

**Provisional Draft:** This outline gives students a sense of what the course involves, but it is not the final, *official* outline.

## PHIL 500 A01 (12498) – Stoicism: Metaphysics & Epistemology

Fall 2019, University of Victoria

Department of Philosophy

Course website: available at <http://coursespaces.uvic.ca>

### Instructor & Contact Information

Dr. Clifford Roberts ([cliffordroberts@uvic.ca](mailto:cliffordroberts@uvic.ca))

Office hours: Fri 12:00-2:30pm (or by appt.)

Office: CLE B318

### Meeting Times & Place

Wed 3:30-6:20pm

Room: CLE B315

### Course Description

Stoicism, developed by Zeno of Citium at the end of the 4<sup>th</sup> century BCE, constituted the dominant philosophical and intellectual movement of the Greco-Roman world for almost five hundred years; it counted adherents in all walks of life: from slaves (Epictetus) to emperors (Marcus Aurelius) and many in-between. As a result of its disappearance in the 2<sup>nd</sup> century CE, the evidence for Stoic philosophy became fragmentary and widely dispersed; the study of Stoicism lapsed for more than a millenium. But new approaches to the evidence, beginning in the 19<sup>th</sup> and 20<sup>th</sup> centuries and continuing today, have uncovered a philosophy of immense sophistication, complexity and coherence, not to mention surprising contemporary relevance. Much about the details of Stoic thought still remains poorly understood. In this course, we will study two areas of Stoic philosophy: metaphysics and epistemology. Looking at both the evidence and scholarly attempts to make sense of it, our investigation will be focused on the foundations of Stoic metaphysics and epistemology. Through this lens, we will cover such subjects as soul, body, causation, belief, and knowledge. The aim of the course is to employ contemporary philosophical and interpretive methods and standards to provide a defensible and rational reconstruction of Stoic thought.

### Course Texts

**Required:** [SR] *The Stoics Reader*, trans./edit B. Inwood & L. P. Gerson (Indianapolis: Hackett, 2008)

***\*All other readings will be made available on CourseSpaces.\****

### Course Evaluation

Students must submit a digital copy of each of the assignments through CourseSpaces and by the assignment deadline.

#### (1) Essays

**Value:** 1<sup>st</sup> essay = 35%, 2<sup>nd</sup> essay = 40% (**total** = 75%)

**Length:** ≥ 2500

**Assignment:** Students must write a paper of the relevant length on one of a selection of topics provided by the instructor. Each assignment will be provided 3 weeks before the due date. Further information will be provided with each assignment.

**Due dates:** see course schedule.

**(2) Class Presentation**

**Value:** 25%

**Assignment:** Students must select a week during which they are expected to conduct **one** presentation of at least 10 minutes in length introducing the topics for that week's class. Further information on the form and content of this assignment will be provided on the first day of class.

**Course Grading**

Grade	Grade Point Value	Percentage *	Description	Achievement of Assignment Objectives
A+	9	90 – 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 – 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight,,understanding and independent application or extension of course expectations.
A-	7	80 – 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 – 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 – 76	Acceptable work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70 – 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity.Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-)or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65 – 69		
C	2	60 – 64		
D	1	50 – 59		
F	0	0 – 49	Failing grade	Unsatisfactory performance. Wrote final examination and completed course requirements.

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the instructor in a respectful, open-minded manner. Rest assured that if you still believe the grade you received is unfair you can appeal the matter to the chair of the department. For additional

information regarding grades, please see pp. 51-53 of the most recent (September 2019) edition of the University of Victoria Undergraduate Calendar. All evaluations of tests and assignments will be calculated according to percentage scores. Letter grades and grade point scores are listed purely for reference.

