

# INTRODUCTION TO PHILOSOPHY AS A WAY OF LIFE

PHIL 11 ONLINE (5 units)

Philosophy Department | University of California, Santa Cruz | Summer 2018

## TEACHING TEAM:

David Donley, Instructor

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**Email policy**: as questions arise regarding assignments and administrative or logistical concerns, first consult this syllabus and prompts/guidelines/checklists/rubrics for the assignment in question. If an answer cannot be found there, then it is appropriate to email the instructor or teaching assistant. If the teaching team receives emails whose questions are explicitly answered by the syllabus and assignment materials, then the student will be directed to consult those materials. With respect to substantive philosophical questions about readings, arguments, or concepts, adequately addressing them often require back and forth discussion, and thus they are best answered during office hours or class discussion, as opposed to email. Note regarding all email correspondence: please be kind, considerate, and professional. The instructor will respond within 24 hours, Monday through Friday.

## COURSE DESCRIPTION:

This course provides an introductory historical survey of ancient approaches to central topics comprising philosophy as a way of life. We will consider issues connected to the nature of reality, knowledge, the human mind, the social and political realm, and morality that have a bearing on our capacity for a flourishing existence. This survey begins with Ancient Greek philosophy and concludes with Buddhism, as a contrast to Western philosophical practice. Most importantly, this course aims to engender meaningful contemplation on our own assumptions about the nature of reality, knowledge, and values as they relate to our own pursuit of a good life.

## COURSE LEARNING OUTCOMES:

1. Students will be able to describe and compare conceptions of the good life articulated by the major figures and schools in the history of ancient philosophy. In our exploration of ancient philosophy, we will encounter many similarities and differences among the conceptions of the good life we consider. Through describing and comparing these

conceptions, we will obtain a sense of the diverse range of ways of life available to us when formulating for ourselves what it means to live a good life.

2. Students will be able to deduce assumptions of and assess the conceptions of the good life proposed by ancient philosophers. Through analysis and evaluation of conceptions of the good life, we will gain a sense of the specific ideas, beliefs, values we find tenable for constructing our own philosophical vision of what it means to us to live a good life.
3. Students will be able to formulate a cogent philosophical position concerning their views about the good life. Building from our understanding, analysis, and evaluation of conceptions of the good life, we will construct our conception of the good life.
4. By achieving the aforementioned learning outcomes, students may find themselves on the path to becoming unconquerable, unalterable nuclei of freedom. This outcome is perfectly described by Roman poet Horace, “They who are just and firm in their resolve are shaken neither by the fury of citizens who ordain evil nor by the face of a threatening tyrant. Neither is their spirit shaken, either by the Auster, turbulent leader of the stormy Adriatic, or by the great hand of thunder-bearing Zeus. Let the world break and collapse—they will be unafraid when struck by its debris.” A self-assessment of this learning outcome can be performed by students when they find themselves staring down Death.

## **REQUIRED MATERIALS/TECHNOLOGY:**

All course materials (readings, assignment/activity prompts, grading rubrics, etc.) will be accessible within the modules on Canvas. All student work will be submitted through Canvas.

All course content for each week can be found on Canvas ([canvas.ucsc.edu](https://canvas.ucsc.edu)). To access this content and complete assignments, you will need:

- A reliable computer and internet connection to access modules on Canvas
- A webcam and microphone to participate in discussion section via Zoom
- A modern web browser (Firefox, Safari, Chrome) to load Canvas or device in which you can download the Canvas app
- Microsoft Word or equivalent word processing software to complete assignments is recommended

## **COURSE REQUIREMENTS:**

Since there are several course objectives, your performance on several different measures will be assessed by the teaching team.

### **1. Pre-Lecture Reflections (15% of final grade)**

- In each module, every lecture will be preceded by a 10-minute personal reflection exercise concerning the topics to be explored within the lecture. Prompts with specific requirements and grading rubric can be found in the modules.

- The aim of these reflections is for you to develop our own thinking with respect to philosophical topics comprising a study of the good life, and thus providing you with the raw material to use when constructing our own conception of the good life in the final project.
- *Grading Policy:* there will be 13 reflections; the three lowest scores will be dropped. This results in 10 reflections, each being worth 10 points or 1.5% of your final grade.

2. **Lecture Quizzes** (10% of final grade)

- In each module, every lecture will be followed by a short quiz testing your basic comprehension of concepts and ideas presented in lecture; this comprehension will be necessary for successfully completing analysis and evaluation of the ways of life presented in the course, which is a component of the final project.
- Each quiz will consist of up to ten multiple choice, multiple answer, fill-in-the-blank, and true-and-false questions. Each quiz is worth 10 points.
- *Grading Policy:* There will be 13 quizzes; the three lowest scores will be dropped. This results in 10 quizzes, each being worth 1% of the final grade.

