

COURSE SYLLABUS



COURSE TITLE: PHIL-100: Introduction to Philosophy: Classics

CLASS SECTION: 004 AB

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person Lectures and Seminars

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Elena Holmgren

EMAIL: HolmgrenE@camosun.bc.ca

OFFICE: Young 302

HOURS: Wednesdays 1:00 pm- 3:00 pm. Online office hours also available by appointment.

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

An introduction to classical philosophical works concerning central philosophical issues such as the nature and possibility of knowledge, the existence of God, the nature of morality and justice, and the mind/body relationship.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

John Perry, Michael Bratman, John Martin Fischer. *Introduction to Philosophy: Classical and Contemporary Readings*. 9th Edition. Oxford University Press, 2021 (8th edition is also acceptable)

In addition, I will post a variety of additional required readings and documents online on our D2L course website.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Lectures:

Tuesdays 3:30-4:20 Fisher 334
Thursdays 3:30-4:20 Fisher 334

Seminar (003A):

Tuesdays 4:30-5:20 Fisher 334

Seminar (003B):

Thursdays 4:30-5:20 Fisher 334

WEEK	TOPIC	READINGS
1. Sept. 7-10	The Value of Philosophy <i>*No Seminar Week 1*</i>	- Organ, "The Human Being as Philosopher." [D2L] - Plato, "Apology: Defence of Socrates." [Textbook, p. 33-48]
2. Sept. 13-17	Philosophy as a Way of Life Arguments	- Hadot: "Spiritual Exercises" [D2L] - "Logical Toolkit" [Textbook, p. 8-25 – skip sections marked as "difficult" p.12-13 & p.14 - top of 16]

WEEK	TOPIC	READINGS
3. Sept. 20-24	Reason and Reality: Plato	- Plato: "Allegory of the Cave" [Textbook, p. 157-161] - Plato: "Meno: The Theory of Forms and the Doctrine of Recollection" [D2L]
4. Sept. 27-30	Reason and Reality: Aristotle <i>*Thursday 30 Sept - No Class (National Day for Truth and Reconciliation)*</i>	- Aristotle: "Categories" [D2L]
5. Oct. 4-8	Aristotle, Cont'd The Sources of Knowledge: Reason *Take-Home Test 1 Released Wed, Oct 6*	- "Knowledge and Reality" [Textbook, p. 153-156] - Descartes: "Meditations I & II" [Textbook, p. 164-169]
6. Oct. 11-15	The Sources of Knowledge: The Senses *Take-Home Test 1 Due Fri, Oct 15*	-Hume: "An Enquiry Concerning Human Understanding" [Textbook p. 193-216 – Skip S.VI]
7. Oct. 18-22	What Are We?	-Nagel: "What is it Like to Be a Bat?" (D2L) -Descartes, "Meditations I & II" (again) [Textbook, p. 164-169]
8. Oct. 25-29	Minds and Machines	-Searle: "Minds, Brains and Computers" [Textbook, p. 295-307]
9. Nov. 1-5	The Sources of Value in Human Life – Aristotle	-Aristotle: "Nicomachean Ethics" [Textbook, p. 544-559]
10. Nov. 8-12	The Sources of Value in Human Life – Mill *Take-Home Test 2 Released: Wed, Nov 10* <i>*Thursday Nov. 11 - No Class (Remembrance Day)*</i>	-Mill: "Utilitarianism" [Textbook, p. 485-501]
11. Nov. 15-19	Arguments for the Existence of God *Take-Home Test 2 Due: Fri, Nov 19*	- "God and Evil" [Textbook, p. 49-51] -Saint Anselm: "The Ontological Argument" [Textbook, p. 52-54] -Saint Thomas Aquinas: "The Existence of God" [Textbook, p. 54-56] -William Paley: "Natural Theology" [Textbook, p. 57-61]
12. Nov. 22-26	The Problem of Evil	-Adams: "Horrendous Evils And the Goodness of God" [Textbook, p. 114-122] -Sutherland: "Horrendous Evils And the Goodness of God" [Textbook, p. 122-129]
13. Nov. 29-Dec. 3	Meaning in Life	-Camus: "The Myth of Sisyphus" [Textbook, p. 660-662] -Nagel: "The Absurd" [Textbook, p. 662-669]

WEEK	TOPIC	READINGS
14. Dec. 6-10	Meaning in Life Conclusion *Take-Home Final Exam Released: Fri, Dec 10*	-Wolf [Textbook, p. 687-698]
Exam Period	*Take-Home Final Exam Due: Mon, Dec 20*	None

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

Assignment instructions and guidelines will be posted on our D2L course site.

