

COURSE SYLLABUS



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

CLASS SECTION: D04

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): Online, asynchronous lectures and discussions

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Elena Holmgren

EMAIL: HolmgrenE@camosun.ca

OFFICE: Young 302

HOURS: Tuesdays and Thursdays at 2:30-3:30. Feel free to drop by at my office in person during these hours, or else you are welcome to schedule an appointment to meet with me virtually via Zoom!

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

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

COURSE LEARNING OUTCOMES / OBJECTIVES

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

Identify and describe fundamental philosophical problems, along with the classical philosophical answers to these problems.

Distinguish among various philosophical theories.

Identify key periods and concepts in the (philosophical) history of ideas.

Critically analyze an argument philosophically by identifying its premise and conclusion and by assessing its strengths and weaknesses.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

John Perry, Michael Bratman, John Martin Fischer. *Introduction to Philosophy: Classical and Contemporary Readings*. 9th Edition. Oxford University Press, 2021 (8th edition is also acceptable)

In addition, I will post a variety of additional required readings and documents online on our D2L site.

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

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	TOPIC	READINGS
1. Sept. 2 - 6	The Value of Philosophy	-Organ, "The Human Being as Philosopher." [D2L] -Plato, "Apology: Defence of Socrates." [Textbook, p. 33-48]
2. Sept. 9 - 13	Philosophy As a Way of Life	- Hadot: "Spiritual Exercises" [D2L] - "Logical Toolkit" [Textbook, p. 8-25 – skip sections marked as "difficult" p.12-13 & p.14 - top of 16] -"General Guide to Philosophical Writing" [D2L]
3. Sept. 16 - 20	Reason and Reality: Plato	- Plato: "Allegory of the Cave" [Textbook, p. 157-161] - Plato: "Meno: The Theory of Forms and the Doctrine of Recollection" [D2L]
4. Sept. 23 - 27	Reason and Reality: Aristotle	-Aristotle: "Categories" [D2L]
5. Oct. 1 - 4	*Take-Home Test 1 Released on D2L: Wednesday, Oct. 2*	-Descartes, "Meditations I & II" [Textbook, p. 164-]

WEEK	TOPIC	READINGS
	The Sources of Knowledge: Reason (Descartes)	
6. Oct. 7 - 11	*Take-Home Test 1 Due on D2L: Sunday, Oct. 13, 11:59 pm* Descartes's Theory of Mind	Same as last week
7. Oct. 14 - 18	The Sources of Knowledge: The Senses (Hume)	-Hume: <i>"An Enquiry Concerning Human Understanding"</i> [Textbook p. 193-216 –Skip S.VI]
8. Oct. 21 - 25	What Are We?	-Nagel: <i>"What Is It Like To Be A Bat?"</i> [D2L]
9. Oct. 28 - 31	*Take-Home Test 2 Released on D2L: Wednesday, Oct. 30* The Question of Artificial Consciousness	<ul style="list-style-type: none"> • Searle, "Minds, Brains and Computers" [Textbook] • Hume, "Bundle Theory of Self" (D2L)
10. Nov. 4 - 8	*Take-Home Test 2 Due on D2L: Sunday, Nov. 10, 11:59 pm* Artificial Consciousness, Cont'd	Same as last week
11. Nov. 11 - 15	The Source of Value in Human Life - Aristotle	• Aristotle, "Nicomachean Ethics" [Textbook, p. 544-559]
12. Nov. 18 - 22	The Source of Value in Human Life - Mill	• Mill, <i>"Utilitarianism"</i> [Textbook, p. 485-501]
13. Nov. 25 - 29	Arguments for the Existence of God The Problem of Evil	<ul style="list-style-type: none"> - "God and Evil" [Textbook, p. 49-51] - Saint Anselm: "The Ontological Argument" [Textbook, p. 52-54] - Saint Thomas Aquinas: "The Existence of God" [Textbook, p. 54-56]

WEEK	TOPIC	READINGS
		-William Paley: "Natural Theology" [Textbook, p. 57-61]
14. Dec. 3 - 5	Conclusion and review	No new readings
Dec. 9-17	Final Exam Period	N/A