3. **Reading Response Journal Entries** (10% of final grade)

- In most modules, there will be primary source readings consisting of selections from the works of philosophers discussed in the lecture. Upon completion of readings, an (approximately 400-word) reading response journal will need to be completed. Prompts with specific requirements and grading rubric can be found in the modules.
- Reading response journals provide opportunities to practice analysis and evaluation of conceptions of the good life we consider in the course; these opportunities, along with feedback received, will prepare you for the analysis and evaluation component of the final project.
- *Grading Policy:* There will be a total of 10 journal entries, each worth 10 points. The two lowest scores will be dropped and replaced by your initial average score when calculating point totals for final grades. Each journal entry is worth 1% of the final grade.

4. **Participation in Discussion Section** (25% of the final grade)

- Upon completion of lecture and reading components of modules, students will participate in online 1.5-hour discussion sections via Zoom once a week, which results in 5 discussion section meetings for the course. Prior to the start of discussion section, students must complete the discussion section survey form.
- *Grading Policy:* as summer courses are only 5 weeks, attendance in discussion section every week is mandatory--unexcused absences will result in a 20% reduction in participation grade; with only 5 section meetings, each section meeting is worth 20% of the participation grade or 5% of your final grade. Similarly, because of time constraints, missed sections cannot be made up.
- Mere attendance is not enough to receive full credit for the participation grade, *active* participation in discussion section is necessary. See "Participation Rubric" for specifics on how participation will be assessed.

5. **Final Project: Crafting Your Own Philosophical Way of Life** (40% of final grade)

- This project has two main components: (1) analysis and evaluation of the philosophical ways of life explored in the course, and (2) creation of your own conception of a philosophical way of life. A prompt with specific requirements and grading rubric can be found under “Final Project” in the “Assignments” tab on Canvas.
- There will be smaller assignments designed to scaffold the components of the final project:
  - Brainstorm/Outline/Zero Draft = 10% of project grade (due by Sunday, August 5<sup>th</sup> at 11:59 PM)
  - First Draft of Your Conception of the Good Life = 15% of project grade (due by Sunday, August 12<sup>th</sup> at 11:59 PM)
  - First Draft of Analysis and Evaluation = 15% of project grade (due by Sunday, August 19<sup>th</sup> at 11:59 PM)
  - Peer review workshop of first drafts = 10% of project grade (due by Sunday, August 26<sup>th</sup> at 11:59 PM)
  - Final draft = 50% of project grade (due by Sunday, September 2<sup>nd</sup> at 11:59 PM)

ASSIGNMENT	WEIGHT: FINAL GRADE		POINTS	
10 Pre-Lecture Reflections	15%	1.5% each	150	15 each
10 Lecture Quizzes	10%	1% each	100	10 each
10 Reading Response Journal Entries	10%	1% each	100	10 each
5 Discussion Section Meetings	25%	5% each	250	50 each
Final Project	40%	---	400	---
• Brainstorm/Outline/Zero Draft	---	4%	---	40
• 1 <sup>st</sup> Draft: Analysis & Evaluation	---	6%	---	60
• 1 <sup>st</sup> Draft: Your Own Way of Life	---	6%	---	60
• Peer Review Workshop	---	4%	---	40
• Final Draft	---	20%	---	200
<b>TOTAL</b>	<b>100%</b>	<b>---</b>	<b>1000</b>	<b>---</b>

## GRADING SCALE:

<b>Excellent</b>	A+	Reserved for a student whose performance consistently exceeds other students earning an A in the course
	A	94.0% and above
	A-	89.5% – 93.9%
<b>Good</b>	B+	86.5% – 89.49%
	B	83.5% – 86.49%
	B-	79.5% – 83.49%
<b>Fair</b>	C+	76.5% – 79.49%
	C	73.5% – 76.49%
	C-	69.5% – 73.49%
<b>Poor</b>	D+	66.5% – 69.49%

	D	63.5% – 66.49%
	D-	59.5% – 63.49%
<b>Fail</b>	F	0% – 59.49%

## COURSE POLICIES:

The following are policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Please bring any concerns you may have to the teaching team's attention.