ASSIGNMENTS	WEIGHTING
Take-Home Test 1: Released – Wed. Oct. 6; Due – Fri. Oct. 15	30%
Take-Home Test 2: Released – Wed. Nov. 10; Due – Fri. Nov 19	30%
Take-Home Final Exam: Released – Fri. Dec. 10; Due – Mon. Dec. 20	30%
Seminar Participation	10%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Lecture Attendance and Good Study Habits

In order to get the most out of this course, students are expected to attend all classes. Taking detailed notes is essential for cementing your understanding of the content. Moreover, it is also advisable to review and organize your notes regularly by highlighting important overarching themes that came up, as well as summarizing (in your own words) the different theorists' takes on these themes. Then, it might help to make note of any key claims made by the authors we have discussed, as well as noting the key arguments they have presented in support of those claims. Also, make note of any definitions introduced, as well as of any examples that were particularly helpful for you.

Optional pre-recorded online lectures will be posted on D2L. These will cover most (but likely not all) of the topics that we will be covering in class. However, these pre-recorded lectures are intended to be *helpful*

supplements, rather than *replacements*, of our in-person lectures. Viewing these pre-recorded lectures can help you review topics we have covered. Nevertheless, you are still responsible for acquiring any content we cover in class, either by contacting me or a fellow student.

Readings

In addition, students are expected to read all assigned materials before each class.

Few things train and focus the mind quite as well as the practice of close reading does. This practice involves two complementary movements of thought: the first “zooms in” to closely analyze and evaluate the various steps in an argument, while the second “zooms out” to consider how the particular passage at hand, and the text as a whole, each shed light on significant big-picture themes. As we go through the course, you will have ample chance to work on cultivating these close reading skills.

These can be quite challenging and richly-layered texts. Thus, aim to read each assigned work *at least twice*: first, read it once over in order to get a general “bird’s eye” overview of the topics discussed. Then, re-read it at least one time in order to get a more detailed grasp of the different steps in the argument/s presented and see if they hold up under scrutiny. In order to read actively, briefly summarize the key points of the reading in your own words, and make note of any questions that arise for you. Bring these questions to our class discussions.

Seminar Attendance

Philosophy is best learned through practice and dialogue. To this end, active participation in our seminars is essential. Seminar activities are designed to help you develop the critical thinking skills that are essential not just for doing well in this course and on the tests, but also for learning to do philosophy for yourself, which ultimately matters more than simply memorizing and reproducing the results of other people’s philosophizing.

Seminar discussions are designed to train your ability to articulate your views clearly, to provide argumentative support for your views, to question your most taken-for-granted assumptions, and to internalize other perspectives (as opposed as they may seem to our own!) before identifying their strengths and blindspots. Students are expected to engage respectfully with all opposing views presented in class discussions.

The seminar participation grade will be based on the level of your constructive engagement in the weekly seminars, and on your completion of 10 seminar worksheets. Seminar worksheets will be graded on a Pass/Fail basis.

Feedback Prior to Submitting Work

I am happy to provide people with feedback on all their assignments (including their take-home 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 72 hours (3 days) prior to each deadline, so that I can have a chance to respond with detailed and helpful feedback. If you’re stuck on any part of any assignment, at any stage of the writing process, 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 implement the feedback.

General Instructions for Assignments

- In order to do well on all assignments, edit your work prior to submitting it and ensure 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 submitted assignments will be carefully checked for all forms of cheating and plagiarism. Any internet sources consulted should also be cited, with a link provided in your “Works Cited” section at the end. **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. See the following link for guidance on proper citation practice: <https://camosun.libguides.com/cite>
- 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.
- Unless otherwise specified, *no collaborating is permitted on any of the assignments* (aside from the seminar discussion worksheets). Any collaborated work will be considered in violation of the Student Conduct Policy and will receive a grade of 0.

Extensions and Late Assignments

Students are allowed an automatic extension of a maximum of **7 days**. No justification or documentation is required in order to get these 7 extension days. However, there is *no extension for seminar worksheets*. Additional extensions will only be provided in cases of documented crisis.

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 7 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. *Any assignments that are handed in late (i.e. after all 7 of the extension days are used) will lose 10% per 24 hours (including weekend days).*

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, Dec. 21, 2021. *No extensions are allowed past this date.*

Tests

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 2-4 page double-spaced per test, though write as much as you need to in order to do justice to the topic). You will have about 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 guidance on how to craft an effective argumentative essay response are provided in the “Guidelines for Philosophical Writing” document that will be posted 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.

In-Person and Virtual Office Hours

The course content can be challenging; if it weren't, it wouldn't be philosophy! However, I am here to help. Please do not hesitate to make an appointment to have a video conference with me, if you are unable to make any of the in-person office hours listed above. The sooner you contact me with questions about areas you may be struggling with, the better I can help you.

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

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills

Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.