Philosophy 303 – A01: Aristotle

Fall 2020 (CRN = 12449 S)

General Course Information, Recommended Supplementary Reading, Schedule

1. General Course Information

Time: Mon. & Thurs. 11:30 – 12:50 [synchronous instruction]
Instructor: David Scott
Office: CLE B320
Office Hours: To be announced.
Telephone & Email: 721-7517; djfscott@uvic.ca

ABOUT THIS COURSE:
In this course we shall examine some of the main works of Aristotle, whose writings constitute some of the most profound and influential in the history of Western and Islamic philosophy and culture. We shall focus on the following writings: *Categories, Physics, Metaphysics, De Anima*, and *Nicomachean Ethics*.

TEXT AND COURSE MATERIAL:

MARKING SCHEME & CRITERIA FOR EVALUATION:

(a) MARKING SCHEME TO BE ANNOUNCED: Due to the fact that this course will be delivered in a new format, I am still investigating the best testing methods to be used with this new format. At this stage, you can anticipate some mixture of class participation assignments (see below), synchronous testing (i.e., in-class or “live” exams), take-home essay(s), and final exam (either “live” or take-home essay). All grading in this course will be done by the course instructor.

Letter grades correspond to the following marks: A+ = 90 - 100, A = 85 - 89, A- = 80 - 84, B+ = 77 - 79, B = 73 - 76, B- = 70 - 72, C+ = 65 - 69, C = 60 - 64, D = 50 - 59, F = 0 - 49.

CLASS PARTICIPATION MARK: In this course assessment of the class participation component of your overall mark will be based on brief writing assignments (250 – 300 words) that focus on the readings from the text that we covered in class. For each reading listed in the syllabus for this course you will be assigned one or two questions ahead of time. The question(s) will be distributed a few days ahead of the class(es) in which the reading(s) will be discussed. On the day the writing assignment is due, you will be required to submit a hard copy of your answer at the beginning of class. No late assignments will be accepted.

These writing assignments are designed to test that you have done the reading for the class ahead of time. As such they are intended to help prepare you for the class lecture/discussion. It is not difficult to get good marks in these writing assignments: if you make a good faith effort to answer these questions, and if you manage to hand in all of them, you’ll get yourself a very easy 100% for your class participation mark, and in all likelihood your overall course experience will be greatly enhanced.
(b) In this course you can assume that all essay or exam topics are intended to test you on the material covered in class. You are of course permitted and encouraged to supplement class discussion of the subject with outside material, but the minimum expectation is that you deal with the material covered in class, and that you address the points raised there about that material. This does not mean that for tests and essays you are expected merely to repeat the in-class proceedings. Rather, it means that you are expected to take account of or do justice to in-class discussion. The reason for this requirement is that the tests and essays for this course constitute part of a continuous whole with the lectures and in-class discussions. They do not float free of the work done in the classroom, though of course the tests and especially the essays also provide you with room to explore topics outside of the classroom confines. Roughly speaking, “B+” and “A-” papers take account of and rise to the level of the class discussion; “A” and “A+” papers take that discussion to a higher/deeper level.

c) Criteria for evaluation: The criteria I use to evaluate essays are, I believe, criteria which common sense would suggest in the assessment of a philosophy essay. Primarily my concern is with content or substance. Of course, this does not mean that form or style count for nothing (and indeed it may not ultimately be possible to divorce form from content). In indicating these evaluation criteria I emphasize that philosophy is an arts or humanities subject, which means that assessing the merits of a philosophy paper ultimately requires qualitative evaluation or judgment on my part. Therefore, I do not assign precise numerical values to the following assessment criteria; nor is there a mathematical formula I can employ to judge the quality of philosophical writing. However, as a rough guide I employ a list of relative priorities, presented here in ascending order of importance:

- spelling/grammar
- organization & clarity of expression
- accuracy of exposition
- use of examples reflecting understanding of the subject
- breadth of analysis, i.e. number of points covered
- depth of analysis, i.e. how far into the issue analysis is pushed
- resourcefulness, originality and imagination
- tightness, rigor or logical coherence of analysis
- overall quality of philosophical insight and expression

I stress that the order of these criteria is not absolute. Thus, sometimes less important criteria will be given more weight than more important ones. For instance, a student’s use and analysis of examples might be so good that I am led to conclude that that student has an excellent understanding of the subject. In such a case the value I attach to the use of examples might increase significantly, and I might overlook the fact that, for instance, the student has failed to cover as many points as other students.

