

# COURSE SYLLABUS



**COURSE TITLE:** PHIL-100: Introduction to Philosophy: Classics

**CLASS SECTION:** 001

**TERM:** Summer 2022

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** In-person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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**NAME:** Anthony J. Gavin

**EMAIL:** [GavinA@camosun.ca](mailto:GavinA@camosun.ca)

**OFFICE:** Young 302

**HOURS:** Monday and Wednesday, 1:30 – 2:30pm (online via Zoom or in-person)

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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An introduction to classical philosophical works concerning central philosophical issues such as the nature and possibility of knowledge, the existence of God, the nature of morality and justice, and the mind/body relationship.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of the course the student will be able to:

1. Identify and describe fundamental philosophical problems, along with the classical philosophical answers to these problems.
2. Distinguish among various philosophical theories.
3. Identify key periods and concepts in the (philosophical) history of ideas.
4. Critically analyze an argument philosophically by identifying its premise and conclusion and by assessing its strengths and weaknesses.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Textbook: John Perry, Michael Bratman, John Martin Fischer. *Introduction to Philosophy: Classical and Contemporary Readings*. 9th Edition. Oxford University Press, 2022.

**All readings not included in the course textbook (underlined below) will be available on D2L**

Additional recommended resources:

Stanford Encyclopedia of Philosophy (SEP): <https://plato.stanford.edu>

Internet Encyclopedia of Philosophy (IEP): <https://iep.utm.edu>

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. **Page numbers are for the course textbook unless otherwise stated. Underlined readings will be available on D2L. Readings marked with \*asterisks\* are optional.**

