

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **MAY 27, 2002**

B: Department/ **HUMANITIES & SOCIAL SCIENCES** New Course Revision **X**

Program Area: **PHILOSOPHY & HUMANITIES**

If Revision, Section(s) Revised: **F, M, P, Q, R**

Date Last Revised: **NOVEMBER 1990**

C: **PHIL 103** **D:** **KNOWLEDGE, REASON, & EXPERIENCE** **E:** **3**

Subject & Course No. Descriptive Title Semester Credits

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. Students will be given the opportunity to develop self-reflectively their own positions on matters which may be of philosophical concern to them, such as scepticism, free will, or religious knowledge. PHIL 103 will serve as a foundation for further work in philosophy and is highly recommended as an elective for students in all other areas.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

2 Hrs lecture
2 Hrs seminar

Number of Contact Hours: (per week / semester for each descriptor)

Number of Weeks per Semester: **14**

H: Course Prerequisites:
NONE

I: Course Corequisites:
NONE

J: Course for which this Course is a Prerequisite:
NONE

K: Maximum Class Size:
35

L: PLEASE INDICATE:

Non-Credit
 College Credit Non-Transfer
 College Credit Transfer: Requested Granted **X**

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

Course and Subject Number

M: Course Objectives/Learning Outcomes

At the end of the course the successful student should be able to:

1. Reason and reflect philosophically upon traditional and contemporary philosophical viewpoints about topics covered.
2. Explain the basic philosophical problems about the nature of reason, truth, knowledge, belief and experience.
3. Contrast and compare traditional and contemporary philosophical perspectives on specific topics covered in the course.
4. Systematically formulate and present their own thinking on specific topics covered in the course.

N: Course Content**A. At least three of the following areas:**

1. The nature of reason, the difference between inductive and deductive reasoning, and the nature of the scientific method.
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 , such as correspondence, coherence, pragmatic, and semantical (e.g., Locke, Blanchard, Quine, Tarski).
5. Metaphysical, scientific, existential, phenomenological, religious, personal and other possible approaches to truth, knowledge, and belief (e.g., Sartre, Heidegger, Polyani).

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, or 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).
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).

O: Methods of Instruction

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

P: Textbooks and Materials to be Purchased by Students

SAMPLE TEXTS (similar texts and/or more than one text may be used with permission of the Department):

- Pojman, L.J. Philosophy: Quest for Truth, (Oxford: Oxford University Press, 1999)
- Solomon, Robert. Introducing Philosophy, (NY: Harcourt, 2001)
- Govier, T. Socrates Children, (Peterborough: Broadview, 1997)
- Russell, B. Problems of Philosophy, (Oxfors: Oxford University Press, 1974)
- Williams, C.F. Free Will and Determinism: A Dialogue. (Indianapolis: Hackett, 1980)
- Rouse, W.H.D., ed. Great Dialogues of Plato, (NY: New American Library, 1956)

Q: Means of Assessment

Evaluation will be based upon course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outlines with specific evaluation criteria at the beginning of the semester.

Any combination of the following totalling 100%

Tests, Quizzes, and Short Assignments	20 - 50%
Written Class Presentations, Essays, Essay Exams	20 - 60%
Instructor's General Evaluation (E.g., participation, attendance, homework, improvement, extra-credit, group work)	0 - 20%

Course and Subject Number

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No - Not open.

Course Designer(s)

Robert Nicholls

Education Council/Curriculum Committee Representative

Dean/Director

Registrar