d) Intellectual property of materials on the LMS website: Please note that all assignments for this course and all materials posted to the LMS website are the intellectual property of myself and the University of Victoria. Do not circulate this material or post it to note-sharing sites without my permission. Posting course materials to note-sharing sites or otherwise circulating course materials without the permission of your instructor violates the Policy on Academic Integrity (https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-
e) Academic Honesty: Cheating of any kind, including collusion (working with others too closely) and plagiarism from (i) books and/or articles, (ii) other students’ papers, and (iii) papers or other material on the internet, is a serious academic offence. University regulations also prohibit students from submitting the same work for two different courses; in other words, plagiarizing or “recycling” one’s own work is not permitted. If detected, cheating can result in dismissal from this course (with an “F”), and dismissal from the university. Here is a link to the University’s Academic Integrity policy:

https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#

SUBMITTING AND RETURNING GRADED WORK:

(a) All essays must be typed (12-font, Times), double-spaced, paginated, and contain the word-count on the front cover. If it is hard-copies that are being submitted, essays should be stapled, not paper-clipped. I will not accept essays submitted as email attachments; nor will I accept essays that exceed the maximum word limit. In cases where I think the word limit has been exceeded, I will require an electronic copy to check. I’m afraid I will not be available to discuss test or essay questions on the day before or on the day they are due to be submitted, as I need to avoid being swamped by last-minute enquiries.

(b) NOTE: What follows applies largely to “live” or “in-person” instruction. In general, I will return your graded work during class time, within two weeks of its having been submitted. If you are not there to receive your work when I return it in class, you can pick it up either from me in my office or, if you are willing to sign a waiver form, from the “Returned Work” box outside the departmental office. The Protection of Privacy Act prevents me from placing your work in that box unless you have signed the waiver form.

(c) When graded work is returned to you it will frequently be annotated with comments. If you wish to discuss your work with me, please read those comments first. To give you a chance to do this, as a matter of policy I do not discuss work on the same day as it is returned.

LATE ASSIGNMENTS / MISSED TESTS:

Late assignments will not be accepted without penalty, unless justified by a medical or other academically legitimate reason, for which documentation of some kind (e.g., a medical certificate) will generally be required. Late assignments will be accepted with a penalty of 5% per day (or part-day, including weekend days or part-days), for a maximum of 4 days (20%). After four days, no late assignments will be accepted. Any late assignment submitted within this four-day post-deadline period must be submitted both in hard-copy and in electronic form (by email), to establish a precise record of the date and time of submission.

OFFICE HOURS:
Because of demand (especially near test days or essay due-dates), if you wish to see me during my office hours you need to make an appointment. To get the most out of your appointments, it’s best to come prepared with specific questions.

**MISCELLANEOUS NOTES AND CLASS POLICIES:**

(a) NOTE: What follows applies largely to “live” or “in-person” instruction. Class discussion & participation: In general, my classes tend to involve lots of discussion. I encourage and greatly value your in-class contributions, and I can assure you that other students do too. It is a frequently unacknowledged fact of the classroom that if you have a question or comment, it’s likely that others have the same one too. So, go ahead and ask your question, or make your comment: it helps me, you, and your classmates. And the more you talk, the less I talk, and surely that is a good thing! If, however, you are more shy or reserved but still have comments or questions, please come see me during office hours.

(b) Missed classes: If you miss a class and wish to find out what material was covered, please make an appointment to see me in my office hours, when I can provide a summary of the material covered. You can supplement this, of course, by asking other students to share their notes.

(c) NOTE: What follows applies largely to “live” or “in-person” instruction. Coming late to class: The classroom is a work environment, and when students arrive late this can be a distraction. So please try to be on time.

(d) NOTE: What follows applies largely to “live” or “in-person” instruction. Use of computers & hand-held media/communication devices, etc., in the class: For the purpose of taking notes, you are permitted to use laptops with quiet keyboards in the classroom. Attending to computers or hand held devices for obviously or apparently non-academic purposes, e.g., watching films, surfing the web, texting, etc., is prohibited.

(e) NOTE: What follows applies largely to “live” or “in-person” instruction. Visits to the classroom by non-registered students: As the instructor for this class I am duty-bound to ensure that a work environment is preserved in the class. Both students and I can find it a distraction for strangers to walk into the classroom. It takes some students a good deal of time before they gain confidence to participate in the class proceedings, and the presence of a stranger can be disruptive in that regard. If, as sometimes happens, you wish to invite a friend to attend my class to check it out, you need to ask permission ahead of time.

