

**CAMOSUN COLLEGE
School of Arts & Science
Humanities Department**

**Phil 100, Introduction to Philosophy
Spring 2004**

COURSE OUTLINE

1. Instructor Information

Instructor: Sandy Bannikoff

Office hours: Monday, Tuesday and Wednesday, 11:30 – 12:30

Location: office, Y320

Phone: 370-3508

e-mail: bannikof@camosun.bc.ca

2. Intended Learning Outcomes

By the end 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

3. Required Materials

Texts:

1. Plato: *The Last Days of Socrates*
2. Descartes: *Meditations and Other Metaphysical Writings*

Other

1. On Reserve in the Library: Philosophy 100, Sandy Bannikoff
(Students **must** photocopy this item.)

4. Course Content and Schedule

A. Lecture Schedule

Day One

May 3

Administration and General Introduction
Ancient Greece
Plato and Socrates

Day Two

May 5

Plato's *Apology*

Reading * Plato's *Apology*, in The Last Days of Socrates, (pg. 37-67)

Day Three

May 10

Introduction to Plato's *Euthyphro*

Setting and the first definition of holy

Reading * Plato's *Euthyphro*, in The Last Days of Socrates (pg. 7-27)

Day Four

May 12

Euthyphro, the second and third definitions of holy

Reading * Plato's *Euthyphro*, in The Last Days of Socrates (pg. 7-27)

Day Five

May 17

Plato's *Metaphysics*

Plato's *Apology* and *Euthyphro*,

Reading * Plato's *Apology*, and *Euthyphro* in The Last Days of Socrates, (pg. 7-27 and 37-67)

Day Six

May 19: Plato Exam

Introducing Descartes

Reading * Descartes' *Meditations*, Introductory Material: Letter of

* Dedication, Preface to the Reader, Summary (pg. 8-17)

Day Seven

May 24: Holiday

Day Eight

May 26 Descartes, First Meditation Things which can be called into Doubt

Descartes, Second Meditation The Nature of the Human Mind, and that it is better known than the Body

Reading * Descartes (pg. 18-30)

Day Nine

May 31: Guest Lecture

Descartes, Third Meditation *The Existence of God*

Descartes, Fourth Meditation *Truth and Falsehood*

Reading * Descartes (pg.30-51)

Day Ten

June 2 Descartes, Fifth Meditation The Essence of Material Things. Another Discussion of God's Existence

Descartes, Sixth Meditation *The Existence of Material Things, and the Real Distinction between Mind and Body*

Reading * Descartes (pg. 51-70)

Day Eleven

June 7 Descartes Metaphysics

Objections and Replies

Descartes Correspondence with Princess Elizabeth of Bavaria

Reading * Descartes (pg. 147-156)

Day Twelve

June 9 Descartes, First Objections (Johan deKater) and Descartes' Replies

Descartes, Second Objections (Marin Mersenne) and Descartes' Replies

Reading * Descartes (pg.71-86)

Day Thirteen

June 14: Objection Writing Assignment Due

Third Objections (Thomas Hobbes) and Descartes' Replies

Fourth Objections (Antione Arnauld) and Descartes' Replies

Readings * (pg. 87-93)

Day Fourteen

June 16 : Reply Writing Assignment Due.

Descartes, Fifth Objections (Pierre Gassendi) and Descartes' Replies

Descartes, Sixth Objections (Marin Mersenne) and Descartes Replies

Readings * (pg. 93-104)

The Descartes Exam will be scheduled for the final exam period.

