



PHIL*1000 Classic Thinkers

01

Fall 2023

Section(s): 01

Department of Philosophy

Credit Weight: 0.50

Version 2.00 - September 01, 2023

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

In philosophy, we study the great writings from human history that contain the insights behind the great developments of human civilization and the wisdom that can guide us in living well in our personal, interpersonal and social lives. The study of philosophy is especially about taking these ideas and developing the ability to reflect creatively and critically on your own world and your own life. In the first half of this course, we will study the nature of human development. We will begin with ancient works by the Buddha, (from India), and Aristotle, (from Greece), and we will study their ideas about personality and the development of healthy character—ideas that are as fresh and engaging today as they were 2500 years ago. We will then turn to the 20th Century American philosopher John Dewey and his book *Democracy and Education*, which draws on these insights to analyze the crucial role of education in human life; in addition to being an important study of human culture in general, this section will be especially relevant to helping you think about and understand your own situation as you become involved in university-level studies. In the second half of the course, we will study contemporary ideas about politics and culture. We will begin with short selections from the 19th Century philosophers Hegel and Marx, which will focus especially on issues of exploitation and oppression, especially in the context of economic life. We will use John Berger's book *Ways of Seeing* to analyze the nature of sexuality and especially to look at

exploitative ways sexuality is taken up and developed in contemporary culture. We will conclude the class with Audre Lorde, who will tie together these issues of sexuality, economics and oppression with the themes of healthy human development with which the class began. The class will introduce you to these powerful thinkers and it will especially focus on developing your ability to *read* demanding texts and to *express yourself* in writing and speaking.

This course will have **two components**—**a weekly lecture** in which you will be introduced to these ideas and their broader context, and **a weekly discussion section** in which you will engage in more focused study of the texts in a more intimate setting.

1.3 Timetable

Course meets Mondays and Wednesdays, 11:30-12:20 in for lectures

Individual discussion sections meet at different times: check your section number

001: Wed 2:30-3:20

002: Wed 3:30-4:20

003: Thurs 3:30-4:20

004: Thurs 4:30-5:20

005: Fri 1:30-2:20

006: Fri 2:30-3:20

Note that seminars will NOT meet September 7-8, i.e., the first seminar meetings will be during the week of September 11 (after the first two lectures).

Please see WebAdvisor for location of lecture and seminars.

1.4 Final Exam

December 14, 2:30-4:30 pm

Please see WebAdvisor for the latest information on the date, time and location of the Final Examination.

2 Instructional Support

2.1 Instructional Support Team

Instructor: Please see WebAdvisor for
Email: this information.
Telephone:
Office:
Office Hours:

2.2 Teaching Assistants

Teaching Assistant (GTA): Keelan Buis
Email: kbuis@uoguelph.ca

Teaching Assistant (GTA): Douglas Homer
Email: dhomer@uoguelph.ca

Teaching Assistant (GTA): Aidan Ingalls
Email: aingalls@uoguelph.ca

3 Learning Resources

You are required to get 4 books for this class. These have been ordered at the bookstore, but you can also get them yourself online. You **MUST** use the editions/translations specified, so, if you are getting the books online, *make sure you get the right translation*. The study of these books is the central focus of the course, so you need to make reading the assigned passages from these books your priority.

There will also be a small number of other required readings, but these will be available to you on Courselink as pdfs.

3.1 Required Resources

Early Buddhist Discourses (Textbook)
 ed. and trans. Hodder (Hackett)

Nicomachean Ethics (Textbook)
 by Aristotle, translated by Bartlett and Collins (University of Chicago).

Democracy and Education (Textbook)
 by John Dewey (Free Press).

Ways of Seeing (Textbook)

by John Berger (Hackett)

Selected supplementary readings (Readings)

There will be a small selections of supplementary readings; you will be required to read these and discuss them in your seminar. The exact readings will be specified on the Schedule of Readings and pdf copies will be available on Courselink.

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 subfields 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.

4.2 Specific Course Objectives

1. This is a *first-year* course in the Humanities, so one of the objectives of the course is to introduce you to university studies in general, and, more specifically, to the study of the great works of our culture. The course should *open new horizons* of thought for you, and it should especially give you new ideas about what you want to study in upcoming years. The best way to benefit from this opportunity is for you to be open-minded yourself. Give yourself room to reflect on your own life and your own future, and be open to the idea that you might want your future studies to go in a different direction than you imagined when you first came to university.

2. The texts we will be studying are some of the most powerful and influential works that human culture has ever produced. One of the goals of the course is to have you encounter the ideas that have shaped our world: to learn *why they are important* and *why they are controversial*.

3. Studying the great works of our culture is not simply a matter of collecting “information.” In order to understand these works, *you have to grow as a thinker*. To study these works effectively, you will have to improve your ability to read, your ability to write, your ability to discuss, and your ability to think.

4. Finally, it is the goal of this course to *stimulate your imagination*. I hope that through your study in this course you will come to see the importance of the issues under discussion—the basic questions of who we are and what life is about—and that you will discover how exciting and valuable the study of philosophy and its history can be.

5 Teaching and Learning Activities

5.1 Lecture

Thu, Sep 7 - Fri, Dec 1

Topics:

The course meets for a regular lecture on each Monday and Wednesday of the semester, except for holidays; a final lecture is also scheduled for Friday, Dec. 1.

