

Philosophy 600
Graduate Seminar: History of Philosophy

Aristotle:
Desire, Imagination, and Agency



Mark R. Wheeler
Schedule # 22268
TH 1600-1840
AL 422

CONTACT INFORMATION:

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OFFICE HOURS:

Tuesdays and Thursdays, 1400-1600. Other times by appointment.

TEXTS:

A. The required texts include:

1. Aristotle's works:

Barnes – *Complete Works of Aristotle* v1 and 2 (recommended, but see below)

2. Moss – *Aristotle on the Apparent Good*

3. Schroeder – *Three Faces of Desire*

4. Pylyshyn – *Seeing & Visualizing*

B. Suggested texts include:

1. Prinz – *Gut Reactions* (This should be read along with Schroeder's book.)

2. Kosslyn – *Case for Mental Imagery* (This should be read along with Pylyshyn's book.)

C. Other reading materials will be made available on-line (when possible) and on reserve at the SDSU library.

D. Students will wish to have ready access to all of Aristotle's works. Students are not expected to read all (or even most) of the Aristotelian treatises. However, the material to be covered in the course demands that students have access to passages from a wide variety of Aristotle's texts, even, perhaps, all of them. It is easy enough to find the texts.

The bookstore has ordered *The Complete Works of Aristotle*, 2 vols., Revised Oxford Translation. These volumes contain excellent recent English language translations and serve as the scholarly standards. The price is reasonable. It is recommended that students buy them.

Students will find both Greek and English versions of Aristotle's works on-line at the following sites (listed in order of my preference):

1) <http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>

2) <http://classics.mit.edu/Aristotle/>

3) <http://onlinebooks.library.upenn.edu/webbin/book/lookupname?key=Aristotle>

While these sites offer very good translations, the English is sometimes archaic. As a consequence, students must use care, and period specific dictionaries, in using these translations.

COURSE OBJECTIVES:

The main goal of the seminar is to consider the relationship among desire, imagination, and autonomous human agency. To this end, we will consider Aristotle's theories of desire, imagination, and autonomous human agency. We will compare Aristotle's theories with some leading contemporary theories.

Each student is required to study in depth, and write a research paper on, some part of Aristotle's treatises insofar as these bear on desire, imagination, and autonomous human agency. As part of this research and writing, students are encouraged to compare and contrast Aristotle's theories with contemporary theories.

Each student is required to lead the seminar at least once, presenting her understanding of, and critical response to, the material she has researched. Details about this oral presentation are presented below.

Each student is required to write a research paper focused on her research. It is natural, but not necessary, that the research paper focus on the same material as the oral presentation. Details about the research paper are also presented below.

FORMAT:

Throughout the semester, the professor will lead the discussion for the first ninety minutes of the seminar session. This discussion will center on the assigned readings and related arguments.

During the last 60 minutes of each session, discussion will be driven by student concerns. Often this part of a session will be dedicated to student presentations.

There will be a ten minute break between the two parts of each session.

Students are expected to think rigorously about, and discuss carefully, the concepts and arguments presented in the assigned readings, in class discussion, and in their research.

The course is structured so that during many sessions at least one student will lead the seminar discussion for 20 minutes. Students will be graded on their ability to lead the seminar discussion. Each student is expected to participate in the discussion every session.

GRADED WORK:

Attendance: Attendance is mandatory. A student may miss one session without penalty. Every unexcused absence after the first missed session will lower the student's final grade by a half a grade point.

Oral Presentation: The oral presentation is worth 25% of the final grade.

Over the course of the semester, every participant will lead the seminar discussion once, by way of a prepared oral presentation. Oral presentations must focus on at least one passage in Aristotle's treatises. Beyond that minimal requirement, the substance of the presentation is up to the student. It is recommended that each student develop an oral presentation that relates to his or her research paper.

At least four days prior to the oral presentation, a student must announce to all seminar participants the passages, articles, books, et cetera, on which the presentation will focus. The format for leading the discussion is fixed as follows:

- (1) The student shall explain the importance of, and the philosophical context for, the material he or she has chosen to consider.
- (2) The student shall present and criticize at least one argument related to the passages. It must be absolutely clear (a) what the conclusion of the argument is, (b) how many supporting premises there are, and (c) what the supporting premises are. It is recommended that the entire oral presentation involve only argument.
- (3) The oral presentation should last no less than 10 minutes and no more than 20 minutes.
- (4) The student is required to lead the seminar discussion generated by her oral presentation for no more than 10 minutes.

