



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**PHIL-100-001**  
**Introduction to Philosophy: Classics**  
**Summer 2021**

## **COURSE OUTLINE**

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

Ω 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**

- (a) **Instructor** Elena Holmgren, BA Hon (Uvic), MA (Uvic), PhD (UBC - in progress)
- (b) **Office hours** Virtual meetings available by appointment
- (c) **Location** Young Bdg, Room 312 (when in-person classes resume)
- (d) **Phone Alternative:**
- (e) **E-mail** HolmgrenE@camosun.bc.ca
- (f) **Website** D2L

### **2. Intended Learning Outcomes**

Upon completion of the 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

John Perry, Michael Bratman, John Martin Fischer. *Introduction to Philosophy: Classical and Contemporary Readings*. 8<sup>th</sup> Edition. Oxford University Press, 2019.

### **4. Course Content and Schedule:**

## Key Topics:

Philosophy begins with wonder. Philosophical reflection brings wonder by revealing the way that even the most mundane things that we commonly take for granted as too obvious to be worth scrutiny are actually more mysterious and problematic than we at first realize. Philosophical questions and problems arise when we stop simply taking things for granted and instead start reflecting on them. Here are some of the questions that arise when we start to wonder at things in this way, and that we'll look at in this course:

- What does it mean to truly understand anything? What is wisdom? Is scientific, factual knowledge sufficient for wisdom? Or does wisdom require something more, and if so, what?
- What is the nature of reality? What is the relation between human reason and the underlying structure of reality?
- What are the sources and limits of our knowledge?
- What are we? What is the nature of the mind? What is its relation to the body? How does our conscious experience fit in the physical world?
- What is morality, and how does it contribute to wisdom? What are the sources of value in human life?
- Can we rationally justify belief in God? Can we reconcile the existence of an all-knowing, all-good, and all-powerful God with the presence of evil in the world?

## Expectations for Student Behaviour:

### **Lectures:**

Pre-recorded video lectures will be posted **every Tuesday and Thursday by 3 pm** on the D2L course site. Students are expected to view *all* pre-recorded lectures and develop class and study notes on the basis of the lectures. Since this is a compressed summer course, in order to be successful in this class, you will need to log in to the course D2L website *at least three times per week* in order to access course materials and to participate actively in the class.

### **Readings:**

Moreover, students are expected to read all assigned materials *before* contributing to the discussion forum and before completing any other assignments. These are challenging and richly-layered texts. Thus, aim to read each assigned work *at least twice* (preferably three times): first, read it once over in order to get a general overview of the topic, and then re-read it at least one time in order to closely analyze the different steps in the argument/s presented and see if they hold up under scrutiny.

### **Discussions:**

The course also includes a discussion component, which acts as our seminar. **Every Friday at 3 pm**, a new discussion question is posted. *Discussion topics close after one week.* On the discussion forum, students are expected to post one response to that week's question, as well as reply to one other student's post. Students must make **5 posts** in total in response to the weekly discussion prompts, as well as **5 replies** in total to other students. Posts and replies

will each be graded out of 10 points.

Students are expected to engage respectfully with all opposing views presented in class discussions. The goals are: to develop critical thinking and debate skills by engaging with views that we may initially find to be deeply counterintuitive, to develop stronger argumentative writing skills, and to learn to provide support for our views.

There will also be a **Question Forum**. On this forum, people are invited to post any questions they have about any of the course content. I encourage people to take a stab at answering any questions that their peers have posted. Thus, if you feel that you know the answer, don't be shy, and try and answer! You won't be graded on the correctness of your responses. However, by contributing questions and answers to the question forum, you can accrue bonus marks that will be taken into account when adjusting your final grade.

### ***Virtual Office Hours:***

The course content can be challenging; if it weren't, it wouldn't be philosophy! However, do not feel like you have to struggle through it alone. That is why I am here to help. Please do not hesitate to make an appointment to have a video conference with me. Bring all your questions and perplexities, all your confusions and frustrations with the content, and together we'll figure out how to bring clarity to it all. The sooner you contact me with questions about areas you may be struggling with, the better I can help you.

Also, please *email me any time* if you require *any* clarification at all, or if you just wish to chat about philosophy!