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Mon., May 2 <sup>nd</sup> — Wed., May 4 <sup>th</sup>	<b>WEEK 1: WHAT IS PHILOSOPHY?</b> Monday Readings: <i>What is philosophy?</i> <ul style="list-style-type: none"><li>• Logical Toolkit, pp. 8 – 25</li><li>• Russell, “The Value of Philosophy,” pp. 29 – 32</li><li>• <u>Deleuze &amp; Guattari, “Introduction: The Question Then...” (on D2L)</u></li><li>• <u>*Kaufman, “Is Philosophy Anything If It Isn’t White?” (on D2L)*</u></li></ul> Wednesday Readings: <i>What is the value of philosophy?</i> <ul style="list-style-type: none"><li>• Plato, “Apology: Defense of Socrates,” pp. 33 – 48</li><li>• <u>*Plato, excerpts from the <i>Crito</i> (on D2L)*</u></li><li>• <u>*Midgley, “Philosophical Plumbing” (on D2L)*</u></li></ul>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Mon., May 9 <sup>th</sup> — Wed., May 11 <sup>th</sup>	<b>WEEK 2: KNOWLEDGE AND REALITY</b> Monday Readings: <i>Platonic Epistemology</i> <ul style="list-style-type: none"> <li>Plato, “Allegory of the Cave,” pp. 157 – 162</li> <li><u>Plato, excerpts from <i>Phaedo</i> (on D2L), pp. 50 – 75</u></li> </ul> Wednesday Readings: <i>Platonic Epistemology, cont’d</i> <ul style="list-style-type: none"> <li><u>Plato, excerpts from <i>Phaedo</i> (on D2L), pp. 75 – 100</u></li> </ul>	Argument Analysis assignment available on Wed., May 11 <sup>th</sup>
Mon., May 16 <sup>th</sup> — Wed., May 18 <sup>th</sup>	<b>WEEK 3: KNOWLEDGE AND REALITY, cont’d</b> Monday Readings: <i>Skepticism, I: the rationalist reply</i> <ul style="list-style-type: none"> <li>Descartes, “Meditations on First Philosophy,” pp. 164 – 175</li> <li>*Nozick, “The Experience Machine,” pp. 162 – 163*</li> </ul> Wednesday Readings: <i>Skepticism, II: the empiricist reply</i> <ul style="list-style-type: none"> <li>Hume, “An Enquiry Concerning Human Understanding,” pp. 193 – 219</li> <li>*<u>Kant, <i>Prolegomena to Any Future Metaphysics</i>, Preface (on D2L), pp. 7 – 12*</u></li> </ul>	<b>Argument Analysis assignment due Mon., May 16<sup>th</sup></b>
Mon., May 23 <sup>rd</sup> — Wed., May 25 <sup>th</sup>  <b>Mon., May 23<sup>rd</sup>: Victoria Day, College closed</b>	<b>WEEK 4: FREE WILL AND DETERMINISM</b> <b>**Monday: Victoria Day, no lecture or seminar**</b> Wednesday Readings: <i>Two doctrines of compatibilism</i> <ul style="list-style-type: none"> <li>Hume, “Of Liberty and Necessity,” pp. 406 – 416</li> <li><u>Hampshire &amp; Sugden, “Spinoza’s Theory of Human Freedom” (on D2L)</u></li> <li><u>Spinoza, “Of the Power of the Understanding, or of Human Freedom,” Preface (on D2L)</u></li> <li>*<u>Deleuze, “On the Difference Between the <i>Ethics</i> and a Morality” (on D2L)*</u></li> </ul>	1st Exegesis assignment available on Wed., May 25 <sup>th</sup>
Mon., May 30 <sup>th</sup> — Wed., June 1 <sup>st</sup>	<b>WEEK 5: ETHICS</b> Monday Readings: <i>Utilitarianism, Deontology</i> <ul style="list-style-type: none"> <li>Bentham, “The Principle of Utility,” pp. 481 – 484</li> <li>Kant, “Groundwork for the Metaphysics of Morals,” pp. 520 – 536</li> <li>*Mill, “Utilitarianism,” pp. 485 – 501*</li> <li>*O’Neill, “Kantian Approaches to Some Famine Problems,” pp. 537 – 543*</li> </ul> Wednesday Readings: <i>Virtue Ethics</i> <ul style="list-style-type: none"> <li>Aristotle, “Nicomachean Ethics,” pp. 544 – 559</li> <li>*<u>Tessman, “Critical Virtue Ethics: Understanding Oppression as Morally Damaging” (on D2L)*</u></li> </ul>	<b>1st Exegesis assignment due Mon., May 30<sup>th</sup></b>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Mon., June 6 <sup>th</sup> — Wed., June 8 <sup>th</sup>	<p><b>WEEK 6: GOD AND EVIL</b></p> <p>Monday Readings: <i>The Existence of God</i></p> <ul style="list-style-type: none"> <li>• Anselm, “The Ontological Argument,” pp. 52 - 24</li> <li>• Aquinas, “The Existence of God,” pp. 54 – 56</li> <li>• <u>Kierkegaard, “The objective problem of Christianity’s truth” (on D2L), pp. 19 – 20</u></li> <li>• <u>Kierkegaard, “The subjective truth, inwardness; truth is subjectivity” (on D2L), pp. 167 – 172</u></li> </ul> <p>Wednesday Readings: <i>The Problem of Evil</i></p> <ul style="list-style-type: none"> <li>• Leibniz, “God, Evil and the Best of All Possible Worlds,” pp. 104 – 106</li> <li>• <u>Levinas, “Reflections on the Philosophy of Hitlerism” (on D2L), pp. 63 – 71</u></li> <li>• <u>Arendt, <i>Eichmann in Jerusalem</i> (on D2L), pp. 20 – 27, 244 – 248, 273 – 274</u></li> <li>• <u>*Butler, “Hannah Arendt’s Challenge to Adolf Eichmann” (on D2L)*</u></li> </ul>	2 <sup>nd</sup> Exegesis assignment available on Wed., June 8 <sup>th</sup>
Mon., June 13 <sup>th</sup> — Wed., June 15 <sup>th</sup>	<p><b>WEEK 7: EXISTENTIALISM</b></p> <p>Wednesday Readings: <i>Life and Meaning</i></p> <ul style="list-style-type: none"> <li>• Camus, “The Myth of Sisyphus,” pp. 660 – 662</li> <li>• <u>Sartre, “Existentialism Is a Humanism” (on D2L)</u></li> </ul> <p>Wednesday Readings: <i>Freedom and Subjugation</i></p> <ul style="list-style-type: none"> <li>• <u>Fanon, “The Lived Experience of the Black Man” (on D2L), pp. 78 – 101</u></li> <li>• <u>*Levinas, “Ethics and the Face” (on D2L)*</u></li> <li>• <u>*De Beauvoir, “Freedom and Liberation” (on D2L)*</u></li> </ul>	2 <sup>nd</sup> Exegesis assignment due Mon., June 13 <sup>th</sup>
[Date range]	Final Exam Period	Final Essay due Wed., June 22 <sup>nd</sup>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Argument analysis	15%
Two exegeses (15% x 2)	30%
Final essay	30%
Participation (10 seminars at 2% each, plus bonus 5%)	25%
	<b>TOTAL</b>
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### 1. COVID-19 Guidelines

Although mask mandates have now been lifted, this doesn't mean that there's a 0% chance of catching COVID-19. What the easing of restrictions *does* mean is that experts now consider the public health risk to be small enough that individuals can manage their own risks and vulnerabilities. Different people will face different prior conditions when it comes to their individual assessment of these risks. So it goes without saying that I expect all students to be respectful of each other's health and their healthcare decisions.

