# PHIL 26: History of Philosophy Semester 201X

## Instructor Information and Availability

Class Meetings:

Instructor:

Office Hours:

Contact:

Availability:  Every effort is made to communicate with you quickly, effectively, and accurately. I take this as an important element of my responsibility to you. However, after 5pm M-F or on the weekends, my response may be delayed. If the concern regards a time sensitive matter, please check frequently for a response from me with a solution, as often the best solution is one which can be implemented quickly.

Special Note: This faculty member is considered a ‘mandated reporter’for suspected child abuse or neglect under the *California Child Abuse and Neglect Reporting Act* and is bound by the requirements set forth in *CSU Executive Order 1083 (available here* [*http://www.calstate.edu/eo/EO-1083.html*](http://www.calstate.edu/eo/EO-1083.html)*)*.

## CATALOGUE DESCRIPTION

Introduction to the history of philosophy, emphasizing such themes as the foundations of knowledge, the nature of reality, the basis of a good life and a just society, the existence of God, and the nature of the self, and tracing the development of these themes from antiquity to the modern period. GE Area C2. 3 units.

## GE AREA C2 REQUIREMENTS:

This course satisfies General Education Requirements of Area C2: Humanities

**C2 Humanities**. The learning objectives associated with C2 should focus on the human condition. Specifically, students completing C2 requirements should be able to:

1. Demonstrate knowledge of the conventions and methods of the study of the humanities.
   1. As an introductory course in the history of philosophy, students will have the opportunity to explore philosophical reasoning about important concepts, such as the nature of reality, knowledge, the good, the existence of god, and the nature of justice, from representative philosophical traditions from ancient, early modern, and enlightenment periods.
   2. Students will demonstrate this outcome through a combination of assessment instruments, but most closely in their written essays and in-class activities. Specify your own assessments as they apply to this LO.
2. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
   1. As an introductory course in the history of philosophy, students have the opportunity to learn about the development of important ideas in human history and their relation to the particular cultural context in which the ideas flourished. They will also have the opportunity to explore the continuity of those ideas across time and cultures, as well as how those ideas changed.
   2. Students will demonstrate this outcome in a combination of their written essays, weekly quizzes, and in-class activities. Specify your own assessments as they apply to this LO.
3. Compare and analyze various conceptions of humankind.
   1. Among the central topics of philosophical inquiry, from Socrates, to Aristotle, to Hume and Kant is the nature of humankind – do we have a fixed nature or is it mutable, and what are the essential features of it? Answers to this fundamental question then informs the rest of their inquiry into the nature of knowledge and belief, of the relation of individuals to society, of our moral obligations. Students will have the opportunity to explore the breadth and depth of the nature of humanity and of the human condition.
   2. Students demonstrate this outcome in a combination of assessments including both essays, weekly in-class exercises and weekly quizzes. Specify your own assessments as they apply to this LO.
4. Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.
   1. As an introductory course in the history of philosophy, this course is specifically designed to expose students to philosophical reflection in its historical context. The course normally spans at least 2000 years, from the Pre-Socratic philosophers, through the early modern, and enlightenment philosophers. Students learn not only about the concepts and methodologies of key figures in the history of philosophy, but also their historical, cultural and intellectual contexts.
   2. Students will demonstrate this outcome by completing the various in-class practical exercises, and weekly quizzes. Specify your own assessments as they apply to this LO.

This course satisfies both PHIL and GE requirements. Students will complete a combination of in-class activities and assessment, asynchronous assessment (quizzes, reading reflections, journals, homework, etc.), and short written essays or journals is encouraged. Specify your own assessments as they apply to this LO. Minimum writing requirement is 1000 words, in any formal mode. Written work should be assessed not only for mastery of course content, but also for clarity of writing.

## COURSE CONTENT

Your specific course description, theme or topical focus, if relevant.

## LEARNING OBJECTIVES

Departmentally recommended philosophy learning outcomes. Be sure your assessment plan assessed students for these or similar outcomes, in addition to the GE outcomes.

Students will be able to:

1. *Identify* and *distinguish* the main historical traditions in western philosophy, from Pre-Socratics to the Enlightenment.
2. *Identify* and *explain* key philosophical concepts as they arise in the different historical periods, including knowledge, reality, reason, substance, identity, mind/soul, causation, experience, etc..
3. *Read* and *comprehend* key texts in the history of philosophy.
4. *Write* clearly and cogently on a variety of topics in the history of philosophy.
5. *Apply* basic philosophical concepts to *discuss* problems of historical significance, including the mind-body problem, the challenge of skepticism, the relation of sensation/experience to knowledge, the limitations of reason, the relation of reason to passions, the existence of god, the challenge of determinism, etc.

## TEXT

Default Textbook: *Classics of Philosophy*, 3rd Ed.  Pojman/Vaughn (Eds), Oxford University Press, NY 2011

## ASSIGNMENTS AND REQUIREMENTS

SAMPLE: Evaluation of your progress toward the satisfaction of the course learning objectives, will be conducted by several means. The following assignments comprise the whole of the requirements for this course. This course is based on a total of XXXX available points.

This course satisfies both PHIL and GE requirements. As such your assessment plan should be designed to allow students the opportunity to demonstrate their attainment of the associated learning outcomes. Any combination of in-class activities and assessment, asynchronous assessment (quizzes, reading reflections, journals, homework, etc.), and short written essays or journals is encouraged.

