

PHIL2005 (1.0 credit)
Greek Philosophy and the Western Tradition
Course outline

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Carleton University, Fall-Winter 2020-2021
Blended Course
Official course scheduling:
Tuesdays/Thursdays, 1:05-2:25pm

The course has asynchronous and synchronous elements. **For online learning technical requirements, go to:**
<https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>

1. COURSE DESCRIPTION AND VISION

The original meaning of the Greek word 'philosophia' is 'love of wisdom'. Nowadays, we think of philosophy as an academic discipline—arguably the oldest discipline taught in university. But at its origin, philosophy was way more than that! In this course we embark on a journey to Ancient Greece and Rome to explore the source of philosophy as a millennial quest for wisdom.

Our journey has two parts.

In the fall, we focus our attention on *philosophy as a form of contemplation* guided by the most basic question of all: What is reality? What is our world made of? As we will see, philosophy was the fertile ground in which many other types of knowledge first started to flourish—mathematics, astronomy, biology, psychology, linguistics, and political science among others. We will examine how philosophy engendered these disciplines while attempting to distinguish itself from mythology, poetry, sophistry, realpolitik, and rhetoric.

In the second part of our voyage, we discover *philosophy as a way of life* that pledges to lead its practitioners to *eudaimonia*, i.e. flourishing, happiness. The primary question of philosophy then becomes: How should we live? What is the good life? What leads to happiness? We will see that for disciples of ancient philosophy, becoming Stoic, Sceptic, Cynic or Epicurean implied a commitment to a way of life shaped by a specific conception of the world, the mind, soul, and human nature. We will explore these existential options together and will assess the degree to which ancient philosophy still has valuable lessons to teach us as a quest for happiness through wisdom.



Diogenes the Cynic in his jar by J.L. Gérôme

2. MAIN LEARNING OUTCOMES

At the end of this course you will have developed...

1. a solid comprehension of ancient Greek and Roman philosophy's main stages of development,
2. a strong grasp of the core principles and doctrines embraced in diverse philosophical schools,
3. an appreciation for the contribution of philosophy to a meaningful human life,
4. a 'historical sense' (i.e. a sense of the distance that separates the present from the past, a sense of our connection to the past, and a critical distance towards both the past and present).
5. good reading, writing, reasoning, and argumentative skills,
6. good time management skills and appreciation of the benefits of having a weekly 'routine'.

3. COURSE DESIGN and WEEKLY ROUTINE

This is a 1.0 credit course!

The bulk of the course consists of 24 Lessons available on CULearn: 12 in the fall, 12 in the winter. One Lesson corresponds to the material covered and to activities completed within a week.

The best way to understand the meaning of 'Lesson', here, is to think of music lessons. Yes, there is a 'teacher' sharing 'knowledge', providing instructions and feedback. But your progress essentially depends on active engagement and practice.

Think of this course as a training program. We keep an eye on the final objectives, but our attention is focused on the *weekly routine* that will lead us there!

The formula is simple. Here is our routine:

- Each Lesson is available on Sunday at midnight.
- I send you a weekly reminder on Monday at 9 am.
- You have one week to complete the Lesson (if you want to get marks for the weekly activities).

For each Lesson you typically have to:

- Watch a general *Introduction Video* explaining the content and objectives of the Lesson.
- Watch four to eight prerecorded *Mini-lectures* with power point slides (approx. 15 min. each).
- Occasionally watch videos or consult websites.
- *Read texts* of various length. In some cases, texts will be longer, in others, I will provide you with a series of short passages illustrating a theme discussed in the lectures.
- Take two *Quizzes* of five questions with multiple answers.
- Watch a *Conclusion Video* in which I recap and offer explanation on the weekly mini-assignment.
- Write one *Mini-assignment* (approximately one page, single spaced).
- Participate to our 'live' Tuesday discussion and/or to the Forum (+ submit a quick Participation Report).

One Lesson should take approximately six to eight hours to complete. (Note: study experts say that for every hour you are in class, you should be devoting two hours outside of class to studying/schoolwork. So for one course: 9 hours per week).

Although the bulk of the work is done asynchronously, at your own pace, we do stay connected!

- Every Tuesdays at 1:30 pm, we have a live Discussion on the mini-assignment you submitted on the previous Sunday. This activity is optional although you get participation marks. An optional Q&A session on all course material follows. The live session will be recorded, and participation is assessed through a 'Participation report'.
- Finally, you are invited to join our discussion Forum on CULearn for more participation marks.