### **Tentative Schedule:**

A tentative schedule, listing the particular topics to be covered and the dates for assignments, is provided below. The assigned readings for each week are presented after each bullet point. The dates for discussions and assignments are also listed. For guidance on strategies for reading philosophy, see: <http://www.jimpryor.net/teaching/guidelines/reading.html>

Every effort is made to ensure that we stick to the schedule; however, it may require amendment as the course progresses. If that occurs, the instructor will inform students by email as soon as is practically possible. Please note that students are responsible for keeping track of any such changes by regularly checking their emails and the news posted on the course site.

### **Week 1 (May 3-7): Introduction to Philosophy; Philosophy As A Way Of Life**

- Organ, "The Human Being as Philosopher." [D2L]
- Plato, "Apology: Defence of Socrates." [Textbook, p. 21-36]
- Hadot, "Spiritual Exercises" – Chapter from *Philosophy As A Way Of Life* [D2L]
- *Logical Toolkit* [Textbook, p. 8-13]
- "Guidelines for Philosophical Writing" [D2L]

**\*\*\*Discussion (May 3): Introduce Yourselves!\*\*\***

**Week 2 (May 10-14): Reason and Reality**

- Plato, "Plato's Allegory of the Cave" [Textbook, p. 165-169]
- Plato, "Meno: The Theory of Forms and the Doctrine of Recollection" [D2L]
- Aristotle, "Categories" [D2L]

\*\*\*Discussion Forum 1 Opens (Friday, May 14)\*\*\*

\*\*\*Take-Home Test 1 Released Friday, May 14; Due Friday, May 21, 5 pm\*\*\*

**Week 3 (May 17-21): The Sources of Our Knowledge**

- Descartes, "Meditations I & II" [Textbook, p. 170-175]
- Hume, "An Enquiry Concerning Human Understanding" [Textbook p. 222-245]

\*\*\*Discussion Forum 2 Opens (Friday, May 21)\*\*\*

\*\*\*Take-Home Test 1 Due Friday, May 21, 5 pm\*\*\*

**Week 4 (May 24-28): What Are We?**

- Nagel, "What is it Like to Be a Bat?" (D2L)
- Descartes, "Meditations I & II" (again) [Textbook, p. 170-175]

\*\*\*Discussion Forum 3 Opens (Friday, May 28)\*\*\*

**Week 5 (May 31-June 4): What Are We?**

- Searle, "Minds, Brains and Computers" [Textbook, p. 335-347]
- Hume, "Bundle Theory of Self" (D2L)

\*\*\*Discussion Forum 4 Opens (Friday, June 4)\*\*\*

\*\*\*Take-Home Test 2 Released: Friday, June 4; Due: Friday, June 11, 5pm\*\*\*

**Week 6 (June 7-11): The Source of Value in Human Life**

- Aristotle, "Nicomachean Ethics" [Textbook, p. 607-622]
- Kant, "Groundwork of the Metaphysics of Morals" [Textbook, p. 583-598]
- Mill, "Utilitarianism" [Textbook, p. 532-548]

\*\*\*Discussion Forum 5 Opens (Friday, June 11)\*\*\*

\*\*\*Take-Home Test 2 Due: Friday, June 11, 5pm\*\*\*

**Week 7 (June 14-18): Arguments for the Existence of God; The Problem of Evil**

- "God and Evil" [Textbook, p. 37-39]
- Saint Anselm, "The Ontological Argument" [Textbook, p. 40-42]
- Saint Thomas Aquinas, "The Existence of God" [Textbook, p. 42-44]
- William Paley, "Natural Theology" [Textbook, p. 45-49]
- Pascal, "The Wager" [Textbook, p. 50-53]

\*\*\*Take-Home Final Exam Released: Wednesday, June 16; Due: Wednesday, June 23, 5pm\*\*\*

## 5. Basis of Student Assessment (Weighting)

### (I) Three Take-Home Tests (30% each, 90% Total)

**Test 1:** Released on Friday, May 14; Due on Friday, May 21 @ 5pm

**Test 2:** Released on Friday, June 4; Due on Friday, June 11 @ 5pm

**Test 3:** Released on Wednesday, June 16; Due on Wednesday, June 23 @ 5pm

### (II) Discussion Forum Contributions (10% Total):

5 Discussion Posts + 5 Replies to Peers

### Test Format:

Arguably the best way to learn critical thinking skills is through constructing argumentative essays. Accordingly, a key goal of assignments in this class is to help you develop strong argumentative essay-writing skills.

