



## 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: Office hours: Mon, 11:30 – 12:20; Tues and Thurs, 10:30 – 11:20; Wed, 9:30 – 10 and 1:30 – 2:20; Fri, 9:30 - 10		
(c)	Location:	Y232		
(d)	Phone:	370 3389	Home: 383 8164	
(e)	Email:	<a href="mailto:shirleyk@camosun.bc.ca">shirleyk@camosun.bc.ca</a>		
(f)	Website:	<a href="#">D2L</a>		

### 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)  
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

**Sept. 14:** Administration; Read: “Introduction,” p.3  
View: *Seinfeld* episode: “The Soup,” *Pulp Fiction*, “The Argument Skit”

Q 1. Describe the following: a sound argument, a thought experiment, and necessary and sufficient conditions.

**Sept. 21:** Read: Descartes, p. 17 and p. 133

View: *The Matrix*

Q 2. A. What is methodological doubt?

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

C. 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. A. 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?

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

**Sept. 28:** Readings: Putnam, p. 98 and Nozick, p. 121

View: *Total Recall*

Q 5. A. At the end of *Total Recall*, the hero wonders whether the experiences portrayed in the film might be all hallucinatory. Were there clues in the film that were meant to suggest an answer to that question?

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

B. What does Putnam's position suggest as an answer to this question?

**Oct. 5:** Read: Jackson, p. 164 and Williams, p. 203

View: *Star Trek* episode: "Turn About Intruder"

**Exam 4:30 – 5:20**

Q. 1. Can the victims of Matrix-induced hallucination still have thoughts that are about an external world? Answer this question having considered what Jackson says.

Q2. Describe what happens in the *Star Trek* episode as Williams would – using the terms Kirk-body-person, etc. - so as not to presuppose that body-swapping is possible. Upon which plot elements does Williams' position cast doubt?

**Oct. 19:** Read: Searle, p. 168

View: *Bicentennial Man*

Q. 3. Explain what Searle would say about Andrew's transformation in *Bicentennial Man*. Is Searle correct? 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?

**Oct. 26:** Read: Hume, p. 514

View: *Minority Report*

Q5. Is Hume correct about the reasonable view on determinism?

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

B. 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?

**Nov. 2:** Read: Kant, p. 258

View: *Abandon Ship*

Q 7. Did Holmes do the morally right thing when he ordered some people to be put in the water before the storm? Justify your position using a moral theory.

**Nov. 9:** Read: Mill, p. 243 and Ross, p. 281

**Exam 4:30 – 5:20**

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

**Nov. 16:**

View: *Judgment at Nuremburg*, (1961)

Q2. A. Explain Kant's categorical imperative.

B. Lancaster and Tracey each make a rhetorical courtroom speech in *Judgment at Nuremburg*. In what way is Lancaster's speech more utilitarian and Tracey's more deontological?

C. Is Janning's choice in the Feldenstein case morally wrong? Why or why not?

**Nov. 23:** Read Taylor, p. 481

View *The Third Man*

Q3. What is the main point of moral conflict between Martins and Schmidt on how to deal with Lime's behaviour? What are a person's moral obligations in relation to loyalty? Explain.

Q4. What is wrong with Taylor's argument for the view that we can move forth and back in time?

**Nov. 30:** Read Lewis, p. 492

View: *Back to the Future*

Q5. If one could go back in time, could one change the past and, with it, the future? If one could, what would become of the old past? Discuss these questions with reference to Lewis's article and the plot of *Back to the Future*.

**Dec. 7:** 3Read: "Why I Am Not a Christian," p. 603. You may also want to look at "Introduction," p. 571

View: *Star Trek V: The Final Frontier*

Q6. A. Does Russell point out fatal flaws in the design and moral arguments for the existence of the Christian and/or Islamic God?

B. What evidence was there in *Star Trek V* that the powerful being the main characters discovered was not God?

### **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**

3<sup>rd</sup> p = you were supposed to be writing in the 3<sup>rd</sup> 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](http://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 <sup>rd</sup> 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](http://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.