



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

PHIL-102-D01
Introduction to Philosophy: Ideas
Fall 2020

COURSE OUTLINE

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

☐ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

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|------------------|--|
| (a) Instructor | Sandy Bannikoff |
| (b) Office hours | Tuesday and Thursday, 2 pm to 4 pm |
| (c) Location | D2L Collaborate, |
| (d) Phone | 788-577-6432 (no voicemail, but students may leave a text message for a call back) Alternative: |
| (e) E-mail | bannikof@camosun.bc.ca |
| (f) Website | |

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

Upon completion of the 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

The **REVEL** version of **Chaffee, *The Philosopher's Way: Thinking Critically About Profound Ideas, 5e***

While access to REVEL is required, the printed version of this text is optional - see purchasing options below. There are two ways to purchase REVEL access.

Choose the option that works best for you:

Option #1: Purchase a REVEL access code from the campus bookstore.
www.camosuncollegebookstore.ca.

Option #2: Online Instant Access: If you decide not to purchase REVEL from the bookstore, you can purchase REVEL access online. You will see this as an option after clicking on the course invite link, posted on our D2L page, under "Content"

When you register (via access code or online instant access), you also have the option of adding the print upgrade for \$19.95 extra (no shipping cost).

4. Course Content and Schedule: This course is asynchronous, and online.

Weekly Content is Subject to Change

I have selected the sections below for our class in **REVEL**, and the quizzes are built right into the online readings. Some of the introductions to Chapters are videos, also assigned, and some sections have interactive exercises.

What Is Philosophy? (Begins September 8)

- 1.1: Why Study Philosophy? Quiz
- 1.2: Defining Philosophy Quiz

Socrates (Begins September 14)

- 1.5 Branches of Philosophy Quiz
- 2.2 The Socratic Method Quiz
- 2.4 The Trial and Death of Socrates Quiz

The Self (Begins September 21)

- 3. Introduction
- 3.1 Know Thyself Quiz
- 3.7 We Construct the Self: Kant Quiz
- 3.11 The Self is Embodied Subjectivity; Husserl and Merleau-Ponty Quiz

Freedom (Begins September 28)

- 4. Introduction
- 4.1 Are You the Master of Your Fate? Quiz
- 4.4 Indeterminism and Libertarianism Quiz
- 4.6 Neuroscience and Free Will Quiz

Metaphysics (Begins October 5)

- 5. Introduction
- 5.1 What is the Nature of Reality? Quiz
- 5.3 Reality is the Natural World: Aristotle Quiz
- 5.4. Can Reality be known? Descartes Quiz

Epistemology (Begins October 12)

6. Introduction

- 6.1 Questioning Independent Reality Quiz
- 6.2 All Knowledge Comes from Experience: Locke Quiz
- 6.3 Reality depends on perception: Berkeley Quiz

Religion (Begins October 19)

7. Introduction

- 7.1 Thinking Philosophically about Religious Beliefs Quiz
- 7.3 A Brief Survey of World Religions Quiz
- 7.6 Faith and Religious Experience Quiz

Moral Compass (Begins October 26)

8. Introduction

- 8.1 Your Moral Compass Quiz
- 8.2 Ethical Relativism Quiz
- 8.5 Religion and Universal Values Quiz

Moral Theory (Virtue, Rights) (Begins November 2)

9. Introduction

- 9.1 Character and Virtue Ethics Quiz
- 9.2 Maxims: Duty to Moral Laws Quiz

Moral Theory (Utilitarian, Existentialist) (Begins November 9)

- 9.3 Consequences: Utilitarianism Quiz
- 9.4 Authenticity: Existentialist Ethics Quiz

Social Justice (Begins November 16)

10. Introduction

- 10.1 Elements of a Just Society Quiz
- 10.2 Classical Theories: Confucius, Plato and Aristotle Quiz
- 10.3 Social Contract: Hobbes, Locke, Rawls Quiz

Just State (Begins November 30)

- 10.4 Justice is Based on Need: Marx and Engles Quiz
- 10.5 Justice is What Promotes the General Welfare: Mill Quiz
- 10.6 Justice Promotes Gender Equality: Okin.....Quiz

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

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|------------------------------------|-----|
| Class Community/Participation..... | 20% |
| Discussion Leads (x2)..... | 10% |
| Self- Quizzes(On REVEL) | 10% |
| Three Tests..... | 60% |

6. Grading System

| | |
|---|---------------------------------|
| X | Standard Grading System (GPA) |
| | |
| | Competency Based Grading System |

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

Class Community: This requires students to keep up with the course work and participate in the discussion forums. When everyone does the readings, and assignments, watches the videos, and gives some thought to the material, and then uses all this work to inform contributions to the discussion, the quality of the forums is elevated. This benefits us all, and establishes the foundation of our capacity for critical thought.

Revel Self-Quizzes: There is are quizzes set up within each chapter on Revel for most assigned readings. The quizzes are to be completed while you are reading, and can be completed anytime during the week. There will be no opportunity to make up these quizzes once they have been closed. Each quiz has a completely strict deadline. However, as to the tests....

Deadlines: Tests are set up on D2L. Make-up tests will be permitted in cases of illness or crisis. Contact me as soon as you know that you either will miss a test or have missed a test. In the case of a personal crisis, students will be referred to the Camosun Counseling services. Rescheduling tests in advance is possible for any reason; for example because you have a major project due on the same day, three exams that week, an important Zoom-party to attend, etc. There is no problem in arranging makeup tests; but these arrangements need to be made as early as possible. They cannot be made after the fact, without support form Counseling services.

Discussions:

Discussion threads will typically be open for posting for one week. There will be new ones every week; so there will always be a discussion to look in on and contribute to. There is more information about this in the introductory lecture video, posted in Week One on D2L.

I will sort students into groups of 8 to 10 people, so as to make keeping track of the discussion contributions manageable for students. Please let me know if for any reason you would like to move to a different group.

Regard the posts you make here as your professional student work, so to speak; this means they are semi-formal, no slang, no swearing, correct grammar and spelling (to the best of your ability). There is lots of room for friendliness; we can use each other's names, for example, and chit chat from time to time. Write as if we are speaking to each other face to face, where, as pillars of friendliness, courtesy and respect are constantly mandatory, and where we are serious about learning. I reserve the right to remove posts that violate our Student Conduct Policy, or cause legitimate complaints.

Discussion Lead Assignment: At the beginning of the semester, you will sign up to be "responsible" for two assigned readings. You will have two tasks:

- 1) You will begin and guide our discussions by asking two questions in the discussion section of the course. This is the public part of the assignment.
- 2) You will also answer one of your questions briefly. Your answer is uploaded to the assignment folder and is private.

Please read through the topics above and choose your top two choices for this assignment. I will do my best to accommodate everyone, but may not be able to do so. We need to aim for an even distribution of discussion threads. Email me your preferences by September 16th, and I will write who is responsible for each reading in our course calendar to help you keep track of the dates. There is a separate assignment page attached on D2L with more information.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. **GRADING SYSTEMS** <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. **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 | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

2. **Competency Based Grading System (Non GPA)**

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description |
|-------|---|
| COM | The student has met the goals, criteria, or competencies established for this course, practicum or field placement. |
| DST | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC | The student has not met the goals, criteria or competencies established for this course, practicum or field placement. |

B. **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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course. |
| 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. |