

University of Guelph
Department of Philosophy
Winter 2015

PHIL*1000-01 Syllabus

Lecturer: Victoria I. Burke
Lectures: MW 14:30-15:20 PM
Lecture Location: ROZH 102
Office Location: Mack 339 (office wing)
Office Hours: MWF 12:00-12:45 + by appointment
E-mail: vburke@uoguelph.ca

Introductory Philosophy: Major Texts

It has been through wonder that human beings now begin
and originally began to philosophise.

Aristotle

Wonder is the overcoming of the self-evident.

Heidegger

Aristotle claimed that interest in philosophy has arisen from a sense of amazement, or wonder, "wonder" at that which we take for granted in our lives. Heidegger claimed that overcoming everyday assumptions was a necessary

prerequisite for the acquisition of wisdom. In this introduction to the history of philosophy, we will focus on two prominent topics that have inspired a sense of wonder in philosophers over the ages. We will begin by studying the ancient metaphysical question of the relationship between the soul and the body. Is the soul independent of the body and does it outlive it as Plato thought? Is the soul immortal? Or are the soul and the body entirely interdependent, and does the soul perish with the body as Aristotle thought? What is the soul? In what way do the soul and the body influence each other? Should they be understood to be in perpetual conflict? Our exploration of ancient views concerning the soul-body relation will develop into modern views, in particular, to the Cartesian and the post-Cartesian phenomenological views of embodiment. What does Merleau-Ponty mean when he claims that the body is the invariant feature of all of our experience? Does the anatomical distinction between the sexes determine experience differently as a result of our embodiment? Does the way in which we understand the relationship between the soul and the body influence the way we are to understand the nature of experience? What is phenomenology? In our examination of the relationship between the soul and the body we will look at writings on the body from Plato, Aristotle, Descartes, Leibniz, Merleau-Ponty, and American feminist, Iris Marion Young. In the second unit of the course, we will turn to some of the moral theories that have framed how modern philosophers have thought about what is right and wrong to do. How do we determine what is good? Is “the good” absolute and unchanging or is it relative to our individual social situations? Should we understand the good as what promotes happiness? Is the good reducible to what produces positive consequences, or is it instead determined by reason’s form? Should the desire for happiness be sacrificed for the sake of the good? What is “practical reason”? Is the idea of the good an illusion promoted for political purposes by those in power? Does the idea that there is no absolute value mean that there can be no commitment to moral value? Is the best ethical stance to take one that presupposes “the transcendent other”, whose inherent value defies all attempts to do justice to them? This unit on the nature of value will cover selections from J.S. Mill, Kant, Nietzsche, and Levinas, as well as two applied ethical treatments of the issue of world poverty, as illustrations of utilitarianism and deontology. We will also discuss the evolution of such political concepts as freedom and autonomy. Through these two themes, students enrolled in *PHIL*1000-01 Introductory Philosophy: Major Texts* will be introduced not only to these two sets of enduring philosophical questions, but to traditional philosophical methods and some of the most important texts in the history of philosophy.

Course Texts

Descartes, *Meditations on First Philosophy*, Hackett (ISBN 0-87220-192-9)
 Kant, *Grounding for the Metaphysics of Morals*, Hackett (ISBN 0-87220-166-X)
 Mill, *Utilitarianism*, Hackett (ISBN 0-87220-605-X)
 Nietzsche, *Genealogy of Morals*, Hackett (ISBN 0-87220-283-6)
 Plato, *Phaedo*, Hackett (ISBN 0-915144-18-2)
 Photocopy package

Obtaining course texts: The five books and the photocopy packet are available at the campus book store. Note on texts: these are small inexpensive Hackett editions. One copy of all the course texts has been placed on reserve at the physical reserve desk at the McLaughlin Library

Course Requirements

Students will be assessed on the basis of two (5-6 page) essays, three quizzes (vocabulary tests), and tutorial participation, and a comprehensive final examination.

Distribution:

3 Quizzes (5% each): 15%
 Ancient Mind/Body Essay: 20%
 Modern Mind Body Essay: 20%
 Tutorial Participation: 15%
 Final Examination--30% (comprehensive)

Guidelines for submitting written work: The essays must be submitted on white 8.5 x 11 paper, typed and double-spaced. Students must keep a copy of their work for their own files in case the paper should become lost. If the paper

becomes lost (by the student, the department secretary, the T.A. or the Instructor), it is the student's responsibility to be able to replace it.

Course Objectives: The objectives of PHIL*1000-01 are: 1.) to acquaint students with selections from the canonical tradition of the history of philosophy (from Plato to Levinas), and to gain insight into the way in which such ideas have a relevance to our world; 2.) to encourage students to think critically about such ideas and texts; 3.) to provide students with the opportunity to formulate and write about their own original interpretations of concepts in the area of the history of philosophy; and 4.) to gain experience in employing their reading comprehension and capacity for self-expression in discussions with other class members on fundamental topics in philosophy.

