

**Miyazaki International College**  
**Course Syllabus**  
**Fall 2018**

Course Title ( Credits )	Phil 311 / ASE 361: European Intellectual History (3 credits)												
Course Designation for TC	N/A												
Instructor	Christopher Johnson												
E-mail address	cjohnson@sky.miyazaki-mic.ac.jp												
Office/Ext	1-332 / Ext. 3766												
Office hours	Monday & Wednesday: 14.30-16.00												
<b>Course Description</b>													
<p>Surveys leading thinkers and ideas which shaped the European intellectual tradition. Will consider works by thinkers such as Plato, Aristotle, Augustine, Bacon, Galileo, Kant, Hegel, Nietzsche, Marx, and Freud.</p> <p>The course begins with a study of how philosophical thought emerged out of mythological thinking. It then proceeds with an examination of its development over the next two and a half thousand years: its systematization in Plato and Aristotle; the influence of Christianity as seen in St. Augustine and Thomas Aquinas; its scientific moulding in Descartes and the British Empiricists; and its rational self-critique in Immanuel Kant.</p> <p>The emphasis will be throughout on analyzing what these thinkers say and why they say it. The main goal is to develop an understanding of the western philosophical approach, and to develop a critical understanding of some problems and arguments which continue to challenge us today.</p>													
<b>Course Goals/Objectives</b>													
<p><b><i>Content Objectives</i></b></p> <p>Upon completion of this course, students will have a strong understanding of the main themes of European philosophy and its development from classical Greece to the Enlightenment. Students should be familiar with:</p> <ul style="list-style-type: none"> <li>• Several of the central problems and questions in the European philosophical tradition;</li> <li>• The history of these problems and how they have been thought about differently over time.</li> </ul> <p><b><i>Critical Thinking Objectives</i></b></p> <p>Upon completion of this course, students will have developed their critical thinking abilities. They will have improved their ability to do the following:</p> <ul style="list-style-type: none"> <li>• Read texts analytically and understand different lines of argument;</li> <li>• Interpret responses to identified philosophical questions;</li> <li>• Analyze and assess the consistency and plausibility of ideas;</li> <li>• Compare, contrast and evaluate diverse philosophical positions.</li> </ul>													
<b>Teaching Methodology</b>													
<p>Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center;"><u>Active Learning Teaching Strategy</u></th> <th style="text-align: center;"><u>Course Schedule</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Interactive Lectures</td> <td style="text-align: center;"><i>Most classes</i></td> </tr> <tr> <td style="text-align: center;">2. Facilitated group and class discussions</td> <td style="text-align: center;"><i>Most classes</i></td> </tr> <tr> <td style="text-align: center;">3. Close reading</td> <td style="text-align: center;"><i>Expected for each reading</i></td> </tr> <tr> <td style="text-align: center;">4. Case Studies</td> <td style="text-align: center;"><i>Most classes</i></td> </tr> <tr> <td style="text-align: center;">5. Essays and Research Papers</td> <td style="text-align: center;"><i>For each unit of study and the final exam</i></td> </tr> </tbody> </table>		<u>Active Learning Teaching Strategy</u>	<u>Course Schedule</u>	1. Interactive Lectures	<i>Most classes</i>	2. Facilitated group and class discussions	<i>Most classes</i>	3. Close reading	<i>Expected for each reading</i>	4. Case Studies	<i>Most classes</i>	5. Essays and Research Papers	<i>For each unit of study and the final exam</i>
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## Required Materials

Readings will mostly come from *A Little History of Philosophy (LHP)* by Nigel Warburton and *The Philosophy Book (PB)* by Buckingham et al. Other readings will also be provided. The Warburton and Buckingham et al. texts will be on reserve in the library. All readings will also be available on the course Moodle page. Students must self-enroll on and check the Moodle page regularly for required course materials and assignments.