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 notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Take-Home Test 1: <i>Released:</i> Wednesday Oct. 2 on D2L <i>Due:</i> Sunday Oct. 13 at 11:59 pm on D2L	30%
Take-Home Test 2: <i>Released:</i> Wednesday Oct. 30 on D2L <i>Due:</i> Sunday Nov. 10 at 11:59 pm on D2L	30%
Take-Home Final Exam: Due date TBA: due date will be assigned by the registrar in the final exam period (Dec. 9-17)	30%
Discussion Forum Participation	10%
TOTAL	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](#) policy for more information.

https://camosun.ca/citac/default/files/2021-05/e-1_14.pdf

Tests

Arguably the best way to learn critical thinking skills is through constructing argumentative essays. Accordingly, a key goal of assignments in this class is to help you develop strong argumentative essay-writing skills. To this end, each Take-Home Test consists of a list of prompts, of which you can select one and construct an essay-style response to it (aim for 3-5 page double-spaced per test, though write as much as you need to in order to do justice to the topic, as there is no penalty for going over this suggested word limit). You will have about one full week to complete each test (though see the extension policy below). No external research is needed for these essay responses, since their purpose is to test your understanding of material covered in lectures and readings. Detailed guidance on how to craft an effective argumentative essay response are provided in the "Guidelines for

Philosophical Writing” document that will be posted on D2L. All grading criteria for the test essay responses are based on that document.

By working through the process of constructing these essay responses, you will hone your argumentative essay-writing skills, which will help you better structure your understanding of the philosophical theories we’ll be looking at, while also helping develop your ability to identify and critically evaluate arguments. Moreover, the higher-order critical thinking skills you develop through this practice will be transferable to most disciplines you might choose to pursue in the future. Thinking critically and articulating your thoughts in a clear, precise and well-structured manner should serve you well in all your pursuits.

Feedback Prior to Submitting Work:

I am happy to provide feedback on all assignments (i.e. the take-home test essay responses) prior to submitting them for grading. If you’d like feedback on your work so that you can improve it before submitting it, please email it to me *no later than 48 hours* prior to each deadline, so that I can have a chance to respond with detailed and helpful feedback. If you’re stuck on any part of any assignment at any stage of the writing process, you can also email me any time with questions, and I am happy to help get you unstuck. However, the sooner you contact me, the better the chances that you’ll get in contact with me and have adequate time to implement the feedback.

General Instructions for Assignments:

All assignments will test your understanding of content *covered in this class*. Thus, assignments should show evidence of engagement with the material *as covered in class*. That said, be sure to explain the content *in your own words*, rather than merely replicating lectures.

- In order to do well on all assignments, edit your work prior to submitting it and ensure that it conforms to the “Guidelines for Philosophical Writing” document to be provided on D2L.

- **Be sure that all the assignments you submit in this class represent your own honest work and your sincere commitment to your own learning.** Plagiarism – representing someone else’s work as your own, which includes paraphrasing their work without proper citation - is a very serious violation of academic integrity. All submitted assignments will be carefully checked for all forms of cheating and plagiarism. Any internet sources consulted should also be cited, with a link provided in your “Works Cited” section at the end. **You are responsible for familiarizing yourself with the college’s policy on plagiarism; ignorance is no excuse.** Any assignment that violates this policy in any way will receive a grade of 0. Repeat offenses will be reported and may be reflected on your permanent academic record. See the following link for guidance on proper citation practice:

<https://camosun.libguides.com/cite>

- All assignments test your understanding of content covered in this class. Thus, assignments should show evidence of engagement with the material *as covered in class*. That said, be sure to explain the content *in your own words*, rather than merely replicating lectures.

- Unless otherwise specified, *no collaborating is permitted on any of the assignments* (aside from the seminar discussion worksheets). Any collaborated work will be considered in violation of the Student Conduct Policy and will receive a grade of 0.

A Note About Generative AI (E.g. Chat GPT) Use:

I want to read your thoughts, not those of a piece of technology. If used, generative AI technology should be approached like any other reference tool (e.g. an encyclopedia), rather than being relied on as the author of your work. Relying on AI as one research tool among others is acceptable.

However, ***if you rely on AI to produce ANY content for you (whether it is in a draft you submit for feedback, in a discussion forum post, or in your final assignment submissions) you must acknowledge this through a proper citation. Failure to do so will result in a grade of 0 on the assignment.*** Repeat offenses will be reported and may be reflected on your permanent academic record.

If there is any evidence of uncited generative AI use on all or part of any assignment, the student may be asked to schedule an oral examination with the instructor in which they must demonstrate their understanding of the content covered in the assignment they wrote.

