

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 philosophies, 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)*

'To be .. or not to be. That is the question' (Shakespeare)

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. Analyse 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. Construct a "personal philosophical creed" giving reference to the philosophers and their views that have guided you;
8. Appreciate and be open to well-developed philosophical views that are in disagreement with your own views.

III. TEACHING METHODOLOGY

Lecture, class discussion, group work and videotape presentation and assigned readings are arranged in a way to help address different learning styles and provide a variety of stimuli. Guest speakers may be invited to make special presentations.

IV. REQUIRED RESOURCES/ TEXTS/ MATERIALS

Archetypes of Wisdom (An Introduction to Philosophy, Fifth Edition
Douglas J. Soccio, Wadsworth

Note: The course is built around this text. All readings, quizzes and the final exam are based on this text, class lectures and notes. Supplementary reading is encouraged for individual topic assignments.

YOUR POSSESSION OF THE TEXT WITHIN THE FIRST WEEK OF THE COURSE IS ESSENTIAL

V. TOPICS AND SEMESTER OUTLINE

Week 1. Introduction: Why Study Philosophy? (Text: Chapter I Philosophy and the Search for Wisdom)

"Without philosophy, we would be little above the animals" (Voltaire)

Week 2. The Eastern Karma vs. the roots of Western Rationalism (Buddha and the Greek Sophists. Text: Chapters 2 and 4)

"All beliefs are true ... for those who believe them" (Protagoras)

Week 3. Socrates and how to 'know yourself' (Text: Chapter 5)

"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)

Week 4. Plato... the King! (Text: Chapter 6)

"To understand Plato is to be educated; it is to see the nature of the world in which we live" (Cairns)

Week 5. Aristotle and the good and natural life (Text: Chapter 7)

"Moral virtue comes to us as a result of habit... we learn by doing" (Aristotle)

Week 6. Stoicism - Ancient and Modern (Text: Chapter 8)

"Humans are not bothered by the things that happen to them but by their view of these things" (Ellis)

Week 7. God and Reason (Text.. Chapter 9)

"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)

Weeks 8 and 9. Reason and Doubt (Text: Chapters 10 and 11)

"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)

Week 10. Metaphysics and Moral Laws (Text: Chapter 12)

"The majesty of duty has nothing to do with the enjoyment of life" (Kant)

Week 11. Measure Your Pleasure – Hedonism and Utilitarianism (Text Ch. 13)

"It is vain to talk of the interest of the community, without understanding what is in the interest of the individual" (Bentham)

Week 12. Marx: Materialism and Alienation (Text: Chapter 14)

"All I know is that I am not a Marxist" (Marx)

Weeks 13 and 14 Existentialism: Condemned to be Free. Kierkegaard, Sartre and Nietzsche (Text: Chapters 15 and 16)
"Man is nothing else than what he makes of himself. Such is the first principle of existentialism" (Sartre)

Week 15. Review and closure
"And in the end, the love you take is equal to the love you make"
(Beatles)

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

VI. EVALUATION PROCESS/GRADING SYSTEM:

| | | |
|---|---|------|
| 5 | content quizzes /10 (your best 4 count) | / 40 |
| 1 | written discussion of your own philosophy (that gives reference to at least four of the philosophies in the course) | / 20 |
| 1 | mid term essay | / 10 |
| 1 | final exam | / 20 |
| | participation / attendance* | / 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.

Up to 5 bonus marks may be given at the end of the term, for constructive participation and overall involvement in the course through questions, answers and discussion that contribute to the learning of the class.

If you miss a quiz, for any reason, your other 4 will count.

If you have any health or personal problems, ~ contact the instructor sooner rather than later to discuss your standing in the course, and to discuss success strategies.

The following semester grades will be assigned to students in post-secondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | 3.00 |
| B | 70 - 79% | 2.00 |
| C | 60 - 69% | 1.00 |
| D | 50 – 59% | 0.00 |
| F (Fail) | 49% and below | |
| 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 certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.