The written version of the oral presentation should be no shorter than five pages, double-spaced, and no longer than ten pages, double-spaced.

A student shall present the written version of the oral presentation to the professor two days prior to the presentation, and shall present it to fellow seminarians one day prior to the presentation.

Oral presentations will receive either an 'A' (good), a 'B' (average), or a 'C' (failing). An 'A' represents the fact that all the above requirements were met. A 'B' represents the fact that most, but not all, of the above requirements were met. A 'C' represents the fact that most of the above requirements were not met.

Research paper: The research paper is worth 75% of the final grade.

A research paper is a paper written on the basis of sustained and careful research. Students should master the procedures presented in *The Craft of Research 2nd edition* by Booth, Colomb, and Williams (2003; Chicago UP), or a comparable work.

Each student must discuss the focus of her research paper with the professor, as soon as possible. The purpose of this discussion is to formulate a research project that makes sense given the

student's interests and the focus of the seminar. Students must pursue research based on Plato's and/or Aristotle's writings, but are otherwise free to pursue what most interests them.

The due date for the research paper is May 9. Students shall submit an electronic version of the paper by the beginning of the seminar session. Students may submit papers before the due date. The professor will accept preliminary versions and drafts. Students are not required to submit these.

Students should expect the research paper to be between 15 and 25 pages in length, double spaced. Students must use secondary sources. The general goal of the research paper is critical and analytic. It is *not* historical and *not* expository.

In assessing the papers, the most important considerations will be (1) depth of insight and (2) force of argument. Other factors—such as style, grammar, spelling, and composition—will be crucial to success.

Students should be absolutely sure that they:

1. Introduce the topic to a general philosophical audience somewhat unfamiliar with the topic,
2. State explicitly the direction the paper will take, including a statement of the main conclusion of the paper,
3. Explain why the topic is important,
4. Structure the paper so as to guide the reader logically from one idea to the next,
5. Include signposts (headings, subheadings, et cetera) to let the reader know the content of each section,
6. Explicitly define and explain important concepts or terms,
7. Use important terms consistently throughout the paper,
8. Provide sufficient and pertinent textual evidence for all interpretive claims,
9. Analyze crucial texts so that the important concepts and arguments are clear,
10. Formulate an explicit conclusion,
11. State explicitly all of the main premises in support of that conclusion,
12. Include a summary of the findings in the paper, (this may be done in the form of an abstract),
13. Use the active voice,
14. Choose words that are specific rather than general or vague,
15. Maintain focus in each paragraph,
16. Construct logical sentences whose relationship to each other is clear, and
17. Proofread and edit the paper for clarity.

The paper must conform to the following style guidelines:

1. Papers should be in 12 pt, preferably in Times New Roman, double-spaced on US letter-size paper, with justified margins and on one side of the paper only.

2. Footnotes should be numbered consecutively, and should be set either as footnotes or endnotes; they also should be in 12 pt, Times New Roman, double-spaced and justified.
3. Greek should be in a Unicode font and also in 12 pt. Transliterated Greek should only be used for words and phrases that are well established in English. Greek names and places should be Latinized as in *OCD3*: Socrates, Cyzicus.
4. The title of the paper should be capitalized, with titles of works italicized: GRILLIUS ON CICERO'S *DE INVENTIONE*. The titles of sections within the paper should also be capitalized; sub-headings within sections should be italicized.
5. Quotations should be put in single inverted commas. A quotation within a quoted passage has double inverted commas. Short passages of Latin and other self-contained phrases (such as *coup de grâce* or *esprit de corps*) should be underlined or italicized.
6. B.C. (or B.C.E.) should appear after the numeral, A.D. (or C.E.) before it. Dates involving a change of century (A.D. 637–732) and all B.C. dates (231–224 B.C.) should be written in full. Write 'nineteenth century' rather than '19th Century'.
7. Use the least number of numerals possible (42–5, 1961–75) except in the case of the numbers 10–19, which should be given in full (16–19). Give the full extent of an article or passage, not 'and ff.'
8. The following should not be italicized: loc. cit., cf., ibid., s.v.
9. The abbreviations e.g. and i.e. may be used in footnotes but should be expanded in the text to 'for example' and 'that is'.
10. All ideas and references must be cited. Brief text references should normally be given in the main text, but lists of references and bibliographical details in the footnotes (and not listed at the end), in the following form:

