

Course Syllabus

Medieval Philosophy



INSTRUCTOR INFORMATION

Dr. Wm Mark Smillie, Professor, Philosophy Department
 142 St Charles Hall
 Email: msmillie@carroll.edu; Ph: 447-5416

Office Hours Spring 2017: MW, 3:30-4:30; Th, 2:30-4:30; Fri, 2:00-3:30; & by appointment. For issues about this course, students can contact me before/after class, at my office hours (posted above), by phone or email (either Carroll email or through moodle email). I will respond to email and phone inquiries within one business day (Saturdays and Sundays are not business days). I will post notifications about the course in the Moodle News Forum. Students should also be aware of the Moodle Calendar that announces assignment deadlines.

COURSE INFORMATION

PHIL202, Medieval Philosophy
 Meets: Tuesday and Thursdays, 9:30-10:45, 102 O'Connell; 3 credit hours

Course Description

This course is an introductory survey of medieval philosophical thought. We will consider some philosophical questions and issues that were central to medieval discussion, including the relationship between faith and reason, the problem of evil, our ability to know God's nature and describe it in human language, the implications of believing in God as a creator, and the famous "problem of universals." Significant medieval philosophers studied in this course include St. Augustine, Boethius, Peter Abelard, St. Anselm, Avicenna, St. Thomas Aquinas and Bonaventure. An effort will be made to convey general medieval life and values and their connection to medieval philosophy, as well as to relate the thought of the middle Ages to the philosophy of other historical periods.

Reading Materials

C.S. Lewis, *The Discarded Image*. Cambridge University Press, 1964. ISBN: 978-1-107-60470-4. Provides a “picture” of the medieval universe, a synthesis of their theology, science and history. Described by one person as “a tremendously accessible book, once you get past the fact that Lewis references hundreds of works of literature that you may not have heard of.” And I agree—with both of those points. For the latter, I will say (a) I realize that most of you have not heard of these books, and (b) there is nothing wrong with that, and (c) the only way for them to become works you have heard of, is if you hear about them.

Joseph W. Koterski *An Introduction to Medieval Philosophy: Basic Concepts*. Wiley-Blackwell, 2009. ISBN: 978-1-4051-0678-8 \$33.95 (new; used 25.50) at the Saint’s Shoppe. Required text. *This is a topical introduction to seven main themes/problems discussed throughout the “medieval period” of philosophy. It gives a student/reader an overview of the philosophical discussion common to many figures.*

Aurelius Augustine. *The Essential Augustine*. Edited by Vernon J. Bourke. Hackett Publishing Company, 1964-74. ISBN: 0-915144-07-7. \$12.95 Saints Shoppe. Required text. *A compilation of texts from St. Augustine’s writings grouped according to themes. St. Augustine lived 354-430, and died as bishop of Hippo, Africa.*

Boethius. (Full name: Anicius Manlius Severinus Boethius). *Consolation of Philosophy*. Revised Edition. Translated by Victor Watts. Penguin, 1999. ISBN 978-0-14-044780-4. \$11.25 (used), Saints Shoppe. Required text. *Classic 6th Century text, one of the most popular books of the middle ages. A dialogue exploring the themes of fate, free will, evil, and the nature of happiness.*

Thomas Aquinas. *Selected Writings*. Edited and translated by Ralph McInerny. Penguin 1998. ISBN: 0-140436-32-4. \$11.25 (used), Saints Shoppe. Required text. *Texts from St. Thomas grouped by successive intellectual periods in his life. St. Thomas lived from 1225-1274, and taught in Paris and the Papal court in Rome. This fat text contains a good variety of Thomas’ writings; we won’t read them all for class, but feel free to follow your interests.*

Bonaventure. *The Journey of the Mind to God*. Translated by Philotheus Boehner. Hackett, 1993. ISBN: 0-87220-200-3. \$11.00 in Saints’ Shoppe. *Franciscan contemporary of Thomas Aquinas and faculty colleague at University of Paris, known for his mysticism and ability as a minister general of the Franciscans.*

COURSE ELEMENTS AND GOALS

Course Learning Objectives

As a result of reading course texts, participating in class presentations and discussions, students will identify, analyze, and evaluate philosophical positions of philosophers living in the middle ages by completing course activities, writing essays, completing exams, and writing a final project on a philosopher of their choice.

