SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: **The Great Thinkers: Introduction to Philosophy**

CODE NO. : LIB210 **SEMESTER:** FALL

PROGRAM: General Arts and Science

AUTHOR: General Arts and Science Department

DATE: Sept 2015 **PREVIOUS OUTLINE DATED:** Sept. 2014

APPROVED: 'Angelique Lemay' June/15

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  DEAN **DATE**

TOTAL CREDITS: 3

HOURS/WEEK: 3

I.   COURSE DESCRIPTION

This course traces the development of philosophical thought through eastern and western roots and focuses upon "wisdom" as its key concept; wisdom concerns what is true and important and makes the gaining of knowledge not so much an objective but rather a means to applying what we have learned in a worthwhile manner in our lives. Thus, while you explore the likes of Plato, Aristotle, Kant, Marx in the terms of their historical context and philosophical differences, the subject matter will always be topical, accessible and relevant. While the course necessarily introduces such concepts as the language of logic, metaphysics, dialectic technique, ethics, etc. and uses them in the analysis of different philosophical positions, all subjects are approached in a down-to-earth manner that in no way trivialises them, but rather demands student participation and the forging of connection between thought and action.

Plan to be challenged. Plan to be unsettled! ...and bear in mind a few quotations that set the pace for the course:

'I do not know how to teach philosophy without becoming a disturber of the peace'
(Spinoza)

'Faith means not wanting to know'
(Nietzsche)

'I think…therefore I am'
(Descartes)

'The meaning of life is the most urgent of questions'
(Camus)

'The recipe for perpetual ignorance is…be satisfied with your opinions
and content with your knowledge'
(Hubbard)

"The unexamined life is not worth living"
(Socrates)

"What we cannot speak about we must pass over in silence"
(Wittgenstein)

II. LEARNING OUTCOMES

Upon successful completion of the course each student will be able to do the following:

1. Define basic philosophical concepts and terminology;

2. Identify the key movements in philosophy and link individual philosophers with these movements;

3. Paraphrase and summarize the key elements of these philosophers' views;

4. Apply these elements to current life situations;

5. Analyze philosophical views by discussing and debating the issues;

6. Argue, in oral and written form, the strengths and/or weaknesses of certain philosophical positions;

7. Appreciate and be open to well-developed philosophical views that are in disagreement with your own views.

III. TEACHING METHODOLOGY

Lecture, seminar discussion, group work and video presentation and assigned readings are arranged in a way to help address different learning styles and provide a variety of stimuli.

IV. REQUIRED RESOURCES/ TEXTS/ MATERIALS

Archetypes of Wisdom: An Introduction to Philosophy, Seventh Edition
Douglas J. Soccio, Wadsworth, 2009.

Note: The course is built around this text. All readings, quizzes and tests are based on this text, class lectures and notes. Supplementary reading is encouraged for individual major essay assignments.

YOUR POSSESSION OF THE TEXT WITHIN THE FIRST WEEK OF THE COURSE IS STRONGLY RECOMMENDED.

V.   TOPICS MAY INCLUDE:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1.   Introduction: **What is Philosophy?**
       "Without philosophy, we would be little above the animals" (Voltaire)

2.   Know Thyself: **Socrates**
       "I found that men in the most repute were all but the most foolish; and that others less esteemed were really wise and better" (Socrates)

3.   Reality and Forms: **Plato**
       "To understand Plato is to be educated; it is to see the nature of the world in which we live" (Cairns)

4.   Hellenistic Period: **Epicureanism and Stoicism**
       "Humans are not bothered by the things that happen to them but by their view of these things" (Ellis)

5.   Buddhist Thought: **Siddthartha Gautama**
       "A man who talks much of his teachings but does not practice it himself is like…a beautiful flower full of colour but without scent" (The Buddha)

6.   God and Reason: **Thomas Aquinas**
       "A philosopher is a blind man in a dark room looking for a black cat that isn't there. A theologian is the man who finds it" (Mencken)

7.   Modernity Begins: **René Descartes**
       "All that is comes from the mind" (The Dhammapada)

8.   Scepticism: **David Hume**
       "Reason is, and ought only to be, the slave of passion and can never pretend to any other office than to serve and obey them" (Hume)

9.   Metaphysics and Moral Laws: **Immanuel Kant**
       "The starry sky above me and the moral law within me" (Kant)

10.   Utilitarianism: **John Stuart Mill**
       "It is better to be a human being dissatisfied than a pig satisfied" (Mill)

11.   The Good and the Natural: **Aristotle**
"Moral virtue comes to us as a result of habit...we learn by doing"
(Aristotle)

12.   Materialism and Alienation: **Karl Marx**:
"Reason has always existed, but not always in a reasonable form" (Marx)

13.   Existentialism: **Søren Kierkegaard**
"Most men pursue pleasure with such breathless haste that they hurry past it" (Kierkegaard)

14.   Will to Power: **Friedrich Nietzsche**
"Man is something that shall be overcome" (Nietzsche)

15.   Condemned to be Free: **Jean-Paul Sartre**
"Man is nothing else than what he makes of himself." (Sartre)

16.   Review and Closure
"Wonder is the foundation of all philosophy, inquiry the progress, ignorance the end" (Montaigne)

WHAT YOU GET OUT OF THIS COURSE IS DIRECTLY PROPORTIONAL TO WHAT YOU PUT INTO IT.

VI.   EVALUATION PROCESS/GRADING SYSTEM

Tests	/ 50
Major Assignment	/ 25
Quizzes	/ 15
In-class Activities	/ 10
TOTAL	/100

Philosophy requires getting all sides of the story and being able to debate and argue points. Getting all the perspectives and contributing to discussion even by just listening are important. Attendance is very important. Although no grades will be given for attendance, students are expected to attend all lectures and seminars. You cannot complete the in-class activities if you are absent. If you have any health or personal problems, please contact the instructor as soon as possible to discuss the matter. If you are absent from a test without presenting a doctor's note you will receive a zero.

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program filed placement, certification, and/or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. Students require 2.0 GPA (Grade Point Average) in order to graduate from Sault College.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

VI.   SPECIAL NOTES:

Attendance:
Sault College is committed to student success. There is a direct correlation
between academic performance and class attendance; therefore, for the benefit of
all its constituents, all students are encouraged to attend all of their scheduled
learning and evaluation sessions. This implies arriving on time, actively
participating, and remaining for the duration of the scheduled session.

VII.   COURSE OUTLINE ADDENDUM:

1.   Course Outline Amendments:
The professor reserves the right to change the information contained in this course
outline depending on the needs of the learner and the availability of resources.