



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/phil.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Megan Shelstad		
(b)	Office Hours:	Tuesday and Thursday 10:30 – 12:00		
(c)	Location:	Young 312		
(d)	Phone:	370-3950	Alternative Phone:	
(e)	Email:	shelstad@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

1. Summarize the central philosophical issues within both the Continental (i.e., French and German) and Analytic (i.e., British) traditions.
2. Outline critical objections to both classical and contemporary philosophical theories.
3. Argue a philosophical position and support it with good reasons.
4. Identify 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: coursepack (available in the bookstore)

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

001 Lectures: Tuesdays and Thursdays: 12:30 – 1:20 Young 325

Seminar A: Tuesdays: 1:30 – 2:20 Young, Seminar B: Thursdays: 1:30 – 2:20 Young

002 Lectures: Tuesdays and Thursdays: 8:30 – 9:20 Young 316

Seminar A: Tuesdays: 9:30 – 10:20 Young, Seminar B: Thursdays: 9:30 – 10:20 Young

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments: 30% (3 marks each) **TEN** weekly commentaries (1 single-spaced typed page) – read the assigned selection and bring to seminar your prepared thoughts, paying careful attention to the **arguments** offered and your evaluation of them as well as the usual rules of good grammar, spelling and composition.
- (b) Quizzes: 10% (6 quizzes, 2 marks each, best 5, **no make-ups**)
- (c) Exams: 20% midterm test
30% final test (in exam period)
- (d) Other: 10% seminar attendance and class preparation

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

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

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, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Philosophy 102 reading schedule (to be done before class)

Schedule subject to change if necessary. Quizzes will be on Thursdays at the end of class.

Week 1: (Jan. 8, 10) – Introduction, Lakoff: *“Philosophy in the Flesh”* (1 – 18)
Seminar: questionnaire

Week 2: (Jan. 15, 17) – Socrates (Plato): *“The Apology”* (20 – 29)
Seminar: Voltaire *“The Good Brahmin”* (internet)

The Meaning of Life

Week 3: (Jan. 22, 24) – Camus: *“Absurdity and Suicide”* (30 – 34), ***QUIZ 1***
questioning the question, pessimism, religious view (36 – 45)
Seminar: quotation assignment (34 – 35)

Week 4: (Jan. 29, 31) – secular humanism, existentialism, Barnes (46 – 58) ***QUIZ 2***
Seminar: Tolstoy *“My Confession”* (42 – 44)

Human Nature

Week 5: (Feb. 5, 7) – Freud, evolution, psychological egoism (61 – 64) ***QUIZ 3***
Seminar: *“Kanzi, the Rational Chimpanzee?”* (66), answer the 3 questions

FAMILY DAY – MONDAY, FEB. 11 college closed

Week 6: (Feb. 12, 14) – Mencius, Xun-Zi, Butler, Smith (67 – 77)
Seminar: *“The Purpose of Business”* (60), answer the 3 questions

Week 7: (Feb. 19) – ***TEST*** No seminar ***READING BREAK, Feb. 21 and 22***

What do we owe society?

Week 8: (Feb. 26, 28) – Chuang-tzu (78 – 80), Crito (Plato), King, Reisman (86 – 103)
Seminar: Le Guin *“The Ones Who Walk Away from Omelas”* (81 – 84)

Week 9: (Mar. 5, 7) – Malcolm X, bell hooks (104 – 115), Locke, Mill (122 – 128) ***QUIZ 4***
Seminar: Wolff *“Last Shot”* (116 – 117)

Individual Rights and Freedom

Week 10: (Mar. 12, 14) – Hospers (117 – 119), Malcolm X, Thoreau, Goldman (128 – 135)
Seminar: Amartya Sen *“Property and Hunger”* (135 – 138)

Personal Identity and the Self

Week 11: (Mar. 19, 21) – Anzaldúa, McCloskey (140 – 152) ***QUIZ 5***
Seminar: Ferguson *“On Androgyny”* (121)

Week 12: (Mar. 26, 28) – The Buddha, Parfit, Michaels (154 – 169) ***QUIZ 6***
Seminar: Kierkegaard *“The Self as Spirit”* (170 - 177)

Freedom, Individualism and Human Rights

Week 13: (Apr. 2, 4) – Frankfurt, Lao-Zi, The Buddha, Skinner (178 – 215, 218 – 221)
Seminar: Sartre *“No Exit”* (215 – 217)

GOOD FRIDAY (Mar. 29) and EASTER MONDAY (Apr. 1) COLLEGE CLOSED

Week 14: (Apr. 9, 11) – Taylor, Kolak and Martin (232 – 244)
Seminar: questionnaire *déjà vu*

ARGUMENT ANALYSIS AND SUMMARY

1. What is the author's main point?
2. What main reasons (premises) does the author offer in support of the main point?
3. What evidence is offered in support of those reasons (premises)?
4. Does the author's argument(s) depend on specific principles?
5. Does the author's argument(s) depend on any key beliefs or assumptions?
6. What objections can you think of (use the textbook) to the author's claims?

GENERAL STRUCTURE OF A WRITTEN CRITIQUE

1. Introduction: provide a brief introduction indicating what view (or aspect of a view) you are going to focus on and why you think it is interesting or important to have this focus, what your own view will be on the matter, and the steps you plan to take in offering support for your position.

2. Body: The body of the paper should include an **exposition** of the view(s) that you are reflecting upon, your evaluation of the views as they stand, your contribution to the views, and your suggestions as to how the views might be improved (**critique**). This is the main, most important, portion of the paper. Demonstrate that you understand the view in question and that you've thought long and hard about its implications.

3. Conclusion: provide a brief summary of the most important points that you have made, together with the 'conclusions' you have drawn in the body of the paper.

General suggestions: use a style manual; be concise and clear; try to be "fair" to the views you are analyzing; limit your use of quotes; if it's appropriate to write in the first person, do so rather than use awkward constructions such as "It will be shown that"; offer reasons for any claim that others might find contentious (avoid phrases such as "It is obvious that..."); start with an outline; write a rough draft.

There are many writing and style manuals around, including some addressing writing for philosophy specifically. If you go to the internet for these resources, make sure the source is reputable; a Canadian university or college site is probably best.

** The History department has a good marking/writing guide on their website. It's called "Evaluation guide for history papers" I believe. Also, don't ignore the Writing Centre's resources if you need them.