Readings: After purchasing the required course texts or accessing them on Moodle, students will discover and reflect upon philosophical positions presented in those texts, through mindful reading of assigned material prior to class.

Activities: After studying assigned readings and attending class meetings, students will analyze and evaluate philosophical positions by participating in class discussions, completing in-class activities, and diverse on-line Moodle activities.

Philosophical Essays: Having studied and mastered techniques of ethical argumentation and reviewed question prompts assigned by the instructor, students will formulate and defend philosophical positions in written argumentative essays.

Tests: After participating in class discussions, reading assigned texts and completing course activities, students will synthesize and express their understanding of philosophical positions by completing tests consisting of matching, true/false, and essay questions.

Final Project: After completing course activities, students will analyze and critically reflect on the philosophical thought of a medieval philosopher of their choice, in a written report.

Disclaimer regarding these objectives:

- 1) Students may vary in their competency levels on these abilities.
- 2) Students can expect to acquire these abilities only if they honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet all other course requirements and expectations.

Fulfillment and Assessment of the Learning Objectives

Course Activities: 20% of the Final Grade

Students will receive credit for these activities based on their responses to the particular questions and assignments. These will include reading summaries, objective analysis and evaluative questions, quizzes, open-ended questions. Late assignments will be accepted, but may be penalized for being late at the discretion of the professor. The **two lowest scores** will be dropped prior to calculation of the final grade.

Philosophical Essays: 30% of the Final Grade

Students will receive a grade using a rubric included with the assignment posting on Moodle. Please view these in advance of completing the assignment.

Tests: 35% of the Final Grade

There are two tests during the semester (worth 10% each) and a final comprehensive exam (worth 15%) scheduled for this course. Students will receive credit for correct answers on “objective” questions (questions with predetermined answers; I typically employ matching questions and T/F questions); on written (essay) questions, students will receive a grade based on a rubric made available in advance of the test. The final exam occurs on the date scheduled by the College registrar.

In-Class Tests. Covers course material covered since the last test. Each test includes a terminology section (drawn from the glossary in our text—matching definitions to terms defined), a T/F section on the material in the readings, and an essay question (500 words). All essay questions will be distributed to students prior to the test.

Final Exam: Format for this test will be 50 true/false questions covering the semester’s course material, and essay questions on the course material covered since the last in-class test. Again, essay questions will be distributed prior to the final.

Project: 15% of the Final Grade

Students will be given a list of possible topics to choose. Specific directions and requirements of the assignment will be available and students will receive a grade using a rubric available with the assignment posted on Moodle. This can be viewed in advance of completing the assignment.

Final grade calculation: Letter grades for the course will be assigned as follows.

<u>Percentage points</u>	<u>Grade</u>	<u>Percentage points</u>	<u>Grade</u>
93-100.....	A	77-80.....	C+
90-93	A-	73-77.....	C
87-90.....	B+	70-73.....	C-
83-87.....	B	60-69.....	D
80-83.....	B-	Below 60.....	F
		P/F Grade.....	D (60)

Course Routine and Participant Expectations

This class works on a three-week cycles (except for the first two cycles). There are five iterations of this cycle during the semester. The cycle takes precedence over holidays, etc, so they are not equal in the amount of class meetings. Course activities occur on the first four days of the cycle. Each cycle culminates in a course requirement, either a writing project or a test.

