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:	Tuesdays and Thursdays 12:00 – 1:00 pm		
(c)	Location:	Young 312		
(d)	Phone:	370-3950	Alternative Phone:	
(e)	Email:	shelstad@camosun.bc.ca		
(f)	Website:			

2.   Intended Learning Outcomes

Upon completion of this 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

(a) Texts: coursepack (available in the bookstore)

4.   Course Content and Schedule

Lectures: Tuesdays **(YOUNG 201)** and Thursdays **(YOUNG 211): 10:00 – 10:50 A.M.**

Seminar A: Tuesdays – **11:00 – 11:50 A.M. YOUNG 201**
Seminar B: Thursdays – **11:00 – 11:50 A.M. YOUNG 211**

5.   Basis of Student Assessment (Weighting)

(a) Assignments: 24% - Homework (see course outline). These are worth **3 marks each**. You need to complete **eight** and there are ten opportunities. **So you can miss two with no penalty**. These will be graded **pass with distinction (3), pass (2), or fail (1)**

(b) **Quizzes**:   10% - 6 quizzes (2% each, best 5, **no make-ups**)

(c) **Exams**:   25% - midterm test
                          30% - final test

(d) **Other**:   11% - Seminar attendance and participation

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	*Incomplete*: 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	*In progress*: 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 3rd course attempt or at the point of course completion.)*
CW	*Compulsory Withdrawal:* 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

Phil 100-004 Reading Schedule (from the coursepack)

Readings to be done **before** class; schedule subject to change if needed.
Homework (typewritten) will be due on Tuesdays at the beginning of class.
Quizzes will usually be on Thursdays.

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Week 1 (Jan. 12, 14): **Tuesday:** Introduction, **Thursday:** Ch.1 – Kessler

Seminar: argument analysis

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Week 2 (Jan. 19, 21): **Tues. and Thurs.:** Ch.1 – Kessler on rationality

Homework (due Jan. 19): read Russell's *On the Value of Philosophy* and answer the following questions.
  1. **Where, according to Russell, is the value of philosophy to be found?**
  2. **Why does Russell maintain that the "uncertainty of philosophy is more apparent than real"?**
  3. **What does Russell mean when he asserts that the value of philosophy is to be sought in its "very uncertainty"?**
  4. **According to Russell, what may be the chief value of philosophy?**
  5. **How does Russell sum up the value of philosophical study? Do you agree with Russell? Why or why not?**

Seminar: reading philosophy (Russell)

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Week 3 (Jan. 26, 28): **Tues.** rationality cont'd., **Thurs. QUIZ 1 (Kessler, Russell)**

Homework (due Jan. 26): read Prabhu's *The Clash or Dialogue of Civilizations?* and answer the following questions.
  1. **What is globalization?**
  2. **According to Prabhu, what are the two different models to which the events of September 11, 2001 point?**
  3. **How are openness, tolerance, and criticism related to a "deep understanding" of others?**
  4. **Why cannot sincere dialogue take place in situations of injustice?**
  5. **Do we need to study philosophy in a multicultural context? Why or why not?**

Seminar: argument analysis (Prabhu)

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Week 4 (Feb. 2, 4): **Tues. and Thurs.** Ch. 2 – **Epistemology**: Al-Ghazali, Descartes

Homework (due Feb. 2): Read Al-Ghazali and Descartes and answer the following question: What similarities and differences do you notice between each author's quest for knowledge?

    Seminar: statements and arguments

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Week 5 (Feb. 9, 11): **Tues.** Descartes and Al-Ghazali cont'd. **Thurs.** Locke, **QUIZ 2**
                                    (Al-Ghazali, Descartes, Locke)

    Seminar: experiment on deduction

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Week 6 (Feb. 16): **Tues.** Berkeley, *NO Seminar*

    READING DAYS – THURSDAY AND FRIDAY, FEBRUARY 18 AND 19
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Week 7 (Feb. 23, 25): **Tues.** Koller, **Thurs. QUIZ 3 (Berkeley, Koller)**

Homework (due Feb. 23): Read Locke, Berkeley, Koller & answer these questions.
1. **How does Berkeley respond to Locke's distinction between primary and secondary qualities? Do you agree with his response? Why or why not?**
2. **Samuel Johnson responded to Berkeley's philosophy by kicking a stone into the air, saying, "I refute him thus." What did Johnson mean? Is this a good refutation of Berkeley? Why or why not?**
3. **What are the three "extra-ordinary" perceptions Koller speaks of? Would you classify these as perceptions? Why or why not?**
4. **What three criteria of knowledge must testimony satisfy in order to constitute a legitimate source of knowledge? Can you imagine a counterexample that would satisfy these three criteria and <u>not</u> be an example of knowledge?**

    Seminar: arguments

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Week 8 (Mar. 1, 3): **Tues.** review, **Thurs. ***MIDTERM TEST (Ch. 1, 2, arguments)*****

Homework (due Mar. 1): Fill out the midterm review sheet from the coursepack.

