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# PHIL 200

## Ancient Greek & Medieval Philosophy

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Fall 2014  
TTH 1:40 – 3:20

Instructor: Erin Tarver  
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Office: Humanities Hall 204  
Office Hours: MW 2:00 – 4:00 (and by appt.)

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### Overview

This class is an introduction to the principal figures and topics of Ancient Greek and Medieval philosophy. We will be particularly interested in understanding the development of philosophical thought during these periods about the nature of the human self and/or soul, humanity's place in the cosmos, and the relationship between these and conceptions of knowledge and the good life.

### Learning Outcomes

- Students will understand and be able to articulate the principal concerns of ancient Greek and medieval philosophy.
- Students will be able to assess and critique the development of philosophical thought in the Western world from the ancient to the medieval periods.
- Students will develop a position on the relationship between contemporary popular and academic thought and that of the ancient and medieval periods.
- Students will develop skills in philosophical argumentation and research.
- Students will develop skills in responding critically to texts in both written and oral formats.
- Students will learn the steps of planning, writing, and revising a philosophical essay.

### Evaluation

#### Assignments:

Reading Reflection Papers/Quizzes	10%
Mini-Presentation/Discussion Lead	5%
Discussion Participation	5%
Close Reading Paper (3-4 pgs)	10%
Exams (2 @ 15% each)	30%
Philosophical Essay	40%
Close Reading Draft (3-4 pgs) (10%)	
Thesis and Argument Outline (5%)	
Workshop Participation/Comments (5%)	
Final Draft (20%) (6-8 pgs)	

### Materials

Hyman, Walsh and Williams, eds.  
*Philosophy in the Middle Ages: The Christian, Islamic and Jewish Traditions*, 3<sup>rd</sup> ed. Hackett, 2010.

Irwin and Fine, eds. *Aristotle: Selections*.  
Hackett, 1995.

Plato. *Five Dialogues*, 2<sup>nd</sup> ed., trans. Grube.  
Hackett, 2002.

### Writing Milestones

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#### October 10

Close Reading Paper

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#### November 6

Close Reading Draft of Final Paper

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#### November 18

Paper Workshop

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#### December 9

Final Papers Due

### Grading Scale

93-100: A  
90-92: A-  
87-89: B+  
83-86: B  
80-82: B-  
77-79: C+  
73-76: C  
70-72: C-  
67-69: D+  
60-66: D  
< 60: F

### Assignment Descriptions:

*Quizzes/Reading Reflection Papers:* You will have assigned reading for every class meeting (see Schedule), which you should complete prior to coming to class. Throughout the semester, there will be quizzes, homework reflection papers, and in-class writing assignments that will draw on that day's reading, and may also include material from previous class notes and discussion. Quizzes and in-class writing assignments will not be announced ahead of time. I will drop the lowest two grades from your overall quiz/reading question average.

*Discussion Lead:* This assignment will require you to take a leadership role in our class discussion of a particular text by 1) highlighting the particular passage that you believe is the most important for understanding the piece and explaining why you think so, and 2) starting our discussion of the piece by responding critically to it. Your critical response could take one of the following forms:

- *Argument request:* 'Socrates claims P. I see what he means by P, but why should we think P? I think he needs to provide an argument for it because...'
- *Objection:* 'Augustine claims (and/or argues) that P. However, I think his claim and/or argument for P is problematic because...'
- *Assistance:* 'Aurelius says P. I agree with him, but I think the following additional and/or better reasons can be used to support P...'
- *Competing Interpretation:* 'Aquinas says that Aristotle believes P, but I don't think he's right about this. Instead, I think Aristotle believes R because...'
- *Suggestion of parallels:* 'Aquinas' claim that P reminds me of Ibn Rushd's claim that Q (or his argument for Q). I think comparing P & Q is illuminating because...'
- *Implications:* 'Plato thinks P. If this is true, then it must also be the case that Q, since P implies Q. This is a problem because... /This is good because...'

You should plan your initial comments to run approximately 10 minutes; you should also make sure to participate fully in the discussion of the points you raise. Please make sure to **sign up for your preferred date by 9/5/14**.

*Discussion Participation:* Philosophy is best done conversationally; as such, this class requires active, engaged discussion participation on a regular basis. To get good marks on your discussion participation, you need to do the following things: 1) come to class regularly, and **do not miss more than two classes**, 2) contribute regularly and substantively to discussion in ways that demonstrate engagement with the text—meaning that you both bring the text with you and refer to it in your comments, 3) listen when your classmates are talking and avoid dominating the conversation, and 4) abide by the classroom conduct policy.

*Exams:* There will be two exams in this course: a midterm and a final. Both exams are cumulative.