W	DATE	TOPIC
1	T	Complete Assigned Reading and Activity 1 by 8:30am Tuesday Attend Class.
	Th	Complete Assigned Reading and Activity 2 by 8:30am Thursday Attend Class
2	T	Complete Assigned Reading and Activity 3 by 8:30am Tuesday Attend Class.
	Th	Complete Assigned Reading and Activity 4 by 8:30am Thursday Attend Class In Cycles 1 and 3: <i>View</i> writing assignment on moodle by 11:59 Thursday.
3	T	Complete Assigned Reading and Activity 5 by 8:30am Tuesday Attend Class. In Cycle 2 and 4, this class includes a review for the test.
	Th	If assigned, complete any Assigned Reading by 8:30am Thursday Attend Class In Cycle 2 and 4: take test. In Cycle 1 and 3: activity on philosophical writing. Complete writing assignment by Sunday night, 11:59

Proposed Course Schedule

C	DATE	Topic/Assignment
1	Jan 17	First day of class! Watch "The Philosopher" from Terry Jones' Medieval Lives series.
	Jan 19	Medieval World picture: Watch: "Inside the Medieval Mind: Knowledge." Medievalist Robert Bartlett. Read <i>The Discarded Image</i> , Chs I, II, III, pages 1-44.
	Jan 24	Medieval World picture: Discussion of the Medieval Universe. Read <i>The Discarded Image</i> , Ch III, IV and V, pages 45-138. Complete Activity #1.1
	Jan 26	Medieval World picture: Completing the image. Read <i>The Discarded Image</i> , Chs VII (only pages 139-174), VIII, Epilogue. Discussion of the Epilogue. Complete Activity #1.2
	Jan 31	Boethius. <i>The Consolation of Philosophy</i> , Books I-II. Complete Activity #1.3
	Feb 2	Writing Philosophical arguments. Assessing the strength of your arguments. Writing objections. Read "Writing Philosophical Arguments," and "Writing Philosophical Essays," and "Philosophical Thought and an Illustration of an Objection." (Moodle)
	Feb 7	Boethius. <i>The Consolation of Philosophy</i> , Books III-IV Complete Activity #1.4
	Feb 9	Boethius. <i>The Consolation of Philosophy</i> , Books V. Paper #1 due on Feb. 12.
2	Feb 14	Faith and Reason. Read MP (<i>An Introduction to Medieval Philosophy</i>), Ch 1, pages 1-27; and Essential Augustine (EA), "Believing is One Thing, Understanding Another" in EA pgs 23-25 and "Two ways to Knowledge" pgs 26-27. Complete Activity #2.1
	Feb 16	Faith and Reason. EA, "Knowledge and Wisdom," pgs 37-40. Philosophy and Theology. Read MP, Ch 1, pages 27-32. Complete Activity #2.2
	Feb 21	Faith and Reason: TA (Thomas Aquinas) "Nature of Theology," pgs 50-67 and passage from Summa Contra Gentiles (on moodle). Review for test. Complete Activity #2.3
	Feb 23	TEST 1: Covers Discarded Image, Boethius, Faith and Reason, (MP 1, etc)