(f) Emailing me: Because of problems with SPAM and viruses transmitted by email, I request that whenever you email me you make sure to put something in the subject line of your email that identifies you as a student in this course. If you don’t do this, and I don’t recognize your name, I will delete your email without opening it. In addition to this, I would greatly appreciate it if you observed the (still) standard courtesy of beginning your emails with a salutation, e.g., “Dear Dr. Scott”, “Hello Dr. Scott”, etc. (as opposed to, e.g., “Hey Dave” or “Dude”, which is too informal). Use of formal salutation is social etiquette rooted in the recognition that people are not simply inanimate objects (like ATM machines), but should be addressed before being spoken to. After all, unlike ATM machines, humans have the option to respond, so it’s wise to ask them nicely.

2. Recommended Supplementary Reading
One of the most extensive recent bibliographies on all aspects of Aristotle’s philosophy can be found in *The Cambridge Companion to Aristotle’s Philosophy*, ed. Jonathan Barnes, Cambridge: Cambridge University Press, 1995 [listed below].

**Ancient Greek Philosophy Generally**


**Aristotle’s Philosophy**


**Irwin, T.** *Aristotle’s First Principles*. [B485 I74]


### 3. Class Schedule (Fall 2020)*

**WEEK 1 (Sept. 10)**

- Introduction to Aristotle and to *Categories*.

**WEEK 2 (Sept. 14 & 17)**

- *Categories*.
  
  Mon. Sept. 14
  
  Thurs. Sept. 17

**WEEK 3 (Sept. 21 & 24)**

- *Physics*.
  
  Mon. Sept. 21
  
  Thurs. Sept. 24

**WEEK 4 (Sept. 28, Oct. 1)**

- *Physics*.
  
  Mon. Sept. 28
  
  Thurs. Oct. 1
  
  Fri. Oct. 2

- Essay topic assigned.

**WEEK 5 (Oct. 5 & 8)**

- *Physics*.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Thurs. Oct. 8</td>
<td>In-class test.</td>
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<tr>
<td><strong>WEEK 6 (Oct. 12 &amp; 15)</strong></td>
<td>De Anima</td>
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<td>Thurs. Oct. 15</td>
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<tr>
<td><strong>WEEK 7 (Oct. 19 &amp; 22)</strong></td>
<td>De Anima</td>
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<tr>
<td>Mon. Oct. 19</td>
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<td>Thurs. Oct. 22</td>
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<td><strong>WEEK 8 (Oct. 26 &amp; 29)</strong></td>
<td>De Anima</td>
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<td>Mon. Oct. 26</td>
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<td>Thurs. Oct. 29</td>
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<td><strong>WEEK 9 (Nov. 2 &amp; 5)</strong></td>
<td>De Anima &amp; Metaphysics.</td>
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<td>Mon. Nov. 2</td>
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<td>Thurs. Nov. 5</td>
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<td>Fri. Nov. 6</td>
<td>Due-date for Essay.</td>
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<td><strong>WEEK 10 (Nov. 9 &amp; 12)</strong></td>
<td>De Anima &amp; Metaphysics</td>
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<td>Mon. Nov. 9</td>
<td>Reading Break: no classes.</td>
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<td>Thurs. Nov. 12</td>
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<td><strong>WEEK 11 (Nov. 16 &amp; 19)</strong></td>
<td>Nicomachean Ethics.</td>
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<td>Mon. Nov. 16</td>
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<td>Thurs. Nov. 19</td>
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<td><strong>WEEK 12 (Nov. 23 &amp; 26)</strong></td>
<td>Nicomachean Ethics.</td>
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<td>Mon. Nov. 23</td>
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<td>Thurs. Nov. 26</td>
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<tr>
<td><strong>WEEK 13 (Nov. 30, Dec. 3)</strong></td>
<td>Nicomachean Ethics &amp; Review.</td>
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<td>Mon. Nov. 30</td>
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<td>Thurs. Dec. 3</td>
<td>Last class of this course.</td>
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<tr>
<td>Fri. Dec. 4</td>
<td>Draft final exam questions distributed.</td>
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Exams for this term begin on Dec. 7, and end on Dec. 21.

* This schedule may be subject to slight revision, as sometimes discussion and the flow of ideas in class require us to spend more time on certain subjects, less time on others, than originally planned.