*Close reading Paper:* Your goal in this paper is to offer a clear and thorough explanation of the argument expressed in a challenging piece of philosophical writing. You may choose between several options (to be posted later, along with further instructions). Your exegesis of the passage or argument must be thorough yet concise, and accurately reflect the key points of the piece you address in 3-4 pages (Times New Roman, 12 pt font, double-spaced). **Note that you must write your Philosophical Essay about a different author** than the one whose work you engage in the exegetical paper. **No secondary sources or outside materials are permitted for this assignment.**

*Philosophical Essay:* This is your chance to be a philosopher yourself! You will write an argumentative philosophical essay that is driven by engagement with at least one of the texts from the course, while also incorporating outside research. The paper will be written in stages, and each stage will be submitted for a grade and feedback (including a workshop stage in which you will comment on your classmates' work). Detailed instructions for this assignment will be forthcoming.

## Schedule

**8/28:** Mythos, Logos, and the birth of Philosophy

**9/2:** Meno, 58 – 79

**9/4:** Euthyphro

**9/9:** Apology (**RR Paper**)

**9/11:** Phaedo, 93 – 107 (line 70)

**9/16:** Phaedo, 107 (line 70) – 126 (line 88d)

**9/18:** Phaedo, 126 (line 88d) – 154

**9/23:** Late Pythagoreans: Aesara, Phintys, and Perictione (BB: pp 19-23, 26-35)

**9/25:** Aristotle, De Anima, 169 – 185

**9/30:** Aristotle, Metaphysics I, 221 – 233 (before the section break) (**RR Paper**)

**10/2:** Aristotle, Metaphysics I, II and IV, 233 – 241 and 244 – 250

**10/7:** Aristotle, Nicomachean Ethics I (347-365)

**10/9:** Aristotle, Nicomachean Ethics II (366-376); **CLOSE READING PAPER DUE 10/10**

**10/14: FALL BREAK, No Class**

**10/16:** Neo-platonism, Christianity and Stoicism, Aurelius (BB) and Perpetua (BB)

**10/21: MIDTERM EXAM**

**10/23: *Film in Library: Agora* (COMPLETE RR PAPER ASSIGNMENT ONLINE)**

**10/28:** Augustine, On Free Choice of the Will (38-48)

**10/30:** Augustine, Confessions (66-71) and On Free Choice of the Will (55-57)

**11/4:** Augustine, Confessions (72-81)

**11/6** Anselm, Proslogion (161-164, 173-177) **CLOSE READING DRAFTS DUE**

**11/11:** Library Instruction, DRAFT THESIS STATEMENTS DUE

**11/13:** Ibn Sina, *The Salvation*, “Metaphysics” (244-247) and “Psychology” (256-261)

**11/18: PAPER DRAFT WORKSHOP**

**11/20:** Maimonides, *The Guide of the Perplexed* (364-369)

**11/25:** Aquinas on God (Questions 1.1-1.2, Question 2.1 - 2.3) 457-459, 466-469 (**RR Paper**)

**11/27: THANKSGIVING BREAK**

**12/2:** Aquinas, Soul and Body; Happiness (Question 76.1, Question 3.4-3.5, 3.8, 5.5) 498-501, 518-523

**12/4:** Aquinas, Natural Law, 530-535

**12/9:** Aquinas, Human Law, 536-538 **FINAL PAPERS DUE**

**12/15: FINAL EXAM, 2:00 - 5:00**

## **Classroom Conduct**

We're going to talk quite a bit about arguments in this class—and we'll definitely have a few of our own!—but that doesn't mean that we don't have ground rules. In fact, being respectful of one another, even when we disagree, is absolutely crucial to making this an environment in which everyone can learn. There are several ways we can show one another respect; the following are the ones I insist upon:

- We may attack ideas, but never people.
- Listen to others when they're talking.
- Don't use cell phones in the classroom, period. Use other electronics only when explicitly allowed.
- Any other ground rules we agree upon as a group

## **Email Policy**

Please make sure to check your college email regularly, as I use it to give you updates on assignments, etc. If you have a question and you need to contact me, please CHECK THE SYLLABUS FIRST. If the answer to your question is not in the syllabus, please feel free to send me a message. I strive to stay in touch with you outside of class hours, and will generally attempt to answer messages within 24 hours. Please note, however, that I will not respond to questions sent the evening before a scheduled test or exam. Finally, I *do not discuss grades via email*. Please make an appointment to see me if you would like to discuss any course grades.

## **Academic Honesty**

Academic Honesty is extremely important, and so violations of the Oxford College Honor Code will not be tolerated. I will not hesitate to report any such violations to the Honor Council. Infractions of the Honor Code include plagiarism, cheating, seeking or giving unauthorized assistance, and lying related to academic matters. Further information on Honor Code infractions and procedures are available in the Oxford College Student Handbook, and online:

[http://oxford.emory.edu/audiences/current\\_students/Academic/academic-success/student-honor-code/index.dot](http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/index.dot)

## **Disability Access**

I encourage any students with disabilities that may impact their access to or performance in any component of this course to register with Oxford College's Office of Disability Services, and to let me know about necessary accommodations as soon as possible. The ODS is located in the Student Health/Counseling Center.

Additionally, please be aware that my office is located on the second floor of a building without disability access. I will, accordingly, be happy to make arrangements to meet with any student on the first floor of Humanities Hall, should this be necessary.