    Seminar: Tues. optional review for both seminars, <u>no seminar</u> on Thurs.
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Week 9 (Mar. 8, 10): **Tues. Metaphysics**, **Wed:** Ch. 3 – Materialism: Thales, Heraclitus

    Seminar: fallacies

Week 10 (Mar. 15, 17): <u>**Tues.**</u> Ch. 3 – Idealism: Pythagoras, <u>**Thurs.**</u> Zeno, Democritus

<u>**Homework (due Mar. 15)**</u>**: Read about Thales, Heraclitus, Pythagoras, and Parmenides and explain what makes them either "materialist" or "idealist." Provide examples from the text or come up with your own.**

<u>Seminar</u>: fallacies

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Week 11 (Mar. 22, 24): <u>**Tues. and Thurs.**</u> Laozi and Plato, <u>**QUIZ 4**</u> **(Laozi, Plato)**

<u>**Homework (due Mar. 22)**</u>**: Read Laozi and Plato and answer the following questions:**

1. **What is the main idea that Chapter 2 in the *Dao De Jing* conveys about the nature of opposites?**
2. **How is it possible for the sage (wise person) to act without acting and teach without speaking?**
3. **Analogies are drawn between the *Dao* and a bowl, a valley, a female, water, the hub of a wheel, a utensil, and a room. What do these analogies tell us about the *Dao*?**
4. **What is the difference between the *many things* and the *Forms*? Provide a couple of examples of your own.**
5. **What is the difference between *reasoning* and *understanding*?**
6. **What do you think the allegory of the cave means?**

<u>Seminar</u>: fallacies

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Week 12 (Mar. 29, 31): <u>**Thurs.**</u> Valadez, *<u>**NO Seminar**</u>*

<u>**Homework (due Mar. 30)**</u>**: Read Valadez. Answer the following questions:**

1. **How did the metaphysical views of the Spanish influence their treatment of the Aztecs?**
2. **What <u>four</u> different kinds of integration characterized Mesoamerican metaphysics?**
3. **Why, according to Valadez, did the conflict between science and religion that characterizes modern Western thought not occur among the Mesoamericans?**
4. **Can you think of a modern practice as morally objectionable as human sacrifice? If you can, how is it linked to our metaphysical views?**

<u>Seminar</u>: fallacies

Week 13 (Apr. 5, 7): <u>**Tues.**</u> Descartes, <u>**Wed:**</u> Smart, Bisson <u>**QUIZ 5 (Valadez, Descartes, Smart, Bisson)**</u>

<u>**Homework (due Apr. 5)**</u>**: Read Descartes, Smart, and Bisson. Answer the following questions:**

1. **Has Descartes convinced you that you are made of two substances, a mental substance or mind – which is <u>not</u> extended in space, is indivisible, and is capable of pure understanding – and a body – which is extended in space, is divisible, and is capable of sensation? Why or why not?**
2. **Smart refers to "Occam's razor" and "principles of parsimony and simplicity." What are these? Provide examples.**
3. **Why do Bisson's robot visitors decide to "erase the records" of their encounter with conscious meat beings? Do you think that "meat scientists" might react in a similar fashionupon discovering a planet with sentient entities that are "machines all the way through"?**

   <u>Seminar</u>: fallacies

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Week 14 (Apr. 12, 14): <u>**Tues.**</u> Cole, <u>**Thurs.**</u> <u>**QUIZ 6 (on fallacies), loose ends**</u>

<u>**Homework (due Apr. 12)**</u>**: Fill out the <u>two</u> final exam review sheets from the coursepack. Remember to use the correct version of the one on metaphysics (with Thales, Heraclitus, Pythagoras and Parmenides, not Hobbes).**

   <u>Seminar</u>: review

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FINAL TEST ON CH. 3, 4 plus FALLACIES, IN EXAM PERIOD**

Make work schedules and travel plans accordingly; exams are part of the term.
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<u>BRAINTEASERS</u>

1. A toy puck and a hockey stick cost $1.10 in total. The stick costs $1 more than the puck. How much does the puck cost?

2. If it takes five machines five minutes to make five widgets, how long would it take 100 machines to make 100 widgets?

3. There are three toy blocks stacked up. The top one is green and the bottom one is red. Is there a green block directly on top of a non-green one? a) yes b) no or c) cannot be determined.