

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE:	Laney College	STATE APPROVAL DATE:	06/26/2016
ORIGINATOR:	Amir Sabzevary	STATE CONTROL NUMBER:	CCC000574602
		BOARD OF TRUSTEES APPROVAL DATE:	06/14/2016
		CURRICULUM COMMITTEE APPROVAL DATE:	04/15/2016
		CURRENT EFFECTIVE DATE:	01/23/2017

DIVISION/DEPARTMENT: Laney College

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Degree Applicable
Course is not a basic skills course.
Stand-alone

2. DEPT/COURSE NO:

PHIL 006

3. COURSE TITLE:

Introduction to the Philosophy of Self and Emotions

4. COURSE: Laney New Course

TOP NO. 1509.00

5. UNITS: 3.00

HRS/WK LEC: 3.00 Total: 52.50

HRS/WK LAB:

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

This course provides an in-depth introduction to the philosophical problems surrounding human identity and emotions. Acceptable for Credit: UC, CSU

8. COURSE/CATALOG DESCRIPTION

Introduction to the nature of self and emotions: Philosophical and religious perspectives on personal identity and emotions.

9. OTHER CATALOG INFORMATION

a. Modular: No If yes, how many modules:

b. Open entry/open exit: Yes

c. Grading Policy: Letter Grade Only

d. Eligible for credit by Exam: Yes

e. Repeatable according to state guidelines: No

f. Required for degree/certificate (specify):

Liberal Arts With Emphasis In Arts And Humanities, Humanities, Philosophy

g. Meets GE/Transfer requirements (specify):

Acceptable for Credit: CSU, UC.

h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? No

j. Acceptable for Credit: CSU/UC

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace

needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Describe and analyze the epical perspectives on self and identity.
2. Analyze the varying philosophical views on self and identity.
3. Analyze, compare and contrast the religious perspectives on the the nature of the self.
4. Identify and analyze the main existential themes as they relate to self and identity.
5. Explain the anatomy of emotions.
6. Analyze religious and philosophical perspectives on emotions.
7. Explain and analyze the cultural and social influences on the makeup of emotions.
8. Describe and analyze the anatomy of specific emotions.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

A. On Self and Identity

1. Philosophical perspectives through epics 10%

- a. Heroes journey
- b. Epic of Gilgamesh
- c. Iliad and Odyssey

2. Philosophical perspectives 25%

- a. Plato: The forgotten self
- b. St. Augustine: secular vs. sacred selves
- c. Rousseau: Natural vs socialized self
- d. Hegel: Self unfolding through history
- e. Kant: Autonomous self
- f. Schopenhauer: Discontented self
- g. Marcuse: The hollow self
- h. Krishnamurti: Self as social construct

3. Existential perspectives 15%

- a. Camus: Self as an absurd entity
- b. Nietzsche: Master vs. slave self
- c. Kierkegaard: Three stages of identity
- d. Heidegger: Authentic vs. in-authentic self
- e. Tolstoy: Death of Ivan Ilych

4. Religious perspectives 10%

- a. Hinduism: Inner vs. outer
- b. Buddhism: Absence of self
- c. Confucianism: Communal self
- d. Taoism: The transcendent self

- e. Judaism: The fallen self
- f. Christianity: Self as the Kingdom of God
- g. Islam: Self as the purified ego

B. Construction of emotions

1. Genesis of emotions: The five senses and their role in the birth of emotions 20%

a. Transformation of feelings into emotions

b. Emotions as judgments

c. Emotions as a way to meaning and power

2. Examination of Specific emotions 20%

a. Love, envy, resentment, anger, Jealousy, grief, joy

b. Culture and emotions

11B. LAB CONTENT:

N/A

12. METHODS OF INSTRUCTION (List methods used to present course content.)

- 1. Distance Education
- 2. Activity
- 3. Lecture
- 4. Observation and Demonstration
- 5. Discussion
- 6. Critique
- 7. Projects
- 8. Experiments
- 9. Visiting Lecturers
- 10. Mediated Learning
- 11. Individualized Instruction
- 12. Work Experience
- 13. Directed Study
- 14. Service Learning
- 15. Multimedia Content
- 16. Threaded Discussions

13. ASSIGNMENTS: 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

- 1. Regular reading assignments from the required texts.
- 2. Observe classroom instruction and summarize its relevance to the assigned readings in writing.
- 3. Writing essays comparing and contrasting the ideas revolving the concepts of self, identity and emotions.
- 4. Reading about current political and social issues in periodicals, journals, newspapers and media in general, and writing philosophical and critical essays discussing their impact on the concepts of self, identity and emotions.

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

14. STUDENT ASSESSMENT: (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Peter Goldie . 2012. *The Oxford Handbook of Philosophy of Emotion* Reprint edition. Oxford University Press

Shaun Gallagher. 2013. *The Oxford Handbook of the Self* Reprint edition. Oxford University Press

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? No

Specific materials and/or services needed have been identified and discussed. Librarian comments:

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued.")

Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

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