



CAMOSUN COLLEGE
School of Arts & Science
Humanities

Phil 100, Section I, Introduction to Philosophy, I
Fall, 2002

COURSE OUTLINE

⌘ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.*

1. Instructor Information

- (a) Instructor: Karen Shirley
- (b) Office hours: Monday, Tuesday and Thursday: 11:30 – 12:20; Friday: 11:30 – 1:20
- (c) Location: Ewing 240
- (d) Phone: 370 3132 Home: 3838164

2. Intended Learning Outcomes

By the end of the course the student should

- be able to understand the nature of fundamental philosophical problems
- be able to understand the classical philosophical answers to these problems
- be able to appreciate the similarities and differences between various philosophical theories
- have an overall sense of the philosophical history of ideas
- have the ability to critically analyze an argument philosophically by identifying its premisses and conclusion and by assessing its strengths and weaknesses
- have the ability to take a philosophical position support that position with good reasons
- have an understanding of the relevance of philosophical problems to everyday problems concerning beliefs and values, knowledge, personal identity, and the nature of reality

3. Required Materials

- (a) Texts

Plato: *The Last Days of Socrates*

Hume: *Dialogues Concerning Natural Religion*

Handout called *Handout: Only for Karen Shirley's Philosophy 100 Students*

If your grammar needs work, you may wish to purchase a small style guide with a section on common errors in grammar and usage.

4. Basis of Student Assessment (Weighting)

2 in-class exams.....	40%
Seminar homework and seminar participation.....	20%
Final exam.....	40%

(Note: Keep all marked assignments in case there is a discrepancy between your record of your marks and my record of your marks.)

5. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

6. Course Content and Schedule

Formatting Assignments and Exams

- Put the following information on each assignment:
 - your student number;
 - your section number (1 or 2) and your seminar letter (“A” or “B”);
- Write on both sides of the page, where more than one page is required, and double-space.

Exams

You should always bring a dictionary and, if you need one, a style guide. You should also familiarize yourself with the last page of this course outline for guidance on some errors in English usage that may cost you marks.

If you make basic errors in English usage in the essay section of the first and/or second exam I will deduct marks. In cases where I judge that something will be gained from doing so, I may allow you to get those marks back. The way you get the marks back is by learning the rule related to your mistake and then coming to my office during office hours and successfully completing a sheet of exercises on that rule. However, should you repeat the mistake on the following exam, I will deduct double the number of marks I deducted in the first place.

Part 1 of exams: Half of your exam mark will be based on your answers to questions based on the *Handout* and the seminar periods. You may not bring the *Handout* or notes to the exam. This part of the exam is cumulative and is also worth 50% of the total exam mark.

Part 2 of exams: You will answer one of the study questions listed below. Your short essay-style answer is worth 50% of the total exam mark.

You should bring the relevant textbook and the course outline. During an exam, you may not have more than a few words written on each page of your text and your course outline, although you may have as much underlining as you like.

You are advised to do rough drafts of answers to the exam study questions. You may show some of these rough drafts to me during office hours.

Final Exam: The final exam, to be held in the final exam period, is worth 40% of your final grade and will be two hours long. It will be like the midterm, except longer. You will have to answer two study questions. Your answers to these two essay questions are worth 10% each of the exam mark and the rest of the exam is worth 20%.

Exam Essay Questions: A good answer to the essay question will contain the following:

- A thesis in the first sentence.
- Clear and concisely made points.
- No spelling or grammatical errors. (See last page of this outline.)
- No information that does not directly support the thesis.
- Accurate representation of views presented in the readings, where such a presentation is relevant.

Seminars and Participation: Each homework or quiz is worth 1% of your final grade. Should you fail to get your homework done, you may still want to come to the seminar for the 1%-per-seminar participation mark. (Ensure that you tell me that you are present, if you haven't handed in homework, so that you can get credit for participating.)