### **Academic Integrity**

Academic integrity is intellectual honesty and responsibility for academic work that the student submits, whether individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

#### *The responsibility of the institution*

Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

#### *The responsibility of the student*

Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If the student is unsure about the standards for citations or for referencing sources, the instructor should be consulted. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

It is the student's responsibility to read and understand the University's policy on academic integrity: <https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html>

### **Policy on Late or Missed Assignments**

All assignments submitted **on** or **before** the specified due dates will be adjudicated and returned with written comments. Assignments submitted **within one week after** the specified due dates will be adjudicated without penalty; however, they will be returned **without** written comments. Lastly, any assignment submitted **more than one week after** the specified due date will be adjudicated and returned without comments, and a penalty of **6%** per day will be assessed, unless the student can provide official documentation of the reason for the delay (e.g., a physician's note). The previous policies do not apply to students with documented disabilities; all attempt will be made to accommodate such students including, but not restricted to, providing make-up assignments and tests.

### **Counseling Services**

Many, if not most, students experience some difficulties with their mental health during their years as undergraduate students. Make sure you are familiar with the university's **Counseling Services** (<https://www.uvic.ca/services/counselling/>) which is an excellent resource you have at your

disposal on campus. It is hard to shake the stigma associated with problems like depression and anxiety, but if at any point you can benefit from help with mental health issues, please contact Counseling Services. They genuinely want to help, and why not take advantage of this free resource?

### **Important Dates**

Please consult the university calendar's **Academic Year Important Dates** for information about last possible dates to withdraw from courses without penalty, examinations period start/end dates, and so on: <https://web.uvic.ca/calendar2018-09/general/dates.html>

### **Technology in Classroom**

Some students require laptops or voice recognition apps for their learning strategies, so I do not prohibit their use in the classroom. However, studies demonstrate that multi-tasking reduces the performance of other nearby students, so anyone caught on social media, internet surfing, etc. will be asked to leave and potentially subject to disciplinary action.

### **Academic Advising**

For information about declaring a program, academic concessions or interpreting your CAPP report, please visit **Undergraduate Advising** (<https://www.uvic.ca/services/advising/>) or make an appointment with an adviser.

### **Territory Acknowledgment**

The University of Victoria is committed to acknowledging and respecting the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day. For information about support for indigenous students and efforts to foster reconciliation, please visit the **Office of Indigenous Academic & Community Engagement**: <https://www.uvic.ca/services/indigenous/>.

### **Course Schedule**

‘\*’ indicates a reading that is **optional**; all unmarked readings are **required**

<b>Dates</b>	<b>Assignments</b>
<b><i>METAPHYSICS</i></b>	
<u>Week 1: Sep 4</u>	<b><u>Introduction to Stoicism</u></b> <u>Readings</u> (a) [SR] “Introduction”; (b) David Sedley, “Stoic Physics & Metaphysics”
<u>Week 2: Sep 11</u>	<b><u>Existence &amp; Subsistence</u></b> <u>Readings</u> (a) [SR] 40-42; (b) Vanessa de Harven, <i>The Coherence of Stoic Ontology</i> , I-II

