History of Philosophy: Ancient Monte Ransome Johnson
PHILOSOPHY 157 Associate Professor
Fall 2010 monte@ucsd.edu
Center Hall 222: MWF 12 -12:50 pm SSH 7058: MW 2-3 pm

web address: http://groups.google.com/group/**2010-ucsd-phil-157**
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Description

The history of philosophy begins with Greek texts written in the fifth and fourth centuries BC. By the fourth century, philosophers were already investigating the history of philosophy in order to make and defend their own philosophical arguments. This course will begin by examining the surviving evidence for the earliest philosophers, the Ionians, the Eleatics, and the Pluralists. We will then read Plato's account of Socrates practicing history of philosophy, with his criticism of the Pythagoreans and Anaxagoras in the *Phaedo*. Next we will examine a recent attempt to reconstruct a lost work that was a product of the first institution of philosophy, Plato's Academy: Aristotle's *Protrepticus*, a work in which Plato's most famous student tries to defend theoretical philosophy from criticisms of its practical uselessness. Finally, we will read several opening books of Aristotle's works, which give an historical overview of the fields of natural philosophy, psychology, metaphysics, and ethics. We will conclude with a philosophical letter of Epicurus calling for a different approach to the study of nature, the gods, and human success.

Objectives

- Develop the ability to interpret and criticize, both in discussion and in writing, English translations of primary works of Greek philosophy.
- Understand the techniques used to scrutinize ancient sources and reconstruct the insights and arguments of historical philosophers.
- Learn the canonical history of early and classical philosophy, beginning with Thales of Miletus and culminating in the works of Plato and Aristotle.
- Survey the major topics and problems of ancient philosophy, and the range of philosophical approaches to exploring and resolving them.
- Encounter recent and active professional research in the field of Greek philosophy.

Required Texts

- Plato, *Phaedo*, translated by G. M. A. Grube (Indianapolis: Hackett Publishing Company, 1977) ISBN-10: 0915144182. Available at Groundwork Books.
- *The Basic Works of Aristotle*, edited by Richard McKeon (New York: Modern Library, 2001) ISBN-10: 0375757996. Available at Groundwork Books.
- *Aristotle's* Protrepticus*: a provisional reconstruction*, by D. S. Hutchinson and M. R. Johnson. Available at www.protreptic.info.

Evaluation Scheme

A = 900-1000; B = 800-900; C = 700-800; D = 600-700; F = <600.

1. <u>Participation</u> (100 points): The class is discussion-based, and regular attendance, preparation, and contribution in class or online is required. You must sign up to the course Google Group. The web address for the group is above; from there, or by sending a message to the above email address for the group, you can join as a member. Anybody not signed up to the Google Group by October 1 will loose 25 points automatically.

2. <u>Writing Assignments</u> (300 points): Three short essays, due Oct. 8, Nov. 12, and Dec. 3. No late or electronic submissions accepted.

3. <u>Midterm Exam</u> (200 points): In-class, open-book, essay examination, Oct. 22.

4. <u>Final Exam</u> (300 points): Cumulative, open-book, essay examination, Dec. 9. 11:30am-2:30pm.

5. <u>Scribe Assignment</u> (100 points): A group project described in detail on a separate handout.

Textual Citations and Use of Secondary Literature

References to Plato and Aristotle in all written and oral work will refer to the standard pagination used by scholars (known as the "Stephanus numbers" for Plato, because of the renaissance edition of Stephanus; and "Bekker numbers" for Aristotle, because of the nineteenth century edition of Bekker).

A complete reference to Plato has four elements: work, book, page, column, and line. Since we are working in translation, we will give the name of the translator, but not use line numbers; and since we are not reading any multi-book works, we will not use book numbers. Thus a complete reference for our purpose will look like the following quotation from the <u>Crito</u>:

> Socrates says that "the only valid consideration, as we were saying just now, is whether we should be acting rightly in giving money and gratitude to those who will lead me out of here, and ourselves helping with the escape, or whether in truth we shall do wrong in doing all of this" (<u>Crito</u> 48cd, tr. Grube).

The same citation would be employed in a paraphrase, as follows, but without reference to the translator:

> Socrates says that money, reputation, and even the safety of his children are irrelevant, because the only thing that matters is whether escape from prison would be morally right or wrong (<u>Crito</u> 48cd).

So the work is cited along with the page and column. Since the quotation is contained in two columns, c and d, we write "cd". Were the quote to continue to the next page, we would write 48c-49a, in order to indicate that we are quoting from 48c to 49a.

Scribe Assignment

1. The scribe assignment is a group project in which students will collaborate to produce a complete set of "minutes" of our meetings published on the course's homepage.

2. Two to four "scribes" will volunteer or be assigned to take notes for each class. Occasionally two groups of scribes of scribes will each take notes for the same class. The rest of <u>the class is encouraged not to take notes</u>, but rather to concentrate on the lecture, ask questions, and participate in the discussion.

3. The students assigned to take notes will meet sometime after the class as a group and compose a special set of "minutes" of the class. <u>They should do this together, in person, and not by dividing up the lecture and separately composing different sections of the minutes</u>. You must be prepared to meet in person several times with the other scribe(s).

4. The minutes will not be a verbatim version of the lecture. Rather, the scribes should write out, in complete English sentences (not note form, and without using mathematical symbols in lieu of words), a narrative of the lecture and discussion. They should fill in any references to texts, providing complete citations.

5. Each scribe should also compose at least one original question about the lecture for further clarification or reflection.