STUDY QUESTIONS

One question from the list called *Exam 1* will be the essay question on Exam 1, and so on. To make the best use of these sets of questions, the student should read the relevant work with the study questions in mind and try to formulate an answer to each question. If you either cannot see the point of a question or do not know how to answer it, bring your problems to the class or to me in the office. **DO NOT BE AFRAID TO ADMIT TO HAVING DIFFICULTIES!** Any student who has no problem in understanding the philosophers we are covering belongs in a graduate school, not in a first-year philosophy class.

EXAM 1: *PHAEDO*

1. Present two objections that can be made against Plato's argument against suicide and explain why one is stronger than the other. (Assume, for the sake of creative thinking and brevity, that there are gods and that they did create us.)
2. What is rationalism and what is empiricism? Which position does Plato endorse? Provide evidence. (5 sentence maximum)
3. What is dualism and what is monism? Which position does Plato endorse? Provide evidence. (5 sentence maximum)
4. Is Plato's Argument from Opposites for the existence of the soul before birth strong or weak? Why
5. Is Plato's Argument from Recollection for the existence of the soul before birth strong or weak? Why?
6. Explain the theory of forms.
7. What would Plato say is the difference between the following two properties, assuming that they are both properties of a particular woman: being female and being a mother? (4 sentence maximum)

EXAM 2: *MEDITATIONS ON FIRST*

PHILOSOPHY

1. What is methodological doubt? What role do the dream problem and the evil demon hypothesis play in Descartes' use of methodological doubt? See 'Meditation I'. (4 sentence maximum)
2. What does Descartes think the solid wax and the melted wax have in common that makes them the same piece of wax? What faculty does Descartes believe he uses to acquire the knowledge that it is the same wax before and after it has melted? (3 sentence maximum)
3. Summarise Descartes' first argument for the existence of God. (See 'Meditation III'.)
4. Critically assess Descartes' first argument for the existence of God.
5. Convey Descartes' view on how humans make errors in judgment and how they can avoid doing so. Convey two of Descartes' reasons for believing that God is not to blame because humans make errors in judgment. (See 'Meditation IV'.) (5 sentence maximum)
6. Convey Descartes' second argument for the existence of God. (See paragraphs one - eleven in 'Meditation V'.) (5 sentence maximum)
7. Clearly convey the argument found in paragraph ten in 'Meditation VI' for the existence of material bodies. Use your own words.

**EXAM 3: DIALOGUES CONCERNING
NATURAL RELIGION AND “WHERE AM
I?”**

1. In light of other things that he says in Part I, explain what Philo means when he says “We must be far removed from the smallest tendency to skepticism not to be apprehensive that we have here got quite beyond the reach of our faculties.”
2. Explain Philo’s first objection to the argument from design. (See Part II.)
3. What does Philo think is the difference between the evidence that the earth moves and the evidence that an intelligent being created the universe? (See Part II.)
4. Explain Cleanthes’ response, involving the propagating book hypothesis, to one of Philo’s objections to the argument from design. (See Part III.)
5. Why does Philo think that *a priori* and *a posteriori* arguments for the view that a mind caused the universe lead to an infinite regress? (See Part IV.)
6. What problem does Philo raise for Cleanthes when the latter agrees that the more we suppose that God’s mind is like a human mind, the better? (See Part V.)
7. What are Philo’s reasons in support of his view that Cleanthes ought not to prefer his view that God caused the universe to the view that the universe is God’s body? (See Part VI.)
8. What reasons does Philo give in Part VII for his claim that “Why an orderly system may not be spun from the belly as well as from the brain, it will be difficult for [Cleanthes] to give a satisfactory reason.”
9. Compare and contrast Philo’s modified Epicurean hypothesis with modern evolutionary theory. (See Part VIII.)
10. Describe Demea’s argument for the existence of God. (Part IX.)

11. Explain Cleanthes’ first and last objection to Demea’s argument. (See Part IX.)
12. Why does Philo encourage Demea in his pessimistic view of human life? (See Part X.)
13. Explain how God could have prevented the four circumstances that cause the most trouble for animals.
“Where am I?”
14. Who is where at the end of “Where Am I?”