Although there is no final exam or essay in the fall term, there is one Capstone Project in the winter. But other than that: that is it! *No tests, no term essay, no final examinations*. Assimilation and progress depend on regular, sustained engagement.

The Capstone Project should take approximately 10 hours to complete.

In addition, to the 24 Lessons, there will be a 'Welcome to the course!' Module available on CULearn. This module will comprise: a welcome video (with explanations on the course vision, on requirements, etc.), a course outline in PDF form, a 'Course Commitment and Honor Pledge' form, and a Quiz on the Outline and Pledge (that will unlock Lesson 1).

4. TYPICAL STRUCTURE OF LESSONS:

To give you an idea of what to expect, here is what a typical Lesson will contain:

- Introduction video (including refresher of last Lesson, explanations on content and learning outcomes of new lesson, general points of reference)

- A PDF document is posted with a list of Lesson learning outcomes and of all activities

'Theoria Section'

- Mini-lecture 1
 - reading and/or link to video
- Mini-lecture 2
 - reading and/or link to video
- (possibly up to two additional lectures)
- *Quiz on mini-lectures above*
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- Mini-lecture 3
 - reading and/or link to video
- Mini-lecture 4
 - reading and/or link to video
- (possibly up to two additional lectures)
- *Quiz on mini-lectures above*

- Closing video (brief recap, explanations on weekly assignment, writing advice, announcement on next Lesson, etc.)

'Praxis Section'

- Longer Reading (for certain mini-assignments)
- Mini-assignment submission (which is also a preparation for our weekly discussion)
- Live discussion on mini-assignment to be held on Tuesdays, followed by Q&A
- Discussion on Forum
- Submission of weekly Participation Report on CULearn by midnight on the day our Discussion took place.

5. COURSE REQUIREMENTS

Fall Semester

Quizzes:

2 per Lesson (5 questions for each quiz from a bank)

1% each quiz= 24% total for semester

To get the 1% you need to get 3 out of 5 questions right in your first attempt
8 minutes for each quiz for first attempt no time constraint for next attempts

****To unlock mini assignment, you need to get 80% on both quizzes*

Unlimited attempts

Right answers not provided

Weekly mini assignment:

Written exercises assigned and submitted weekly

Only 10 best marks count

5 marks each = total of 50% total for semester

Topic available on Sunday at midnight, assignment due before next Sunday at midnight

**** No late submission accepted*

Will be marked by TA with a rubric

'Live' discussion on that topic on the following Tuesday

Weekly forum can be on the same question

Engagement + participation:

2% for each *substantial* participation to Tuesday's live Discussions

And 2% for participation to weekly Forum for max of 4% per week

(this will be assessed through the submission of a quick 'Participation report' submitted by midnight on the day of the live Discussion)

Maximum of 26% per semester

No Capstone project in the Fall semester

Winter semester

Same as Fall requirements with the addition of a Capstone Project:

Quizzes:

0.5% each quiz= 12% total for semester

Weekly mini assignment:

Only 10 best marks count = total of 48% for semester

Engagement and participation: Maximum of 20% per semester

Capstone project (take-home): 20%

This Capstone project will include 4 steps. The two first steps will be submitted as weekly mini assignments as a way to prepare for the final steps. The two last steps will be assigned as a 'take-home' on the last day of class. Students will have until the end of the exam period to complete the take-home part of the capstone project.

If you don't watch my pre-recorded lectures and do the work on a weekly basis, you will not be successful in this course. Most importantly, you will not fully benefit from our shared journey. If you fall behind, you are responsible for catching up, but late mini assignments are **not accepted**.

Students who are registered with the **Paul Menton Centre** are responsible for soliciting letters of accommodation in due time. They **must respect all the deadlines** if they want to be granted accommodations.

You are expected to check your Carleton account regularly. If you have any **questions or concerns** do not hesitate to contact your T.A. or myself. We are there for you!

6. LESSON TOPICS and CALENDAR

This Calendar is tentative and may be subject to change with notice.

FALL SEMESTER
The Birth of the Search for Wisdom: Philosophy as Contemplation
What is reality? How can we access truth?

Introduction Module: Welcome to the course!

