



## PHIL 1200: The Meaning of Life

0.5 credit. An introduction to concerns expressed by the perennial philosophical question, “What is the meaning of life?” Students will be familiarized with the major philosophical approaches to life’s meaning through a consideration of various contemporary and late modern works in the philosophy of life.

Fall 2020  
Wednesdays & Fridays  
4:05—5:25 p.m.

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### *Overview & objective*

To wonder about the meaning of life is to wonder about the best sort of thing you can do in your life. In this course we will explore a number of perspectives on that topic. According to the religious perspectives we will explore, the meaning of life involves relating yourself in the right way to a supernatural being or realm. According to the secular perspectives we will explore, meaning involves more down-to-earth things. According to the pessimistic perspectives we will explore, meaning is cold comfort, because the best sort of thing you can do in your life is still not good enough, not by a long shot.

The objective of the course is to provide you with useful tools for sorting out your own coherent perspective on life’s meaning. These tools include a good understanding of the various existing perspectives on the topic, and a well-developed ability to assess the relative merits of those perspectives.

### *Video lectures & email consultations*

In lieu of classroom lectures, each week I will post lecture videos to cuLearn and make myself available for email consultations about these videos. In each week’s lecture videos, I will discuss the readings (if any) I have assigned for that week. I will then be available to answer any email questions you might have about that week’s videos during the scheduled “meeting” times (W&F, 4:05—5:25 p.m.).

You may of course email me at other times with course-related questions. But if you want to email me a question about the lecture videos in particular, be sure to do it during the scheduled meeting times. I will answer the questions as promptly as I can during those times, on a first-come, first-serve basis. To keep things manageable, questions emailed during the scheduled meeting times should only be about the lecture videos of that week.

Finally, please keep in mind that the lecture videos are not for broader consumption. Don't share them with anyone outside of the course. You are not permitted to post them online. Nor are you permitted to submit them to crowdsourced platforms like [www.coursehero.com](http://www.coursehero.com).

### *Readings*

You don't need to buy a textbook for this course; all of the assigned readings will be made available to you.

I list these readings in the course schedule below. If there is a hypertext link after a listed reading, it means that the reading is freely available online and you can access it simply by clicking the link. If there's no link after a listed reading, it means that the reading is not freely available online but I have posted it on cuLearn—just go to the “Readings” section of the course's cuLearn page to access it.

Some of the assigned readings can be very difficult to understand if no one has explained their context and central aims to you advance. For this reason, I recommend that you do the readings after, rather than before, you've watched the lecture videos associated with them.

### *Evaluation*

Throughout the term you will be expected to take three tests, all delivered on cuLearn. In keeping with the main objective of the course, the purpose of these tests is to ensure that you have a good understanding of the perspectives so-far discussed in the course and are developing your ability to assess the relative merits of these perspectives.

The first test will focus on what we've covered since the start of the course. Each of the remaining two tests will focus on what we've covered since the previous test. Because the tests are based on what I discuss in the lecture videos, your best study guides for the tests are the notes you take about those videos.

The tests will consist of short-answer and brief-essay style questions. You will have one hour to complete each test. The first test will be worth 25% of your overall grade, the second 35%, and the third 40%. The first test will be on September 25 at 4:05—5:05 p.m. The second test will be on October 23 at 4:05—5:05 p.m. The third test will be on November 27 at the same time.

There is no final examination for this course.

### *Schedule*

The left column of the following table lists the scheduled meeting times. The centre column indicates the broad topic sections of the course. In the right column are the assigned readings corresponding to the scheduled meeting times of the relevant rows.

Sept 9	<i>Introduction</i>	No readings
Sept 11, 16 & 18	<i>Religious perspectives</i>	Tolstoy, L. ([1880] 1921). <i>A confession</i> , trans. A. Maude (sects. IV & IX). Oxford: Oxford University Press. <a href="https://en.wikisource.org/wiki/A_Confession_(Maudes_translation)">https://en.wikisource.org/wiki/A_Confession_(Maudes_translation)</a>

