

**DIRECTED STUDIES: PHILOSOPHY, SECTION 5 (DRST 003 05)**  
Yale University  
Fall 2022

**Course Information**

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**Time/Place:** M 11:35-12:25 in HQ L02, TTH 2:30-3:45 in WALL 81 301  
**Professor:** Daniel Schillinger  
**Email:** daniel.schillinger@yale.edu  
**Office:** HQ 162  
**Office Hours:** TH 1:00-2:30 and by appointment

**Course Description and Objectives**

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This course examines the origins of philosophy in the classical and medieval periods, focusing on Plato and Aristotle. We will read canonical texts that remain vital, challenging, even beautiful. In so doing, we will aim to inhabit the mind of each thinker, to see as he or she sees, from the inside. This approach will allow us to experience the history of philosophy as an ongoing conversation animated by fundamental questions—that is, as a Platonic dialogue writ-large. Questions that we will address include the following: What is the best way of life for a human being? Is it a life of withdrawn contemplation or one of active citizenship? How should we understand virtue and vice, knowledge and error? Can we trace the basic patterns and structures of causality, motion, and human perception? What distinguishes human beings from non-human animals on the one hand and from gods on the other?

By immersing ourselves in our chosen texts, and by working through the texts in both conversation and writing, we will cultivate excellence in textual analysis and interpretative argument. In fact, these texts require immersive reading, writing, and reflection, because they are as carefully written as they are philosophically rich. Finally, through our engagement with the untimely and alien philosophy of the past, we may hope to gain critical distance on our current horizons and beliefs.

**Required Texts**

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Please purchase personal copies of the following texts. Copies are available at the Yale University Book Store. All other readings will be posted to the course's Canvas site.

- 1) Plato, *Five Dialogues*, translated by G.M.A. Grube, revised by John Cooper (Hackett)
- 2) Jonathan Barnes, *Early Greek Philosophy* (Penguin)
- 3) Plato, *Republic*, edited by G.R.F. Ferrari, translated by Tom Griffiths (Cambridge)

- 4) Aristotle, *The Basic Works of Aristotle*, edited by Richard McKeon (Modern Library)
- 5) Epicurus, *The Epicurus Reader*, translated and edited by Brad Inwood and Lloyd P. Gerson (Hackett)
- 6) Lucretius, *On the Nature of Things*, translated by M.F. Smith (Hackett)
- 7) *The Stoics Reader: Selected Writings and Testimonia*, translated and edited by Brad Inwood and Lloyd P. Gerson (Hackett)
- 8) Seneca, *Moral and Political Essays*, edited by John M. Cooper and J. F. Procopé (Cambridge)
- 9) Sextus Empiricus, *Outlines of Scepticism*, translated by Julia Annas and Jonathan Barnes (Cambridge)
- 10) Sextus Empiricus, *Outlines of Scepticism*, translated by Julia Annas and Jonathan Barnes (Cambridge)
- 11) *Classical Arabic Philosophy: An Anthology of Sources*, translated by Joe McGinnis and David C. Reisman (Hackett)
- 12) Anselm, *Proslogion, with the Replies of Gaunilo and Anselm*, translated by Thomas Williams (Hackett)

## **Course Expectations and Practices**

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By far the most important expectation and requirement for this course is that you read the assigned texts carefully and prior to class. You should expect to read for at least two hours, and perhaps for much longer, in preparation for each session. Read and read again! Take notes! In this course, the only way out is through—through the text with pen in hand. You should also strive to attend every session. There are no excused absences except in the event of a documented illness or emergency. Most importantly, during class, please try to discuss the texts and to engage with your classmates in a spirit of questioning, openness, and friendship. This seminar hinges on your conversation, careful study, and attention. Students who read carefully and participate enthusiastically will have every chance of success. For my part, I promise to be flexible, open, and available. Please don't hesitate to talk to me or email me about anything related to the course.

## **Marking Scheme**

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1) Paper 1 (Fri., 9/30, 11 AM)	20 %
2) Paper 2 (Fri., 11/4, 11 AM)	20 %
3) Paper 3 (Fri., 12/9, 11 AM)	20 %
4) Final Exam	25 %
5) Attendance and Participation	15 %

## **Essays and Assessment Criteria**

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Each essay that you write for this course should satisfy the following criteria:

- 1) The essay directly responds to a prompt or question.
- 2) The essay contains a clear yet appropriately complex argument.
- 3) The essay displays careful engagement with relevant texts, ideas, and questions.
- 4) The essay eschews basic errors and achieves a polished writing style.

The third criterion is most important. Even so, “A” essays will satisfy each criterion listed above by exhibiting mastery of both the texts and of the elements of the academic essay. “B” essays will fall short of mastery while attaining competence. “C” essays will satisfy these criteria to a minimal extent. “D” essays will not meet these criteria, though they will suggest some effort. “F” essays will suggest an unacceptable lack of engagement and effort. In addition, essays should be double-spaced, written in 12 pt. font, and formatted according to an accepted style of citation. Please submit all written work directly to me via email in the form of a Word document.