3	Feb 28	Immanent and Transcendent God. Proving God's existence. Read Chapter 2 of MP, pages 37-49. Anselm handout (moodle). Complete Activity #3.1
	Mar 2	Proofs for God's existence: Cosmological Arguments. Reread MP, Ch 2, pgs 45-49 and TA, pgs 243-256. Complete Activity #3.2
	Mar 7	SPRING BREAK: NO CLASS. Grades posted March 14
	Mar 9	SPRING BREAK: NO CLASS.
	Mar 14	Knowing and speaking about God: The Divine Attributes. Read MP Ch 2, pgs 50-56 and EA, pgs 121-148. Thomas Aquinas: Is God Simple? God's Simplicity, Articles 1 and 2, pgs 290-301. Complete Activity #3.3
	Mar 16	Speaking about God's Simplicity. Read Article 5, TA, pgs 309-316. Complete Activity #3.4
	Mar 21	Peter Abelard and Bernard of Clairvaux. Video: "The saint and the scholar: portrait of Abelard" Read: Selections from Abelard's <i>Calamities</i> , and <i>Letters to Heloise</i> (available on moodle). Complete Activity #3.5
	Mar 23	Writing Practice Day; catch up.
4	Mar 28	The Divine Ideas: God's Creation of the Universe. Read MP, Chapter 3, pages 61-77 and EA "Divine Ideas as Prototypes," pgs 62-63. Complete Activity #4.1
	Mar 30	The Divine Ideas: Exemplar Causality. Read MP, Chapter 3, pages 77-82 and TA, <i>Summa Theologia</i> , Q44, Article III, pgs 364-366, and <i>Question on Truth</i> , Q3, Articles I and II (link on moodle) Complete Activity #4.2
	Apr 4	The Divine Ideas. Complete Activity #4.3
	Apr 6	The Problem of Universals. Introduction: Problem of universals as paradoxes. Historical solutions: Realism, Nominalism, and Conceptualism. Read Chapter 4 of MP, pages 87-103. Complete Activity #4.4
	Apr 11	Boethius Realism and "Aristotle's Solution" Review Chapter 4 of MP, 103-107; read Boethius, Second Commentary on Porphyry's Isagoge, chs 10 and 11 (on moodle). Complete Activity #4.5
	Apr 13	The Problem of Universals. Thomas Aquinas: Universals only exist in the human mind but are not imaginary. Read TA "On Being and Essence," chs 1-3, pgs 30-40. Review for Test #2
		TEST 2: Covers God, Divine Ideas, Universals, etc MP 2-4
5	Apr 18	NO CLASS--COLLEGE IS ON MONDAY SCHEDULE
	Apr 20	Cosmos and Nature. Read Chapter 6 of MP. Complete Activity #5.1
	Apr 25	Complete Activity #5.2
	Apr 27	Philosophical issues about the soul in Medieval Philosophy. Read MP chapter 6, pages 173-196. Start reading Bonaventure, Journey of the Mind to God, Prologue, Chs 1-3 Complete Activity #5.3
	May 2	The soul and the human return to the Creator. Bonaventure, Journey of the Mind to God, Prologue, Chs 4-7 Complete Activity #5.4
	May 4	Last Class Day. Video: "The circles of light: the Divine comedy."
6	May 9	Final Exam: 8:00-9:45am (TUES)

COURSE POLICIES AND OTHER INFORMATION

Basic Etiquette

Please come to class on time and bring any texts assigned for that day. I prefer a more informal atmosphere, and encourage questions, discussion about the material, and the expression of different

points of view. This is often hard to achieve here at Carroll, nonetheless I will strive to create it. My presentation goals are to present your with different sides to the question, and the reasoning behind them. I hope you would raise issues you find confusing or controversial, to add to our experience.

All students should practice good manners in class and show civility to all. A positive attitude and professional demeanor are always appreciated! Please remain alert (and awake!) in class, allow others to speak without interrupting them, and limit private conversations, texting, checking email and social media sites on your phones and computers. Drinks are allowed in class, but please no food!

Absolutely no electronic devices are allowed during exams, and this includes cell phones, laptops and mp3 players. Laptops are allowed at other times during class, with the expectation that you are using them to participate in the class and not as a distraction.

Attendance and Tardiness

Attendance of itself does not fulfill any of the student learning goals of this course; so consequently, I do not evaluate or grade your attendance in this class. According to the College Catalogue, students are “expected to attend the first and each meeting of a course” (Carroll College Catalogue). I keep attendance regularly and expect to be informed if some legitimate excuse keeps you from attending class. Students missing more than nine class sessions may be asked to drop the class. Tardiness is disruptive to other members of the class, so please be on time! Even if you miss a class, you are still responsible for learning about upcoming work and assignments; check the calendar in Moodle or else contact me.

Returning Work

I was a student once, so I appreciate your desire to learn the results of an exams or paper, and as an educator, I also believe in the value of prompt feedback. My goal is to grade and/or return all assignments within 2 weeks of their due dates, if not sooner. I promise you that I’m putting my “40 hours” in a week, and am not taking any holidays during the school year, and am doing my best to keep the work turn around as short as I can.

Making up missed work

Assignments are late if they are turned in after the deadline time set on Moodle. I reserve the right to penalize late assignments.