- Classroom Conduct:** To create and preserve a classroom atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:
  - You are expected to be on time. I intend to begin class promptly at the designated time, and you should be logged onto Zoom and ready to begin class at this time. Class ends at the designated time. Please refrain from exiting the discussion early and entering discussion late; doing so will adversely affect your participation grade.
  - Classroom participation is a part of your grade in this course. You must attend class prepared to fully participate. Questions and comments must be relevant to the topic at hand.
  - Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
  - Any discussion from class that continues outside section should adhere to these same rules and expectations.
- Lateness policy:** Late assignments and make-up quizzes are *not* allowed, except for documented emergencies/illness, DRC accommodations, or conflicts with religious observance. Please notify the instructor in advance of your need for an exception to course deadlines and attendance requirements. Given the workload presented above and the brevity of summer session, there is just not enough time for the teaching team to be going back to grade late or missed assignments.
- Students with diverse learning styles and needs are welcome in this course!** UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your [Academic Access Letter](#) from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably within 1 week. I also encourage you to discuss with me ways we can ensure your full participation in this course. I encourage all students who may benefit to learn about the DRC and the UCSC accommodation process. You can visit the DRC website at [drc.ucsc.edu](http://drc.ucsc.edu). You can make an appointment and meet in-person with a DRC staff member. The phone number is [831-459-2089](tel:831-459-2089), or email [drc@ucsc.edu](mailto:drc@ucsc.edu).
- Plagiarism policy:** You are responsible for being familiar with UCSC's policies on

academic misconduct ([https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct)). Proper sourcing and good scholarship are expected. Plagiarism is a serious academic offense and will not be tolerated. Plagiarism will be handled on a case-by-case basis. If you have any questions or concerns about how to avoid plagiarism and ensure the originality of your work, please ask us.

- UCSC’s library resource page: <https://guides.library.ucsc.edu/citesources>
- UCLA has helpful tips on avoiding plagiarism: <http://guides.library.ucla.edu/bruin-success/>

## SUMMER SESSION KEY DATES:

Monday, August 6 – Drop Deadline (tuition refund)

Friday, August 10 – Grade Change Option

Friday, August 17 – Withdrawal Deadline (no tuition refund)

Thursday, September 6 – Grades Due

## COURSE SCHEDULE (TENTATIVE AND SUBJECT TO CHANGE):

DATE	MODULES	ACTIVITIES
<b>Week 1</b>	<u>Module 1</u> : Course Orientation and Introduction to Philosophy	<ul style="list-style-type: none"> <li>• Pre-Lecture Reflection</li> <li>• Lecture: “Orientation” &amp; “What is Philosophy?”</li> <li>• Syllabus &amp; Lecture Quiz</li> <li>• Readings: Syllabus &amp; Bertrand Russell’s “The Value of Philosophy”</li> <li>• Reading Response Journal Entry</li> <li>• All components must be completed by Thursday, August 2<sup>nd</sup> at 4:00 PM</li> </ul>
	<u>Module 2</u> : The Sophists & The Figure of Socrates	<ul style="list-style-type: none"> <li>• Pre-Lecture Reflection</li> <li>• Lecture: “The Sophists &amp; the Figure of Socrates”</li> <li>• Lecture Quiz</li> <li>• Begin reading Plato’s <i>Symposium</i></li> <li>• All components must be completed by Thursday, August 2<sup>nd</sup> at 4:00 PM</li> </ul>
	<u>Module 3</u> : Plato’s Academy	<ul style="list-style-type: none"> <li>• Pre-Lecture Reflection</li> <li>• Lecture: “Plato’s Academy”</li> <li>• Lecture Quiz</li> <li>• Finish reading Plato’s <i>Symposium</i></li> <li>• Reading Response Journal Entry</li> <li>• All components must be completed by Thursday, August 2<sup>nd</sup> at 4:00 PM</li> </ul>
	Additional Components	<ul style="list-style-type: none"> <li>• Discussion Section (see schedule below)</li> </ul>

