



PHIL*1000 Classic Thinkers

Fall 2019

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 2.00 - September 06, 2019

1 Course Details

1.1 Calendar Description

This course will deal with enduring philosophical questions through an exploration of primary texts in the history of philosophy. Topics covered may include the nature of knowledge and the different types of knowledge, the relationship between the mind and the body, and the nature of good and evil. Texts and topics will vary with the instructor; students are advised to consult the Philosophy department's website.

1.2 Course Description

What does it mean to be a person? This is the basic question we will ask and—ideally—answer in this course. On the one hand, we are organisms—animals—that are part of the world of nature; on the other hand, we are free, self-conscious and rational beings, and that seems to set us apart from the rest of nature. In this course, we will focus especially on the unique domains of experience that are opened up for us by our freedom: specifically, we will study the question of how to live a happy and meaningful life and the question of how to live to be morally and politically responsible. In the first half of the course, we will focus on personal experience. We will begin with the 20th-Century existentialist philosophy Martin Heidegger, and examine the challenges we face in owning up to our freedom. We will then turn to the ancient Greek philosopher Aristotle and his study of the basic demands of developing a healthy character and the role this plays in happiness. In the second half of the course, we will turn to political experience. Here, we will turn first to the 14th-Century Muslim philosophy Ibn Khaldûn, and his analysis of the basic structures—and problems—of political life. We will then turn to the 17th-Century English philosopher John Locke, for his definitive study of the demands of modern politics, and conclude with 20th-Century feminist philosopher Simone de Beauvoir and the problems she identifies in contemporary social and political life. This course will involve lectures, writing assignments and tests, and it will also require you to participate in a weekly seminar section in which you will be responsible for discussing the material we are studying.

1.3 Timetable

All Sections:

Mondays and Wednesdays 10:30-11:20, MACN (MacNaughton) 113

Check WebAdvisor for the time and location of your tutorial section.

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

Wednesday December 11, 11:30AM - 01:30PM

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	John Russon
Email:	jrusson@uoguelph.ca
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Office:	MCKN 338

2.2 Teaching Assistants

Teaching Assistant:	James Belford
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Teaching Assistant:	Kyle Barbour
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Teaching Assistant:	Brady Fullerton
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3 Learning Resources

There are 5 required books for this course, all of which are available for purchase at the University bookstore and are on reserve at the University library.

You are also required to read a number of shorter essays that will be available on courselink in pdf format.

3.1 Required Resources

Heidegger, Being and Time (Textbook)

translated by Macquarrie and Robinson (Blackwell)

Aristotle, Nicomachean Ethics (Textbook)

translated by Bartlett and Collins (University of Chicago Press)

Ibn Khaldun, The Muqaddimah (Textbook)

translated by Franz Rosenthal and Abridged by Dawood (Princeton)

Locke, Political Writings (Textbook)

(Hackett)

de Beauvoir, The Second Sex (Textbook)

translated by Borde and Malovany-Chevallier (Vintage)

Tutorial readings (available on courselink) (Readings)

John Russon, "Lesson 4" from Sites of Exposure

_____, pp 102-06 from Sites of Exposure

Mengzi, 2A6: On Human Nature

Friedrich Nietzsche, §§ 257-261, Beyond Good and Evil

Michelle Alexander, "Introduction" to The New Jim Crow

Caroline Criado-Perez, "The Deadly Truth about the World Built for Men—From Stab Vests to Car Crashes," The Guardian, Feb 23, 2019.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Be introduced to the use of key tools for sound justification and rational persuasion.

2. Be introduced to the main sub-fields of philosophy, including moral philosophy, social and political philosophy, metaphysics [the theory of reality], epistemology [the theory of knowledge], and the history of philosophy.
 3. Understand, explain and assess the significance of basic concepts in philosophy, such as the appearance-reality distinction, the fact-value distinction, validity and soundness, free-will, knowledge, nature and community, and so on.
 4. Present a philosophical position and engage with others in discussion of the merits of the position.
 5. Argue competently for one's own view and be able to identify and critically evaluate patterns of argumentative reasoning in the work of others.
 6. Compose a piece of clear philosophical writing in which basic philosophical problems are supported by arguments.
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5 Teaching and Learning Activities

5.1 Lecture

Topics:

Schedule of Readings:

Each week, you are expected to do the assigned reading **in advance** of the lectures, and to come to class prepared to discuss the readings.

Week of: Reading:

Thursday Sept 5: classes commence. **No tutorial/seminar meetings on Thursday Sept 5.**

Sept 9 **Heidegger**, Being and Time, "The Lived World I: Things and Space."

Division I, Chapter 3: §§15-16, (pp 95-107) §22, (pp 135-8);

[recommended §4, [p. 32], §9, [pp 67-9] and §12, [p.

78]]

--**tutorial reading:** Russon, Sites of Exposure Lesson 4

Sept 16 **Heidegger**, Being and Time, "The Lived World II: Self and Others."