Quizzes: There will be three quizzes, worth 5% of your grade each (total 15%). The three quizzes are 20-minute vocabulary tests that could cover any material that has been covered in the class thus far. They will begin at the start of lecture on the designated date, and end 20 minutes later. They will ask you to define a word or phrase. These quizzes cannot be made up at a later date. The only way to receive credit for them (potential 5% of course grade for each quiz) is to attend class on the scheduled class date of the quiz, and write the 20-minute quiz. The dates of the scheduled quizzes are on the syllabus, and you have plenty of warning. If you miss class on that day, you will lose 5% of the possible 100% of course points. This may not seem like a lot at the beginning of term, but you will want those points later in the term. It is highly advisable to plan in advance to be in class that day. There are no advanced study guides for the quizzes, and their contents will be a complete surprise. Anything that has been covered thus far in the term is fair game, although, if it has previously appeared on a quiz, it will not appear on a quiz again.

A Note on the Powerpoint Presentations: The powerpoint presentations are not meant to be exhaustive of the content of the lectures. They provide “at a glance” sketches of the content to be covered. They are posted in advance of the lectures with the intention that students can bring the printouts of these slides to lecture, and/or tutorial and take notes by annotating them. It is to be recognized that the lectures and tutorials will provide a great deal more content than is on the slides. They are a basis only, and are meant to assist students who for whatever reason cannot attend that week’s class/tutorials. Students who rely only on these powerpoints will be disadvantaged when their work is compared to students who have attended. Lectures and tutorials also provide a forum for spontaneous interaction among students, through questions, comments, and observations of all participants that is pedagogically valuable, but which cannot be replicated on the PPT. The PPTs provide an avenue for keeping track of what is going on in class “at a glance”, but which is just a small portion of what is actually going on in the class. Students’ live exposure to each other’s comments is an important, irreplaceable part of the educational process.

Participation Marks: Participation points are awarded for students who actively make themselves known in tutorials and lectures through verbal contributions and questions. Participation marks will be awarded on the basis of the level of student engagement with the tutorial and lecture sessions. Generally, students who make regular class contributions have a good chance of getting full marks. Students who display a capacity to engage with others (students, lectures) dialogically (and who display a capacity to listen) will generally be given greater credit than students whose social orientation is one-sided or aggressive. Other factors include: level of insight into readings, level of currency with present states of affairs, reading comprehension, consideration of others and productive engagement. If you are concerned about your mark, you can ask your tutorial leader at 2/3 point in the term what your expected participation grade will be, and he or she will give you an estimate at that point. The university does not permit us to give participation points for attendance alone; they can only be awarded for actual participation.

Deadlines: Deadlines for the two essays are: the week of February 9, 2015, and the week of March 16, 2015, in tutorials. Late assignments beyond the three late days allotted will incur a penalty of 5% per day for every day the assignment is late. Students should reserve their late days for an emergency. Assignments will not be accepted via email or fax, and university regulations regarding late work during the final exam period will be strictly observed.

Ecologically friendly writing assignments and Citation Style: In the interest of maintaining an ecologically sound course, cover sheets are not required on the assignments. Put your name and student number at the top of the first page and start the essay one quarter of the way down the page. Use the MLA, APA, or *Chicago Manual of Style* as a style guide for citations. It is not important which style sheet you use: what is important is that you are consistent and

correct. Do not include a separate bibliography page, use footnotes at the bottom of each page. I will post a style guide for your convenience on the courselink site. Do not send emails to the instructor inquiring about citation style. Citation of Lectures and Powerpoints (Burke March 6, 2014). Common knowledge does not need to be cited.

Late Days: Students are allotted three free late days for the term that they may use at any time with or without the tutorial leader's permission. Late penalties will accrue at 5% per day late after the three free days have all been used up. Your tutorial leader will keep a record of late days used, and will have authority to judge whether particular instances of late work warrant a penalty after the late days have been used.

Late Assignments: Late assignments are to be uploaded to the courselink site dropbox, where they will be read by the TA online. Late assignments will receive no comments. If you want comments you must submit the assignment on time in tutorial. Assignments are not to be submitted to front office staff at the philosophy department. The courselink site dropbox time and date-stamps the submission. Do not attempt to discuss circumstances of lateness with the Lecturer.

Dropbox: The dropbox is intended for *late* assignments only. If you have a late assignment, you can upload it to the dropbox for the purpose of a time-stamp, where the TA will reads it and assign it a grade, without comments..

