



## **PHIL 121 - Introduction to Philosophy 2 Course Outline**

**Approval Date:** 04/08/2010

**Effective Date:** 08/13/2017

### **SECTION A**

**Unique ID Number** CCC000304899

**Discipline(s)** Philosophy

**Division** Arts and Humanities

**Subject Area** Philosophy

**Subject Code** PHIL

**Course Number** 121

**Course Title** Introduction to Philosophy 2

**TOP Code/SAM Code** 1509.00 - Philosophy / E - Non-Occupational

**Rationale for adding this course to the curriculum** Update textbooks

**Units** 3

**Cross List** N/A

### **Typical Course Weeks**

### **Total Instructional Hours**

#### **Contact Hours**

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment**

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of Instruction**

### **SECTION B**

## General Education Information:

### SECTION C

#### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** Introduces students to the ideas of major Western philosophers from the early 17th Century to the present and develops students' critical thinking and problem-solving skills.

**Schedule Description**

### SECTION D

#### Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended**

- ENGL 120 or above

1d. **Limitation on Enrollment:** *None*

### SECTION E

#### Course Outline Information

##### 1. Student Learning Outcomes:

- Examine and evaluate the major philosophical systems of the Western world from 17th century to present-day philosophers.
- Critically analyze philosophical systems applying analytic a priori propositions and synthetic a posteriori propositions to the logical analysis.

##### 2. Course Objectives: Upon completion of this course, the student will be able to:

- Define, identify and give examples of deductive 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
- Develop critical, logical, philosophical thought.
- Read and interpret original philosophical texts.
- Make judgments based on critical and logical exposition and how they are subjected to critical argument.
- 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.
- Sharpen his/her own intellect and find materials from which to construct guidelines for his/her own life as a communicative individual and as a member of society.
- List and identify the major philosophers and briefly state their respective positions.
- List, define and identify the various disciplines in philosophy (metaphysics, aesthetics, philosophy of religion, linguistics, ethics, epistemology, social philosophy, political philosophy, ontology and deontology).
- Create, identify and critique logical exposition using critical-thinking skills presented in class.
- J.

##### 3. Course Content

- A. 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.
- B. Developing critical-thinking skills and applying the above-mentioned logical tools to the various arguments inherent in the topics which follow.
- C. What Philosophy is - goals, methods, and impact on society.
- D. Descartes: Radical Doubt and Dualism – the importance of radical doubt – scientific foundations for doubt: Galileo – the influence of St. Anselm
- E. Spinoza’s Monistic System – contra Descartes – Stoic Influences – his historical impact – fallacies
- F. Leibniz and Monadology
- G. Locke’s Epistemology and Its Influence on His Social Philosophy – the Influence of His Social Philosophy on the Founding Fathers of the USA (Declaration of Independence): the contract theory
- H. Berkeley and the Necessity of God – comparison with Descartes – why he disagrees with Locke
- I. Hume, Radical Thinker and Advocate of Emotional Decision-Making – his inconsistencies; why he disagrees with Locke and Berkeley; his impact (IQ test, Hume’s Utilitarianism)
- J. Kant: The Radical New - Why he disagrees with his predecessors; Kant's impact; critical assessments; Kant's Deontological Ethics as derived from his Theory of Knowledge. The importance of Kant.
- K. Hegel: Logic: Identity in difference (comparison with Heraclitus) Social and Political Philosophy; Philosophy of History; Hegel's influence upon philosophy, history and society.
- L. Utilitarianism: Its time and the challenges; Bentham; J.S. Mill; Mill on Liberty; (comparison with Hume and other philosophers); Critique of Utilitarianism.
- M. Nietzsche and His Influence: Influences: Schopenhauer and Darwin and the relationship to Wagner; The Will to Power, Existentialism; Nietzsche becomes a source for fascist and Nazi ideology; Nietzsche's wider impact; Critique.
- N. Linguistic Analysis I: The Formalist Approach; Whitehead and Russell; Wittgenstein; Logical Positivism; Societal Implications; Critique.
- O. Linguistic Analysis II: Ordinary Language Approach; Moore and Wittgenstein; Ryle: The Ghost in the Machine; Societal Implications; Critique.
- P. Heidegger - Sartre - Introduction to Existentialism
- Q.

**4. Methods of Instruction:**

**Lecture:**

**Other (Specify):**

**Other:** Lecture/discussion/films/podcasts. Lectures reiterate and augment the content found in the textbook. Films and podcasts lend visual imagery and different voices to reiterate and augment content. Class discussion occurs spontaneously throughout lecture presentations. Class and group discussions (10-15 minutes) occur after films and podcasts.

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

Additional assessment information:

- 3 midterms (objective and essay)

**SAMPLE OBJECTIVE QUESTIONS:**

1. What is Descartes' famous saying? Please give the Latin words as well as the English translation.
2. Name three secondary qualities according to Descartes' classifications.
3. Baruch Spinoza's father and grandfather are considered "Spanish crypto-Jews". Define "crypto-Jew".

**SAMPLE ESSAY QUESTION:**

Restate in your own words Spinoza's logical argument which refutes the widely-held notion that God acts purposely and directs events in nature toward a definite goal. Critique his argument. If you find Spinoza to be mistaken logically, provide a logical counter-argument.

- 1 final (objective and essay)

**SAMPLE OBJECTIVE QUESTIONS:**

1. List three major continental rationalists studied in class.
2. List three major empiricists studied in class.

**SAMPLE ESSAY QUESTION:**

State Descartes' argument for the existence of external objects and compare this with Berkeley's notion "esse ist percipi". Can the two views be reconciled? Why or why not?

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

- Read Chapters 6-10 in the text
- Read original texts by the philosophers studied in class

B. Writing Assignments

- Write at least 2 papers, each one being no more than 15 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.

C. Other Assignments

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**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Perry, J., Michael Bratman, and John Martin Fischer

Title: Introduction to Philosophy: Classical and Contemporary Readings

Publisher: Oxford University Press

Date of Publication: 2015

Edition: Seventh

**B. Other required materials/supplies.**

- Samples of original writings by the philosophers studied in class.
- Additional readings:  
Descartes, Discourse on Method

Descartes, Meditations on First Philosophy

Leibniz, Discourse on Metaphysics

Leibniz, Monadology

Berkeley, Principles of Human Knowledge

Berkeley, Three Dialogues

Hume, An Enquiry Concerning Human Understanding

Locke, An Essay Concerning Human Understanding

Locke, Two Treatises of Government

Spinoza, Ethics

Hobbes, Leviathan

Rousseau, Discourse on the Origin of Inequality

Rousseau, The Social Contract

Kant, Prolegomena to Any Future Metaphysics

Kant, Groundwork for the Metaphysics of Morals