GROSSMONT COLLEGE

Official Course Outline

PHILOSOPHY 110 – A GENERAL INTRODUCTION TO PHILOSOPHY

1. Course Number Course Title Semester Units Semester Hours

PHIL 110 A General Introduction 3 3 hours lecture: 48-54 hours

to Philosophy 96-108 outside-of-class hours

144-162 total hours

2. Course Prerequisites

None.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

Students in this course explore fundamental philosophical issues by investigating theories and problems about the nature of reality, human knowledge and values. Familiar and unfamiliar views are examined, which exhibit various philosophic methodologies, and such views are related to our actions and experiences. Students will have the opportunity to assess their own views in light of the answers provided by philosophers, past and present.

4. Course Objectives

The student will:

a. Comprehend basic terminology and concepts of the discipline.

b. Analyze arguments embedded in philosophic readings.

c. Compare and contrast theories related to fundamental philosophic problems.

d. Internalize philosophic techniques of questioning.

e. Evaluate different philosophic methodologies.

f. Evaluate answers to philosophic questions using critical methods.

g. Examine and evaluate their own beliefs in light of major philosophic theories.

5. Instructional Facilities

Standard lecture classroom

6. Special Materials Required of Student

None.

7. Course Content

a. Metaphysics: Basic ontological issues are explored through premier thinkers from Classic to Contemporary periods (e.g. Plato, Aquinas, Spinoza, Sartre).

b. Epistemology: Theories of knowledge and methods of verification are examined (e.g. Rationalism, Empiricism).

C Logic: The basic critical methodology is the underpinning of the discipline and is infused throughout all student assignments and methods of evaluation.

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7. Course Content (continued)

d. Moral Philosophy: Questions and concepts relating to basic ethical theory (e.g. Utilitarianism, Self-Realizationism)

e. Aesthetics: Introduction to values which arise from the affective component of human nature (e.g. beauty vs. ugliness).

f. Philosophy of religion such as arguments for God’s existence.

g. Philosophy of science such as science and truth.

h. Philosophy of language such as language and its use

8. Method of Instruction

a. Lecture.

b. Group work.

c. Group discussion.

d. Field experiences such as attending the San Diego State University Philosophy Club meetings.

f. Individual instruction when students may ask for a one-on-one meeting(s) with the instructor.

9. Methods of Evaluating Student Performance

a. Daily reading assignments and class discussion.

b. Participation in class projects such as writing a group response to Materialism.

c. Quizzes on assigned material.

d. Midterm and final exams entailing both objective and essay components.

e. Term paper(s) on topics such as “Do we have the capacity to choose”?

f. Special individual projects. These projects may include power point presentations on specific material such as Rationalism and Empiricism.

10. Outside Class Assignments

1. Reading and analysis of philosophic essays on assigned weekly material such as *Plato’s Republic*.
2. Short answer questions
3. Progress journals. Students keep a personal log of their learning progress in the class.
4. Philosophic research on topics such as Free Will.
5. Analytic papers and argumentative compositions on the comparison of Monism and Dualism for example.

11. Texts

a. Required Text(s):

(1) Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*, Sixth Edition, New York, NY, Oxford University Press, 2014.

(2) Perry, John, Introduction to Philosophy, 7th ed., New York, NY, Oxford University Press, 2016.

(3) Solomon, Robert and Kathleen Higgins, *Introducing Philosophy*, 11th ed., Belmont, CA, Wadsworth, 2014.

b. Supplementary texts and workbooks:

None.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Analyze, critique, and reconstruct arguments and positions embedded in the philosophical literature
  2. Compare and contrast theories and methods used in the handling of fundamental philosophical problems
  3. Integrate philosophical techniques into the students’ formulations and justifications of their own arguments and beliefs

Date approved by the Governing Board: December 11, 2018