Tests and exams should be taken on the dates and place assigned. Tests missed for legitimate reasons will be retaken at the ARC, within one week of the exam date. Students must make their own arrangements with the director of the ARC, and then inform me of their scheduled makeup date prior to making up the exam. Final exams are scheduled and conducted according to the policies set in the College Catalogue (see pg 24).

Students having good reasons for missing a deadline or test should contact me in advance of the deadline. Good reasons include documented medical reasons, documented court obligations, and athletic team or other Carroll College commitments, family emergencies. Deadlines will be reset to mutually agreed times in these situations.

Academic Honesty

Academic Honesty is very important! Carroll College’s policy on Academic Integrity is stated in both the

CC Catalogue and in the Student Handbook. The policy reads: "Students at Carroll College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments, falsifies college records, or fails to give requested academic information on admission documents is subject to dismissal or other appropriate disciplinary action by the College." Students violating the policy will be referred to the Vice President for Academic Affairs. Please see these publications for the correct procedures to follow if you have questions concerning the conduct of this class or the grading procedures (other than a final grade).

Plagiarism is an act of fraud and will not be tolerated. Plagiarism is both stealing someone else's work and lying about it. It includes the following

- Turning anyone else's work (including other students') as your own
- Copying without giving credit (including copying from the internet)
- Not putting quotations in quotation marks
- Incorrectly identifying the source of a quotation

Plagiarism also includes copying the sentence structure of a source, even if you changed words, and copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

All suspected cases of plagiarism will be investigated, and where verified, will be penalized; the penalty can be as severe as immediate failure in the course. If you are unsure about whether some actions constitute plagiarism, please ask me.

Campus Support Services

If you believe that you may need an accommodation based on the impact of a disability, please contact Kevin Haddock, in order to discuss your specific needs and to determine a reasonable accommodation plan. You may contact Kevin Haddock in the Academic Success and Disability Services Office, Borromeo Hall, Room 118 (phone: x4504; email: khaddock@carroll.edu).

Copyright Statement

All course materials for Carroll College courses are the exclusive property of the individual(s) who created them. It is illegal to share or sell any course materials you may obtain as a student in this class, whether on paper or in digital form. Unauthorized reproduction and distribution of Carroll College course materials may be grounds for disciplinary and/or legal action.

Office Hours

Office hours are not just for those in trouble. My office hours are a time for you to come talk to me informally, to ask questions about the material or assignments, to review graded work, to get suggestions for further reading, to discuss other topics related to the course. And if you are having trouble with the course work, we can talk about that too, of course. Make an appointment if you wish, or drop by during the posted times!

About Your Professor

I am a full professor in the Philosophy Department and have taught at Carroll for over 20 years, starting in 1995. I received a B.A. from Thomas Aquinas College in California, in 1983; and a Ph.D. in 1992, from

the University of Notre Dame. I have taught at over a half-dozen institutions before I came to Carroll College.

Besides Medieval Philosophy, I have taught many philosophy courses here at Carroll, and I regularly teach Medieval Philosophy, Philosophy of Human Being, Business Ethics, Bioethics, and Environmental Ethics. I have also led seminars in the Honors Scholars Program, and taught Latin and Greek classes for the Classical Studies program. I like teaching Medieval Philosophy because I find the period itself fascinating, particular the issues about faith and reason, human nature and ethics. My research interests are in Medieval Philosophy, especially the philosophy of St. Thomas Aquinas, and applied ethics. I have given papers/presentations on: Thomas Aquinas, Catholic Identity, God's Omnipotence, Environmental Ethics, Augustine, End of Life Decision-Making, and using technology in the classroom.

I've been married 31 years and have eight children (including a Carroll grad, class of 2008 and a freshman this year!). I am involved in various community organizations in Helena and enjoy visiting historical sites, hiking, photography, building things from time to time (and even house remodeling).

Final Comments

I welcome everyone to the course. I'm glad you've chosen this class, and I promise to do my best to make it meaningful, useful, and enjoyable. Please feel comfortable giving me any comments or suggestions about the progress of the course as we go along. I am happy to make any adjustments to the course that I can.

Concluding Disclaimer

The schedules and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

GRAPHIC SYLLABUS