<p><u>Week 3:</u> Sep 18</p>	<p style="text-align: center;"><b><u>The Stoic Genera, I</u></b>  <u>Readings</u>  (a) Long &amp; Sedley 28; (b) Margaret Reesor, “The Stoic Categories”;  (c) David Sedley, “The Stoic Criterion of Identity”*</p>
<p><u>Week 4:</u> Sep 25</p>	<p style="text-align: center;"><b><u>The Stoic Genera, II</u></b>  <u>Readings</u>  (a) [SR] 7.60-1; 38; 41 (359.12); (b) Long &amp; Sedley 29, 30E-I  (c) Margaret Reesor, “The Stoic Concept of Quality”  (d) David Sedley, “The Stoic Theory of Universals”  (e) Margaret Reesor, “<i>Poion</i> and <i>poiotes</i> in Stoic Philosophy”*</p>
<p><u>Week 5:</u> Oct 2</p>	<p style="text-align: center;"><b><u>Principles, Bodies &amp; the Elements</u></b>  <u>Readings</u>  (a) [SR] 6; 25.132-142, 151-5; 30.23-5, 28-30; 33.75-6; 34-37; 67, 69-71; 91  (b) Ian Hensley, “On the Separability and Inseparability of Principles”  (c) R. B. Todd, “Monism &amp; Immanence: Foundations of Stoic Physics”*  (d) M. Lapidge, “<i>Archai</i> and <i>stoicheia</i>: a Problem in Stoic cosmology”*</p>
<p><u>Week 6:</u> Oct 9</p>	<p style="text-align: center;"><b><u>Pneuma &amp; Tenor/Tension</u></b>  <u>Readings</u>  (a) [SR] 25.158-9; 30.18-19; 63, 65.292, 68; 1025b4  (b) F. W. Solmsen, “The vital heat, the inborn <i>pneuma</i> and the aether”  (c) Longrigg, “Elementary Physics in the Lyceum and the Stoa”*</p>
<p><u>Week 7:</u> Oct 16</p>	<p style="text-align: center;"><b><u>Lekta (Things Said)</u></b>  <u>Readings</u>  (a) [SR] 7.49, 55-57, 63-4; 11.81-3; 48-50; 102.9-10  (b) Long &amp; Sedley 33E  (c) A.A. Long, “Language &amp; Thought in Stoicism”  (d) Vanessa de Harven, <i>The Coherence of Stoic Ontology</i>, III.3 &amp; IV.4*  <b>--First Essay Due Oct 17--</b></p>
<p><u>Week 8:</u> Oct 23</p>	<p style="text-align: center;"><b><u>Causation</u></b>  <u>Readings</u>  (a) [SR] 52-54; 88; (b) Long &amp; Sedley 55C-I  (c) Michael Frede, “The Original Notion of Cause”</p>

<p><u>Week 9:</u> Oct 30</p>	<p style="text-align: center;"><b><u>Soul</u></b>  <b><u>Readings</u></b>  (a) [SR] 7.45, 50, 62, 70, 71, 74; 9, 25.157; 30.58; 60; 63; 73-85; 117  (b) Long &amp; Sedley 53K, M, P  (c) A.A. Long, "Soul &amp; Body in Stoicism"</p>
<b><i>EPISTEMOLOGY</i></b>	
<p><u>Week 10:</u> Nov 6</p>	<p style="text-align: center;"><b><u>Impressions &amp; Criteria of Truth</u></b>  <b><u>Readings</u></b>  (a) [SR] 1.177; 7.45-6, 49-54; 16-17; 18.77-8, 144-4; 21-22  (b) Long &amp; Sedley 40E, G, H, K  (c) E. P. Arthur, "Stoic Analysis of the Mind's Reaction to Presentations"  (d) F. H. Sandbach, "<i>Phantasia Kateleptike</i>"*  (e) Julia Annas, "Truth &amp; Knowledge"*</p>
<p><u>Week 11:</u> Nov 13</p>	<b><i>No class.</i></b>
<p><u>Week 12:</u> Nov 20</p>	<p style="text-align: center;"><b><u>Knowledge &amp; Opinion</u></b>  <b><u>Readings</u></b>  (a) [SR] 12; 18; 102  (b) Tad Brennan, <i>The Stoic Life</i>, chaps. 5-6  (c) G. B. Kerferd, "What Does the Wise Man Know?"*</p>
<p><u>Week 13:</u> Nov 27</p>	<p style="text-align: center;"><b><u>Skeptics vs. Stoics, I</u></b>  <b><u>Readings</u></b>  (a) [SR] 11; 13-17; 19-24  (b) Michael Frede, "Stoics &amp; Skeptics on Clear &amp; Distinct Impressions"</p>
<p><u>Week 14:</u> Dec 4</p>	<p style="text-align: center;"><b><u>Skeptics vs. Stoics, II</u></b>  <b><u>Readings</u></b>  (a) Michael Frede, "Stoic Epistemology"  (b) Casey Perin, "Stoic Epistemology &amp; the Limits of Externalism"  <b>--Final Essay Due Dec 5--</b></p>