



SAINT LOUIS UNIVERSITY  
MADRID

**PHIL 1050 M01: Introduction to Philosophy: Self & Reality**  
Spring 2018

**Class days and time:** MWF 12:00–12:50

**Classroom:** PRH 7

**Prerequisites:** None

**Credits:** 3

**Instructor:** Welch

**Instructor's email:** [jwelch7@slu.edu](mailto:jwelch7@slu.edu)

**Instructor's campus phone:** 91 554 5858, ext. 209

**Office:** SIH 307

**Office hours:** MWF 13:00–14:00, TR 12:30–14:00, and by appointment

**Course Goals and Student Learning Outcomes**

This course has two objectives. The first is to introduce students to western philosophy through a study of its origins. Tradition locates the beginnings of western philosophy in the Greek colonies of Asia Minor in the sixth century B.C. But some scholars believe that classical Greek philosophy sprang from older philosophies indigenous to the East (Egypt and India, for example). Neither point of view seems completely satisfactory; Greek philosophy did not spring, fully formed, from Thales' head, nor was it merely a western offshoot of eastern thought. It was both rooted in human history and a new moment in that history. We will try to see it in context: how it emerged from a cultural matrix whose sources lead ultimately east, and how it evolved into a distinctively western cultural form.

The second objective is the rationale for the first. Why should the history of ancient philosophy be studied in a modern classroom? Why should this be a required course at Saint Louis University? Paradoxically, perhaps, the point of studying ancient Greek philosophy is to deepen our awareness of the present. These early thinkers continue to exert a formative influence on Western culture. Not only do they shape our way of doing philosophy, as you might expect; they also mold our math, our science, our religion, and our politics. They were not just philosophers in the narrow academic sense of the word; they were versatile thinkers who, at a decisive moment in human history, responded exceptionally to the many facets of human experience. To study them, then, is a kind of archaeology of our own minds. We study them ultimately to know who we are.

Students who successfully complete this course will be able to:

- assess the work of three main figures of ancient Greek philosophy: Socrates, Plato, and Aristotle
- know oneself as an instance of one of sixteen personality types
- manage criteria for sound argumentation that originated in Aristotle's invention of logic
- discern the roots of modern scientific method in the work of Pythagoras and Aristotle
- identify Leucippus and Democritus, Epicurus, and Plato as early proponents of

worldviews held by many present-day thinkers

- link the nature of God as understood by today's Christians, Muslims, and Jews to the philosophical theology of Xenophanes, Plato, and Aristotle
- estimate the extent of contemporary political progress against the backdrop of Plato's and Aristotle's political philosophies
- recognize current debates over censorship in the arts as extensions of disagreements between Plato and Aristotle over the proper role of art.

### **Course Description**

Courses on the ancient Greeks often begin with the Presocratics and end with Aristotle. We will not adopt this chronological approach, however; we will focus on different kinds of experience instead. The raw material for the course consists of seven kinds of human experience; as a result, the course has seven different modules. Each module is structured by readings from ancient Greek philosophers, but each module extrapolates themes in these readings to our experience in the present. An outline of the course follows:

#### 1) Self-experience

- Socrates
- Know yourself!

#### 2) Argumentative experience

- Parmenides
- Aristotle
- Contemporary criteria for sound argumentation

#### 3) Scientific experience

- Pythagoras
- Aristotle: theory
- Aristotle: practice
- Contemporary scientific method

#### 4) Global experience

- Leucippus and Democritus
- Epicurus
- Plato
- Contemporary world views

#### 5) Religious experience

- Xenophanes
- Plato
- Aristotle
- Contemporary Christian, Muslim, and Jewish views of God

#### 6) Political experience

- Plato
- Aristotle
- Contemporary political progress

#### 7) Artistic experience

- Plato
- Aristotle
- Contemporary debates on censorship in the arts

## Required Text and Materials

The text is *Introductory Readings in Ancient Greek and Roman Philosophy*, 2<sup>nd</sup> ed., edited by C. D. C. Reeve and Patrick Lee Miller. It is required and available in the bookstore. Additional course materials can be found on SLU's intranet, which can be accessed via the Blackboard Learn server.

## Required Reading

Unless otherwise noted, the readings below are from Reeve and Miller. Unannounced quizzes will be given on the readings. To give you credit for doing the readings, quiz scores will be averaged into the participation grade for the course.

- 1) Self-experience
  - Socrates: pp. 62–85, 142–143
- 2) Argumentative experience
  - Parmenides: pp. 14–17
  - Aristotle: handout
- 3) Scientific experience
  - Pythagoras: pp. 4–7
  - Aristotle (theory): pp. 274–275, 265–270
  - Aristotle (practice): handout
- 4) Global experience
  - Leucippus and Democritus: pp. 30–34
  - Epicurus: pp. 365–367, 386–388, 390–393
  - Plato: pp. 52–62, 202–210, 120–122, 238–243
- 5) Religious experience
  - Xenophanes: pp. 8–9
  - Plato: pp. 243–246
  - Aristotle: pp. 303–309
- 6) Political experience
  - Plato: pp. 210–212
  - Aristotle: pp. 344–349, 351–353
- 7) Artistic experience
  - Plato: handout
  - Aristotle: handout

## Grading and Attendance

A university course is a collaborative effort among students and professor. A final grade should reflect the student's contributions to this effort throughout the entire course—not just exam and paper days. In this course, then, final grades are calculated as a weighted average of four scores: two exams, written explorations, and participation. The scores are weighted as follows:

First exam:	21%
Explorations	27%
Final exam:	33%
Participation:	19%

Exams: The exams must be taken on the dates assigned (see course calendar below). Violations of this policy will result in the loss of a grade point (from B to C, for example) in all but the most exceptional cases.

Explorations: Explorations are short written exercises that are assigned throughout the course. The explorations must be turned in on the dates assigned. Violations of this policy will result in the loss of a grade point (from B to C, for example) in all but the most exceptional cases.

Participation: This component of your final grade is based on attendance, quizzes on the readings, oral and written exercises, effort, and punctuality. Meaningful participation requires regular class attendance. Students with eight or more absences can expect that their final grade will be no higher than C+ and will probably be lower. Cell phones are to be switched **OFF** in class. Computers are to be used **SOLELY** for taking class notes. Students are expected not to interrupt class by leaving the room and returning during the class period.

### **Spring 2018 Course Calendar**

January 21	Drop/Add ends; last day to choose Audit or Pass/No Pass options
February 21	First exam
March 9	Last day to drop a course with a grade of W
March 26–April 1	Semana Santa
April 4	Registration for Fall 2018 begins
May 9	Final exam (12:00-14:00)

**E-mail:** Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

### **Academic Integrity**

Please note that, as a student in this course, you are required to adhere to the university's Academic Integrity Policy. Cheating, falsification, and plagiarism are strictly forbidden. Plagiarism is the intentional representation of someone else's thoughts or words as if they were one's own. Any violation of this policy will result in an F for the pertinent academic exercise. In addition, the violation will be reported to the chair. In consultation with the professor, the chair will write a report, which will then be sent to the Madrid Campus Committee on Academic Honesty.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and

professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your professor, the chair of the department of your academic program, or the Academic Dean of the Madrid Campus.

### **University Title IX Statement**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

### **Students with Special Needs**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/academics/student-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

### **Assessment**

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.