

Scholars 2301

Fall 2019



Drs. Anson and Robinson

Offices: Anson: Stabler Hall 604C; Office hours: 9-9:50 AM, MWF, by appointment (e-mail: emanson@ualr.edu); Robinson: Office hours: 11-12 MW Stabler Hall 307D, karobinson3@ualr.edu

Required Reading:

The following are the texts required for this course. Unless otherwise specified these are the editions that must be acquired (**please no kindle editions and editions other than those specified must be approved in advance**). They are available in the bookstore.

The New Oxford Annotated Bible with the Apocrypha, Revised Standard Version 978-0195283488

The Iliad. Penguin/978-0140275360

Plato *Phaedo* Oxford/9780199538935

Lucretius, *On the Nature of Things* Focus/9780941051217

Anselm *Proslogion* Hackett/9780801023903

John C. Olin, *A Reformation Debate* Baker Academic Press/978-0801023903

Course Objectives:

1. Give students a broad understanding of the events in world history and culture down to 1600 and an understanding of some of the canonical philosophical texts and concepts from that period.

2. Give students an understanding of the creation and evolution of the beliefs, values, and the institutions of the modern world through an examination of key themes and the philosophical systems that underpin and inform them.
3. Describe some of the methods by which historians and philosophers address their subject matter and explore central questions in each discipline (e.g., what is history? What is Philosophy?).
4. Develop the skills necessary to examine and analyze ideas /texts in a critical way.
5. Develop the ability to write analytically and cogently.
6. In general, to increase students written and verbal skills. .

Requirements for the Course:

Participation: Students are expected to be present and prepared to discuss for each class
(25% of your grade)

Papers: Students are required to write **five** papers (5 pages **minimum**, printed) out of the six assignments set during the course of the semester. You may do all six and your five highest grades will determine the paper portion of your final grade. **Each of the papers will represent 15% of a student's grade.** History papers are to be entirely based on particular assignments in the required reading. No outside sources or class notes may be used in the history papers **but these can be used in philosophy papers.** Students are permitted one rewrite for each of their five papers, which is due no later than the last day of class, although it is highly recommended that these be completed as soon as possible.

For history papers only: All statements of fact must be accompanied by in-text page references or internal notational systems (as with the Bible, book, chapter and verse), whichever is the most precise. **Paper format:** Each paper must include a **title** clearly reflecting the question that you are answering; a **thesis** (or summary statement) that briefly, but succinctly, answers the question being asked, highlighting your main points and main conclusions. The **body** of the subsequent paper then supports and defends this thesis with evidence, and is subsequently followed by a **conclusion** that refers back to your original thesis, again summarizing your major conclusions.

For Philosophy Papers: All instructions for Philosophy papers are given in the assignment sheets at the back of the syllabus.

General Information

Papers are to be turned in on or before their due dates as noted in the syllabus. Papers may, however, be rewritten once and resubmitted for evaluation. Higher grade will be the one finally recorded. No incompletes will be given unless approved **prior to December 12, 2019.** Moreover, incompletes will only be given when circumstances beyond the control of the student prevent the student from completing part of the course requirements. Incompletes cannot be given for the entire semester's work. All completed work counts.

CLASS ATTENDANCE: **Class attendance is required;** the student is held responsible for all reading assignments, all material covered and announcements made in class. Everyone is expected to be present at the time class starts and remain until it is dismissed. If for great and good cause you are either late or have to leave early, please enter or leave quietly and as inconspicuously as possible. Remember 25% of your grade is determined by your participation in class discussions.

CELL PHONES: If you must bring it to class (potential emergencies), please turn it off, or at least turn off the ringer. Do not talk or text on the phone in class. If an emergency is signified, please leave class quietly to take the call.

DISABILITY SUPPORT SERVICES: Your success in this class is important to us, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments in accordance with federal and state law. If you have a documented disability and need an accommodation as a result of that disability, please contact us privately at the beginning of the course, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the academic and technical requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Determining the reasonable accommodations you might need is based upon a thorough intake interview by the DRC and a deliberative process between the DRC and your instructor. Thus, if you have a documented disability, please contact me and the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability. The chair of the department offering this course is also available to assist with accommodations.

CHEATING: No student may gain undue advantage over his/her classmates by deceptive or dishonest means (as defined in "Cheating", Student Handbook). Anyone who engages in such activity will receive an "F" in the course and could be turned over to the Academic Integrity and Grievance Committee for University disciplinary action.

GRADING QUESTIONS AND COMPLAINTS: Students with questions or complaints about the grading of their papers should write out what the problem (please put in essay form with evidence) is and hand it in after class or by e-mail. This is the forum in which such matters are to be handled, not during class, nor in person. Questions regarding the material covered in papers or in class should be asked in class, out-of-class in person, or by e-mail. In short, do not argue about your grade in other than written form, but do ask about material read or discussed in class in whatever forum you are comfortable. Any question that begins with why did I not get more points needs to be written out. Student grievances are to begin with the instructor, and failing a resolution see <https://ualr.edu/deanofstudents/student-complaints/>.

