

PHIL2040
History of Western Philosophy I 西方哲學史（一）

Course Outline

Time: H 2:30pm-5:15pm

Location: MMW
703

Office Hours: H 12:30-1:30

Course overview (as shown on CUSIS)

The course introduces students to the history of classical ancient philosophy, with a special focus on the philosophical thought of Plato and Aristotle.

Advisory to Majors (4-year curriculum): to be taken in year 2.

Learning outcomes (as shown on CUSIS)

Students will be expected to demonstrate familiarity with the major ideas and theories of the philosophers, as well as the relations between the various philosophical movements, covered in the course.

Students will show fluency in traditional Virtue Ethics and the varieties of approaches to Virtue Ethics in Ancient philosophy.

Students will demonstrate competence in traditional metaphysical, epistemic, and ethical problems in the tradition of Ancient Western Philosophy.

Students will develop the capacity to think through a philosophical problem, reconstruct a philosophical argument from a primary text, and develop the capacity to construct their own critiques.

Topics

Pre-Socratic Philosophy

Plato and Aristotle

The Ancient Theory of Forms (Plato and Aristotle)

Greek Metaphysics and Epistemology

Ancient Stoicism

Ancient Skepticism

Virtue Ethics

Philosophy of the Emotions

Ancient Philosophy of Mind

Learning activities

Attend lectures and participate in class discussions. Each lecture is approximately 2 hours and 30 minutes.

Assessment scheme

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Argument Reconstruction	See Remarks.	10%
Argument Critique I	See Remarks.	25%
Socratic Encounters	See Remarks.	15%
Seminar Paper	See Remarks.	50%

Remarks on Assessment Scheme

Grade Scale:

A: 87-100
A-: 80-86
B+: 77-79
B: 71-77
B-: 68-70
C+: 65-67%
C: 59-64%
C-: 56-58%
D+: 53-55%
D: 50-52%
F: < 5

Grade Criterion for Argument Critique:

A:

The student knows the authors positions, and proves this knowledge by knowing the argument(s) supporting the theses in the text. Student evidences self-initiated thinking and understanding of the arguments through his/her ability to present her own counter-arguments and possible replies to counter-arguments. The student exhibits thorough understanding of the relations of the themes presented in the various texts.

B:

The student knows the authors positions, and generally understands the arguments supporting them. Student has difficulty developing her own criticisms and rebuttals to criticism. The student exhibits relatively complete understanding of the relations of the themes presented in the various texts.

C:

The student shows the ability to properly relay information about the text and the positions contained therein, but has difficulty re-constructing the arguments, presenting counter-arguments, and criticism. Student has a difficulty understanding arguments. The student shows an incomplete understanding of the relations of the themes presented in the various texts.

D:

The student cannot explicate the positions or the arguments for such positions in the text. The student exhibits seriously incomplete understanding.

F:

The student exhibits all the failures mentioned under 'D'. The student earns an F by failing to complete the assignment.

Remarks:

Commitment to Respectful Dialogue:

By enrolling in this course, you are agreeing to the regulations and the principles of evaluation laid out in this course outline. Because philosophy can only be successful in an environment of respectful dialogue, by enrolling in this course you are agreeing to commit yourself to the ideal of respectful dialogue with your peers and the instructor. Not only does respectful dialogue require refraining from *ad hominem* attacks, but it also entails that we practice *caring* for one another. Basic to the practice of care in a philosophical context is the commitment to give arguments for our views, and to offer critiques where we might deem necessary.

Argument Reconstruction:

I shall provide you with passages from the texts which we are reading, and I will ask you to choose one passage to work on. You will re-construct the argument contained in that passage. Reconstructing the argument will require you to carefully explicate the premises, (both implicit and explicit) and the conclusion of the argument. In order to succeed on this assignment, students must re-phrase the arguments *in their own words*. No quotations of the passage will be allowed. There is *no length requirement* for this assignment.

Argument Critiques:

The Argument Critiques consist of three parts. In respect to the critique, I shall provide you with passages from the texts which we are reading, and I will ask you to choose one passage to work on. You will re-construct the argument contained in that passage, and formulate a critique of that passage. The last stage consists in formulating a reply to the criticism that you raise. I encourage you to utilize the texts that we are reading in formulating the criticisms; you are encouraged to employ the philosophers against each other. Argument Critiques in 12 point font should probably range from 3 to 6 double spaced pages in length.

