St. Agustines’ Confessions; Anselm’s Proslogion; Aquinas’ Summa; Ockham’s Commentary; Descartes’ Meditations; Spinoza’s Ethics; Leibniz’ Mondadology; Hobbes’ Leviathan; Lockes’ Essay; Berkeley’s Treatise; Hume’s Enquiry; Kant’s Critique and Aesthetics; Hegel’s Phenomenology; Mill’s Utilitarianism; Kierkegaard Fear and Trembling; Nietzsche’s Zarathustra; Marx’s Das Kapital; James’ Pragmatism; Husserl’s Phenomenology; Heidegger’s Metaphysics; Sartre Existentialism; Russell’s Problems; The Bhagavad-Gita; Shankara;

1-3 Weeks

Broad Issue Two “Belief and Knowledge: grounds and limits,” *Philosophical Doubts, Knowledge of the External World, Skepticism and Science*. [Descartes, Locke, Berkeley, Hume, Kant, Aristotle, Peirce’s Pragmatism, Nietzsche, Husserl, Baudelaire’s Painter of Modern Life, Sartre]

1-2 Weeks

Broad Issue Three “Values: grounds or theories” *Ethical values, Aesthetic Values, claims of morality and justice*, [Kant, Mill, Hobbes, Locke, King’s “Letters,” Plato, Rawls’ Justice, Bentham;

1-3 Weeks

Broad Issue Four “The good life and good society,” *Representations in Literature, Philosophy, Art, Architecture, economics and religious philosophy* [Plato’s Republic, Nietzsche’s Zarathustra, The Dao, The Bhagavad-Gita, King’s Letters, Aristotle’s Ethics, Mills’ Ethics, Kant’s Ethics, Bentham’s Utilitarianism, Mill’s Utilitarianism, Weber’s Protestant Ethics and the Spirit of Capitalism, Le Corbusier’s Towards a new Theory of Architecture, Freud’s Civilization and its Discontents, Venturi’s Complexity and Contradiction in Architecture, Baudillard’s Symbolic Exchange and Death, Jencks’s Death of Modern Architecture.

1-2 Weeks

Broad Issue Five “Mind and its place in nature,” *Classical theories of mind, Postmodern theories of Mind, Feminist Philosophy and PostModernism* [Plato’s Dialogues, Aristotle’s Metaphysics, Aquinas’ Summa, British Empiricism, Rationalism in Leibniz, Spinoza and Descartes, Materialism, Feminism,

1-3 Weeks

Broad Issue Six “Varieties of Religious belief and experience,” *Arguments for the Existence of God, Arguments Against the Existence of God* [Anselm’s Proslogion, Aquinas’ Summa, Hume’s Skepticism, James’ Will to Believe, Stephen Gould on the argument from design, Deborah Mathieu on Male-Chauvinist Religion, Rowe against the Cosmological Argument, Dostoevsky on Evil in The Brothers Karamazov],

1-3 Weeks

Broad Issue Seven contemporary views about “Freedom, Determinism, Responsibility,” *legal concepts of freedom and responsibility, modern portrayals in theater, film, the media and literature*.

Readings would typically include traditional and contemporary sources. Attention is to be directed to the development of skills in analysis, logical thinking, and self-expression, as well as to the appreciation of the significance of the issues for wise, responsible living and life-long learning. Course content should include exposure to diverse Western and non-Western perspectives.

Assignments:

1. Information on attendance, homework, class participation
2. Information on methods of testing, e.g., quizzes, examinations
3. Writing assignments. *The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement.* Accordingly, each student will be required to complete writing assignments, consistent with the GE Policy, at a minimum of 2,000 words. Every Section of Philosophy 1 must require an integrated, graded, sustained writing component that comprises at least 15% of the grade and grades the quality of writing according to standard APA format and practice.
4. Final examination (according to CSUF policy and schedule)

Evaluation: Each syllabus will contain a grading policy.

Criteria for grading: Each syllabus will state the criteria that will be used in grading.

Eligibility for a passing grade: Each syllabus will contain a statement of the necessary conditions for passing the course.

