



## 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:	Mondays and Wednesdays 2:00 pm – 2:45 pm		
(c)	Location:	Young 312		
(d)	Phone:	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 describe and assess:

1. Arguments on the role of reason in arriving at a religious or non-religious position.
2. Arguments on the existence of God.
3. Arguments on both sides of the evolution-creationist debate.
4. Arguments on the possibility of an afterlife.

### 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.)

Lectures: Mondays: (**YOUNG 316**) and Wednesdays: (**YOUNG 211**) 3:00 – 3:50 pm

Seminar A: Mondays: (**YOUNG 316**) 4:00 – 4:50 pm

Seminar B: Wednesdays: (**YOUNG 211**) 4:00 – 4:50 pm

### 5. Basis of Student Assessment (Weighting)

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

- (a) Assignments: 15% - Pecha Kucha (powerpoint presentations)
- (b) Quizzes: 10% - 6 quizzes (2% each, best 5, **no make-ups**)
- (c) Exams: 20% - midterm test  
25% - final test
- (d) Other: 10% - seminar attendance and participation  
20% - homework (see instructions at the beginning of coursepack (2 marks each))

## 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>d</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.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

## SURVEY

**PLEASE RANK THE FOLLOWING TOPICS ACCORDING TO YOUR  
INTEREST IN DISCUSSING THEM IN SEMINARS  
(#1 is your top choice, #10 is your least favourite)**

	<b>RANK</b>
<b>1. Paganism (e.g. Wicca)</b>	_____
<b>2. “New” atheism</b>	_____
<b>3. Cults</b>	_____
<b>4. Miracles</b>	_____
<b>5. Prophecy</b>	_____
<b>6. Afterlife</b>	_____
<b>7. Extraterrestrial life</b>	_____
<b>8. Religion and spirituality</b>	_____
<b>9. Religious extremism</b>	_____
<b>10. Liberation theology</b>	_____

## **AJMAL HUSSEIN AND THE SCHOLARS**

Sufi Ajmal Hussein was constantly being criticized by scholars, who feared that his repute might outshine their own. They spared no efforts to cast doubts upon his knowledge, to accuse him of taking refuge from their criticisms in mysticism, and even to imply that he had been guilty of discreditable practices.

At length he said:

'If I answer my critics, they make it the opportunity to bring fresh accusations against me, which people believe because it amuses them to believe such things. If I do not answer them they crow and preen themselves, and people believe that they are real scholars. They imagine that we Sufis oppose scholarship. We do not. But our very existence is a threat to the pretended scholarship of tiny noisy ones. Scholarship has long since disappeared. What we have to face now is sham scholarship.'

The scholars shrilled more loudly than ever. At last Ajmal said:

'Argument is not as effective as demonstration. I shall give you an insight into what these people are like.'

He invited 'question papers' from the scholars, to allow them to test his knowledge and ideas. Fifty different professors and academicians sent questionnaires to him. Ajmal answered them all differently. When the scholars met to discuss these papers, at a conference, there were so many versions of what he believed, that each one thought that he had exposed Ajmal, and refused to give up his thesis in favor of any other. The result was the celebrated 'brawling of the scholars'. For five days they attacked each other bitterly.

'This,' said Ajmal, 'is a demonstration. What matters to each one most is his own opinion and his own interpretation. They care nothing for truth. This is what they do with everyone's teachings. When he is alive, they torment him. When he dies they become experts on his works. The real motive of the activity, however, is to vie with one another and to oppose anyone outside their own ranks. Do you want to become one of them? Make a choice soon.'

-- Idries Shah. *Wisdom of the Idiots*

What do you think is the primary message here?