		<ul style="list-style-type: none"> <li>Brainstorm/Outline/Zero Draft (due by Sunday, August 5<sup>th</sup> at 11:59 PM)</li> </ul>
Week 2	<u>Module 4:</u> Aristotle's Lyceum	<ul style="list-style-type: none"> <li>Pre-Lecture Reflection</li> <li>Lecture: "Aristotle's Lyceum"</li> <li>Lecture Quiz</li> <li>Reading: Aristotle's <i>Nicomachean Ethics</i> (selections)</li> <li>Reading Response Journal Entry</li> <li>All components must be completed by Thursday, August 9<sup>th</sup> at 4:00 PM</li> </ul>
	<u>Module 5:</u> Hellenistic Philosophy	<ul style="list-style-type: none"> <li>Pre-Lecture Reflection</li> <li>Lecture: "Hellenistic Schools: Introduction, Cynicism, &amp; Skepticism"</li> <li>Lecture Quiz</li> <li>All components must be completed by Thursday, August 9<sup>th</sup> at 4:00 PM</li> </ul>
	<u>Module 6:</u> Hellenistic Philosophy (continued)	<ul style="list-style-type: none"> <li>Pre-Lecture Reflection</li> <li>Lecture: "Hellenistic Schools: Epicureanism &amp; Stoicism"</li> <li>Lecture Quiz</li> <li>Reading: Seneca's <i>Moral Letters to Lucilius</i> (selections)</li> <li>Reading Response Journal Entry</li> <li>All components must be completed by Thursday, August 9<sup>th</sup> at 4:00 PM</li> </ul>
	Additional Components	<ul style="list-style-type: none"> <li>Discussion Section (see schedule below)</li> <li>First Draft of Your Own Philosophical Way of Life (due by Sunday, August 12<sup>th</sup> at 11:59 PM)</li> </ul>
Week 3	<u>Module 7:</u> Ancient Western Philosophical Practice	<ul style="list-style-type: none"> <li>Pre-Lecture Reflection</li> <li>Lecture: "Spiritual Exercises &amp; Concentration on the Self"</li> <li>Lecture Quiz</li> <li>All components must be completed by Thursday, August 16<sup>th</sup> at 4:00 PM</li> </ul>
	<u>Module 8:</u> Ancient Western Philosophical Practice (continued)	<ul style="list-style-type: none"> <li>Lecture: "Expansion of the Self"</li> <li>Lecture Quiz</li> <li>Reading: Aurelius' <i>Meditations</i> (selections)</li> <li>Reading Response Journal Entry</li> <li>All components must be completed by Thursday, August 16<sup>th</sup> at 4:00 PM</li> </ul>
	<u>Module 9:</u> The Figure of the Buddha	<ul style="list-style-type: none"> <li>Pre-Lecture Reflection</li> <li>Lecture: "Introduction to Buddhism"</li> <li>Lecture Quiz</li> <li>Reading: <i>Pali Canon</i> (selections)</li> <li>Reading Response Journal Entry</li> <li>All components must be completed by Thursday, August 16<sup>th</sup> at 4:00 PM</li> </ul>

	Additional Components	<ul style="list-style-type: none"> <li>• Discussion Section (see schedule below)</li> <li>• First Draft of Analysis and Evaluation (due by Sunday, August 19<sup>th</sup> at 11:59 PM)</li> </ul>
Week 4	Module 10: Early Buddhism (continued)	<ul style="list-style-type: none"> <li>• Pre-Lecture Reflection</li> <li>• Lecture: “Early Buddhism (continued)”</li> <li>• Lecture Quiz</li> <li>• Reading: <i>Pali Canon</i> (selections)</li> <li>• Reading Response Journal Entry</li> <li>• All components must be completed by Thursday, August 23<sup>rd</sup> at 4:00 PM</li> </ul>
	Module 11: Introduction to Zen Buddhism	<ul style="list-style-type: none"> <li>• Pre-Lecture Reflection</li> <li>• Lecture: “Introduction to Zen Buddhism”</li> <li>• Lecture Quiz</li> <li>• Reading: Lao-Tzu’s <i>Tao te Ching</i> (selections)</li> <li>• Reading Response Journal Entry</li> <li>• All components must be completed by Thursday, August 23<sup>rd</sup> at 4:00 PM</li> </ul>
	Additional Components	<ul style="list-style-type: none"> <li>• Discussion Section (see schedule below)</li> <li>• Complete Peer Review Workshop (due by Sunday, August 26<sup>th</sup> at 11:59 PM)</li> </ul>
Week 5	Module 12: Zen Buddhism (continued)	<ul style="list-style-type: none"> <li>• Pre-Lecture Reflection</li> <li>• Lecture: “Zen Buddhism (continued)”</li> <li>• Lecture Quiz</li> <li>• Reading: Lao-Tzu’s <i>Tao te Ching</i> (selections)</li> <li>• Reading Response Journal Entry</li> <li>• All components must be completed by Thursday, August 30<sup>th</sup> at 4:00 PM</li> </ul>
	Module 13: Philosophy as a Way of Life	<ul style="list-style-type: none"> <li>• Pre-Lecture Reflection</li> <li>• Lecture: “Philosophy as a Way of Life”</li> <li>• Lecture Quiz</li> <li>• Reading: Nietzsche’s <i>The Gay Science</i> (selections)</li> <li>• Reading Response Journal Entry</li> <li>• All components must be completed by Thursday, August 30<sup>th</sup> at 4:00 PM</li> </ul>
	Additional Components	<ul style="list-style-type: none"> <li>• Discussion Section (see schedule below)</li> <li>• Final Draft of Project (due by Sunday, September 2<sup>nd</sup> at 11:59 PM)</li> </ul>

## DISCUSSION SECTION SCHEDULE:

Thursdays @ 5:00 PM – 6:30 PM

- August 2

- August 9
- August 16
- August 23
- August 30

B: Thursdays @ 7:00 PM – 8:30 PM

- August 2
- August 9
- August 16
- August 23
- August 30

C: Fridays @ 10:00 AM – 11:30 AM

- August 3
- August 10
- August 17
- August 24
- August 31

D: Fridays @ 4:00 PM – 5:30 PM

- August 3
- August 10
- August 17
- August 24
- August 31