

## **Philosophy 100: Introduction to Philosophy**

(A02; CRN = 13628 [Fall 2018])

### **General Course Information & Class Schedule**

#### **1. General Course Information**

<u>Instructor:</u>	David Scott
<u>Meeting Place &amp; Times:</u>	CLE A127, Mon & Thurs, 8:30 am - 9:50 am.
<u>Office:</u>	CLE B320
<u>Office Hours:</u>	Mon. & Thurs. 10:00-11:00 a.m. (always by appointment)
<u>Telephone &amp; Email:</u>	250-721-7517; djfscott@uvic.ca

#### ABOUT THIS COURSE:

This full-year (i.e., two semester long) course is intended to provide students with a wide-ranging introduction to the main areas of philosophy and to some of the main philosophers in the Western tradition. Students will be introduced to basic philosophical world-views and classical questions concerning, e.g., the reality and nature of the universe, the mind, the self, God. In the first semester (September to December) the course focuses on basic questions in metaphysics (theory of the nature of reality) and epistemology (theory of knowledge); whereas in the second semester (January to April) the course focuses on more on questions of value (ethics, meaning of life, philosophy of religion).

#### TEXT AND COURSE MATERIAL:

*Introduction to Philosophy: Classical and Contemporary Readings* (4<sup>th</sup> edition), edited by Louis P. Pojman and James Fieser. Oxford: Oxford University Press 2008 (ISBN: 978-0-19-531161-7 [pbk]).

#### MARKING SCHEME & CRITERIA FOR EVALUATION:

a) First term: take-home essay (20%); December exam (30%). Second term: take-home essay (20%); final exam (30%). Letter grades correspond to the following marks: A+ = 90 - 100, A = 85 - 89, A- = 80 - 84, B+ = 77 - 79, B = 73 - 76, B- = 70 - 72, C+ = 65 - 69, C = 60 - 64, D = 50 - 59, F = 0 - 49.

b) In this course you can assume that all essay or exam topics are intended to test you on *the material covered in class*. You are of course permitted and encouraged to supplement class discussion of the subject with outside material, but the minimum expectation is that you deal with the material covered in class, and that you address the points raised there about that matemaueT c6m thasstle m thl In (n)8 (y)5.4 (ay)204 ( t)2.9 (o)-4 5 ou8 (t)2.9 (enl)2.9 (l)2.9 (

- depth of analysis, i.e. how far into the issue analysis is pushed
- resourcefulness, originality and imagination
- tightness, rigor or logical coherence of analysis
- overall quality of philosophical insight and expression

I stress that the order of these criteria is not absolute. Thus, sometimes less important criteria will be given more weight than more important ones. For instance, a student's use and analysis of examples might be so good that I am led to conclude that that student has an excellent understanding of the subject. In such a case the value I attach to the use of examples might increase significantly, and I might overlook the fact that, for instance, the student has failed to cover as many points as other students.

d) Academic Honesty: Cheating of *any* kind, including collusion (working with others too closely) and

(b) Emailing me: Because of problems with SPAM and viruses transmitted by email, I have to request that whenever you email me you make sure to put something in the “subject” line of your email to identify you as a student in this course. If you don’t do this, and I don’t recognize your name, I will delete your email without opening it.

(c) Coming late to class: The classroom is a work environment. It can be a distraction when people walk in late. So please try to be on time.

(d) Visits to the classroom by non-registered students: As the instructor for this class I am *duty*-bound to ensure that a work environment is preserved in the class. Both students and I can find it a distraction for strangers to walk into the classroom. It takes some students a good deal of time before they gain confidence to participate in the class proceedings, and the presence of a stranger can be disruptive in that regard. If, as sometimes happens, you wish to invite a friend to attend my class to check it out, you need to ask permission ahead of time.

(e) Use of computers in the class: For the purpose of taking notes, you are welcome to use laptops with quiet keyboards in the classroom. Watching films and other distracting uses of computers are prohibited.

## 2. Class Schedule (1<sup>st</sup> Semester)\*

### Part One: Philosophy and Theories of Reality (Weeks 1 – 5):

#### WEEK 1: (Sept. 6)

Thurs. Sept. 6 - Introduction to Philosophy: Plato, “Socratic Wisdom,” pp. 11-19.

#### WEEK 2 (Sept. 10 & 13)

Mon. Sept. 10 - Plato, “Socratic Wisdom,” p. 11-19.

Thurs. Sept. 13 - Plato, “Appearance & Reality,” in *Republic* (474b - 480) (supplementary text to be sent by email).

#### WEEK 3 (Sept. 17 & 20)

Mon. Sept. 17 - Plato, “Appearance & Reality” (supplementary text to be sent by email). **Essay Assigned.**

Thurs. Sept. 20 - Aristotle, *Categories* (supplementary text to be sent by email).

#### WEEK 4 (Sept. 24 & 27)

Mon. Sept. 24 - Aristotle, *Categories* (supplementary text to be sent by email).

Thurs. Sept. 27 - Descartes, *Meditations*, pp. 49-79 (omit Meditations IV & V, pp. 286-290).

#### WEEK 5 (Oct. 1 & 4)

Mon. Oct. 1 - Descartes, *Meditations*, pp. 49-79 (omit Meditations IV & V), pp. 286-290.

Thurs. Oct. 4 - Descartes, *Meditations*, pp. 49-79 (omit Meditations IV & V), pp. 286-290.

### Part Two: Knowledge and its Sources (Weeks 6 - 10):

#### WEEK 6 (Oct. 8 & 11)

Mon. Oct. 8 - **Thanksgiving Day Holiday:** no classes.

Thurs. Oct. 11 - Plato, “Theory of Forms & Recollection,” pp. 36-41.

#### WEEK 7 (Oct. 15 & 18)

Mon. Oct. 15 - Locke, “Knowledge Through Experience,” pp. 80-88.

Thurs. Oct. 18 - Hume, “Experience and the Limits of Human Reasoning,” pp. 112-127.

#### WEEK 8 (Oct. 22 & 25)

Mon. Oct. 22 - Hume, “Experience and the Limits of Human Reasoning,” pp. 112-127.

Thurs. Oct. 25 - Nagel, “What is it Like to Be a Bat?” p. 329-335.

Fri. Oct. 26 - **Essay due.**

**WEEK 9 (Oct. 29 & Nov. 1)**

- Mon. Oct. 29 - Nagel, "What is it Like to Be a Bat?" p. 329-335.  
Thurs. Nov. 1 - Searle, "Minds, Brains, and Computers," p. 349-355.

**WEEK 10 (Nov. 5 & 8)**

- Mon. Nov. 5 - Searle, "Minds, Brains, and Computers," p. 349-355.  
Thurs. Nov. 8 - Plato, "Arguments for the Immortality of the Soul," pp. 373-376.

**Part Three: The Reality and Identity of the Self (Weeks 11 - 14):**

**WEEK 11 (Nov. 12 & 15)**

- Mon. Nov. 12 - **Reading Break: no classes.**  
Thurs. Nov. 15 - Descartes (pp. 376-381, 15)

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