## Tentative Course Schedule (subject to change with notice)

Day	Topic	Content	Reading
1 Oct 1	The Pre-Philosophical World	Explanation of the class. Introduction to Greek Mythology.	Syllabus "Introduction to Greek Mythology"
2 Oct 3		More on Greek Mythology	<i>Stories of the Gods</i> (excerpts)
3 Oct 10	The Beginnings of Philosophy: The Pre-Socratics	From Mythology to Philosophy	"Introduction to Presocratic Greek Philosophy" (Handout)
4 Oct 15		The Milesians: Thales	"Everything is Made of Water" (PB, pp. 22-23)
5 Oct 17		The Milesians: Anaximenes	"Anaximenes" (Handout)
6 Oct 24		From Speculative Metaphysics to Ethical & Political Philosophy <i>Reflection Paper #1 Distributed</i>	"The Aftermath of the Presocratics and the Rise of the Sophists" (Handout)
7 Oct 29	Socrates & The Socratic Tradition	Setting the Scene: The Sophists	"Man is the Measure of All Things" (PB, pp. 42-43)
8 Oct 31		Introducing Socrates	"The Man Who Asked Questions: Socrates and Plato" (LHP, pp. 1-4)
9 Nov 5		Socrates	"The Life Which is Unexamined Is Not Worth Living" (PB, 46-49)
10 Nov 7		The Socratic Tradition	"The Man Who Asked Questions: Socrates and Plato" (LHP, pp. 7-8)
11 Nov 12	Socrates' Successors: Plato and Aristotle	Introducing Plato	"The Man Who Asked Questions: Socrates and Plato" (LHP, pp. 4-7)
12 Nov 14		Plato	"Earthly Knowledge is But Shadow" (PB, pp. 52-55)
13 Nov 19		Philosopher Kings	
14 Nov 21		Introducing Aristotle	"Truth Resides in the World Around Us" (PB, 58-60)
15 Nov 26		Aristotle	
16 Nov 28		Aristotle's Ethical Theory <i>Reflection Paper #2 Distributed</i>	"Truth Resides in the World Around Us" (PB, 60-61) "True Happiness: Aristotle" (LHP, 9-14)
17 Nov 29	Hellenism: Post-Aristotelian Philosophy	Epicurus	"The Garden Path" (LHP, 22-27)
18 Dec 3		The Stoics	"Learning Not to Care" (LHP, 28-33)
19 Dec 5	Christianity & Philosophy	Introduction to Christianity	"The Medieval World" (PB, 70-71)
20 Dec 10		Augustine	"Who is Pulling our Strings?" (LHP, 34-39)
21 Dec 12		Boethius	"The Consolation of Philosophy" (LHP, 40-45)

22 Dec 17		Aquinas	“The Universe Has Not Always Existed” (PB, 90-93) “The Perfect Island” (LHP, 49-50)
23 Dec 19		After Aquinas <i>Reflection Paper #3 Distributed</i>	“The Universe Has Not Always Existed” (PB, 93-95)
24 Jan 7	The Age of Reason	The Renaissance and the Reformation	“Renaissance and the Age of Reason” (PB, 100-101)
25 Jan 9		Thomas Hobbes	“Nasty, Brutish, and Short” (LHP, 57-61)
26 Jan 16		René Descartes	“Could You Be Dreaming?” (LHP, 62-68)
27 Jan 21		John Locke	“The Prince & the Cobbler” (LHP, 81-86)
28 Jan 23	The Enlightenment	Jean-Jacques Rousseau	“Born Free” (LHP, 105-109)
29 Jan 8		Immanuel Kant	“There are Two Worlds: Our Bodies and the External World” (PB, 166-171)
30 Jan 30			
<b>Week 16: Final Exam</b>			
<b>Grades and Grading</b>			
<ul style="list-style-type: none"> <li>• Engagement: 10%</li> <li>• Reading Assignments: 25%</li> <li>• Reflection Papers: 45%</li> <li>• Final Exam: 20%</li> </ul> <p><b>Engagement:</b> The engagement grade is based upon a number of factors. It includes but is not limited to: participation in class discussions; improvement of papers through drafts or through speaking with the instructor (i.e., taking revision seriously); incorporating ideas from readings into written work and class discussions; discussion of course content and related ideas during office hours; and general preparation for class.</p> <p><b>Reading Assignments:</b> A reading assignment will be expected to be completed for each reading. This assignment should be completed and ready to hand in on the day that the reading is discussed. All reading assignments will be available on Moodle. Assignments will be selected for submission from random students each class.</p> <p><b>Reflection Papers:</b> Reflection papers will be assigned throughout the term. Students must write at least three reflection papers (more than three may be assigned) and cannot pass the course without doing so. The papers are designed to provide feedback on students’ understanding of class material. Questions and assignment details will be provided in class.</p> <p><b>Final Exam:</b> The final exam will be held during the exam period.</p>			
<b>Methods of Feedback:</b>			
<p>In principle, work will be evaluated and returned within one week of submission. Feedback will be provided in the form of:</p> <ul style="list-style-type: none"> <li>• Written comments on reflection papers;</li> <li>• Oral feedback both in class and during office hours</li> </ul>			

## Course Policies (Attendance, Missed Tests, Late Penalties, Plagiarism, Course Etiquette)

**Attendance:** Regular class attendance and participation are essential to success in this class. Students are expected to come to each class session on time and prepared to engage in discussion and activities on the course topics. Please note that you will be tested on material discussed in class as well as on material from course readings. If you miss a class you will be expected to get notes from another student. I am willing to discuss borrowed notes to help you understand them, but I am not prepared to give a second lecture to those who do not attend class.