To this end, each Take-Home Test consists of a list of prompts, of which you can select *one* and construct an essay-style response to it (aim for 2-5 page double-spaced per test, though write as much as you need to in order to do justice to the topic). You will have one full week to complete each test (though see the extension policy below). No external research is needed for these essay responses, since their purpose is to test your understanding of material covered in lectures and readings. Detailed instructions on how to craft an effective argumentative essay response are provided in the “Guidelines for Philosophical Writing” document available on D2L. All grading criteria for the test essay responses are based on that document.

By working through the process of constructing these essay responses, you will hone your argumentative essay-writing skills, which will help you better structure your understanding of the philosophical theories we’ll be looking at, while also helping develop your ability to identify and critically evaluate arguments. Moreover, the higher-order critical thinking skills you develop through this practice will be transferable to most disciplines you might choose to pursue in the future. Thinking critically and articulating your thoughts in a clear, well-structured, and rigorous manner should serve you well in all your pursuits.

### Feedback Prior to Submitting Work:

I am happy to provide people with feedback on their test essay responses prior to submitting them for grading. If you’d like feedback on your work so that you can improve it before submitting it, please email it to me no later than 72 hours (3 days) prior to each deadline, so that I can have a chance to respond with feedback. If you’re stuck on any part of the test, you can also email me any time with questions, and I am happy to help get you unstuck. However, the sooner you contact me, the better the chances that you’ll get in contact with me and have adequate time to resolve the issue.

### General Instructions for Assignments:

- If you wish to do well on your assignments, do *all* the readings (at least twice), watch *all* the lectures, take detailed notes, come to me with *any* questions about the material that you have well before you start crafting your assignments, and edit your work before submitting it by

ensuring that it conforms to the “Guidelines for Philosophical Writing” document provided on D2L.

- **Be sure that all the assignments you submit in this class represent your own honest work and your sincere commitment to your own learning.** Plagiarism - representing someone else’s work as your own, which includes paraphrasing their work without proper citation - is a very serious violation of academic integrity. All assignments (including discussions) will be carefully checked for all forms of cheating and plagiarism. **You are responsible for familiarizing yourself with the college’s policy on plagiarism; ignorance is no excuse.** Any assignment that violates this policy in any way will receive a grade of 0 and a record of the infraction will be placed on the student’s academic record:  
<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>
- **All assignments test your understanding of content covered in this class.** Thus, assignments should show evidence of engagement with the material *as covered in class*. That being said, be sure to *explain the content in your own words*, rather than merely replicating lectures.
- I strongly discourage people from relying on Google to look up material for this class. The chances that you will find quality information relevant to our particular class discussion of the course material through Googling are vanishingly small.
- In-text citations for quotes, paraphrasing, and references must be consistent with either MLA or APA standards. Students are responsible for ensuring that all assignments include proper citations. See the following link for guidance on citation styles:  
<https://camosun.libguides.com/cite>
- Unless otherwise specified, **no collaborating is permitted on any of the assignments.** Any collaborated work will be considered in violation of the Student Conduct Policy and will receive a grade of 0.  
<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

### **Extensions and Late Assignments:**

Students are allowed an automatic extension of a maximum of **5 days**. No justification or documentation is required in order to get these 5 extension days. However, there is *no extension for discussions*. In order to extend the deadline for any assignment, write “claiming # extension days for this assignment” in the top left-hand corner of the assignment above your name. Students can claim these 5 extension days in any combination: e.g., they can use them all for one assignment, or use portions thereof to extend the deadline for different assignments.

**Note:** if you’re trying to extend the deadline for an assignment by a portion of a day (e.g. one hour), that will count as a full extension day. **Also note:** all assignments must be submitted by the end of the final exam period, June 23, 2021. No extension is allowed past this date.

Any assignments that are handed in late (i.e. after all 5 of the extension days are used) will lose 10% per 24 hours.

### **6. Grading System**



Standard Grading

System (GPA)

Competency Based



Grading System

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

Additional materials (e.g. videos, hand-outs, assignment rubrics, exam review sheets) will be posted on the D2L course site. Check the news section of the site regularly for information on additional recommended materials.

## 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.