
PHIL 200

Ancient Greek & Medieval Philosophy

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, the individual's relationship to their community, 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 Mediterranean 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%
Discussion Facilitation	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, Argument Outline, Workshop participation (10%)	
Final Draft (20%) (6-8 pgs)	

Spring 2017
TTH 10:00 - 11:40

Instructor: Dr. Erin Tarver
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Phone: 770-784-8369
Office: Humanities Hall 204
Office Hours: by appointment (sign up on Canvas or send an email for an alternate time)

Materials

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

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

Plato. *Five Dialogues*, 2nd ed., trans. Grube.
Hackett, 2002.

Writing Milestones

February 21

Close Reading Paper

March 23

Close Reading Draft of Final Paper

April 4

Paper Workshop

April 22

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. Outside of class reading reflection papers should respond to the question posted on Canvas for that assignment, and should be submitted prior to class that day. I practice author-anonymous grading of all writing assignments; please do not include your name on any writing assignment submitted for this class. 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: Three times during the semester, your group will meet outside of class and prepare to lead our classroom discussion. As a group, you will formulate questions that challenge the class to understand and assess the concepts, claims, arguments, and implications of the assigned reading. The goal of this assignment is for you to figure out the most interesting questions that we can discuss in light of the reading, to present these questions in a clear and organized way, and to sustain a focused conversation for the length of the class. **Detailed instructions for this assignment are on Canvas; please be sure to read these instructions carefully** before planning your discussion facilitation. Please make sure to **sign up for your preferred dates by 1/17/2017**. Dates for individual groups are listed on the course schedule; ensure that you sign up for dates you know you will be in class.

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 analysis of the argument expressed in a challenging piece of philosophical writing. You may choose between several options (to be posted on Canvas, along with further instructions). Your analysis 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 close reading paper. **No secondary sources or outside materials are permitted for this assignment.** I practice author-anonymous grading of all writing assignments; please do not include your name on any writing assignment submitted for this class.

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 are available on Canvas. Final papers will be submitted on Canvas and graded without knowledge of the author. Please do not include your name on your final paper.

Schedule

1/10: Mythos, Logos, and the birth of Philosophy

1/12: Meno, 58 – 79

1/17: Euthyphro, **Sign up for Discussion Facilitation Groups by this Date**

1/19: Apology (**RR Paper**), *DF Group 1*

1/24: Phaedo, 93 – 107 (line 70), *DF Group 2*

1/26: Phaedo, 107 (line 70) – 126 (line 88d), *DF Group 3*

1/31: Phaedo, 126 (line 88d) – 154, *DF Group 4*

2/2: Late Pythagoreans: Aesara, Phintys, and Perictione (Canvas: pp 19-23, 26-35), *DF Group 5*

2/7: Aristotle, Metaphysics I (Canvas) (**RR Paper**), *DF Group 6*

2/9: Aristotle Metaphysics I (Canvas), Nicomachean Ethics I.1-I.6, *DF Group 7*

2/14: Aristotle Ethics I.7-I.13, *DF Group 1*

2/16: Aristotle Ethics, Book II, *DF Group 2*

2/21: Aristotle Ethics Book VIII.1-VIII.8, Book IX.8-IX.9; **CLOSE READING PAPER DUE**

2/23: Aristotle Ethics Book X.6-X.9, *DF Group 3*

2/28: Midterm Exam

3/2: Rome: Cicero (Canvas), *DF Group 4*

SPRING BREAK

3/14: Rome: Aurelius and Perpetua (Canvas) (**RR Paper**), *DF Group 5*

3/16: Hypatia of Alexandria (Dzielska reading, Canvas), *DF Group 6*

3/21: Augustine, On Free Choice of the Will (38-48), *DF Group 7*

3/23: Augustine, Confessions (66-71) and On Free Choice of the Will (55-57), **CLOSE READING DRAFTS DUE**

3/28: Augustine, Confessions (72-81), **DRAFT THESIS STATEMENTS DUE**, *DF Group 1*

3/30: Anselm, Proslogion (161-164, 173-177), *DF Group 2*

4/4: PAPER DRAFT WORKSHOP: Bring Revised Thesis, Detailed Outline, bibliography, and least one prose paragraph

4/6: Ibn Sina, *The Salvation*, “Metaphysics” (244-247) and “Psychology” (256-261), *DF Group 3*

4/11: Ibn Rushd, “The Decisive Treatise” (289-292, 299-304), *DF Group 4*

4/13: Maimonides, *The Guide of the Perplexed* (364-369), *DF Group 5*

4/18: Aquinas on God (Questions 1.1-1.2, Question 2.1 - 2.3) 457-459, 466-469 (**RR Paper**), *DF Group 6*

4/20: Aquinas on Law (Questions 94 and 95), 528-538, *DF Group 7*

4/22 (Saturday): Final Papers due online by midnight

5/3: 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:

- Bring your books/materials to class. Make a point to ground your comments in references to the text, since this is what we all have in common.
- We may attack ideas, but never people.
- Listen to others when they're talking, including your fellow students; make a point to avoid dominating the conversation if you are a talkative student.
- Don't use cell phones in the classroom. 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

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 ADSR office, and to let me know about necessary accommodations as soon as possible. The ADSR is located across from 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.