



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:	Karen Shirley		
(b)	Office Hours:	Office hours: Monday: 12:00 – 3:30; Tues, Wed, Thurs and Fri: 12:00 – 12:20		
(c)	Location:	Y320		
(d)	Phone:	370 3518	Alternative Phone:	383 8164
(e)	Email:	shirleyk@camosun.bc.ca		
(f)	Website:	D2L		

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. Identify and describe ideas and arguments as expressed through film and other media such as television, music videos, and video shorts. Relate these ideas and arguments to their classical presentations.
2. Identify the ideas that make certain films significant.
3. Apply information found in external sources to explore and critically analyze the ideas and arguments found in film. Support descriptive and value claims about the ideas and arguments as well as claims about the film presentation of those ideas and arguments.
4. Demonstrate written and oral communication skills.

3. Required Materials

(a) Texts: *Introducing Philosophy through Film* (Available in the bookstore)

(b) Other

Films: Students may view borrow some of the films from Camosun’s library. Others are available through the GVPL or Pic-a-Flic. We will view all relevant parts of the films in class.

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.)

Course Content and Schedule

Jan. 8: Administration; Read: “Introduction,” p.3

View: *Seinfeld* episode: “The Soup,” *Pulp Fiction*, “The Argument Skit”

Q 1. See D2L to see this question, which has multiple parts.

Jan. 15: Read: Descartes, p. 17 and p. 133

View: *The Matrix*

Q 2. What is methodological doubt?

A. Describe the dream problem and the evil genius problem and their roles in Descartes' use of methodological doubt.

B. What belief does Descartes discover that he thinks is indubitable? Is he correct and why?

Q 3. Is there any way of making sense of the scene in *The Matrix* in which the hero is "bugged" (while still in his hallucinatory state) to help the villains discover the whereabouts of the rebel movement?

Q 4. What are we supposed to believe about the progress the hero makes in *The Matrix* concerning his ability to deal with the hallucinatory reality he can be programmed to enter? What precisely is the skill he has learned?

A. Can we make sense of people entering a hallucinatory reality in which they interact with other hallucinators?

Jan. 22: Readings: Putnam, p. 98 and Nozick, p. 121

View: *Total Recall*

Q 5. At the end of *Total Recall*, the hero wonders whether the experiences portrayed in the film might be all hallucinatory. Was there a clue in the film clips shown that suggests an answer to that question?

A. There is a scene in which the hero is confronted by a character who claims to be part of a Recall-induced hallucination and who claims that he was inserted into the program in an effort to "shock" the hero out of a computer-generated program in which he is "trapped." The hero purports to have discovered that the person is real and that the claims about hallucination are false. What was the evidence appealed to and was it good evidence?

Q 6. Was the portrayal of Cypher's choice, in *The Matrix*, to opt for a life of hallucinatory bliss over a life outside the matrix, plausible? Answer the question in light of Nozick's argument in "The Experience Machine."

Q 7. Are there any relevant differences between the victims of hallucinatory experience in *The Matrix* and the brains in a vat discussed by Putnam?

A. What would, or should, Putnam say in answering this question?

Jan. 29: Read: Jackson, p. 168 and Williams, p. 203

View: *Star Trek* episode: "Turn About Intruder" and *The Sixth Day*

Exam 4:30 – 5:20

Q. 1. Can the victims of Matrix-induced hallucination still have thoughts that are about an external world?

Q.2. Imagine that you are the character in *The Sixth Day* with Schwarzenegger's body. Can you have knowledge that you are the protagonist of the film as opposed to a replica of him? If so, how? If not, why not?

A. Should it matter to you whether you are the original person or merely a replica? Should it matter to you, if you are Arnold's wife, whether the person in front of you is a replica or your original spouse?

Feb. 5: Read: Searle, p. 168

View: *Bicentennial Man*

Q. 3. Explain how Searle would use the Chinese room to respond to the claim that Andrew in *Bicentennial Man* has a mind. Do you think that Searle's response is effective? Why or why not?

Q 4. As Andrew in *Bicentennial Man* gets new programming that allows him to have new experiences is he, in effect, in the same position as Mary in Jackson's "What Mary Didn't Know?" Does Andrew come to know something he was utterly incapable of knowing before he had these experiences?

A. Do you think that it is more problematic to suppose that robots have emotions than to suppose that they have beliefs? Why or why not?

Feb. 12: holiday

Feb. 19: Read: Hume, p. 514

View: *Minority Report*

Q5. Is causal determinism the most defensible version of determinism? (See the *Stanford Encyclopedia of Philosophy*.)

Q6. If determinism is correct, should the PreCrime program continue?

Q7. If we have reason to believe that a certain sort of criminal will almost certainly commit the same kind of crime if released into society, should we make that criminal's sentence indefinite?

Feb. 26: Read: Mill, p. 243

View: *Abandon Ship*

Q 8. Did Holmes do the morally right thing when he ordered some people to be put in the water before the storm?

Mar. 5: Read: Kant, p. 258

View: *Judgment at Nuremberg*, (1961)

Q9. Could Nazis in World War II justify their participation in genocide by arguing that it was going to happen in any event, and they could at least mitigate the suffering of people condemned to death by being kinder than the people who would have replaced them?

Discuss in connection with Burt Lancaster's impassioned criticism of the defense lawyer.

Q10. Explain Kant's categorical imperative. What action would it prescribe for the officers in *Minority Report* deciding whether to arrest persons who have not yet committed crimes?

Mar. 12: Read Ross, p. 281

Exam 4:30 – 5:20

Q1. Describe Ross's deontological theory and its major shortcoming.

Mar. 19: Read Nagel, p. 354

View *The Third Man*

Q12. What is the main point of conflict between Martins and Schmidt on how to deal with Lime's behaviour? Which of them is closer to the truth on the matter? Why?

Mar. 26: Taylor, p. 481

View: *Back to the Future*

Q3. What is wrong with Taylor's argument for the view that we can move forth and back in time?

Ap. 2: Read Lewis, p. 492

View *A Sound of Thunder*

Q4. If one could go back in time, could one change the past and, with it, the future? If one could, what became of the old past? Discuss with reference to Lewis's article and the plots of *Back to the Future* and *A Sound of Thunder*.

Ap. 9: Read: "Introduction," p. 571 and Rowe, p. 583

View: *Star Trek V: The Final Frontier*

Q5. Explain the objection to the second premiss of the cosmological argument? Was there a decisive indication in *Star Trek V* that the powerful being they discovered was not God?

5. Basis of Student Assessment (Weighting)

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

Basis of Student Assessment

Summary

Three non-cumulative exams; the first is worth 25%; the last, in the final exam period, is worth 35%.....90%
Verbal participation.....10%

Details of Evaluation

Exams: The exams are closed-book. However, you are encouraged to bring a dictionary and/or style guide. The first two exam will each consist of one of the study questions from the schedule above. The question will be randomly chosen at the beginning of the exam. The exams are not cumulative. The final exam will consist of two study questions.

The online *Stanford Encyclopedia of Philosophy* may be of some help.

Obey the following rules in written work.

1. Do not use the first or second person on your exams. (You can use them in your debate and homework.) 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.

Marking Notation

3rd p = you were supposed to be writing in the 3rd person
 sp = incorrect spelling
 pd = pronoun disagreement gr = error in grammar
 punct = punctuation dm = dangling modifier ss = sentence structure is incorrect
 ww = wrong word
 cap = you used capital or lower case letters incorrectly rep = repetition
 ab = you used an abbreviation frag = sentence fragment
 rhet ? = rhetorical question cl = clarity
 run on = sentence needs to be divided up

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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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