BOOKS

L.D. Reynolds and N.G. Wilson, *Scribes and Scholars: A Guide to the Transmission of Greek and Latin Literature* (Oxford, 19913), 199–202.
 E. Norden, *Die antike Kunstprosa* 1.164–81. (Volume numbers in arabic.)

Fraenkel on *Agamemnon* 1314 (pp. 611–13).

Authors' initials should be stated, at least at their first mention.

Abbreviations may be assigned to books that will be generally familiar (e.g. *OCD3*, *LSJ*, *CHCL*, *FGrH*, *IG*, *RE* omitting full points). ‘Op. cit.’ should be avoided; instead write (e.g.) ‘Vlastos (n. 9), 245–6’ or ‘. . . (n. 9) at 249’; alternatively works repeatedly cited (only) may be listed at the beginning or end of the article, and names (with dates or short titles, if necessary) used in the notes.

CHAPTERS

D.M. Balme, ‘Teleology and necessity’, in A. Gotthelf and J.G. Lennox (edd.), *Philosophical Issues in Aristotle’s Biology* (Cambridge, 1987), 275–85, at 279.

T.C.W. Stinton, “‘Si credere dignum est’”: some expressions of disbelief in Euripides and others’, in id., *Collected Papers on Greek Tragedy* (Oxford, 1985), 236–64.

ARTICLES

R.P. Winnington-Ingram, ‘The Danaid trilogy’, *JHS* 81 (1961), 141–52, at 143. Both year and volume number (in Arabic numerals) should be given.

Abbreviations may follow the style of Marouzeau’s *L’Année philologique*.

DISSERTATIONS

Published dissertations should follow the style for books; those unpublished should follow the style for articles:

W. Closterman, ‘The self-presentation of the family: the function of classical Attic peribolos tombs’ (Diss., Johns Hopkins University, 1999).

ANCIENT AUTHORITIES

Authors’ names and titles should be given in full in main text but should be abbreviated in notes; abbreviations may follow the style of *OCD3*:

Aristophanes, *Birds* 135; Homer, *Odyssey* 1.1 (not 1); Arist. *Pol.* 1333b3–23; Cic. *Phil.* 2.20 (not 2.8 or 2.8.20); Lucr. 1.47; Pl. *Chrm.* 167e4–5; Plin. *HN* 9.176 (not 9.83.176 or 9.83); Plut. *De glor. Ath.*, 347F–348A; Quint. *Inst.* 10.1.46; Soph. *OC* 225 (do not use l. or ll., but, where necessary, line or lines).

SCHEDULE

Week	Date	Content
1	12/17	ORIENTATION: Introductions, the syllabus, and the motions of animals
2	12/24	Moss, Part 1: Desire and the apparent good
3	12/31	Moss, Part II: The Apparent Good and Non-rational Motivation
4	2/7	Moss, Part III: The Apparent Good and Rational Motivation
5	2/14	Schroeder, 1: The Standard Theory and Its Rivals
6	2/21	Schroeder, 2: Reward and Punishment
7	2/28	Schroeder, 3: Pleasure and Displeasure
8	3/7	Schroeder, 4: The Production and Prevention of Movement
	3/14	Schroeder, 5: Desire and Aversion
9	3/21	Schroeder, 6: Clean and Messy Theories
10	3/28	Pylyshyn, 1: The Puzzle of Seeing
11	4/11	Pylyshyn, 2 and 3: The Independence of Vision and Cognition, and the Architecture of the Early Vision System: Components and Functions
12	4/18	Pylyshyn, 4 and 5: Focal Attention: How Cognition Influences Vision, and the Link Between Vision and the World
13	4/25	Pylyshyn, 5: Seeing with the Mind's Eye: Part 1
14	5/1	Pylyshyn, 6: Seeing with the Mind's Eye: Part 2
15	5/8	Pylyshyn, 7: Seeing with the Mind's Eye: Part 3

LEARNING DISABILITIES:

In general, if you think something might prevent you from doing well in this course, you should talk with me as soon as possible so that proper arrangements may be made to accommodate your needs. If you have special needs due to a learning disability, please avail yourself of the resources in the Student Disability Services (SDS) located in the Calpulli Center, Suite 3101 (third floor), open M-F 8am-4:30pm, 619-594-6473.

