

PHIL-121: INTRODUCTION TO PHILOSOPHY 2

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Philosophy (Master's Degree)	

Subject Code

PHIL - Philosophy

Course Number

121

Department

Philosophy (PHIL)

Division

Arts and Humanities (ARAH)

Full Course Title

Introduction to Philosophy 2

Short Title

Introduction to Philosophy 2

CB03 TOP Code

1509.00 - Philosophy

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course 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.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Examine and evaluate the major philosophical systems of the Western world from 17th century to present-day philosophers.
2.	Critically analyze philosophical systems applying analytic a priori propositions and synthetic a posteriori propositions to the logical analysis.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	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
2.	Develop critical, logical, philosophical thought.
3.	Read and interpret original philosophical texts.
4.	Make judgments based on critical and logical exposition and how they are subjected to critical argument.
5.	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.
6.	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.
7.	List and identify the major philosophers and briefly state their respective positions.
8.	List, define and identify the various disciplines in philosophy (metaphysics, aesthetics, philosophy of religion, linguistics, ethics, epistemology, social philosophy, political philosophy, ontology and deontology).
9.	Create, identify and critique logical exposition using critical-thinking skills presented in class.

Course Content

1. 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.
2. Developing critical-thinking skills and applying the above-mentioned logical tools to the various arguments inherent in the topics which follow.
3. What Philosophy is - goals, methods, and impact on society.
4. Descartes: Radical Doubt and Dualism – the importance of radical doubt – scientific foundations for doubt: Galileo – the influence of St. Anselm
5. Spinoza's Monistic System – contra Descartes – Stoic Influences – his historical impact – fallacies
6. Leibniz and Monadology
7. 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
8. Berkeley and the Necessity of God – comparison with Descartes – why he disagrees with Locke.
9. 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)
10. 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.
11. Hegel: Logic: Identity in difference (comparison with Heraclitus) Social and Political Philosophy; Philosophy of History; Hegel's influence upon philosophy, history and society.
12. Utilitarianism: Its time and the challenges; Bentham; J.S. Mill; Mill on Liberty; (comparison with Hume and other philosophers); Critique of Utilitarianism.
13. 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.
14. Linguistic Analysis I: The Formalist Approach; Whitehead and Russell; Wittgenstein; Logical Positivism; Societal Implications; Critique.
15. Linguistic Analysis II: Ordinary Language Approach; Moore and Wittgenstein; Ryle: The Ghost in the Machine; Societal Implications; Critique.
16. Heidegger - Sartre - Introduction to Existentialism

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	
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.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	<p>3 midterms (objective and essay)</p> <p>SAMPLE OBJECTIVE QUESTIONS:</p> <ol style="list-style-type: none"> 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". <p>SAMPLE ESSAY QUESTION:</p> <p>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 counterargument.</p> <p>1 final (objective and essay)</p> <p>SAMPLE OBJECTIVE QUESTIONS:</p> <ol style="list-style-type: none"> 1. List three major continental rationalists studied in class. 2. List three major empiricists studied in class. <p>SAMPLE ESSAY QUESTION:</p> <p>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?</p>

Assignments**Reading Assignments**

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

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.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

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

Title

Introduction to Philosophy: Classical and Contemporary Readings

Edition/Version

7th

Publisher

Oxford University Press

Year

2015

Material Type

Other required materials/supplies

Description

1. Samples of original writings by the philosophers studied in class.

2. 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

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000304899

CB10 Cooperative Work Experience Status

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

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No