Grades: Each syllabus will include a grading scale and an explanation of how grades are to be assigned.

General information:

1. Policy on attendance
2. Policy on missed quizzes, make-up work, late papers
3. Cheating and plagiarism: Each Syllabus will contain a reference to University Policy.

Disabled students. If you are a disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made.

Attachment #3: Sample Syllabus

Introduction to Philosophy

Year
E-mail:

Office: Music Building Rm #
Office hours:
Phone: (Office/voice mail)
278-2621 (Dept. Secretary)

- Texts:
1. **VOICES OF WISDOM** (Third edition), Gary Kessler
 2. Additional reading material related to topics will be distributed as required.

Brief Course Description: This course is designed to introduce you to a range of important, influential philosophical topics, ideas, arguments, methods, values, and points of view. There are no prerequisites for the course. You will be learning about philosophy, engaging in philosophical analysis, advancing your own skills in communication and critical thinking, and developing an appreciation for the whole enterprise.

The text for the course was selected specifically because it is an introduction not simply to Western (European and North American) philosophical thinking but to the wider global philosophical scene. Since we are citizens of a world community that is multi-cultural, we will be reading philosophical literature that has been influential in quite different traditions throughout the world. However this may bear upon your own way of thinking, the experience of learning from this broad range of resources is important in a variety of ways. As such, the course intends to enrich your thinking and enable you to respond more knowledgeably and sensitively to the complex and amazing world we live in.

Because the course is designated as a seminar rather than having a lecture format, class discussion will be the major method of advancing our learning. I will guide, initiate, and facilitate as we proceed, but your own participation is essential to the course. Your experience of the course will depend in great measure upon your attentiveness to the reading and your willingness to engage in discussion. Other members of the class will make an important contribution to your own way of thinking about the issues included in text. I will say more about "critical dialogue" as we proceed through the course, but this method of procedure will be important for all of us. And, no matter what else happens, the course is intended to be good educational fun!

Grading Procedure

- Two essay type examinations:
 1. Midterm exam --- 30 points
 2. Final exam (according to CSUF schedule) --- 30 points
- One 7 minute presentation on a section of the material in Voices of Wisdom. --- 20 points
You will be asked to choose a section by the second week of class.
A schedule will be set up for the presentations. Guidelines will be provided.
- One response to material presented by another student (according to schedule).---10 points
- Two papers, 1300 word minimum for each paper.
 1. A paper on the material of your presentation. --- 40 points
These papers will be due one week after your presentation.
 2. A paper on a topic of your choice, to be discussed with me in advance. --- 40 points

Everyone must complete one paper by the last week in October. The second paper will be due either one week after your presentation--if this comes after the Oct. 31 date--or on November 24/25 for those who do not have a presentation after Oct. 31. If this seems confusing, it really isn't. But I will explain and clarify! Ask if you are not clear. Guidelines will be provided.

- Participation in class, i.e., the exercise of philosophical mindfulness, critical analysis, and sensitivity to the issues considered in class discussion. --- 30 points
- Extra credit: topics of special interest??? Please let me know if you have special interests that can be included in the course.

Total= 200 points

The grading scale for the course, with 220 possible points, is as follows:

100-94%= A; 93-90% = A-; 89-86% = B+; 85-81% = B; 80-78% = B-; 77-75% = 0+;

74-70% = 0; 69-67 = C-; 66-60% = D; 59% and below = F.