Fall Semester	Topic	Material available <i>at midnight on Sunday</i>	Activities to be completed <i>by midnight on Sunday</i>	Live Discussion + Q&A <i>Tuesday 1:30 pm on Zoom</i>
Lesson 1	Getting ready for our journey to Ancient Greece	Sept. 6	Sept. 13	Sept. 15
Lesson 2	<i>Wondering at things.</i> The Presocratic source of the quest for wisdom	Sept. 13	Sept. 20	Sept. 22
Lesson 3	<i>All is one.</i> The Milesians and Xenophanes in search of unity.	Sept. 20	Sept. 27	Sept. 29
Lesson 4	<i>Everything is rational, all is connected.</i> Pythagoras on numbers, harmony, and purification of the soul	Sept. 27	Oct. 4	Oct. 6

Lesson 5	<i>All is in flux.</i> The fiery wisdom of Heraclitus ‘the Dark’	Oct. 4	Oct. 11	Oct. 13
Lesson 6	<i>Approaching the ‘Truth’s untrembling core’.</i> Parmenides revelation on Being	Oct. 11	Oct. 18	Oct. 20
Lesson 7	<i>It’s all about basic elements.</i> Anaxagoras, Empedocles, Democritus as scientific visionaries	Oct. 18	Oct. 25	Nov. 3
Lesson 8	<i>Everything is relative.</i> The legacy of the sophistic movement	Nov. 1	Nov. 8	Nov. 10
Lesson 9	<i>Know thyself.</i> From <i>sophia</i> to <i>philosophia</i> : the Socratic turn	Nov. 8	Nov. 15	Nov. 17
Lesson 10	<i>There are two worlds.</i> Entering Plato’s cave	Nov. 15	Nov. 22	Nov. 24
Lesson 11	<i>Wisdom as conversion of the soul.</i> ‘Platonic love’ and ascetic ascension	Nov. 22	Nov. 29	Dec. 1
Lesson 12	<i>Aristotle and the blessed life of contemplation</i>	Nov. 29	Dec. 6	Dec. 8

WINTER SEMESTER

The Ancient Search for Happiness. Philosophy as a Way of Life
How should we live? What leads to happiness?

Introduction Module: Welcome to the Winter semester part of our course!

Winter Semester	Topic	Material available	Activities to be completed	Live Discussion + Q&A
		<i>at midnight on Sunday</i>	<i>by midnight on Sunday</i>	<i>on Tuesday 1:30 pm (Zoom)</i>
Lesson 13	<i>How not to live.</i> Callicles, Thrasymachus, and the 'happiness' of the tyrant	Jan. 7	Jan. 17	Jan. 19
Lesson 14	<i>Socrates and the examined life</i>	Jan. 17	Jan. 24	Jan. 26
Lesson 15	<i>Living like a dog.</i> The rough life of the Cynics	Jan. 24	Jan. 31	Feb. 2
Lesson 16	<i>Living well inside the cave 1.</i> <i>Plato on ruling one's inner citadel</i>	Jan. 31	Feb. 7	Feb. 9
Lesson 17	<i>Living well inside the cave 2.</i> Plato and the transformation of social life	Feb. 7	Feb. 14	Feb. 23
Lesson 18	<i>Reflecting on the good life.</i> Aristotle on happiness	Feb. 14	Feb. 28	March 2
Lesson 19	<i>How to become virtuous?</i> Aristotle's training method	Feb. 28	March 7	March 9
Lesson 20	<i>Suspend judgment and go with the flow:</i> Skeptic wisdom	March 7	March 14	March 16
Lesson 21	<i>Living a life of pleasure</i> in Epicurus' Garden	March 14	March 21	March 23
Lesson 22	<i>The Stoic art of living:</i> Epictetus on what is up to us	March 21	March 28	March 30
Lesson 23	<i>Living in the now and learning to die.</i> Marcus Aurelius and Seneca's Stoic exercises	March. 28	April 4	April 6

Lesson 24	Ending our journey. Can philosophy contribute to everyone's happiness?	April 4	April 9 (Friday)	April 8 (Thursday)
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8. READING MATERIAL

To minimize costs, I decided to assign exclusively reading material available online or in electronic form. Texts will be available through CULearn on a weekly basis.

For those who are old-fashioned and prefer to work with 'real' books, I will make suggestions of relevant books available through Amazon throughout the year (see also section 9, below).

9. SUGGESTIONS FOR ADDITIONAL READINGS

For those who get hooked and wish to purchase the best editions of Plato and Aristotle's complete works: *Plato. Complete Works*. Vol. 1 and 2, Cooper and Hutchinson (ed.), Hackett publ. 1997.

Complete Works of Aristotle, The Revised Oxford Translation, Vol. 1 and 2, J. Barnes (ed.), Oxford U. Press, 1984.

ADAMSON, P., *Classical Philosophy: A History of Philosophy without any gaps*, Volume 1, Oxford U. Press, 2014.