SYLLABUS
(Reading assignments in **bold type**)

Week	Date	Topic	Assignment
1	8/19	Intro/Ancient Near East	
	8/21	Ancient Near East/Ancient Judaism	Genesis Ancient Near East
2	8/26	Ancient Judaism	Exodus
	8/28	Ancient Judaism	Leviticus
3	9/2	Ancient Judaism	Post Exilic Judaism
	9/4	Greece	1st paper due (Old Testament)
4	9/9	Labor Day -- University closed	
	9/11	Greece	The Iliad
5	9/16	Greece	The Iliad
	9/18	Greece	The Iliad
6	9/23	Classical Greece	The Archaic Age
	9/25	Classical Greece	The Classical Age 2nd paper due (The Iliad)
7	9/30	Platonic Philosophy	Plato, Phaedo 57-72e (p.1-21)
	10/2	Platonic Philosophy	Phaedo 72e-88b (21-41)
8	10/7	Platonic Philosophy	Phaedo 88c-102a (41-59)
	10/9	Platonic Philosophy	Phaedo 102a-118a
9	10/14	Roman Republic	3rd Paper due (Phaedo)
	10/16	Roman Empire	
10	10/21	Roman Philosophy	Lucretius, Nature of the Universe
	10/23	Roman Philosophy	Nature
11	10/28	Roman Philosophy	Nature
	10/30	Christianity	4th Paper due (Nature) Matthew 1-7; Romans 1-8

12	11/4 Middle Ages 11/6 Middle Ages	Anselm, Proslogion 1-27 Proslogion 1-27 (contd)
13	11/11 Middle Ages 11/13 Renaissance/Ref	Proslogion 28-46 (replies); 5th Paper due (Proslogion) A Reformation Debate (Sadaletto)
14	11/18 Reformation 11/20 Reformation	A Reformation Debate (Calvin) A Reformation Debate: Supporting arguments (can turn in paper early so as to have the possibility of a rewrite)
15	11/25-12/1 Thanksgiving break	
16	12/2 Reformation	Who's right? 6th Paper and all rewrites due

Genesis/Exodus/Leviticus

Paper Topics:

1. What are the ritual aspects of this religion? How important is cult/ritual in this religion?
2. What is the nature of divinity? Any differences in the respective books?
3. What are the Hebrews/Israelites required to do by their god? Do these requirements change? If so, how? Implications?
4. What rewards are offered the worshipers? Any differences in the respective books? Explain.
5. What are the ethical requirements? How is ethical behavior defined? Any differences in the respective books? Explain.
6. What is the nature of sin and/or evil in these books?
7. Discuss these books as historical sources (as opposed to articles of faith). Strengths? Weaknesses? Nature of composition?

Homer

The Iliad

Paper topics: (any of these topics can be compared to those in your Old Testament readings)

1. What are the ideals (aretê) of Homeric society?
2. How would you define the concept of honor as found in the Iliad?
3. How is Greek society organized in the Iliad?
4. What is the role of women in this society?
5. What are the cultic or ritualistic aspects of Homeric religion?
6. What is the nature of divinity?
7. What do the gods require of the Greeks?
8. What rewards do the Greeks expect to receive from their gods? Punishments?
9. What are the ethical requirements? Is there an underlying definition of ethical behavior?
10. Does the concept of evil exist in this society? How would you define it?
11. What is fate as depicted in the Iliad? What is its role?
12. Describe the position of Zeus in Homeric religion?

Plato
Phaedo

Essays must be handed in by the deadline announced unless an extension has been obtained from me. Extensions are given only in exceptional circumstances.

Students are reminded that they are not to present the work of an author or of another student as their own although they are encouraged to discuss their work with others in the course. **Essays should be a minimum of 5 pages**, double spaced, typewritten (not handwritten) and should be checked thoroughly for punctuation, spelling and grammatical errors. More than one or two errors will result in a reduced grade. Essays should develop a *structured* argument that *critically evaluates* the strengths and weaknesses of each position considered and your answer should demonstrate a *thoughtful and careful use of the relevant set reading material* for that topic/problem. Critically evaluating a position entails identifying and challenging assumptions and exploring different ways of thinking through to a *tentative* solution by using justifying arguments.

Choose **one** of the following:

1. In the *Phaedo* Simmias puts forward what has come to be called the 'harmony' argument. Summarize this argument and then critically evaluate Socrates' objections to it.
2. At the heart of the *Phaedo* Socrates develops the famous 'argument from recollection'. Offer a summary of this argument and a critical evaluation of its merit.
3. Is the Soul immortal? Give a summary and critical analysis of **one** of the arguments as presented in the *Phaedo*.

Lucretius
The Nature of Things

Anselm
Proslogion

Essays must be handed in by the deadline announced unless an extension has been obtained from me. Extensions are given only in exceptional circumstances.

Students are reminded that they are not to present the work of an author or of another student as their own although they are encouraged to discuss their work with others in the course. **Essays should be a minimum of 5 pages**, double spaced, typewritten (not handwritten) and should be checked thoroughly for punctuation, spelling and grammatical errors. More than one or two errors will result in a reduced grade. Essays should develop a *structured* argument that *critically evaluates* the strengths and weaknesses of each position considered and your answer should demonstrate a *thoughtful and careful use of the relevant set reading material* for that topic/problem. Critically evaluating a position entails identifying and challenging assumptions and exploring different ways of thinking through to a *tentative* solution by using justifying arguments.

Choose **one** of the following:

1. Evaluate the strengths and weaknesses of Anselm's ontological argument for the existence of God. Does the argument 'prove' the existence of God?
2. Summarize and critique *both* Gaunilo's reply to the ontological argument and Anselm's rejoinder. What should we conclude about the ontological argument?

A Reformation Debate

What is Sadoleto's argument for Justification? Calvin's response? Also use the additional materials supplied by the editor on this topic. Using the *Books of Romans* and *Matthew* as your evidence, who do you believe has the better argument? Why?