With each essay assignment, I will offer more specific advice and encourage you to involve me in your writing process, if you think that doing so would help you. I would be very glad to talk through your ideas, look at an outline, or read a draft.

## **Participation and “Starters”**

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Participation in class discussion is crucial. While participation should be consistent and energetic, it will be graded on its judiciousness and quality. I will often circulate discussion questions before class meetings. Use these questions to guide your reading and to prepare to contribute to the conversation.

As a part of your participation in the course, you will be asked to initiate and guide the conversation during a Thursday session. You should arrive to this session with a few big questions or puzzling passages on which you would like to focus our attention. My own discussion questions can serve as models. We will establish a schedule for these “starters” during the first week of the course.

## **Extensions and Lateness**

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No extensions will be permitted in the absence of official documentation of a serious illness or an emergency submitted to me prior to the deadline. Late papers will be penalized one quarter letter grade for each day late. To be clear, a late paper that would have received an A- will receive a B+ if it is one day late, a B if it is two days late, and so on. If you anticipate that you will find it difficult to complete an assignment on time, please talk to me as soon as possible.

## **Honor System and Academic Integrity**

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I am serious about promoting academic integrity in this course; any kind of unauthorized assistance will not be tolerated. Please consult the definition of academic integrity in the Yale University Student Handbook. Of course, if you have questions about academic integrity, please ask me.

## **Accessibility and Religious Observance**

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I am committed to accessible and inclusive learning. Students with a Disability Accommodation Notice should contact me as early in the semester as possible to discuss arrangements for completing course assignments and exams. If you will need accommodation for religious observance, please also notify me right away.

## **Schedule of Readings**

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Lecture 1: Friday, September 2. Plato: *Euthyphro*, *Apology*, *Meno*

**Lecturer:** Michael Della Rocca

**Reading:** Plato, *Euthyphro*, *Apology*, *Meno*

Lecture 2: Monday, September 12. Plato: *Phaedo*

**Lecturer:** Daniel Schillinger

**Reading:** Plato, *Phaedo*

Lecture 3: Monday, September 19. Plato: *Republic*, Books 1-5; Presocratics

**Lecturer:** Ken Winkler

**Reading:** Plato, *Republic*, Books 1-5; selections from Anaxagoras and Parmenides (in Barnes, *Early Greek Philosophy*)

Lecture 4: Monday, September 26. Plato, *Republic*, Books 6-10

**Lecturer:** Paul Grimstad

**Reading:** Plato, *Republic*, Books 6-10

Lecture 5: Monday, October 3. Aristotle: *Nicomachean Ethics*

**Lecturer:** Ken Winkler

**Reading,** Aristotle, *Nicomachean Ethics*, Books I, II; III: 1-5, 10-12; VI: 1-7, 12, 13; VII 1-3; VIII 1-6; IX, 4, 8, 9; X, 6-8.

Lecture 6: Monday October 10. Aristotle: Hylomorphism

**Lecturer:** Verity Harte

**Reading:** Selections from *Categories*, *Physics*, and *De Anima*

Lecture 7: Monday, October 17 Aristotle: *Metaphysics*

**Lecturer:** Verity Harte

**Reading:** Aristotle, *Metaphysics* I.1-2, XII.1-7. 9-10.

Lecture 8: Monday, October 24. Epicureanism

**Lecturer:** Paul Grimstad

**Reading:** Epicurus, pp. 28-36 in *The Epicurus Reader* for the *Letter to Menoecus* and *Principal Doctrines*; Lucretius, *On the Nature of Things*, Books I and III, pp. 1-33, 66-98

Lecture 9: Monday, October 31. Stoicism

**Lecturer:** Brad Inwood

**Reading:** To be announced

Lecture 10: Monday November 7. Sextus Empiricus

**Lecturer:** Michael Della Rocca

**Reading:** Sextus Empiricus, *Outlines of Scepticism*, Book 1

Lecture 11. Monday November 14. Augustine

**Lecturer:** Michael Burton

**Reading:** Augustine, *On Free Choice of the Will*

Lecture 12: Monday, November 28. Medieval Arabic Philosophy

**Lecturer:** Kevin van Bladel

**Reading:** Selections from *Classical Arabic Philosophy*

Lecture 13: Monday, December 5. Anselm and Aquinas

**Lecturer:** Adam Eitel

**Reading:** Anselm, *Proslogion*, chapters 2-4; Gaunilo, *Reply on Behalf of the Fool*; Anselm's *Reply*; Aquinas, from *Summa Theologiae*, Part 1: Question 2, Article 3 ("The Five Ways"); Q3, A7; Q4, A2; Q12, A12; Q13, A2-A5.