		<p>Fackenheim, E. (1965). Judaism and the meaning of life. <i>Commentary</i>, 39, 49—55.</p> <p>Nozick, R. (1981). Excerpt from <i>Philosophical explanations</i> (pp. 594—610). Cambridge, MA: Harvard University Press.</p>
Sept 23 & 25		<p>Hudson, H. (1971). Buddhist teaching about illusion. <i>Religious Studies: An International Journal for the Philosophy of Religion</i>, 7, 141—51.</p> <p><b>Test 1: Sept 25, 4:05—5:05 p.m.</b></p>
Sept 30 & Oct 2	<i>Secular perspectives</i>	<p>Baier, K. (1957). <i>The meaning of life: Inaugural lecture delivered at the Canberra University College on 15 October 1957</i> (29pp.) Canberra: Commonwealth Government Printer.</p>
Oct 7 & 9		<p>Nietzsche, F. ([1891] 1994). Zarathustra's prologue. In <i>Thus spake Zarathustra: A book for all and none</i>, trans. T. Common. Ames, IA: The EServer Project at Iowa State University.</p> <p><a href="http://www.gutenberg.org/files/1998/1998-h/1998-h.htm">http://www.gutenberg.org/files/1998/1998-h/1998-h.htm</a></p>
Oct 14 & 16		<p>Camus, A. ([1942] 1991). Excerpt from <i>The myth of Sisyphus</i>, trans. J. O'Brien (pp. 119—23). New York: Vintage Books.</p> <p>Feinberg, J. (1980). Absurd self-fulfillment. In P. van Inwagen (ed.), <i>Time and cause: Essays in honor of Richard Taylor</i> (pp. 255—81). Dordrecht: D. Reidel.</p>
Oct 21 & 23		<p>Taylor, R. (1970). Excerpt from <i>Good and evil: A new direction</i> (pp. 256—68). New York: Macmillan.</p> <p>Taylor, R. (1999). The meaning of life. <i>Philosophy Now</i>, 24, 13—4.</p> <p><b>Test 2: Oct 23, 4:05—5:05 p.m.</b></p>
Oct 28 & 30		Fall break

Nov 4 & 6		<p>Wolf, S. (1997). Happiness and meaning: Two aspects of the good life. <i>Social Philosophy &amp; Policy</i>, 14, 207—25.</p> <p>Vitrano, C. (2013). Meaningful lives? <i>Ratio: An International Journal of Analytic Philosophy</i>, 26, 81—90.</p>
Nov 11 & 13		<p>Metz, T. (2011). The good, the true, and the beautiful: Toward a unified account of great meaning in life. <i>Religious Studies: An International Journal for the Philosophy of Religion</i>, 47, 389—409.</p>
Nov 18 & 20	<i>Pessimistic perspectives</i>	<p>Nagel, T. (1971). The absurd. <i>The Journal of Philosophy</i>, 68, 716—27.</p>
Nov 25 & 27		<p>Schopenhauer, A. ([1851] 1891). On the sufferings of the world. In <i>Studies in pessimism: A series of essays</i>, trans. T.B. Saunders (pp. 9—30). London: Sonnenschein</p> <p><a href="https://en.wikisource.org/wiki/On_the_Sufferings_of_the_World">https://en.wikisource.org/wiki/On the Sufferings of the World</a></p> <p><b>Test 3: Nov 27, 4:05—5:05 p.m.</b></p>
Dec 2 & 4		<p>Benatar, D. (2017). Excerpt from <i>The human predicament: A candid guide to life's biggest questions</i> (pp. 71—82). Oxford: Oxford University Press.</p>
Dec 9 & 11	<i>Review</i>	

## Department of Philosophy and Carleton University Policies (Fall/Winter 2020-21)

### **Assignments:**

Please follow your professor's instructions on how assignments will be handled electronically. There will be NO hard copies placed in the essay box this coming year.

### **Evaluation:**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Deferrals for Term Work:**

If students are unable to complete term work because of illness or other circumstances beyond their control, they should contact their course instructor no later than *three working days* of the due date. Normally, any deferred term work will be completed by the last day of the term. Term work cannot be deferred by the Registrar.

### **Deferrals for Final Exams:**

Students are expected to be available for the duration of a course including the examination period. Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral no later than *three working days* after the original due date (as per the University Regulations in [Section 4.3 of the Undergraduate Calendar](#)). Visit the [Registrar's Office](#) for further information.

### **Plagiarism:**

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. ([Section 10.1 of the Undergraduate Calendar Academic Regulations](#))

### **Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term:

- *Pregnancy or religious obligation:* write to your professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the [EDC](#) website.
- *Academic accommodations for students with disabilities:* The [Paul Menton Centre](#) for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class test or exam requiring accommodation. After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made.
- *Survivors of Sexual Violence:* As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per [Carleton's Sexual Violence Policy](#).
- *Accommodation for Student Activities:* Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.