5. An electronic copy of the minutes must be sent to monte@ucsd.edu by 10am before the next class meeting. The minutes will then be read out at the beginning of the same class by the scribes. A short discussion of one or more of the scribes' original questions will follow.

6. I will then return to the scribes a hand-edited copy of the minutes. The scribes will then meet again as a group to input the corrections into the electronic file. Finally they must submit that electronic file to me <u>not later than one week from the original lecture, one hour before class</u>.

7. Scribal assignments will be made by me. The assignment is worth 100 total points of your final grade. You must notify me of any day on which you are not capable of attending. You may trade dates, but it will not be possible to "make up" an assignment if it is missed. If you fail to contact your group on the day of the lecture that you are responsible to be a scribe for, you will receive 0/100 points for the assignment.

8. The final electronic version will also be posted to the course website for the benefit of all the students in the class, and will be made publically available. The result will be a complete set of typed notes for the entire class, produced by its members, and checked for accuracy and completeness by me.

9. Sample Production Schedule:

    1. Take scribe notes in class (e.g. on September 27); meet with other scribes and compose minutes. Email a copy to monte@ucsd.edu.
    2. Read minutes aloud in next class (e.g. on September 29).
    4. Revise minutes based on Professor's comments; send electronic copy to professor by following class (e.g. October 1)
    5. Electronic copy posted to Web Site (e.g. on October 4)

10. Format: The font should be Times New Roman 12 point. No extra spaces between paragraphs. Do not right justify (aligning the text). Underline all foreign expressions and titles. Put scribe names in alphabetical order. The heading should be centered in the body following this example:

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UCSD Winter 2010
Philosophy 157: **Ancient Philosophy**
Professor Monte Johnson
Scribes: Phillip Beabout, Matt Uhlhorn, and Adam Yakira

Lecture on 2010 September 27
The Ionians: Anaximander, Anaximenes, and Heraclitus

Ionia is an area of early Greek colonization located on the western coast of what is now the Republic of Turkey, etc.

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11. Please send the file as a .doc file.

12. Name the file according to the following example: 2010ix27 Ancient.doc. Replace the Roman numeral and following Arabic number by the appropriate date of the lecture on which the minutes are based; e.g. 2010ix27 = 2010 September 27; 2009x1 = 2010 October 1; 2009xi1 = 2010 November 1.

13. The final electronic version will then be graded on the following criteria: (1) accuracy; (2) completeness; (3) concision (1000-1500 words); (4) grammatical and typographical correctness, especially with reference to textual citations; (5) elegance; and (6) insight and import of the original questions.

14. Common deductions include: Wrong font, right-justified, improper format or filename **-10 points**; Misspellings or reference and citation problems **-25 points;** lack of original questions **-10 points / missing question;** Late **-20 points / day**

SCHEDULE OF READINGS, DEADLINES, EXAMINATIONS AND HOLIDAYS

2010 SEPTEMBER 24   Greetings, Course Description, Evaluation Scheme; Thales.

ix 27   The Ionians: Anaximander; Anaximenes; Heraclitus.
ix 29   The Eleatics: Parmenides; Zeno; Melissus.
2010 OCTOBER 1 The Pluralists: Empedocles; Anaxagoras; and Democritus.

x 4   The Sophists: Protagoras; Gorgias; Isocrates, *Against the Sophists*.
x 6   Socrates and Plato: Plato, *Phaedo* 57-59c.
x 8   Souls and Forms: Plato, *Phaedo* 59d-84c. **Writing assignment 1 due.**

x 11   *VETERAN'S DAY HOLIDAY (NO CLASS).*
x 13   Pythagorean Psychology: Plato, *Phaedo* 84c-95a.
x 15   Scientific Explanation and the Forms: Plato, *Phaedo* 95a-107d.

x 18   Philosophy, History, and Myth: Plato, *Phaedo* 107d-118c.
x 20   **Review Session.**
x 22   **Midterm Examination: open-book, essay exam.**

x 25   Aristotle in and out of the Academy. *Protrepticus*, p. 1-7.
x 27   Prehistory, Principles, and Science: *Metaphysics* I.1-2.
x 29   Ancient History of Philosophy: *Metaphysics* I.3-7.

2010 NOVEMBER 1 Aristotle's Defense of Theoretical Philosophy. *Protrepticus*, p. 7-17.
xi 3   Aristotle's Criticism of Pythagoreanism and Platonism: *Metaphysics* I.8-10.
xi 5   Method of Astronomical, Mathematical, and Natural Science: *Parts of Animals* I.

xi 8   Virtue, Purpose, and Intentional Action: *Protrepticus*, p. 17-21.
xi 10   Analysis of the Human Function: *Nicomachean Ethics* I.1-6.
xi 12   Moral Psychology: *Nicomachean Ethics* I.7-13. **Writing assignment 2 due**

xi 15   Nature, Chance, and Intelligent Design: *Protrepticus*, p. 21-23.
xi 17   Ancient History of Natural Science: *Physics* I.
xi 19   Nature, its Explanation and Causes: *Physics* II.

xi 22   Human and Divine Lives and Pleasures: *Protrepticus*, p. 23-28.
xi 24   The Good Life, Pleasure, and the Divine. *Nicomachean Ethics* X.
xi 26   THANKSGIVING HOLIDAY (NO CLASS).

xi 29   The Epicurean Alternative. Epicurus, *Letter to Menoeceus*.
2010 DECEMBER 1 **Review Session**
xii 3   NO CLASS, evaluation of the course and professor (online). **Writing assignment 3 due** (in my mailbox).

xii 9   (11:30a- 2:30p) **Final Exam: open-book, cumulative essay exam.**