Course content and schedule: I offer you this schedule as a help to your planning. It does not constitute a formal undertaking on my part.

Tue Aug 25 Philosophy in the core curriculum at this university. Faith and reason. Ancient philosophy in the core.
Thu Aug 27 and Tue Sept 1 Pre-philosophical Greek thought, especially Homer. Gods and human beings – especially divine intervention in human decision, and the gods' relation to human fortune. Anthropomorphism – especially in Xenophanes. The tragic point of view,
Thu Sept 10 Italian school: Pythagoras and Pythagoreans: Mathematical ordering of universe. Opposites. Transmigration of souls. Parmenides: “It is the same that can be thought and can be” No past, no future, no possibility, no change. Rejection of lists of opposites, and of relativism. Truth and reality. The Way of Truth.. Zeno of Elea: Parmenides's theories applied to physical problems, e.g. motion.
Thu Sept 17 and Tue Sept 22 Socrates. Asking questions as a form of intellectual midwifery. Ignorance and irony. The elenchus. Definition and the rejection of relativism. How far is the picture of Socrates in the early Platonic dialogues accurate?
Thu Sept 24 and Tue Sept 27 Plato. The Euthyphro: men and gods, moral relativism. The fact-value distinction
Thu Oct 1 The Meno: the nature of abstract and mathematical learning; recollection; knowledge and opinion
Tue Oct 6 The Phaedo: arguments for and against the immortality of the soul
Thu Oct 8 Review
Tue Oct 13 Fall break: no class
Thu Oct15 Test
Tue Oct 20 The theory of Forms
Thu Oct 22 and Tue Oct 27 The Republic, the myth of the Cave. Justice and other virtues in society and in the individual
Thu Oct 29: term paper due
Thu Oct 29 and Tue Nov 3 Aristotle: His biological conception of the universe. The analysis of change. Substances as basic existents; accidents as modifications of substances. Matter and form in artefacts and in natural beings. Modes of explanation, including final modes
Thu Nov 12 Aristotle: Individuals and society
Tue Nov 17 Epicureans: Their central tenets, cosmological and ethical.
Thu Nov 19 Stoics. The propositional content of the passions. The extirpation of the passions.
Tue Nov 24 The neo-Platonists: Plotinus and Porphyry
Platonism and neo-Platonism. The One. Augustine and neo-Platonism
Thu Nov 27 Thanksgiving break: no class
Tue Dec 1 Review
Thu Dec 3 Review

**Recommended texts**
*The Presocratic Philosophers*, Kirk, Raven and Sorabji
*Great Dialogues of Plato*, trans. W.H.D. Rouse
*The Basic Works of Aristotle*, McKeon

**Learning objectives:**
Originally, “learning objectives” were ways in which the behavior of “students” was to be modified after taking the course. I will not think in this way or use this jargon. For what I intend to explain, see the provisional syllabus. The skills I expect you to show, and to improve in, include: reading ancient texts for philosophical content; recognizing unfamiliar ideas and relating them to more familiar ones; distinguishing between different attitudes shown in reply to closely-related questions; judging the values of different arguments independently of the truth of their conclusions, and vice-versa. You will be expected to read (translations of) ancient texts, consult and evaluate commentaries, being ready to give reasons for your views. I expect you to show (at least) competence in all these skills in the tests and written work.

**Written work:**
1315 students: Two tests, and one paper of up to about 2000 words, due on Oct 30. I may substitute a further test for the paper, or a paper for one or more of the tests. I may set other short assignments or tests as seems opportune. There will be a final test (*not* take-home)
3315 students: as for 1315 students, the term paper will be of 4,000 words. Papers due Oct 29th

**Final exam:**
Thurs Dec 10 1.45 – 4.15 p.m.

**Attendance policy:**
The university has a strong attendance policy, and I will be passing lists of attendance in class. Moreover, you are unlikely to be able to get a full understanding of the subject from the reading alone – I should not be giving these classes if you could learn the same from books. Non-attendance at class will not be regarded as an excuse for failing to be aware of matters I may from time to time announce in class.

**Office hours:**
Tuesday and Thursday, 8.30 – 9.30, 11.00 – 12.00, 1.00 – 2.00. 3.30 – 4.00

**Determination of final grades:**
In-term tests: at least 10%. Term paper: at least 25%. Final test: at least 50%. I shall also bear in mind class participation when giving a final grade. If I see fit to change these proportions, I will inform you.

**Myself**
To know more about your lecturer, check my web page on the University’s site
On-line texts and commentaries:
Very many ancient philosophical texts are available on-line, as are some commentaries. I list some that may be of interest:
- The Internet Classics Archive http://classics.mit.edu/index.html
- The Perseus Project http://www.perseus.tufts.edu/
- Project Gutenberg http://promo.net/pg/
- Classic Texts in Ethics http://ethics.acusd.edu/books.html
- Plato and his Dialogues http://www.plato-dialogues.org/plato.htm

You will no doubt find many more serious sites for commentaries, and also a number of paper-mills. You may feel tempted to print out material from these, if you are hard-pressed to complete an assignment on time. I would strongly recommend against this. I will have abundant evidence – from the tests etc. I will give you – of your natural way of writing, and I will probably not find it hard to catch you out. I will take this seriously. The university’s Draconian policies on academic dishonesty and plagiarism are to be found in the undergraduate handbook, online at http://www.stthom.edu/studentaffairs/campus/pdf/handbook.pdf

Your course work is supposed to provide evidence that you have certain skills – if you use someone else’s work you are submitting fraudulent evidence. To the extent that you have done this to any great extent in your college years will turn your degree into a fraud. If there’s enough of it goes on, everyone’s degree becomes a fraud. Then people will stop going to college, and the institutions of tertiary education will break down. I would regard this as a bad thing, and it is in my interest to prevent it.

If I discover that a student has plagiarised material for a class assignment, I will give that student an F for the whole course. If you turn in very bad work of your own, or fail to turn in any work at all, I shall only award an F for that piece of work. The university allows me to penalise plagiarism in that way. It is thus in your interest not to plagiarise, but to turn in your own work, however bad it may be.