Minimum writing requirement is 1000 words, in any formal mode. However, be certain to assess not only for mastery of course content, but also for clarity of writing.

The department encourages all faculty to use the following resources and share these with their students:

Department Writing Guidelines <http://www.csus.edu/phil/Guidance/WritingGuidelines.html>

Writing Analytic Essays <http://www.csus.edu/phil/Guidance/How%20to%20Write%20an%20Analysis.htm>

Grading Standards and Expectations <http://www.csus.edu/phil/Guidance/Grading%20Standards.html>

In the sections below, be sure to indicate – especially for assessments like “participation” – how you assign students’ earning or losing points. It should be clear to anyone looking at this syllabus how their final grade will be calculated. Your assessment plan for the course must be connected to the course learning outcomes such that the final grade is a reliable indicator of students’ attainment of those LOs.

Note that the department encourages early and frequent assessment, so students have an indication of their preparation for or performance in your course prior to the drop deadline at the end of week 4.

### Grading Scale

Use the department grading standards to describe the assignments and their values. Every point for the course must be specified. Do not leave things ambiguous. <http://www.csus.edu/phil/Guidance/Grading%20Standards.html>

### Technology Component

SAMPLE: Please note this course uses SacCT in XXX ways. It is your responsibility to ensure you have regular and reliable access to computing facilities sufficient to the needs of this course. Technical problems must be reported to me at your earliest encounter of the problem. If the problem is more complex than instructor skills allow, you must address your problem to the SacLink Help Line @ 916-278-7337.

### Assignment A

Description of the assignment type, number/frequency and point values

### Assignment B

Description of the assignment type, number/frequency and point values

### Assignment C

Description of the assignment type, number/frequency and point values

### Assignment D

Description of the assignment type, number/frequency and point values

### Assignment E

Description of the assignment type, number/frequency and point values

### Bonus Points (up to X pts)

SAMPLE: Bonus points can be earned by listening to the series of “visiting speakers” and writing a two page reflection on the interview. Up to X bonus points may be earned in this way. All bonus reports are due by the last day of classes as indicated in SacCT.

## Late Assignments

Insert your Late Policy here. Be specific about any penalties imposed and how they are assessed.

## Plagiarism/Cheating

SAMPLE: Plagiarism and cheating are serious academic offenses which will not be tolerated in this class. Assignments in which plagiarism or other forms of cheating are found will at the least be graded at 0 (not just an F). Repeated or egregious (>20% of course grade value) violations of the university policy will result in an F in the course. ALL incidents of cheating and plagiarism will be reported both to the Department Chair and to the Student Conduct Officer in the Office of Student Affairs for possible further administrative sanction. *It is your responsibility to know and comply with the University’s Academic Honesty Policy* <http://www.csus.edu/umanual/student/STU-0100.htm>.

## Universal Accommodation

SAMPLE: This course and all material have been designed for universal access. If you have difficulty accessing any of the material, please let me know at your earliest experience of difficulty.

Also, this course has been designed to facilitate accommodation for specific disability needs. If you have a documented disability (visible or invisible) and require accommodation for assignments, tests, course material, etc., please let me know ***the end of the FIRST week of semester*** so that arrangements can be made. Failure to notify and consult with me by this date may impede my ability to offer you the necessary accommodation and assistance in a timely fashion. Also be sure to consult with the Services to Students with Disabilities (Lassen Hall 1008, or <http://www.csus.edu/sswd/>) to learn what other campus services and accommodation options are available for you.

Students with other types of accommodation requirements, such as English as a second language, are invited to discuss accommodations with the instructor to facilitate understanding and the best learning experience for all. All information will remain confidential. ESL students are advised to make use of the University Writing Center (Calaveras Hall 128, <http://www.csus.edu/writingcenter/>).

## **WEEKLY SCHEDULE (15 WEEK SCHEDULE)**

Include your weekly schedule, which should include reading assignments, due dates for assignments, exam dates, and dates which the class does not meet (approved holidays).

Sample Schedule:

Date:                            Topic:                                         Reading: LOs:

WEEK 1                                Intro

WEEK 2                                The Pre-Socratics                           pp. 3-21 GE C2 A, D

WEEK 3                                Socrates                                           pp. 25-35 GE C2 A, C

WEEK 4                                Plato                                                 pp. 22-24, 131-167 GE C2 B, C

WEEK 5                                Plato                                                  pp. 167-177 GE C2 B, D

WEEK 6                                Aristotle                                         pp. 202-204, 266-282 GE C2 B, C

WEEK 7 Aristotle                                           pp. 217-220, 223-225 GE C2 B, D

WEEK 8                                 Descartes                                          pp. 487-491 GE C2 A, C

WEEK 9                                 Descartes                                          pp. 491-502 GE C2 C

WEEK 10                               Locke                                                pp. 638-646, 672-675 GE C2 A, C

WEEK 11                               Hume                                                 pp. 728-736 GE C2 A, C

WEEK 12                                Kant                                                   pp. 815-816 GE C2 A, C

WEEK 13                                Kant                                                   pp. 817, 872-878 GE C2 B, C, D

WEEK 14                                 Mill                                                  pp. 953-967, 972-975 GE C2 B, D

**WEEK 15                                Final Exam**