_____, *Philosophy in the Hellenistic and Roman Worlds: A History of Philosophy without any gaps*, Volume 2, Oxford U. Press, 2015.

BARNES, J., *The Presocratic Philosophers*, London-Boston, Routledge & Kegan Paul, 1982.

_____, *Early Greek Philosophy*, Penguin Books, 1987.

_____, *Aristotle. A Very Short Introduction*, Oxford University Press, 2000.

BETT, R., *The Cambridge Companion to Ancient Scepticism*, Cambridge U. Press, 2010.

BRAGUE, R., *Eccentric Culture: A Theory of Western Civilization*, South Bend, Indiana: St. Augustine's Press, 2002.

_____, *The Wisdom of the World: The Human Experience of the Universe in Western Thought*, Fagan, 2003

DESMOND, W. *The Cynics*, University of California Press, 2008.

DILLON, J., T. GERGEL (ed.), *The Greek Sophists*, Penguin Classics, 2003

DODDS, E.R., *The Greeks and the Irrational*, Berkeley, Univ. of California Press, 1951.

GUTHRIE, W.K.C., *A History of Greek Philosophy*, vol. 1-6, Cambridge, Cambridge Univ. Press, 1962-.

HADOT, P., *Philosophy as a Way of Life: Spiritual Exercises from Socrates to Foucault*, Wiley-Blackwell, 1995.

_____, *What is Ancient Philosophy?* Cambridge, The Belknap Press of Harvard University press, 2004.

_____, *Plotinus or the Simplicity of Vision*, University of Chicago Press, 1998.

KAHN, Ch., *Plato and the Socratic Dialogue: the Philosophical Use of a Literary Form*, Cambridge: U. Press, 1996.

KERFERD, G.B., *The Sophistic Movement*, Cambridge, Cambridge Univ. Press, 1981.

KRAUT, R. (ed.), *The Cambridge Companion to Plato*, Cambridge, Cambridge Univ. Press, 1996.

NUSSBAUM, M. *The Therapy of Desire*, Princeton: Princeton University Press, 1994.

REMES, P., *Neoplatonism*, Berkeley/Los Angeles: University of California Press, 2008.

SEDLEY, D. (ed.), *The Cambridge Companion to Greek and Roman Philosophy*, Cambridge University Press, 2003.

THORSRUUD, H., *Ancient Scepticism*, University of California Press, 2008.

UNTERSTEINER, M., *The Sophists*, trans. K. Freeman, Oxford: Blackwell, 1954.

VLASTOS, G., *Socrates. Ironist and Moral Philosopher*, Ithaca (NY): Cornell Univ. Press, 1991.

_____, *Socratic Studies*, M. Burnyeat (ed.), Cambridge, Cambridge Univ. Press, 1994.

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 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.

Important Dates:

Sept. 9	Classes start.
Sept. 23	Last day for registration and course changes for fall term and fall/winter (two-term) courses.
Sept. 30	Last day for entire fee adjustment when withdrawing from fall term or two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Oct. 12	Statutory holiday. University closed.
Oct. 26-30	Fall Break – no classes.
Nov. 27	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, before the official examination period.
Dec. 11	Last day of fall term classes. <i>Classes follow a Monday schedule.</i> Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for a fall term course.
Dec. 12-23	Final examinations for fall term courses and mid-term examinations in two-term courses. Examinations are normally held all seven days of the week.
Dec. 23	All take-home examinations are due.
Jan. 6	Classes begin.
Jan. 20	Last day for registration and course changes in the winter term.
Jan. 31	Last day for a full fee adjustment when withdrawing from winter term courses or from the winter portion of two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Feb. 15	Statutory holiday. University closed.
Feb. 15-19	Winter Break – no classes.
Mar. 26	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period.
Apr. 2	Statutory holiday. University closed.
Apr. 9	Last day of two-term and winter term classes. Last day for academic withdrawal from fall/winter and winter courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for two-term and for winter term courses.
Apr. 10	No classes or examinations take place.
Apr. 11-23	Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.
Apr. 23	All take-home examinations are due.

Addresses:

Department of Philosophy:
www.carleton.ca/philosophy
520-2110

Registrar's Office:
www.carleton.ca/registrar
520-3500

Academic Advising Centre:
www.carleton.ca/academicadvising
520-7850

Writing Services:
<http://www.carleton.ca/csas/writing-services/>
520-3822

MacOdrum Library
<http://www.library.carleton.ca/>
520-2735