Course goals: Students in an introduction to philosophy course should

- (1) learn to read and understand philosophical literature as a principle contributor to the humanities from a variety of historical, theoretical, and cultural perspectives
- (2) become acquainted with a variety of influential philosophical issues as these are presented in literature, philosophical works, novels, plays, poems, works of art, theater, and film.
- (3) examine a variety of important methods and principles that aid in thinking and evaluating and, thereby, improve critical thinking skills
- (4) gain experience and familiarity in evaluating the often controversial issues that we confront in thinking about the world and in ordinary living and engage in the development of well-informed resolutions of the issues that are examined
- (5) gain an understanding of the importance and relevance of philosophical thinking in the form of world views, problems, and critical analytic approaches to our civilization and its cultural background
- (6) increase appreciation of the task of philosophical deliberation and the diversity of approaches that can contribute to significant communicative interchanges, including both agreement and disagreement
- (7) progress in the clarification of their own values and priorities by reflecting critically and systematically on questions concerning beliefs, values, and the nature of existence, and thereby strengthen independent thinking so to operate in a receptive, disciplined, and resourceful manner
- (8) understand and analyze philosophical issues in the context of contemporary civilization as well as their own experience, while also being informed about the historical roots or development of the issues within the philosophical and broader tradition of the humanities.

It is expected that students taking Introduction to Philosophy will become informed about central features, issues, methods that constitute the following major fields of philosophy: metaphysics (critical examination of theories of reality), epistemology (critical examination of theories of reality), and axiology (critical examination of theories of reality), aesthetics (the study of art, architecture), Critical Theory (PostModern Literary analysis), and non-traditional perspectives.

Please **note**:

The participation of everyone is important for this class. Absences or continual noninvolvement on your part will affect your experience of the subject matter of the class as well as your grade for the course. You are encouraged to have some good philosophical fun by entering into the discussions and taking part in any way that you feel is appropriate.

Reading assignments and specific details of course scheduling will be given in class by me. Careful attention to the assigned reading is required for beneficial discussion.

If you have any Questions about your responsibilities or opportunities in this class at any time during the semester, please talk with me. I have office hours scheduled throughout the semester. You are encouraged to come by and talk about any subject that is of interest to you. If you are having difficulty at any time during the course, do let, me know as soon as possible. If you cannot meet me during the scheduled office hours, we can arrange an appointment at a more convenient time.

Basis for Grading Written Assignments: Your essay answers and term paper will be evaluated according to the following factors: (1) **accuracy** of information provided; (2) **adequacy** ("completeness") of information provided; (3) **clarity** of formulation, intelligibility, consistency, coherency; (4) **explicitness** of your analysis, i.e., show the specific reasoning that you rely upon and its precise relevance to your topic; (5) **independent thinking** and formulation in your analysis and evaluation, by developing your own point of view; (6) use of a **formal APA style**. Aside from piling words on a page, the stylistic format is going to be graded. Papers that are not written at a level appropriate for a course at this level will not be accepted. This means that you must reach a certain level of competence *before* you are even eligible for a course grade other than "F." Please bear this in mind. In general, it is important to show in your work that you are well-informed about the matters considered (1-2), that you set forth your analysis in a clear and orderly way (3-4), and that you engaged in independent reflection upon and critical evaluation of the material from your own perspective (5).

Regarding matters such as make-up examinations, turning in work late, or receiving an incomplete grade, it is your responsibility to inform me about any difficulties that you may have prior to the scheduled assignments. Except for emergencies and very special circumstances, arrangements must be made with me in advance. It is important that University standards be observed, but I am very willing to help when unusual or unexpected circumstances arise. Please let me know.

Specific instructions will be given for each assignment when it is made. If you do not understand or have any questions, puzzlement, etc., please ask for additional information and explanation.

If you have special interests--of whatever sort--that you think might be pursued within the context of this course, please talk with me. If you have special experiences, information, different angles, etc., related to any of the material we study, please let me know or share such with us in whatever way you think is appropriate. I will be happy to consider special options, i.e., projects or presentations or ...? But, anything of this sort should be arranged early on in the semester.

Course Calendar

Topics and reading assignments for the semester

Your responsibilities are (1) to read the material assigned for each class period, (2) bring your notes and questions to class for discussion. (3) be prepared to participate in the discussion and to examine critically the material so as to increase understanding and appreciation of the ideas and values considered. The dates listed below are subject to change. You will know about such changes, if they are required, by attending class.

