

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

| A: | Division: | INSTRUCTIONAL | Effec | ctive Date: | SEPTEMBER 2004 | | | |
|----|--|---|---|---|-------------------|--|--|--|
| B: | Department / Program Area: | PHILOSOPHY & HUMANITIES FACULTY OF HUMANITIES & SOCIAL SCIENCES | Revis | sion X | New Course | | | |
| | | Social Sciences | | evision, Section(s) | A,B,C,G,M,N,P,Q,R | | | |
| | | | Revised: Date of Previous Revision: DECE | | DECEMBER 1993 | | | |
| | | | | of Current Revision: | APRIL 2004 | | | |
| C: | PHIL 1 | 152 D: REALITY | AND | EXISTENCE | E: 3 | | | |
| | Subject & Ca | | | | Semester Credits | | | |
| F: | Subject & Course No. D Calendar Description: This course introduces students D | | scriptive Title | | | | | |
| | Metaphysical questions raised by traditional and contemporary philosophiear reasoning about rearry and naman nature. Metaphysical questions raised by traditional and contemporary philosophers (e.g., Plato, Aristotle, Descartes, Kant, Wittgenstein, and Sartre) will be considered, and a variety of answers will be explored. Topics may include: mind and body, personal identity, the self, consciousness, God, the nature of metaphysics, free will and life after death. Students will be encouraged to develop their own thinking about the issues covered. This course may be taken by those who want an introduction to fundamental philosophical ideas as part of their liberal arts education. It will also serve for a foundation for further work in Philosophy. | | | | | | | |
| G: | Allocation of Contact Hours to Type of Instruction / Learning Settings | | H: Course Prerequisites: | | | | | |
| | | | NONE (Recommended: Phil 1101, | | | | | |
| | Primary Methods of Instructional Delivery and/or Learning Settings: | | | Phil 1102, Phil 1103 (| or Phil 1151) | | | |
| | Lecture and Seminar Number of Contact Hours: (per week /semester for each descriptor) | | | I: Course Corequisites: | | | | |
| | | | | NONE | | | | |
| | Lecture:2 hrs. per week / semesterSeminar:2 hrs. per week / semester | | J: | J: Course for which this Course is a Prerequisite | | | | |
| | | | | NONE | | | | |
| | | | | | | | | |
| | Number of Weeks per Semester: 15 | | | K: Maximum Class Size: | | | | |
| | | | | 35 | | | | |
| L: | PLEASE INDI | CATE: | | | | | | |
| | Non-Credit | | | | | | | |
| | | College Credit Non-Transfer | | | | | | |
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| | | | | | | | | |
| | SEE BC TRAN | E BC TRANSFER GUIDE FOR TRANSFER DETAILS (<u>www.bccat.bc.ca</u>) | | | | | | |

| Course Objectives / Learning Outcomes: | | | | | | |
|---|--|--|--|--|--|---|
| Successful students will be able to: | | | | | | |
| Explain traditional and contemporary problems of metaphysics, and the philosophical reasoning and viewpoints pertaining to them. Systematically develop their own philosophical reasoning and reflection about the types of metaphysical problems covered. Demonstrate the relation of metaphysics and theory of knowledge with regard to the problems discussed in the course. | | | | | | |
| | | | | | | 4. Contrast and compare traditional and contemporary philosophical perspectives on specific topics covered in the course. |
| | | | | | | Course Content: |
| 1. Historical and contemporary perspectives on the nature of metaphysics, on its relation to epistemology, and on a range of specific metaphysical problems. | | | | | | |
| 2. An examination of at least one major historical philosopher (e.g., Aristotle, Descartes, Hume, Kant, Heidegger) on a set of central problems in metaphysics, or an examination of the writings of several philosophers on one major historical problem of metaphysics. | | | | | | |
| 3. The study of another major problem of metaphysics with significant emphasis on contemporary thinking about that problem. | | | | | | |
| 4. Works examined might include Descartes' <u>Meditations</u> , or Kant's <u>Prolegomena</u> ; problems covered might include the mind/body problem, the problem of personal identity, or the ultimate nature of reality. Other topics covered might include: God, life after death, meaning and the purpose of life, causation, free will and determinism, human nature, investigation in philosophical psychology, and the relation of language to consciousness. | | | | | | |
| Methods of Instruction: | | | | | | |
| The course will employ a variety of instructional methods to accomplish its objectives, including some of the following: | | | | | | |
| A combination of lecture and discussion. Some class sessions may involve formal lectures for the entire time (allowing time for questions), in which case a later class session will be devoted to a discussion of the lecture and reading material. Other class sessions may involve a combination of informal lecture and structured discussion. | | | | | | |
| Textbooks and Materials to be Purchased by Students: | | | | | | |
| Texts will be updated periodically. A typical example is: | | | | | | |
| Pojman, L. (Ed.). (2004). <u>Introduction to Philosophy: Classical and Temporary Readings</u> , (3 rd ed.). Oxford: Oxford University Press. | | | | | | |
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| Q: | Means of Assessment: 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 evaluation criteria at the beginning of the semester. | | | | | | | |
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| | Any possible combination of the following which equals (No one evaluation component within each category may | e combination of the following which equals 100%: luation component within each category may exceed 40%) | | | | | | |
| | Tests, Quizzes, Short Written Assignments Written Class Presentations, Essays, Essay Exams Instructor's General Evaluation (may include attendance class participation, group work, homework, etc.) | $\frac{Percent Range}{20 - 50\%} \\ 30 - 60\% \\ 0 - 20\%$ | Example Three 10% Tests Two 30% Essays Attend/Participation | 30% 60% <u>10%</u> 100% | | | | |
| R: | Prior Learning Assessment and Recognition: specify whether course is open for PLAR | | | | | | | |
| | No. | | | | | | | |

Course Designer(s): Brian Davies and Bob Fahrnkopf

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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