Socratic Encounters:

Socratic Encounters require you to engage other persons inside of class in a Socratic conversation. The assignment teaches the student how to ask questions, and to construct arguments by asking questions. These conversations shall be highly regulated, and the rules pertaining to which shall be given in handouts.

Seminar Paper:

The seminar paper will require students to uncover a philosopher problem in one of the texts that we have read together and clearly explicate that problem. Following the explication of the problem, students should work through various solutions to the problem and clearly formulate their own thesis concerning that problem. Students are welcome to use their Argument Critiques as a possible groundwork for their Seminar Paper. The term paper requires students to consult and cite at least one work of secondary literature in addition to the required readings. The term paper should *not* be more than 6-8 double spaced pages.

Late Work/Make-Ups:

In order to receive a grade for an assignment, **all late work should be submitted by December 20th, 2019**. If you would like a grade changed, you must provide me with a detailed written argument for why you think it should be changed, otherwise I will not consider it.

Required Readings

(All Readings will be provided via Blackboard.)

Jonathan Barnes, *The Presocratic Philosophers*

Plato, *Phaedo*

Plato, *Symposium*

Plato, *Parmenides*

Aristotle, *Physics*

Aristotle, *Nicomachean Ethics*

Seneca, *On Anger*

Sextus Empiricus, *Outlines of Pyrrhonism*

Recommended Readings

Edith Hamilton, *The Greek Way*

Oxford Bibliography, Plato:

<http://www.oxfordbibliographies.com/view/document/obo-9780195389661/obo-9780195389661-0006.xml>

Oxford Bibliography, Aristotle:

<http://www.oxfordbibliographies.com/view/document/obo-9780195389661/obo-9780195389661-0079.xml>

Plato, *Apology*

Plato, *The Republic*

Plato, *Symposium*

Plato, *Protagoras*

Aristotle, *Metaphysics*

Aristotle, *Physics*

Aristotle, *Politics*

A.A. Long, *Hellenistic Philosophy: Stoics, Epicureans, Skeptics*

Course schedule

<i>Week</i>	<i>Topics</i>	<i>Assignments</i>
1	Introduction	
2	Plato, <i>Apology</i>	
3	Plato, <i>Phaedo</i>	
4	Plato, <i>Phaedo</i> ; Pre-Socratics (<i>Excerpts</i>)	Argument Reconstruction
5	Plato, <i>Phaedo</i>	
6	Plato, <i>Symposium</i> (<i>Excerpts</i>), <i>Parmenides</i> (<i>Excerpts</i>)	
7	Aristotle, <i>Metaphysics</i> (<i>Excerpts</i>) <i>Physics</i> , BK II (<i>Excerpts</i>)	
8	Aristotle, <i>Nicomachean Ethics</i> , BK I	Argument Critique
9	Aristotle, <i>Nicomachean Ethics</i> , BK II	
10	Aristotle, <i>Nicomachean Ethics</i> , BK III	
11	Seneca, <i>On Anger</i>	Socratic Encounter
12	Sextus Empiricus, <i>Outlines of Pyrrhonism</i>	
13	Conclusion	

Seminar Paper: Due **December 20th**, 2019

Details of course website

We will use Blackboard for this course. Lecture notes and information on assignments and papers will be posted on the website. **Contact details for teacher(s) or TA(s)**

Teacher	
Name:	Moss, Gregory
Office location:	Room 426, Fung King Hey Building
Telephone:	3943 9875
Email:	gsmoss@cuhk.edu.hk

TA	
Name:	(Kelvin) Li Ka Ho
Office location:	FKH 409
Telephone:	N/A
Email:	kelvten22@gmail.com

TA	
Name:	(Mark) Li Chun Yan
Office location:	FKH 413
Telephone:	N/A
Email:	lichunyann@yahoo.com.hk

Tutor's Office Hours:

Kelvin: 2:30-4:15 **Wednesday**

Mark: 1330-1730 **Monday**

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.