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|--|---------------------------------|---|
| What is Philosophy? Aug 26 Aug 28 | 1.1-1.3 | Introduction; "Humanities" as the name for Great Works in <i>Philosophy and the Arts</i> . Rationality and Tolerance |
| How should one live? Sept 2 Sept 4 Sept 9 Sept 11 Sept 16 | 2.4 2.2 2.6 2.7 | Broad Issue Four "The good life and good society," Socrates/Plato Buddha <i>Movie: The Razor's Edge</i> Bhagavad-Gita Eagle Man |
| What Makes a Society Good? 18 23 | 4.4 4.6. 4.7 | Broad Issue Four: Plato's Republic, Nietzsche's Zarathustra, The Bhagavad-Gita, King's Letters, Aristotle's Ethics, Mills' Ethics, Kant's Ethics, Bentham's Utilitarianism, Mill's Utilitarianism, Weber's Protestant Ethics and the Spirit of Capitalism, <i>Le Corbusier's Towards a new Theory of Architecture</i> , Freud's Civilization and its Discontents, <i>Venturi's Complexity and Contradiction in Architecture</i> , Baudillard's Symbolic Exchange and Death, Jencks's Death of Modern Architecture, Marx and Engels, <i>Short Story "The Ones Who Would Leave Omelas."</i> |
| Is Justice for All Possible 25 30 | 5.4 5.6 | Broad Issue Three: "Values: grounds or theories" <i>Ethical values, claims of morality and justice</i> , [Kant, Mill, Hobbes, Locke, King's "Letters," Plato, Rawls' Justice, Bentham, Affirmative Action, Sex Stereotyping, Animal Rights, <i>Movie "Stark Trek Justice Episode"</i> |
| Is There a God 9 14 16 21 23 | 9.2 9.3 9.4 9.5 9.7 | Broad Issue Six: Varieties of religious experience and belief: "Varieties of Religious belief and experience," <i>Arguments for the Existence of God, Arguments Against the Existence of God</i> , Anselm's Proslogion, Aquinas' Summa, Hume's Skepticism, James' Will to Believe, Stephen Gould on the argument from design, Rowe against the Cosmological Argument, Cosmological Arguments, Origin of the Universe, Ontological Arguments, Teleological Arguments Gender of God, Deborah Mathieu on Male-Chauvinist Religion |
| Why Evil? 28 30 Nov 4 6 | 10.4 10.5 10.6 | Broad Issue Six: The Problem of Evil in African Thought Why do Babies Suffer Evil Cannot be Explained, <i>Dostoevsky on Evil in The Brothers Karamazov</i> (Novel 1881, Film, 1958) |

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|--|------------------------------------|---|
| <p>What is Really Real?</p> <p>11 13 18 20</p> | <p>7.2 7.4 7.5 7.6</p> | <p>Broad Issue One: "Reality and existence" Concepts of <i>Reality, Existence, Ontology and Experience</i> in the Humanities. Descartes' Meditations; Berkeley's Treatise; Husserl's Phenomenology; Heidegger's Metaphysics; Sartre Existentialism; Russell's Problems; The Bhagavad-Gita; Shankara; The Dao, Nondualism: Shankara</p> |
| <p>Is Knowledge Possible?</p> <p>25 27</p> | <p>8.5 8.7</p> | <p>Broad Issue Two: Belief and Knowledge: grounds and limits, <i>Philosophical Doubts, Knowledge of the External World, Skepticism and Science</i>, Descartes, Locke, Berkeley, Hume, Kant, Aristotle, Peirce's Pragmatism, Nietzsche, Husserl, <i>Baudelaire's Painter of Modern Life</i>, Sartre, Should we Believe Beyond the Evidence? Afrocentric Feminist Epistemology</p> |
| <p>Who Am I</p> <p>Dec 2 4 9 11</p> | <p>11.3 11.5 11.6</p> | <p>Broad Issue Five: Mind and its place in nature, <i>Classical theories of mind, Postmodern theories of Mind, Feminist Philosophy and PostModernism</i>, Plato's Dialogues, Aristotle's Metaphysics, Aquinas' Summa, British Empiricism, Rationalism in Leibniz, Spinoza and Descartes, Materialism, Feminism, You are an embodied self, You are not a machine, You are a machine. Final At Required time.</p> |
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No Cost Factors are associated with this Course.