

General Elective

Winter 2016

Section: 01

AHSS 1100

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Course Title:	The Examined Life
Pre-requisites:	None
Co-requisites:	None
Restrictions:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 Lecture

Calendar Description:

Students are introduced to the art of philosophical reasoning and reflection through a selection of writing drawn from diverse philosophical perspectives. Students explore their intellectual legacy to find their own unique perspectives. The course encourages students to appreciate the connections between philosophy and other modes of intellectual inquiry.

Course Learning Outcomes:

On completion of this course the student will be able to:

1. Demonstrate an initial understanding of the major categorical distinctions in philosophy through the various topics addressed in the course
2. Identify the difference between a true argument and a valid argument
3. Apply the principles of reasoning to historical and contemporary questions with particular attention to social values including questions of life and death, the existence of God, scientific innovation and notions of progress
4. Demonstrate a sense of sensitivity to the forces at play in earlier historical periods and how they shaped approaches taken to various philosophical questions
5. Indicate the impact of the past on the present, and our understanding of questions in philosophy
6. Identify the difference and significance of the concepts including, morality, ethics and goodness.
7. Recognize the difference between science and technology, and their respective places in a national and global perspective
8. Appreciate the diversity of perspectives from Eastern and Western thought

In addition, students will learn these general skills:

1. Demonstrate the ability to reason critically; that is, to distinguish good arguments from bad.
2. Apply philosophical vocabulary to broad historical, moral, and, social questions.
3. Exhibit empathy—that is, understanding—with points of view remote from their own.
4. Write and speak capably about several major philosophers and their views.
5. Appreciate that the ends of life, the meanings of life, are many, but that the examined life is universal.

Learning Resources

Required Textbook(s):

Title: All texts available through course reserves (ARES system via the University of Guelph-Humber library)
Author:
Edition:
ISBN:
Publisher:

Supplementary Text/Other:

Course Schedule

Lesson/ Week	Topic	Readings/Activities
1 Jan. 14	INTRODUCTION	Philosophical Inquiry (Why Examine Your Life) & How to Write a Philosophy Paper
2 Jan. 21	THE GOOD LIFE	Robert Nozic, Anarchy, State and Utopia, 42-45; Aristotle, Nicomachean Ethics, 1.1-1.9
3 Jan. 28	ETHICS	Immanuel Kant, Metaphysics of Morals, 5-13; John Stuart Mill, Utilitarianism, 4-12
4 Feb. 04	PHILOSOPHY OF MIND	Derek Parfit, Personal Identity; Ned Block, Concepts of Consciousness; Thomas Nagel, What is it like to be a Bat? (ARES) **SHORT PAPER DUE 15%**
5 Feb. 11	EPISTEMOLOGY	Plato, The Republic, 514a-521a; Descartes, First and Second Meditations; G.E. Moore, Proof of an External World
6 Feb. 11	**MIDTERM**	No lecture or assigned readings.
Winter Break		
7 Feb. 25	PHILOSOPHY OF RELIGION	Neitzsche, The Gay Science, Sections 125 & 343; Bhagavad Gita
8 Mar. 03	DEATH	Plato, Defense of Socrates, 41-46, 54-59; Samuel Scheffler, Death and the Afterlife, 18-23
9 Mar. 10	THE JUST SOCIETY	Hobbes, Leviathan, chapter 13; Plato, Republic, sections 272-287; Confucius, Analects, Book 2
10 Mar. 17	TECHNOLOGY	Plato, Phaedrus, sections 274a-275e; Nicholas Carr, Is Google Making Us Stupid?
11 Mar. 24	LOVE, FRIENDSHIP & BEAUTY	Simone de Beauvoir, The Woman in Love; Aristotle, Nicomachean Ethics, section 8.1-8.5; Plato, Symposium, 201d-212c **RESEARCH PAPER DUE**
12 Mar. 31	REVIEW	No Assigned Readings
Final Exam – (to be scheduled within final exam period) Please check www.guelphhumber.ca for exam schedules		

Evaluation and Due Dates

Students will be evaluated in this course through:

Short Paper	15%
Midterm	25%
Research Paper (5-7 pages)	25%
Final	35%

TOTAL **100%**

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Policy for Late Work

- ☐ Late Penalty: 10% deduction per day late, for a maximum of 5 days
- ☐ After 5 days, the work will receive a grade of zero
- ☐ No make-up assignments or tests, unless students submits compelling and documented evidence of family, medical, or analogous crisis
- ☐ The University of Guelph-Humber Academic Regulations shall apply to missed final exams

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback

on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Accessibility Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

When students require test accommodations, they will

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessibility Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>