Division I, Chapter 4: Opening (pp 149-50), §27, (pp 163-8).

--**quiz on tutorial reading**

Sept 23 **Heidegger**, Being and Time, "Anxiety and Authenticity."

Division I, Chapter 6: §40, (pp 228-35)

Division II, Chapter 1: §§47, 51, 53 (pp 281-5, 296-9, 304-11).

--**Heidegger explication due**

Sept 30 **Aristotle**, Nicomachean Ethics, "Happiness and Virtue"

Book I, Chapters 7, 13, (pp 10-14, 23-5); [recommended: Chs 3, 5, 9-10, (pp 3-4, 6-7,17-21)].

Book II, Chapters 1-4, 6-7, 9 (pp 27-32, 33-8, 40-1).

--**tutorial reading:** Mencius 2A6

Oct 7 **Aristotle**, Nicomachean Ethics, "Politics"

Book II, Chapter 1 (pp 26-7)

Politics, Book I, Chapters 1-2 (on courselink)

--In-class test Wednesday Oct 9. [no tutorials]

Oct 14 [[NO CLASS 14, only 16 and tutorials]] **Ibn Khaldun**, The Muqaddimah, Desert Courage

Chapter 2, §§ 1-8, 14-17, 22 (pp 91-9, 105-9, 116)

--tutorial reading: Russon, Sites of Exposure pp 102-06 and Nietzsche Beyond Good and Evil, Sections 257-261

Oct 21 **Ibn Khaldun**, The Muqaddimah, Royal Authority

Chapter 3, §§ 1-6, 10-12, 21-2, (pp 123-28, 132-38, 151-54)

--quiz on tutorial reading

Oct 28 **Ibn Khaldun**, The Muqaddimah, Urban Life and Economics

Chapter 4, §§ 1-3, 11-13, 18; Chapter 5, §§ 1-3, 5-7, (pp 263-66, 273-79, 285-89; 297-301, 304-09)

Nov 4 **Locke**, Second Treatise of Government

§§1-4 [Rights], (pp 261-273)

--tutorial reading: Michelle Alexander, "Introduction" to The New Jim Crow.

Nov 13 **Locke**, Second Treatise of Government

§5 [Property], (pp 273-286)

--**quiz on tutorial reading.**

Nov 18 **de Beauvoir**, The Second Sex

"Introduction," pp 3-17, and Chapter 10, "Woman's Situation and Character," pp 638-64.

--**tutorial reading:** Criado-Perez, "The Deadly Truth about a World Built for Men"

Nov 25 **de Beauvoir**, The Second Sex

Chapter 14, "The Independent Woman," pp 721-51 and "Conclusion," pp 753-66.

--**quiz on tutorial reading**

[Dec 11: Final Examination, 11:30 am - 1:30 pm]

6 Assessments

6.1 Assessment Details

Seminar/Tutorial Participation (15%)

The weekly seminars/tutorials are a major component of the course, and you will be graded on your participation in them. Notice that **the grade is substantial**. You are expected to attend the seminar session every week, and to come prepared to participate constructively in discussion of the course material. Your seminar-leader will be the person primarily responsible for shaping your involvement with the course, and he will be the one evaluating your work. In addition to regularly attending and participating in the seminars, you should also make a point of meeting with your seminar leader in his office hours to discuss the course material and your assignments.

Throughout the semester there will also be a number of short readings that you will discuss only in your seminar, and you will have quizzes on these readings.

Explicative Assignment on Heidegger (5%)

Due: Week 3

You will be required to write up a short explanation and analysis of the ideas presented in a specific portion of Heidegger's text (Being and Time §27). Precise question will be handed out. Due Sept 25/26

In-class Test on Heidegger and Aristotle (15%)

Date: Wed, Oct 9

For this in-class test, you will be required to write short essays in answer to questions that will be given out in advance. You will be allowed to bring in point-form outlines for your essays, but you will not be allowed to copy out a pre-written answer.

Critical Essay on Ibn Khaldun and Locke (30%)

Date: Week 11

You will be required (1) to explain accurately the positions of Ibn Khaldun and Locke, (2) to compare the two positions, and (3) to develop your own critical response to their positions. Precise instructions and topics will be handed out in class.

Due in Tutorial/Seminar: Nov 20/21

Seminar/Tutorial Quiz #1 (2.5%)

Date: Week 2

Sept 18/19

Seminar/Tutorial Quiz #2 (2.5%)

Date: Week 7

Oct 23/24

Seminar/Tutorial Quiz #3 (2.5%)

Date: Week 10

Nov 15/16

Seminar/Tutorial Quiz #4 (2.5%)

Date: Week 12

Nov 27/28

Final Examination (25%)

Due: Wed, Dec 11, 11:30 AM - 1:30 PM

This will be a comprehensive test, i.e., it will cover material from the whole course. It will involve essay questions and short answer questions.

7 University Statements

7.1 Email Communication

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

7.2 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 e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

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

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

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

7.8 Resources

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

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
