PHIL107002 Philosophy of the Person I, 3 credits
Boston College Summer Session 2018
Summer Session May 15-June 22
Tuesday/Thursday 6:00-9:15PM
Stokes 131N

Instructor Name: Tyler Viale
BC E-mail: vialet@bc.edu
Office: Stokes North, 320b
Office Hours: Tuesday, Thursday 5-5:45PM and by appointment

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course seeks to develop students' own answers to the question “what is the good life?” in dialogue with thinkers across the history of philosophy. Rather than passively memorizing the answers of others, students will be challenged to take an active role in reporting and evaluating answers that they themselves find persuasive. The goal of this course is the creation of a new textbook that could be used to detail to future students the important issues raised in considering an answer to the guiding question of the class, as well as its historical tradition.

Textbooks & Readings (Required)
The Good Life (Hackett edition)
Additional readings will be distributed in photocopy or electronic form

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.
Course Objectives

This course will enable students to:

1) Read and understand philosophical texts.
2) Express their own philosophical arguments verbally and in writing.
3) Formulate an informed opinion regarding the nature of human existence.
4) The student will demonstrate the critical application of ideas across cultural settings and will learn the impact of culture, gender, and age in philosophy as demonstrated by contemporary media
5) The student will demonstrate ethical knowledge pertaining to ancient and medieval philosophy

Grading

Course Requirements:

1) **Attendance** Students are expected to attend class every day. Any planned absences should be discussed at the earliest possible time. More than one absence will result in a loss of all points. **10%**

2) **Student Journals.** Students are required to read from at least 20 philosophical sources, and journal on their content. The journal entries should clearly and concisely convey the content of the readings, as well as their significance. Students will be given time in class to identify potential readings. **25%**

3) **Class Textbook Chapters** With their group, students will identify a thinker, idea, or area of interest related to the question “what is the good life. Students will produce a 25 page chapter of a textbook, consisting of copies of primary sources (~10 pages), commentaries on the sources, introduction and concluding sections, study aids and bibliographies. **25%**

4) **Student Group Presentations** Students will prepare and deliver a presentation based on the material covered in their chapter. These should last 35-40 minutes. **15%**

5) **Final Course Summary and Discussion** Students will write a three page summary of the course, and participate in an in-class discussion final. **25% (15% summary, 10% discussion)**

Course Grading Scale:

A 95+, A- 90-94
B+ 87-89, B 84-86, B- 80-83
C+ 77-79, C 74-76, C- 70-73
D+ 67-69, D 64-67, D- 60-63
F 0-59

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Deadlines and Late Work

All papers are to be turned in on time. If a student expects a paper will not be done on time, they may talk to me about a possible extension, which may be granted in extraordinary circumstances. Excused absence from class does not automatically excuse a student from turning in the assignment on time, which may always be submitted online. Any other arrangements MUST BE MADE PRIOR TO THE DEADLINE. Any late paper will be deducted 10% for every day late, and will receive a 0 after 5 days. It is the job of the student to ensure that papers are turned in successfully. NO EXCUSES WILL BE ACCEPTED AFTER THE DEADLINE.
Course Assignments

This is a condensed summer course. As such, students should expect a heavier workload than a normal semester class. Boston College expects a course to involve about 2 hours of work per week for every hour of instruction. While some weeks may be lower, students should be prepared to be spending about 8 hours a week on readings and assignments beyond classroom time.

In addition, this is a hybrid course. That means that 2 hour of traditional classroom time is being replaced with various online learning activities. While this will cut down on the time you will be expected to be in the classroom, it will also result in a more significant amount of time required of you outside of class than a traditional course.

Course Schedule
(For a more detailed description of each week’s activities, see the Canvas Modules page)

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td><em>The Good Life</em> Introduction</td>
<td>Brainstorm chapter topic ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore textbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn how to use online sources</td>
</tr>
<tr>
<td>May 17</td>
<td>Skim <em>Good Life</em> sections from Ancient and Medieval sources.</td>
<td>Online philosopher scavenger hunt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Reporting (internal and external)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Journalling (first half due at end of 3rd Week)</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22</td>
<td>Student selected readings: Students should aim to read from at least 5 sources for each week, at least 50 pages total</td>
<td>Group planning and role allocating</td>
</tr>
<tr>
<td></td>
<td>Specific readings will depend on your groups topic. Students should aim for minimal overlap among group members</td>
<td>outline chapter structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>make list of potential primary sources to include</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compile sample discussion questions from textbooks. How do they review the material? What do they ask?</td>
</tr>
<tr>
<td>May 24</td>
<td>Continue doing individual readings. Each group should seek to only overlap two to three texts, which have been identified as essential by a group member. Thus, each 3 person group should be reading 12 readings per week</td>
<td>Group sharing: What was included in your readings so far? Which ones seemed most relevant. Study textbooks: How do they write introductions and conclusions? What material do they include? How do they expand on the sources included. Homework: Begin working on individual drafts of introduction and conclusion sections.</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 29</td>
<td>Continue individual reading assignments</td>
<td>Circulate intro/conclusion drafts Provide comments, make note of material to include in the final drafts Report on potential readings to include in chapter Homework: begin writing commentaries on texts to be included (save this material for final reflection paper as well)</td>
</tr>
<tr>
<td>May 31</td>
<td>Last day individual reading assignments By end of this day, groups should have identified the relevant texts for their chapter.</td>
<td>Continue working on Chapter parts. Begin planning group presentations <strong>DUE: First half Journals</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 5</td>
<td>Group Reading Assignments: Begin reading texts already read by fellow group members to compare and discuss</td>
<td>Write test questions based on your material: What do you think students should know based on your material? By end of week: Submit 10 pages of primary source material to include in your chapter. This should be 3-4 different sources, depending on your topic.</td>
</tr>
<tr>
<td>June 7</td>
<td>Continue Group Reading Assignments</td>
<td>Finalize group presentation plans Continue working on commentaries and intro/conclusion sections</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 12</td>
<td>Cross-Group Reading: Read material from 1 other group</td>
<td><strong>Group Presentations:</strong> Groups 1 and 2</td>
</tr>
</tbody>
</table>
**Written Work**
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Attendance**
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

**Scholarship and Academic Integrity**
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.