



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

**PHIL-100-D01 & D02**  
**Introduction to Philosophy: Classics**  
**Winter 2021**

## **COURSE OUTLINE**

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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.

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### **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**

*(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. 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 reveals that things that in our day-to-day lives we take for granted as obvious and familiar, are actually more mysterious and problematic than we 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 is the scope of theoretical knowledge, and how does theory relate to practice?
- What is the nature 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?
- What is a good person? What are the sources of value?
- How does philosophical truth relate to scientific truth? Are there value-free, theory-neutral scientific facts?
- 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 lectures will be posted **every Thursday by 2 pm** on the D2L course site. 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. Students are expected to view *all* pre-recorded lectures and develop class and study notes on the basis of the lectures.

#### **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*: first, read it once over 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 second Friday at 2 pm**, a new discussion question is posted on the course site (under "Discussions"). *Discussion topics close after two weeks.*

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 **7 posts** in total in response to the bi-weekly discussion prompts, as well as **7 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 their peers post. 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. *I encourage each student to make at least one appointment with me this term.*

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, and the dates that the lectures will be posted on D2L are included in brackets after the week number. 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 (Jan 14): Introduction to Philosophy; Arguments**

- Plato, "Apology: Defence of Socrates." [Textbook, p. 21-36]
- *Logical Toolkit* [Textbook, p. 8-13]

**\*\*\*Discussion (Jan 15): Introduce Yourselves!\*\*\***

#### **Week 2 (Jan 21): Philosophy As A Way Of Life**

- Hadot, “Spiritual Exercises” – Chapter from *Philosophy As A Way Of Life* [D2L]
- \*\*\*Discussion Forum 1 Opens (Jan 22)\*\*\*

### **Week 3 (Jan 28): The Nature of Reality**

- Plato, “Plato’s Allegory of the Cave” [Textbook, p. 165-169]
- Aristotle, “Categories” [D2L]

\*\*\*Short Paper 1 Assigned: Friday, Jan. 29; Due: Friday, February 12, 5 pm\*\*\*

### **Week 4 (Feb 4): The Sources of Knowledge**

- “Knowledge and Reality” [Textbook, p. 161-164]
- Descartes, “Meditations I & II” [Textbook, p. 170-175]

\*\*\*Discussion Forum 2 Opens (Feb 5)\*\*\*

### **Week 5 (Feb 11): The Sources of Knowledge**

- Hume, “An Enquiry Concerning Human Understanding” [Textbook p. 222-245]

\*\*\*Short Paper 1 DUE Friday, February 12, 5 pm\*\*\*

\*\*\*Take-Home Test 1 Released Friday, February 12; Due Friday, February 19, 5 pm\*\*\*

### **Week 6: Reading Break (No Lecture or Readings)**

\*\*\*Discussion Forum 3 Opens (Feb 19)\*\*\*

\*\*\*Take-Home Test 1 Due Friday, February 19, 5 pm\*\*\*

### **Week 7 (Feb 25): What Are We?**

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

### **Week 8 (March 4): What Are We?**

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

\*\*\*Discussion Forum 4 Opens (March 5)\*\*\*

\*\*\*Short Paper 2 Assigned: Friday, March 5; Due: Friday, March 19\*\*\*

### **Week 9 (March 11): Ethics**

- Aristotle, “Nicomachean Ethics” [Textbook, p. 607-622]

### **Week 10 (March 18): Ethics**

- Kant, “Groundwork of the Metaphysics of Morals” [Textbook, p. 583-598]

\*\*\*Discussion Forum 5 Opens (March 19)\*\*\*

\*\*\*Short Paper 2 Due: Friday, March 19\*\*\*

### **Week 11 (March 25): Ethics**

- Mill, “Utilitarianism” [Textbook, p. 532-548]

\*\*\*Take-Home Test 2 Released: Friday, March 26, Due: Friday, April 2, 5pm\*\*\*

### **Week 12 (April 1): Philosophy of Science**

- Kuhn, “Objectivity, Value, and Theory Choice” (D2L)

\*\*\*Discussion Forum 6 Opens (April 2)\*\*\*

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

### **Week 13 (April 8): Arguments for the Existence of God**

- “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]

\*\*\*Discussion Forum 7 Opens (April 9)\*\*\*

### **Week 14 (April 15): God and the Problem of Evil**

- Marilyn McCord Adams, “Horrendous Evils and the Goodness of God” [Textbook, p. 124-131]
- Stewart Sutherland, “Horrendous Evils and the Goodness of God” [Textbook, p. 132-139]

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

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

### **(a) Three Take-Home Tests (75% Total, 25% each)**

Test 1: February 19 @ 5pm

Test 2: April 2 @ 5pm

Test 3: April 23 @ 5pm

### **(a) Two Short Papers (10% Total, 5% Each) - 1-3 pages double-spaced (topics TBA)**

Short Paper 1: February 12 @ 5 pm

Short Paper 2: March 19 @ 5pm

### **(b) Discussion Forum Contributions (15% Total):**

7 Discussion Posts + 7 Replies to Peers

### **Instructions for Assignments:**

- Start assignments early. Edit them before submitting them. First drafts of philosophy papers are always terrible.
- Submit all completed assignments in the “Assignments” section of our D2L course site.
- Grading criteria for all assignments will be based on the “Guidelines for Philosophical Writing” document, which will be provided on the D2L site.
- **All assignments test your understanding of content covered in this class.** You may, of course, supplement course content with external (properly cited) materials. However, 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.
- Plagiarism aside, I *strongly discourage* people from relying on Google to look up material for this class. The chances that you will find *quality* discussions of material in this class online are very slim. The internet entries for philosophy are a very mixed bag. Hence, if

you wish to do well on your assignments, do *all* the readings, watch *all* the lectures, and come to me with *any* questions about the material that you have well before you start crafting your assignments.

- 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>
- **You must submit your own work.** 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>
- All assignments (including discussions) will be carefully checked for all forms of cheating. **You are responsible for familiarizing yourself with the college's policy on plagiarism; ignorance is no excuse.** Any assignment that violates this policy will receive a grade of 0 and will be reported to the department chair: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.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, April 27, 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. Assignments that are submitted more than 2 days (48 hours) late will receive a grade of 0.

## **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.