For up-to-date information on the college's COVID-19 guidelines, please use the following link:  
<https://camosun.ca/about/covid-19-updates>

### 2. Course Delivery and Attendance

As soon as class begins on May 2<sup>nd</sup>, you will have access to the course website on D2L. Any readings that aren't available in the textbook will be made available on D2L. All assigned work will also be submitted through D2L.

Students are expected to attend two lectures and two seminars after lecture each week. Unlike for Fall and Winter courses, there are no seminar groups for Summer courses. *This means that every student is expected to attend both seminars each week.* Please ensure that you are caught up on the readings before you show up to each seminar, as they are heavily discussion-oriented. The less I talk in these seminars, the better!

*It is very important to attend the first class.* Failure to do so will result in your being automatically dropped from the course. Waitlisted students are also welcome to attend during the first week. I will take attendance during the first week, but not any further after that. Rules for seminar attendance are outlined below under "Participation." If you are unable to attend during the first week, please let me know as soon as possible.

### 3. Basis of Evaluation

The grading rubric for this course is heavily weighted towards **participation**. Participation counts for 25% of your final grade. This grade is partly based on seminar attendance, and partly based on actual in-class engagement (beyond just attendance). *Students are expected to attend a minimum of 10 seminars (out of 14 possible seminars), worth 2% each, plus 5% for in-class engagement (or participation in other ways—see below).*

*As important as in-class participation is to a philosophy course, I recognize that there are both multiple barriers to in-class participation, and multiple other ways to participate. Email exchanges, office hours appointments, or even a quick chat after class can all count towards your participation grade. Because these things can be difficult to keep track of, participation grades are subject to a final adjustment before final grades are released.*

Besides participation, your evaluation criteria for this course consist of **one argument analysis assignment** (15%), **two exegesis assignments** (2x 15% = 30%), and **one final essay** (30%). Details on these assignments will be made available on D2L in the week before they are due.

As for the final essay, a list of topics will be made available during the last week of classes; however, you may also wish to write on a final paper topic of your own choosing. If you choose to do so, I ask that you submit a proposal to me at least one week before the final essay is due (by no later than Wed., June 15<sup>th</sup>).

#### **4. Academic Integrity**

You are welcome and encouraged to discuss course material with others in your class, and work together to solve problems. However, the work you turn in must be your own. If you are ever unsure about what constitutes a violation of academic integrity, please consult the college's Academic Integrity Policy (available at <http://camosun.ca/about/policies/>).

#### **5. Late Submissions and Extensions**

Late work is penalized at 10% per day up to a maximum of 5 days, after which point it will no longer be accepted. However, I know that things do not always go according to plan. *By default, each student is welcome to two day's worth of penalty-free extensions.* This means that you can take two extra days to complete one assignment, or have one extra day on two different assignments. *The only caveat is that you must let me know before the due date if you are using an extension. Otherwise, your work will be counted as a late submission.*

#### **6. Communication and Office Hours**

Email is my preferred method of communication, especially for any official requests. If you ask me a question over email, you can expect a reply within about 1 working day. If you don't hear back from me after that time frame, feel free to try again in case your message went astray. When you do address me (over email or otherwise), please do so as either Professor (Prof.) Gavin, or Anthony. If you are ever nervous about sending me an email, or asking a question, please feel free to include a picture of a cute animal or hilarious meme with your request. This will not affect whether or not I will be able to help you with your request, but it does provide a nice icebreaker.

I will be available for office hours on Mondays and Wednesdays after seminar, from 1:30 to 2:30pm. Priority will be given to students with scheduled appointments, but drop-in appointments may also be available. My office is located in the Young Building, Room 302. I am also available for online office hours via Zoom (in which case, you'll need to make an appointment so I can send you the Zoom invite). If neither of these options works for you, please feel free to suggest an alternative. Appointments can be scheduled in 15 minute blocks. If you are working with a study group and would like to attend office hours as a group, simply designate one person to reserve the appointment and let me know who else will be attending.

Finally, my pronouns are he/him/his. If you think I am unlikely to know the name you would prefer to be called, or the pronouns that I should use for you through the entry that I will see for you on D2L and your college registration, please don't hesitate to make me aware.

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit



<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.