

Division: ACADEMIC

 DATE: November 10, 1990

 B: Department: ARTS & HUMANITIES

 New Course: X  
 Revision of Course  
 Information form: \_\_\_\_\_

DATED: \_\_\_\_\_

 C: PHI 103  
 Subject & Course No.

 D: KNOWLEDGE, REASON, & EXPERIENCE  
 Descriptive Title

 E: 3  
 Semester Credit

**F: Calendar Description:**

What, if anything do we really know? How do we know it? When do we really have knowledge as opposed to mere belief or opinion? This course will consider these questions in the context of traditional philosophical problems about the nature and possibility of personal, religious, metaphysical, scientific, and logical knowledge. Ideas of philosophers such as Plato, Descartes, Hume, Russell, Wittgenstein, and Sartre will also be considered. Emphasis will be upon students self-reflectively developing their own positions on matters which may be of philosophical concern to them, such as free will, or religious knowledge. PHI 103 will serve as a foundation for further work in philosophy and is highly recommended as an elective for students in all other areas.

**Summary of Revision:**  
 (Enter date & section)  
 Ex: Section C,E,F, & R

**G: Type of Instruction: Hours Per Week/**

Lecture	<u>2</u>	Hrs.
Laboratory		Hrs.
Seminar	<u>2</u>	Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.

 TOTAL 4 HOURS

**H: Course Prerequisites:**  
 NIL

**I: Course Corequisites:**  
 NIL

**J: Course for which this course  
 is a pre-requisite**  
 NIL

**K: Maximum Class Size:**  
 35

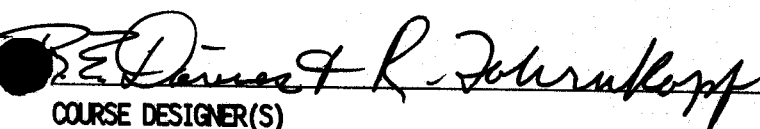
**M: Transfer Credit:**

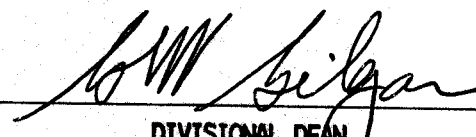
 Requested x  
 Granted \_\_\_\_\_

 L: College Credit Transfer X  
 College Credit Non-Transfer \_\_\_\_\_

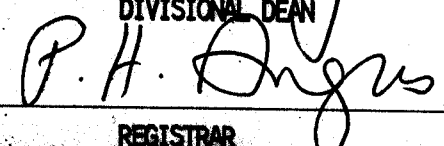
\*D.C. PHI courses in various combinations will receive assigned credit for year-long Phil courses at UBC. UBC's Phil 100 = two of D.C. PHI 101 or 201, 102, 103, 151, 152, 170, 250. UBC's Phil 100 and 201 = four of D.C. PHI 101 or 201, 102, 103, 151, 152, 170, 250 including at least one of 102 or 151. However, D.C.'s PHI 101 and 201 together will only count for UBC's Phil 102 and 103.

 UBC: \*see note opposite  
 SFU: PHI 103=Phil 100 (3); PHI 103 & PHI 152=Phil 100(3) & Phil 203 (3)  
 UVic: Any 2 D.C. courses=Phil 100 (3)


 COURSE DESIGNER(S)


 DIVISIONAL DEAN


 DIRECTOR/CHAIRPERSON


 REGISTRAR

**N: Textbooks and materials to be Purchased by Students  
(Use Bibliographic Form):**

Sample Texts:

Rouse, W.H.D., ed. Great Dialogues of Plato. (NAL, 1956).

Williams, C.F. Free Will and Determinism: A Dialogue. Hackett Publishers, 1980.

Nagel, T. What Does It All Mean?. Oxford, 1987.

Russel, B. Problems of Philosophy. Oxford, 1974.

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**Complete Form with Entries Under the Following Headings:**

O. Course Objectives; P. Course Content; Q. Method of Instruction;  
R. Course Evaluation

**O. COURSE OBJECTIVES**

General

The purposes of the course are:

1. to introduce students to philosophical reasoning and reflection through a consideration of traditional and contemporary philosophical viewpoints about the topics covered; and
2. to help students develop their own philosophical reasoning and reflection about the types of topics covered.

Specific

Students will demonstrate:

1. an understanding of the basic philosophical problems about the nature of reason, truth, knowledge, belief and experience;
2. the ability to contrast and compare traditional and contemporary philosophical perspectives on specific topics covered in the course; and
3. the ability to systematically formulate and present their own thinking on specific topics covered in the course.

**P. COURSE CONTENT**

**A. Most of the following:**

1. The nature of reason, the difference between inductive and deductive reasoning, and the nature of the scientific method;

## P. COURSE CONTENT - cont'd

2. The nature of knowledge and belief, including rationalist and empiricist approaches (e.g. Plato, Hume, Russell);
3. Foundational and non-foundational views about the nature knowledge and belief, and about the difficulties they face (e.g. Descartes, Wittgenstein, Bonjour);
4. Different theories of truth-- correspondence, coherence, pragmatic, and semantical (e.g. Locke, Blanchard, Quine, Tarski); and
5. Metaphysical, scientific, existential, phenomenological, religious, personal and other possible approaches to truth, knowledge, and belief. (eg. Sartre, Heidegger, Polanyi)

B. Sample Illustrative Problems (three or more, at least one in depth--may be integrated with the presentation of the above theory):

1. The problem of scepticism, generally, or of the knowledge of the external world, of other minds, of the self, of god, of spiritual reality (e.g. Nagel, Locke, Berkeley, Hume, Descartes, Kant, Russell);
2. The challenges to foundationalism and coherentism and possible solutions (e.g. Wittgenstein, Bonjour, Rorty);
3. How we can have knowledge of universals and/or of abstract ideas (e.g. Plato, Russell, Wittgenstein, Locke, Berkeley, Hume);
4. How we can have knowledge of the self or of the person, of consciousness, of the relation of mind to body, and/or in moral matters (e.g. Locke, K. Campbell, Nagel);
5. How we can have knowledge of human nature and how this relates to our scientific understanding of the world, (e.g. Plato, Nagel, Stevenson);
6. How we can have knowledge or belief in free will, and how this relates to our scientific understanding of the world; (e.g. Sartre, Nagel, Williams); and
7. How we can have knowledge or belief about God or about religious experiences, and how this relates to our scientific understanding of the world; (e.g. Hume, Kant, James).

## Q. METHOD

Lecture and discussion, approximately two hours of each per week--perhaps also including some smaller group work.

**R. EVALUATION**

Any combination of the Following Totalling 100% -- No Individual component will count more than 30%.

Tests, Quizzes, and Short Assignments	20 - 50%
Written Class Presentations, Essays, Essay Exams	30 - 60%
Instructor's General Evaluation (Improvement, Participation, Additional Individual Work & Group Work)	10 - 20%
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	*100%

\*any combination which will equal 100%