Email: Philosophical questions about content will not be answered on email by either the lecturer or the TA. Students must avail themselves of lecture and tutorial time, or office hours, in order to have their questions about content answered. TAs are not paid for email time with students, and they are not required to answer student questions on email. If you wish to disturb the TA while they not on duty, the email addresses of all the graduate students are posted on the department website under "People". Only short administrative questions will be answered on email by the lecturer. You can expect a response in 48 hours. If you have a question the first thing to do is check the course website. 40% of the emailed question I receive concern information that is freely available on the course website. If you ask a question on email, the answer to which is on the website, you will not receive a response due to the volume of email we receive. If you do genuinely need to email the Lecturer, please include your course code, since Lecturers teach multiple courses.

Office Hours: My office hours are 12:00-12:45 PM MWF + by appointment (Office Location: Mack 339 (office wing)). These are free and open hours when you can simply drop in to discuss material, and to ask questions of any sort. Students do not need to advise me in advance that they are coming to visit during office hours. The poster on the office door does not designate my office hours. It designates the hours I am occupying the office. Do not knock on the office door at any time other than my designated office hours, unless you have an appointment.

Desire2Learn Site: This class will have a Desire2Learn website, where all powerpoint presentations, handouts, and assignments will be posted. Students may access the site through Courselink, and are required to check the site regularly for announcements. Student grades for the assignments will also be posted on the courselink site.

Readings and Lectures: Students should read the assigned material prior to class, and should bring the texts to class as class may involve careful and close examination of the readings.

COURSE SCHEDULE

Unit I: Embodiment

WEEK 1

January 5: Course Introduction, Plato
reading: *Phaedo*, pp. 5-21

January 7: Plato
Reading: *Phaedo*, pp. 21-36

*No tutorials week January 5

WEEK 2

January 12: Plato
reading: *Phaedo*, pp. 36-46

January 14: Plato
Reading: *Phaedo*, pp. 46-67

*Tutorial Discussion Topic: Plato, Soul, Body, The "Forms"

WEEK 3

January 19: Aristotle
reading: *De Anima*, Bk I Ch. 1, 402a-404a8 ; and Bk II Ch. 1, 412a-412b10; Ch. 2-5, 412b11-418a6; Ch 6, 418a7-418a27; Ch 11-12, 422b18-424b2 (photocopy) (Note: not all the Aristotle lines in the photocopy packet are required reading, only the line numbers listed on the syllabus)
* *Quiz #1 (Vocabulary Test)

January 21: Aristotle
No new readings

*Instructions for Soul/Body/Plato/Aristotle Essay Posted
*Tutorial Discussion Topic: Plato, Soul, Body, Soul as Harmony, Recollection

WEEK 4

January 26: Aristotle
reading: *De Anima*, Bk III Ch 3-4, 427a16-430a9; BK III Ch 9-10 432b10-433b31 (photocopy)

January 28: Aristotle
No new Readings

*Tutorial Discussion Topic: Aristotle, Soul & Body Unity, Soul as "Life", Comparison with "Harmony" Idea in Plato

WEEK 5

February 2: Descartes
reading: *Meditations* (1st & 2nd Meditations), pp. 13-23

February 4: Descartes
Reading: *Meditations* (3rd % 4th Meditations), pp. 24-41

* Tutorial Discussion Topic: Aristotle, Soul & Body Unity, the “Four Causes”

WEEK 6

February 9: Descartes

Reading: *Meditations* (5th Meditation), pp. 42-46

February 11: Descartes

Reading: *Meditations* (6th Meditation), pp. 47-59

*Discussion of *Passions of the Soul*

* Tutorial Discussion Topic: Soul & Body Cartesian Dualism Compared to Plato

* Plato/Aristotle (Soul/Body) Essay Due in tutorials

Reading Week: February 16-20 (no classes)

WEEK 7

February 23: Leibniz

reading: *Monadology*, pp. 227-239 (photocopy)

*Quiz (Vocabulary Test)

February 25: Leibniz

No new Readings

*Tutorial Discussion Topic: Limitations of Descartes; Comparison with Aristotle

WEEK 8

March 2: Merleau-Ponty

reading: *Phenomenology*, pp. 90-153

March 4: Young

Reading: “Throwing Like a Girl,” pp. 27-45 (photocopy)

*Plato/Aristotle Essay will be returned to students in tutorials

*Instructions for 2nd Essay Posted (Modern Conceptions of “Body”/Descartes/.Leibniz/Merleau-Ponty/Young)

*Tutorial Discussion Topic: Leibniz and Monads

Unit II: Value

WEEK 9:

March 9: Mill

Reading: *Utilitarianism*, pp. 1-26

*Quiz #2 (Vocabulary Test)

March 11: Mill

Reading: *Utilitarianism*, pp. 27-64

Sen, "Property and Hunger," pp. 462-7 (photocopy)