Seminar Schedule

Day Two

Introduction: Informal Logic
Arguments
Terms: Argument/Explanation

Day Three

Terms: Analytic/Synthetic
Fallacies: Equivocation, Composition,
Division

Day Four

Terms: Inductive/Deductive
Fallacies: False Dilemma, Erroneous
Existence Inferences, Erroneous
Substitution

Day Five

Fallacies: Slippery Slope, Begging the
Question
Terms: Syllogism
Valid Inference

Day Six

Fallacies and Terms: Review
Practice Test

Day Seven

Victoria Day Holiday: No class

Day Eight

Informal Logic Test #1

Day Nine

Guest Seminar

Day Ten

Fallacies: Appeal to Pity, Appeal to
Force, Ad Hominem, Argument from
Ignorance
Terms: Valid/Invalid

Day Eleven

Fallacies: Post Hoc Ergo Propter Hoc,
Confusing Causation with Correlation,
Hypothesis Contrary to Fact
Terms: Syntax/Semantics

Day Twelve

Fallacies: Irrelevant Figures, Changing
Basis Classes,
Terms: Sound/Unsound

Day Thirteen

Fallacies: Hasty Generalization,
Gambler's Fallacy
Fallacies and Terms: Review

Day Fourteen

Informal Logic Test #2

5. Basis of Student Assessment (Weighting)

1. Plato Exam.....	25%
2. Descartes Exam.....	25%
3. Informal Logic Tests.....	25%
4. Writing Assignments	
Objection.....	13%
Reply.....	12%

EXAMS

Each exam (one on Plato and one on Descartes) is worth 25% of the final grade. Each exam will consist of two parts: part one will consist of short answer questions; part two will require a paragraph answer to one of the study questions listed below. Exams must be written in either blue or black ink.

Students are permitted to bring only their text (Plato or Descartes) into an exam. Students may not have more than a few words written on each page of their text; however, there are only practical restrictions on underlining and highlighting.

INFORMAL LOGIC

The seminar portion of this course will be conducted during the last hour of each class. The purpose of the seminar is to introduce students to the terms used to evaluate arguments in philosophy. The seminar will cover six distinctions and twenty fallacies (a fallacy is a logical mistake). Consider the seminar a large memorization and comprehension exercise. The idea is to learn how to use the terms; so, you must understand them and know how to apply them. The average of two tests will form 25% of your final grade.

POLICY

As soon as you are aware that you either will miss a test or have missed a test: contact me. Make-ups will be permitted only in cases of confirmed illness or crisis. If arrangements for a make-up are required, it must be written during my office hours as soon as possible and absolutely not later than 2 weeks after the date that was missed.

Late papers will not be accepted.

I am always willing to discuss philosophy and course material with students. Consider my office hours an invitation to discuss any problems or questions about philosophy, the course, writing, grades, etc.

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95–100%

A = 90-94%

A- = 85-89%

B+ = 80-84%

B = 75-79%

B- = 70-74%

C+ = 65-69%

C = 60-64%

D = 50-59%

F = 0.0-49%

7. Recommended Materials or Services to Assist Students to Succeed throughout the Course

- A. Reading:** Reading philosophy requires very careful attention. Expect to read everything more than once. In fact, it is not unusual to read a piece of philosophy over and over again. Always spend the time it takes to read carefully – which means looking up words in the dictionary, taking notes, etc. Try to not get behind: philosophy, generally speaking, cannot be crammed.
- B. Study Questions:** To make the best use of these sets of study questions, students should read the texts with the study questions in mind and then prepare a one paragraph answer to each question.

Questions on the *Apology*

1. Summarize one of the arguments that Socrates presents against Meletus.
2. What is the reasoning by which Socrates justifies his refusal to call witnesses in his own defence?

Questions on *Euthyphro*

1. How the setting of Plato's dialogue *Euthyphro* fit with the practice of philosophy that Socrates describes in the *Apology*?
2. Summarize the argument Socrates presents against Euthyphro's second definition of 'holy'.
3. What role does the distinction between 'essence' and 'attribute' have in the dialogue?
4. Why is the claim that Euthyphro agrees to at 10d so important?

Questions on *Meditations on First Philosophy*

1. What conclusions does Descartes reach in Meditation One?
2. How does Descartes justify the claim that the solid wax and the melted wax are the same piece of wax? Why is this example important?
3. Summarise Descartes first argument for the existence of God.
4. Summarize Descartes' second argument for the existence of God. Include a statement of what kind of argument this is.
5. How do the arguments concerning the existence of God relate to epistemology?
6. What is the 'real distinction' argument and why is it important?