



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

**B:** Department / **PHILOSOPHY & HUMANITIES** Revision  New Course   
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) **C,**  
 Revised:  
 Date of Previous Revision: **MAY 2002**  
 Date of Current Revision: **APRIL 2004**

**C: PHIL 1103 D: KNOWLEDGE, REASON & EXPERIENCE E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	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 1103 will serve as a foundation for further work in philosophy and is highly recommended as an elective for students in all other areas.	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites:  <b>NONE</b>
	Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture and Seminar</b>	<b>I:</b> Course Corequisites:  <b>NONE</b>
	Number of Contact Hours: (per week /semester for each descriptor)  <b>Lecture: 2 hrs. per week / semester</b> <b>Seminar: 2 hrs. per week / semester</b>	<b>J:</b> Course for which this Course is a Prerequisite  <b>NONE</b>
	Number of Weeks per Semester: <b>15</b>	<b>K:</b> Maximum Class Size:  <b>35</b>
<b>L:</b>	PLEASE INDICATE:	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M: Course Objectives / Learning Outcomes**

At the conclusion of the course the successful student will 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).

<p><b>O: Methods of Instruction</b></p> <p>The course will employ a variety of instructional methods to accomplish its objectives, including some of the following:</p> <p>Lecture and discussion, approximately two hours of each per week - perhaps also including some smaller group work.</p>						
<p><b>P: Textbooks and Materials to be Purchased by Students</b></p> <p>Texts will be updated periodically. Typical examples are:</p> <p><u>SAMPLE TEXTS (similar texts and/or more than one text may be used with permission of the Department):</u></p> <p>Pojman, L.J. <u>Philosophy: Quest for Truth</u>. Oxford: Oxford University Press, 1999.                  Solomon, R. <u>Introducing Philosophy</u>. NY: Harcourt, 2001.                  Govier, T. <u>Socrates Children</u>. Peterborough: Broadview, 1997.                  Russell, B. <u>Problems of Philosophy</u>. Oxford: Oxford University Press, 1974.                  Williams, C.F. <u>Free Will and Determinism: A Dialogue</u>. Indianapolis: Hackett, 1980.                  Rouse, W.H.D. (Ed.). <u>Great Dialogues of Plato</u>. NY: New American Library, 1956.</p>						
<p><b>Q: Means of Assessment</b></p> <p>Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific criteria during the first week of classes.</p> <p>An example of a possible evaluation scheme would be:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-bottom: 5px;">Tests, Quizzes, and Short Assignments</td> <td style="text-align: right; padding-bottom: 5px;">20 - 50%</td> </tr> <tr> <td style="padding-bottom: 5px;">Written Class Presentations, Essays, Essay Exams</td> <td style="text-align: right; padding-bottom: 5px;">20 - 60%</td> </tr> <tr> <td style="padding-bottom: 5px;">Instructor’s General Evaluation (e.g., participation, attendance, homework, improvement, extra-credit, group work)</td> <td style="text-align: right; padding-bottom: 5px;">0 - 20%</td> </tr> </table>	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%
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Instructor’s General Evaluation (e.g., participation, attendance, homework, improvement, extra-credit, group work)	0 - 20%					
<p><b>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</b></p> <p>No.</p>						

Course Designer(s): Robert Nicholls

Education Council / Curriculum Committee Representative

Dean / Director

Registrar