Extensions and Late Assignments

Students are allowed an automatic extension of a maximum of 5 days. No justification or documentation is required in order to get these 5 extension days. However, there is no extension for discussion posts. Additional extensions will only be provided in cases of documented crisis.

In order to extend the deadline for any assignment, write “claiming # extension days for this assignment” in the top left-hand corner of the assignment above your name. Students can claim these 5 extension days in any combination: e.g., they can use them all for one assignment, or use portions thereof to extend the deadline for different assignments. Any assignments that are handed in late (i.e. after all 5 of the extension days are used) will lose 10% per 24 hours (including weekend days).

Note: if you’re trying to extend the deadline for an assignment by a portion of a day (e.g. one hour), that will count as a full extension day.

Also note: all assignments must be submitted by the end of the final exam period, December 17, 2024. *No extensions are allowed past this date.*

Discussions:

The course also includes a discussion component, which acts as our seminar. **Every Friday at 3 pm**, a new discussion question is posted. *Discussion topics close after one week.*

On the discussion forum, students are expected to post one response to that week’s question, as well as reply to one other student’s post. Students must make **10 posts** in total in response to the weekly discussion prompts, as well as **10 replies** in total to other students. Each of these will be graded on a pass/fail and will be worth 0.5% of your grade (adding up to a total of 10% of your final grade).

Students are expected to engage respectfully with all opposing views presented in class discussions. The goals are: to develop critical thinking and debate skills by engaging with views that we may initially find to be deeply counterintuitive, to develop stronger argumentative writing skills, and to learn to provide support for our views.

Note that like all other assignments in this class, the discussion posts will be checked for plagiarism and for AI use.

COURSE GUIDELINES & EXPECTATIONS

Lecture Viewing and Good Study Habits:

Pre-recorded video lectures will be posted **every Wednesday by 3 pm** on the D2L course site. Students are expected to view *all* pre-recorded lectures and develop class and study notes on the basis of the lectures. In order to be successful in this class, you will need to log in to the course D2L website *at least three times per week* in order to access course materials and to participate actively in the class.

Taking detailed notes is essential for cementing your understanding of the content. It is also advisable to review and organize your notes regularly by highlighting important overarching themes that came up, as well as summarizing (in your own words) the different theorists' takes on these themes. Then, make note of any **key claims** made by the authors we have discussed, as well as noting the **key arguments** they have presented in support of those claims. Also, make note of any **definitions** introduced, as well as of any **examples** that helped clarify any key concepts we covered. Lastly, make sure to take note of the areas where you **agree** and **disagree** with the authors. For each major author and theory we cover, jot down the "pros" and "cons" of adopting their view. Doing all this will greatly assist you when preparing for the take-home tests.

Note that generative AI or Google cannot replace the information you get through regular viewing and quality note-taking. The chances that you will find quality information relevant to our particular class discussions of the course material by relying on these tools are vanishingly small.

Active Close Reading:

Students are expected to read all assigned materials before viewing each week's lecture is released on Wednesday. Readings are essential preparation for our discussion activities.

Few things train and focus the mind quite as well as the practice of close reading does. This practice involves two complementary movements of thought: the first "zooms in" to closely analyze and evaluate the various steps in an argument, while the second "zooms out" to consider how the particular passage at hand, and the text as a whole, each shed light on significant big-picture themes. As we go through the course, you will have ample chance to work on cultivating these close reading skills.

These can be quite challenging and richly-layered texts. Thus, aim to read each assigned work *at least twice*: first, read it once over in order to get a general "bird's eye" overview of the topics discussed.

Then, re-read it at least one time in order to get a more detailed grasp of the different steps in the argument/s presented.

To *read actively*, briefly summarize the key points of the reading in your own words. Focus your reading by identifying the core claim (or conclusion) that the author is trying to argue for. Then, identify the claims provided in support of that conclusion. Can you identify any problems with any of these claims? If so, make note of them.

Virtual and In-Person Office Hours:

The course content can be challenging; if it weren't, it wouldn't be philosophy! However, I am here to help. Please do not hesitate to email me and request an appointment to have a video conference with me. You can, if you wish, also come and meet me during my in-person office hours (listed above)! Either way, the sooner you contact me with questions about areas you may be struggling with, the better I can help you.

Also, feel free to email me any time if you require any clarification at all, or if you just wish to chat about philosophy!

STUDENT RESPONSIBILITY

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

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services

Support Service	Website
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.

