

St. Francis Xavier University
Department of Philosophy
Course Outline
PHIL230 Philosophy and Human Nature I: A Map of Consciousness

This class is intended to introduce students to the philosophical analysis of human nature. Specifically, we shall look at the nature of human consciousness, and the various components that make it up. We shall begin with an examination of Plato's analysis of the tri-partite soul as it is presented in the *Phaedrus*. Plato divides the soul up into three basic parts: the appetites, spiritedness or our emotional side, and the intellect. After this we will move on to a text that is both a reaction to and a development of Plato's work, Aristotle's *On The Soul*. Here we shall concentrate on the divisions within the rational part of the soul that Aristotle lays out. Finally we shall switch our focus and look at a text seminal to the Indian view of human nature, the *Bhagavad Gita*. By the end of the semester, students should be able to give a somewhat insightful response to the question, "What does it mean to be human?" from various philosophical perspectives and be able to enunciate why the study of such a question is so important. Topics to be covered include the role of the appetites in a well-lived life, the mind/body problem, what the imagination and memory are, how judgments are formed, what desire consists in, and the relationship between consciousness and the self.

Schedule:

Week	Topic	Readings	Due Monday
Jan 9	Introduction, Appetitivism	Plato, <i>Phaedrus</i>	
Jan 16	Selfishness	Plato, <i>Phaedrus</i> (entire dialogue)	
Jan 23	Tri-partite soul	Plato, <i>Phaedrus</i>	
Jan 30	Love	Plato, <i>Phaedrus</i>	
Feb 6	Reason and the Forms	Plato, <i>Phaedrus</i>	1 st Essay 1 st Arg. Outline
Feb 13	The Vegetative Soul	Aristotle, <i>De Anima</i> bk. II, 1-4.	1 st Essay 2 nd Arg. Outline
Feb 20	Reading Week		
Feb 27	Perception	Aristotle, <i>De Anima</i> bk. II, 5-6, 12.	1 st Essay due
Mar 6	The Mental Faculties	Aristotle, <i>De Anima</i> bk. III, 2-6	
Mar 13	Knowing, Memory	Aristotle, <i>De Anima</i> bk. III, 7-12	2 nd Essay 1 st Arg. Outline
Mar 20	Death	<i>Bhagavad Gita</i> 1-6	2 nd Essay 2 nd Arg. Outline
Mar 27	Action and Yoga	<i>Bhagavad Gita</i> 7-12	
Apr 3	Holism vs. Discreteness	<i>Bhagavad Gita</i> 13-18	2 nd Essay due

PLEASE NOTE: THERE WILL BE NO LAPTOP, CELL PHONE, OR HANDHELD DEVICE USE ALLOWED IN THE CLASSROOM.

There are several reasons for this, and I'll mention them on the first day when we go over this outline, but the most important is the impact of these things on learning. Empirical studies are finally starting to roll in and the results are not pretty: usage of electronic devices during class time dramatically decreases learning, both for the primary user of the device and for everyone that sits around that user. The latest evidence can be found here:

"Laptop multitasking hinders classroom learning for both users and nearby peers"
<http://www.sciencedirect.com/science/article/pii/S0360131512002254>

Assignments: Students will be required to complete two essays, some in-class work, and a final exam. The essays will each be worth 20% of the final grade, the final will be worth 30%, and the in-class work worth 30%. In class work will consist of some short homework assignments, etc. These assignments will not be very demanding. A response will consist in an answer to the assigned questions below. In the first class I'll go over some general comments on how to construct a philosophical response, or at least what kinds of things I'm looking for in the assignments; responses will be evaluated according to the assessment form at the end of the course outline.

Response Questions (should be at least 1500 words):

1st Essay: Due Monday, Feb. 27

Should the appetites be considered a part of the mind?

2nd Section: Due Monday, Apr 3

Both Plato and Aristotle break down the mind into various components (or "modules," to borrow terminology from Psychology), but Aristotle at least makes clear that he has reservations about doing this. Why should we not consider the mind just a mass of different faculties?

Technical Considerations for Written Assignments:

- 1) All written assignments must be typed (black ink, please) and double-spaced on pages with at most 1 inch margins. Please use "Times New Roman" 12 point font and do not justify the right margin. No extra line spaces between paragraphs. Indent the first line of a paragraph. Printing on both sides of a sheet of paper is quite acceptable.
- 2) Please no title pages. Also no "Works Cited" or "Bibliography" pages referring to one work; do bibliographic references in a footnote if you must. Please no enormously large-fonted things like titles, names, dates, course numbers, student numbers, phone numbers, or due dates that take up half a page of space. Your title, name, and student number at the top of the first page is quite sufficient. Please visibly number any multiple-page assignments. If for some reason you must hand in the assignment to the office, please include my name at the top of the assignment as well.
- 3) No duo-tangs, folders, binders, or paperclips. Loose sheets are acceptable.
- 4) Under no circumstances will emailed assignments be accepted. Please hand in your assignments at the start of class on the day they are due.
- 5) The final page of this outline is the evaluation form that will be used in the assessment of your writing. This evaluation form provides the clearest explanation of my requirements for an essay. Please, study it carefully before you write your work.
- 6) The late policy is a deduction of 3% per day that the assignment is handed in late. This course outline lets you know when assignments are due, and you have been given plenty of time to complete them. Consequently last minute excuses for not completing assignments on time will be met with marked skepticism, not to say cynicism.
- 7) Many of the above requirements are arbitrary demands on my part, but they really do facilitate the assessment of your work. Please follow them! Failure to follow these guidelines will impact your mark for organization.
- 8) Plagiarism is completely unacceptable. If you make use of an idea that is not of your own devising, you must cite the source of that idea. Failure to properly cite sources may result from removal from the course and expulsion from the school. Students are obliged to keep a copy of their assignments.

Required Texts:

Plato, *Phaedrus*, Penguin Classics Edition.

Aristotle, *On the Soul and On Memory and Recollection*, Green Lion Press (September 2001).

Ekmath Easwaran, *The Bhagavad Gita*, Nilgiri Press, 2007.

EVALUATION FORM
(Late assignments will not receive comments)

Style:

Grammar: Are the sentences understandable? Are there any spelling mistakes? Is the diction clear and concise? Can the thought behind each sentence easily be grasped? /10

Organization: Do the ideas logically follow each other, or were they haphazardly strewn together? Is there evidence of the student having constructed an argumentative outline? Is the structure of the argumentation explicitly stated and easily perceived? /10

Content:

Argument Outline: /10

Thesis: Does the assignment give an answer to a question or problem put forward? Is the answer more than a simple “yes” or “no”? Is the answer insightful, being an interpretive idea itself? Is the thesis explicitly stated? /10

Arguments: Are there arguments presented in the paper? Are the arguments interesting or banal? Are the arguments incisive or superficial? Do the arguments explicitly outline broad premises that act as guides to understanding and reveal the unquestioned perspectives adopted in the paper? /20

Originality: Does the student provide input into the conceptual debates the text engages in? Is there evidence of insight on the student’s part into the topic? Are there any new ideas being explored in the assignment? Is the student able to go beyond ideas raised in class discussion? /20

Evaluation: Does the student give a fair summation of the ideas contained in the texts used? Are passages from the text cited? Does the use of these ideas meaningfully contribute to the thesis of the essay, or is the use of material a mere addendum to the main arguments of the paper? /20

/100