Each lecture will focus on specified readings (indicated in the Schedule of Readings, available on Courselink). You should come to class having read the assigned readings in advance, and you should be prepared to answer questions about and discuss the readings.

5.2 Seminar

Mon, Sep 11 - Thu, Nov 30

Topics:

Each week, you are required to participate in your seminar discussion. This is a smaller group than the full class, and its purpose is to allow you to engage with the assigned readings in greater depth. You should come to the meetings

prepared to talk with you classmates and seminar leader about the ideas raised in the readings.

Note: No seminars will be held on September 7 or 8; seminars begin the week of September 11.

5.3 Tentative Lecture Schedule

Lecture Schedule:

Each week, you should read the assigned pages **before** of the lecture. *In the lecture*, I will talk about the ideas in the text and about broader contextualizing issues. *In the weekly discussion section*, you will talk in greater detail about the philosophical ideas raised by the text and the lecture; for some weeks, you will have a short reading that will only be taken up in the seminar.

Seminars will NOT meet on Sept 7 and 8; class will commence with lecture on Monday Sept 11.

The Buddha, *Early Buddhist Discourses*.

Week: Reading:

M Sept 11: “What am I and What is the Meaning of Life?”

“Discourse on the Noble Quest” (pp 2-18)

--Story of the Buddha’s childhood (pdf)

M Sept 18: “Healthy and Unhealthy Living”

“Discourse to the Kalamas” and “Sigalovada Sutta” (pp 20-25, 192-201)

Aristotle, *Nicomachean Ethics*

M Sept 25 : 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).

M Oct 2: Book II, Chapter 1 (pp 26-7)

Politics, Book I, Chapters 1-2 (on courselink) and *Politics* VIII.1

--**In-class test** Wednesday Oct 4. [no tutorials]

Dewey, *Democracy and Education*

M Oct 9: No class on Oct 9 (fall break)

Wednesday Oct 11: Chs 1-2

M Oct 16: Chs 3-4

M Oct 23: Chs 12-13

Hegel and Marx

M Oct 30: Hegel, "Dependence and Independence" from *Phenomenology of Spirit*. [pdf]

M Nov 6: Marx, "Alienated Labour" from *Economic and Philosophic Manuscripts*. [pdf]

Berger, *Ways of Seeing*.

M Nov 13: "Women as Objects"

Chapter 3, pp 45-64

--Naomi Wolf, "The Beauty Myth" [pdf]

M Nov 20: "Glamour and Advertising"

Chapter 7, pp 129-54

Lorde, *Sister Outsider*.

M Nov 27: "The Erotic as Power" [**NB:** *final, extra class on Fri Dec 1*]

--"Uses of the Erotic: the Erotic as Power" [pdf]

6 Assessments

To complete this course satisfactorily, you need to attend lectures and seminars, you need to read the assigned texts and you need to complete a number of writing assignments.

The main point of this course is for you to read the assigned texts on your own and express your reaction to those texts in writing. For that reason, you are not allowed to refer to other sources that interpret these texts (such as other books, websites or Wikipedia) and you are not allowed to use other sources to help you write your assignments (such as essay-writing services or ChatGPT). There is NO acceptable use of ChatGPT or related AI-technology and there is NO acceptable use of Wikipedia or other internet source. No doubt it is possible to get away with cheating, but it is important that you understand that any use of these resources is cheating.

Any work you submit must be your own. Submitting the work of another as if it were your own is plagiarism, which is a form of fraud and a serious academic offence. "Turnitin," which is software used to detect the use of AI content and other forms of plagiarism, will be used on submitted work.

To submit assignments after the due date, you must request and receive permission from the course Instructor of your TA.

6.1 Assessment Details

Seminar/Tutorial Participation (15%)

Date: Mon, Sep 11 - Thu, Nov 30

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 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 their office hours to discuss the course material and your assignments.

Learning Outcomes: 3, 4, 5.

In-Class Test on the Buddha and Aristotle (20%)

Date: Wed, Oct 4

This will be an in-class test in which you must write answers to two essay questions. The questions will be on the material we have studied from the Buddha and from Aristotle.

Learning Outcomes: 1, 2, 3, 4.

Critical Essay on Dewey (25%)

Date: Fri, Nov 3

You will have to write a critical essay (roughly 6 double-spaced pages long) on an assigned topic related to Dewey's *Democracy and Education*. The exact format for the assignment will be given out in class.

Learning Outcomes: 1, 2, 3, 4, 5, 6.

Take-Home Assignment on Hegel and Marx (10%)

Date: Fri, Nov 17

This will be an *explication*: you will have to explain clearly two specific arguments that Hegel and Marx make in the selections from the *Phenomenology of Spirit* and the *Economic and Philosophic Manuscripts*.

Learning Outcomes: 1, 2, 3, 4, 5.

Final Examination (30%)

Date: Thu, Dec 14, 2:30 PM - 4:30 PM

There will be a final examination, scheduled in the regular examination period. This will be a comprehensive examination, which means there will be questions related to all the material studied in the class. The examination will include a mixture of short answer and essay questions.

Learning Outcomes: 3, 4, 5, 6.

Check WebAdvisor for updates to the precise date and time.

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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

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>

7.9 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).