**Late Penalties:** Papers will be considered late if they are submitted after the end of class on their due dates unless specific arrangements have been made beforehand. Late work will be penalized 5% per day. Weekends count as two days. No paper may be submitted more than 2 weeks late. No paper will be accepted after the start of the final exam. Papers submitted late may receive fewer comments as feedback.

**Plagiarism:** Student work that is found to be plagiarized will not be accepted, and the Dean Office of Academic Affairs will be notified of any transgression. Consult the student bulletin for more information regarding Academic Honesty at MIC. Students who are unsure as to what constitutes plagiarism should consult with the instructor prior to submission deadlines.

**Digital Devices:** Electronic devices are to be turned off during lectures, apart from those used for the purposes of taking notes or accessing class materials. Audio or video recording of lectures and discussions is allowed only with the prior consent. Any recorded material permitted is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Course Etiquette:** Students are expected to be respectful of each other in class. Respecting others in a philosophy class means listen to their ideas but also to challenging them and critiquing them. If students are late or have to leave early they should be as quiet as possible in entering or exiting the room. If you arrive late, you should speak with me afterwards to explain the disruption. If you have to leave early, please tell me before class begins.

### Class Preparation and Review

For every hour of class time, students are expected to spend a minimum of two hours in preparation and review. There will be a new reading each class meeting. Students must complete the reading and be prepared to discuss its contents at the class meeting. In order not to lose sight of the whole picture of the course, students are encouraged to review previous readings and notes in order to make stronger connections to the new readings.

### Diploma Policy Standards Satisfied by Course Objectives:

Diploma Policy Objectives (School of International Liberal Arts)

1. Advanced critical thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English

### Disclaimer

The information in this Course Outline is subject to change. Any changes will be announced in class.

## Grading Rubric for Writing Assignments

*(Adapted from University at Buffalo Department of Philosophy)*

	<b>Fails Completely</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Competent</b>	<b>Exemplary</b>
<b>Thesis</b>	No identifiable thesis or thesis shows lack of effort or comprehension of assignment.	Difficult to identify, inconsistently maintained, or provides little to structure paper.	Unclear, buried, poorly articulated, lacking in insight and originality.	Promising, but may be unclear or lacking insight or originality.	Easily identifiable, interesting, plausible, novel, sophisticated, insightful, clear.
<b>Structure and style</b>	No evident structure or organization. No transitions between major points.	Unclear, unfocused, disorganized, lacking in unity, transitions abrupt or confusing, context unclear.	Generally unclear, unfocused, often wanders or jumps around. Few or weak transitions. Does not provide sufficient information, explanation, and context for readers.	Generally clear and appropriate, though may wander occasionally. May have some unclear transitions or lack of coherence. Does not fully appreciate reader's need for information, explanation, and context.	Evident, understandable, appropriate for thesis. Essay is focused and unified. Words chosen effectively. Excellent transitions between points. Anticipates reader's need for information, explanation, and context.
<b>Use of sources (when applicable)</b>	No attempt made to incorporate information from primary and secondary sources.	Very little information from sources. Poor handling of sources.	Moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations.	Draws upon sources to support most points. Some evidence may not support thesis or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Sources cited correctly.
<b>Logic and argumentation</b>	No effort made to construct a logical argument. Failure to support thesis.	Little support for key claims, and evidence not related to thesis. Little effort to address alternative views.	Poor quality arguments. Weak or undeveloped reasons to support key claims. Counter-arguments mentioned without rebuttal.	Argument is clear and makes sense. Some counter-arguments acknowledged, though perhaps not addressed fully.	Arguments are identifiable, reasonable, and sound. Clear reasons support key claims. Author anticipates and successfully grapples with counter-arguments.
<b>Mechanics</b>	Difficult to understand because of significant problems with sentence structure, grammar, punctuation, and spelling.	Several problems with sentence structure, grammar, punctuation, and spelling.	Some problems with sentence structure, grammar, punctuation, and spelling.	Sentence structure, grammar, punctuation, and spelling strong despite occasional lapses.	Correct sentence structure, grammar, punctuation, and spelling.