The CSU Office of the Chancellor defines a learning disability as

... a generic term that refers to the heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other handicapping conditions (e.g., sensory impairments) or environmental influences (e.g., cultural/language difficulties), it is not the direct result of these conditions or influences.

RELIGIOUS OBSERVANCES:

The University Policy File includes the following statement on Absence for Religious Observances:

By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.

California Education Code 89320 states:

The Trustees of the California State University shall require that each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed.

Please notify me if you plan to be absent for religious observance.

ACADEMIC DISHONESTY AND PLAGIARISM

(The following definitions of, and SDSU policy on, academic dishonesty are copied from the University Policy File, pages 16-17. I ask that you read this carefully. I also recommend that you visit the website (<http://www.sa.sdsu.edu/srr/index.html>) for the SDSU Center for Student Rights and Responsibilities for more information about your rights and responsibilities:)

Cheating and Plagiarism (04/10/07)

1.0 Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Title 5 of the California Code of Regulations, part 5, sec. 41301(a), as follows:

“41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes that must be campus related:

“(a) Cheating or plagiarism in connection with an academic program at a campus

“A student who has committed either offense may be subject to university disciplinary action.”

2.0 Definitions

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another’s test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one’s own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person’s artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one’s own work papers purchased from research companies.

3.0 Academic and Punitive Sanctions: Cheating and plagiarism in connection with the academic program at The university may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion. Academic sanctions are concerned with the student’s grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student’s records and status on campus and shall be the responsibility of the university President or designated representative. The Coordinator of Judiciary Procedures shall be the President’s representative in matters of student discipline.

4.0 Due Process in Review of Alleged Violations

4.1 Punitive Sanctions: Only the university President or designated representative shall be authorized to exercise punitive authority over students and in so doing shall be mandated to accord students all the elements of “due process.” The steps set forth in CSU Executive

Order 970, “Student Conduct Procedures of The California State University,” shall be followed in the delineation of these matters.

4.2 Academic Sanctions

4.21 The instructor involved shall be expected to determine the type of academic sanction for cheating or plagiarism. Usually, “grade modification” shall be used; however, grade modification shall not be considered punishment and shall be used only if the instructor is satisfied that cheating or plagiarism did occur. The grade modification shall be left to the discretion of the instructor. Grade modification may include (a) a zero or F on the paper, project, or examination, (b) a reduction in one letter grade (e.g., C to D in the course), or (c) an F in the course. In addition to grade modification, certain departments or schools may have policies that state that cheating can show unsuitability for the program or profession. Students should be made aware of the penalties for cheating and of their appeal rights.

4.22 Furthermore, before applying grade modification, the instructor should advise the student of the alleged violation and should have reasonable evidence to sustain that allegation. Reasonable evidence, such as documentary evidence or personal observation or both, shall be necessary for the allegation to be upheld.

4.3 When a student is accused of cheating or plagiarism, the instructor should arrange an informal office conference with the student and at that time advise the student of the allegation as well as the evidence supporting it. The purpose of the office conference shall be to bring together the persons involved to discuss the situation informally and to decide upon an appropriate solution. If more than one student is involved in the incident, the instructor may call the students together to confer as a group if the students so desire. All notes and discussions between the student and instructor shall be confidential, except as may be relevant in subsequent campus disciplinary proceedings or subsequent legal action.

5.0 Disciplinary Record: In order to coordinate information so as to permit appropriate disciplinary action for first-time and repeat offenders, instructors shall contact the Center for Student Rights and Responsibilities (<http://www.sa.sdsu.edu/srr/index.html>) to obtain reporting requirements. Instructors should describe violations of this policy according to the requirements stated in EO 969 (<http://www.calstate.edu/eo/EO-969.html>).