Seminar Schedule

Lecture Schedule

Sept. 3 Administration; preparation for first seminar
Sept. 5 *The Last Days of Socrates*, pages ix - xxxi
Sept. 10 *Phaedo*, Sections A and B
Sept. 12 *Phaedo*, Section C
Sept. 17 *Phaedo*, Section D
Sept. 19 *Phaedo*, Section E & F
Sept. 24 *Phaedo*, Section H, H(i), H(ii), J and K
Sept. 26 *Phaedo*, Section N, O, P and S
Oct. 1 **EXAM 1**
Oct. 3 Introduction to the *Meditations*
Oct. 8 Meditation I
Oct. 10 Meditation II
Oct. 15 Meditation III
Oct. 17 Meditation IV
Oct. 22 Meditation V
Oct. 24 Meditation VI
Oct 29 **EXAM 2**
Oct.31 Introduction to Hume
Nov. 5 Pages 1 – 3 and Part I
Nov.7 Part II
Nov. 12 Part III
Nov.14 Parts IV and V
Nov.19 Parts VI and VII
Nov.21 Parts VIII and IX
Nov.26 Part X
Nov. 28 Part XI and XII
Dec.3 “Where Am I?”
Dec. 5 Finish discussing “Where Am I?”
SEE EXAM SCHEDULE (ON THE WALL OUTSIDE THE BOOKSTORE)

1. Sept. 10/12: review of pages 1 – 2 of handout
2. Sept. 17/19: review of pages 1 – 2 of handout
3. Sept. 24/26: review of pages 1 – 2 of handout
4. Oct.1/3 Bring any problems or questions. (No marks)
5. Oct.8/10 arguments that commit fallacies 1 – 2
6. Oct. 15/17 arguments that commit fallacies 3 - 5
7. Oct.22/24: arguments that commit fallacies 6 - 9
8. Oct.29/31 Bring any problems or questions. (No marks)
9. Nov.5/7 arguments that commit fallacies 10 - 13
10. Nov.12/14: arguments that commit fallacies 14 - 17
11. Nov.19/21: arguments that commit fallacies 18 - 20
12. Nov 26/28: arguments that commit fallacies 19 - 21
13. Dec. 3/5 arguments that commit fallacies 22 - 24

Note that failing to follow the following rules may cost you marks.

1. Do not use the first or second person on your exams. Here are two examples of the first person: “**We** cannot pass students who cannot use the English language adequately,” and “**I** cannot pass students who cannot use the English language adequately.” Here is an example of the second person: “**You** don’t realise that it is not our fault that we were not taught how to write in high school.” The following are examples of sentences written in the third person. “**People** cannot pass the buck forever.” “**One** will find that a style guide is essential in university.”
2. Do not ask rhetorical questions.
3. Do not use a pronoun which disagrees with the noun it refers to. You should try to use gender neutral language in this course, although failure to do so will not result in a lower grade. At first, this effort may result in a number of cases of pronoun disagreement. In many cases, pronoun disagreement can be avoided through the use of plural nouns. Here is an example of a sentence in which the pronoun disagrees with the noun: “**A philosopher** should not be so picky about English; **they** are not English teachers.” Here is the corrected version: “**Philosophers** should not be so picky about English; **they** are not English teachers.”
4. Do not confuse “its” with “it’s.” Since you are not allowed to use contractions, you should never use “it’s.”
5. Do not confuse “their” with “there.”
6. Do not add “ly” to “first,” “second” and so on.
7. Do not forget possessive apostrophes and do not put them in the wrong place.
8. Do not use abbreviations or a contractions.
9. Do not use “e. g.”; use “for example.”
10. Do not use “etc.”; use “and so on.”
11. Do not use “i.e.”; use “that is.” Better yet, say it clearly the first time.
12. Do not use the upper-case where the lower case is standard. 5% will be deducted from a student’s exam if he or she makes this mistake.
13. Do not misspell the following words:
 - despite
 - argument (*one* “e”)
 - philosophy
 - Socrates
 - Descartes

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html