*Tutorial Discussion Topic: Phenomenology

WEEK 10

March 16: Kant

Reading: *Grounding*, pp. 1-48;

March 18: Kant

Reading: *Grounding*, pp. 49-68;

O'Neill, "A Kantian Approach to World Hunger," pp. 467-71 (photocopy)

*2nd Essay Due in Tutorials: Modern Conceptions of "Body"

*Tutorial Discussion Topic: Mill & Utilitarianism

WEEK 11

March 23: Nietzsche

reading: *Genealogy*, Preface #3, 5, 6; and First Treatise #2, 3, 4, 5, 7, 8, 10, 11, 13 (note: not all of the numbered paragraphs in the book are required reading—only those listed on the syllabus)

March 25: Nietzsche

Reading: Second Treatise #2, 4, 5, 8, 9, 11, 16, 17, 18, 19, 20, 21, 22

*Tutorial Discussion Topic: Kant and Deontology

WEEK 12

March 30: Nietzsche

reading: Third Treatise #1, 5, 6, 8, 10, 12, 13, 15, 16, 18, 20, 21, 23, 24

*Quiz #3 (Vocabulary Test)

April 1: Levinas

Reading: "Ethics and the Face," pp. 194-219 (photocopy)

*Last class lecture for PHIL*1000-01

*Tutorial Discussion Topic: Nietzsche and Morality

Final Examination scheduled during the registrar's scheduled exam period: the final examination for PHIL*1000-01 is scheduled for Tuesday April 14 at 14:30PM - 16:30PM (2015/04/14) (Room TBA)

UNDERGRADUATE CALENDAR: “Students are advised that the Final Examination schedules are available for Fall Semester by mid-August, for Winter Semester by mid-December, and for Summer Semester by mid-April. Students are required to consult the final examination timetable in order to avoid conflicts in examination times when adding courses. Written approval must be obtained from the dean or director and the instructor-in-charge of the course to register in courses that have conflicting examination times.”

The Final Exam for PHIL*1000-01 will not be re-scheduled or given at an alternative time; students may not ask the professor or the TA to invigilate the exam for them at an alternative time and date

Bibliography for photocopy package:

Aristotle. *The Works of Aristotle, Volume III*. Trans. W. D. Ross (Oxford: Clarendon Press, 1931) 402a-403b20; 412a-428a27; 422b17-424b23; 427a15-430a10; 432b9-434a22. ISBN 0-375-75799-6; 1487 pp

Leibniz, G.W. Trans. Anthony Saville. “Monadology.” Appendix to Anthony Saville. *Leibniz and the Monadology* (New York: Routledge, 2000) 227-37. . ISBN 0-415-16576-8; 247 pp.

Levinas, Emmanuel. Trans. Alphonso Lingis. “Ethics and the Face.” *Totality and Infinity* (Pittsburgh: Duquesne University Press, 1969) 194-218. Library of Congress Catalogue Number 69-14431; 307 pp.

Merleau-Ponty, Maurice. Trans. Colin Smith. *Phenomenology of Perception* (London: Routledge & Kegan Paul, 1962) 90-153. ISBN 0-415-04556-8; 465 pp.

Sen, Amartya. “Property and Hunger.” *Disputed Moral Issues*. Ed. Mark Timmons. Oxford: Oxford University Press, 2007. pp 462-467. ISBN-13:978-0-19-517763-3; 564 pp.

O’Neill, Onora. “A Kantian Approach to World Hunger.” *Disputed Moral Issues*. Ed. Mark Timmons. Oxford: Oxford University Press, 2007. pp. 467-471. ISBN-13:978-0-19-517763-3; 564 pp.

Young, Iris Marion. “Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility, and Spatiality” *On Female Body Experience: Throwing Like a Girl and Other Essays* (Oxford: Oxford University Press, 2005), 27-45 ISBN 0-29-516192-0;171 pp.

Email communication

As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and

email contact. See the Undergraduate Calendar's [information on regulations and procedures for Academic Consideration](#).

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday March 6, 2015. See the Undergraduate Calendar's [regulations and procedures for Dropping Courses](#).

Copies of out-of-class assignments

Keep paper and/or other reliable backup copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or refer to the [SAS website](#).

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph 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 need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is [detailed in the Undergraduate Calendar](#).

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:

<http://www.uoguelph.ca/registrar/calendars>

Learning resources for first-year students at the Library

The Library and Learning Commons offer free services to help you succeed at the University of Guelph. At the Library, you can:

- > get feedback on your writing
- > get assistance finding journal articles and books
- > fine-tune your time management skills
- > develop new study strategies
- > attend Supported Learning Groups (SLGs)
- > learn about citation and reference styles
- > and more

Visit the **Library website** to learn more about our workshops, online guides, individual appointments, and other services: www.lib.uoguelph.ca