We would like every student who completes this course to understand better what philosophy is and to believe more fully that philosophy is a worthwhile human pursuit, even if we do not all pursue it to the same degree. (We'd be tickled if a few of you decided that you wanted to pursue it more yourselves. But you don't have to love something for yourself in order to value the activity, and our primary goal is that you value philosophical activity.)

In some ways, philosophy is like dance or poetry: we can enrich our lives by appreciating these activities and by participating in them. Not that these are merely pastimes. Just as dance might change the way you move all the time or poetry might change the way you hear and use language all the time, so too might philosophy change the way you think all the time.

We would also like every student who completes this course to be better at thinking critically, at reading difficult material, at presenting thoughts orally, and at writing effectively and efficiently. These skills are central to philosophy, but of course not merely to philosophy. There are reasons why philosophy majors regularly rank at or near the top in the main graduate admissions exams such as the GRE, MCAT, and LSAT (see, e.g., https://bit.ly/2wgrvf1) and why philosophy majors out-earn so many other (non-engineering) majors, especially at mid-career (see the links at https://unc.live/2Mtd5mI). Philosophy focuses effectively on some very useful skills.

Because these goals concern the activity of philosophy and because we are not so foolish as to think that we could in one semester offer anything more than a small taste of philosophy, we are not determined
to convey information, or to provide any full appreciation of this or that philosophical question, or even of this or that philosophical approach to a philosophical question. Instead, we will look to develop our philosophical abilities, by trying to think more carefully about a few philosophical questions.

Our primary theme this semester is anger, which has dominated our culture, and especially our politics, in recent years. Since 2016, anger has played a prominent role in right-wing electoral upsets in the United Kingdom, the United States, and Brazil. And the backlash to these right-wing movements has also been dominated by anger. For one discussion among many, see [https://www.thecut.com/2018/09/rebecca-traister-good-and-mad-book-excerpt.html](https://www.thecut.com/2018/09/rebecca-traister-good-and-mad-book-excerpt.html).

The main question of the course is, What role anger should play in the life of a person who lives wisely and well? This question quickly involves several others. What is anger? What is wisdom? How does anger matter to how we live with other people, to politics? Some of what we read will be pro-anger, and some will be anti-anger. Some of what we read will be narrowly and directly focused on our primary question, and some of what we read will have a broader focus on the relation between wisdom and passions, or on how to be wise, or on the role of passions in our lives. We will read things by some of the famous dead white men in the so-called Western tradition, but we will also read some authors who are not dead, or white, or men, and we will read one author who is not in any sense Western, and we will read a couple of things that might not be philosophy in any narrow sense. What we won’t do, of course, is read everything, or study our question from every reasonable angle. There’s not enough time in one life to do that, let alone one semester. But we can start, and that is what we will do.

**PREREQUISITES**

Curiosity. Willingness to treat others’ views seriously, respectfully, and sympathetically. Commitment to work hard reading puzzling texts, thinking about difficult questions, and writing up to very high standards. Courage to think through difficult matters and volunteer thoughts that one might later come to reject.

We will be happy to accommodate those with disabilities, in accordance with the university's established procedures. Please contact us confidentially.

**PROCEDURES**

There is no final exam in this course, as we are not emphasizing recall of information or quick thinking. The procedures we are using instead reward thoughtful reading (and re-reading), cooperative discussion, and careful writing. The procedures, in other words, match the goals.
Participation (100 points)
Everyone is expected to attend class, having carefully studied the reading required for that day, and to contribute to the class by raising questions (about the issues, about the reading, about what someone else in the class said), offering possible answers to any such questions, and pointing to the required readings both in asking and answering questions. We especially want to encourage you to engage orally in the classroom, as this involves a set of skills and habits that are worth developing. Crucial to doing this well is to speak loudly and clearly, so that everyone in the room can hear you, and to speak formally. Tracking participation in a large class requires some machinations. These are ours:

At the very start of seven unannounced class meetings, there will be a five-question, multiple-choice quiz about the required reading for that day. The top five (of seven) grades will count, for a total of 50 quiz points. There are no makeup quizzes.

No one will lose these points unless they disrupt the class. Causes of disruption include arriving late or departing early (without an approved excuse), leaving the room during class without a medical emergency, talking without being recognized during class, having a computer or other electronic device on during the class, having a cellular phone or other electronic device beep or ring during class, or otherwise engaging in activities other than attending to class during class.

(The evidence is overwhelming that students typically learn less when they use electronic devices, and we’ve posted in Canvas a brief set of slides that another professor has devised to summarize some of this research. But of course not everyone is typical, and you might have a compelling reason to take notes on a computer instead of by hand, a reason such as chronic pain, injury, or other disability that makes the disadvantages of handwriting greater than the distractions of the computer. If so, please let us know, and we will make an exception, with the understanding that you will try to minimize the distraction that the device introduces to others and will be subject to penalty if any computer window other than a simple note-taking window is opened during class.)

Starting January 22, there are twenty-six meetings of the class, and attendance will be taken and participation noted. Each class attended earns one point, for a possible total of 26 attendance points, and each contribution to class discussion is worth two points, up to two points allowed each week, for a possible total of 26 contribution points.

To record attendance and contributions, we will use a deck of playing cards, arranged in the usual order for playing cards (2 through Ace of Clubs, then Diamonds, then Hearts, then Spades). By January 22, you will be assigned one of these cards, and when you enter the classroom, you will pick up your card. At the end of the class, you will return your card to one
pile (in the instructor’s hand) if you contributed and another pile (on the desk at the front of the room) if you did not. (A third pile will contain the cards for those who missed class.)

To make sure that everyone has a chance to contribute, we will prioritize recognizing students who have not yet contributed on a given day. To help us do this, you will follow a simple convention: if you have not yet contributed during a class session and want to contribute, raise your card, and if you have already contributed but would like to contribute again, raise your hand without your card.

Students who find it especially difficult to contribute by speaking in class are invited to email questions about the reading before class. A good question will earn you 1/2 point, if it is sent to both instructors at least 40 minutes before class starts. You may certainly send more than one question, but you will not receive more than 1/2 point. Also, your emailed question earns 1/2 point even if you cannot make it to class. Since there are 26 sessions after the first day, it is possible to receive 13 contribution points from emailed questions alone. We welcome emailed questions from those who contribute in class, as well, but no one will receive more than two contribution points per week.

Perfect quizzes and attendance plus at least one contribution in class every week will yield 102 points. Perfect quizzes and attendance plus at least one emailed question before every session will yield 89 points, without any contributions in class.

Professor Brown will record this information assiduously, but he will not enter any participation grade into Canvas until he has calculated each student’s total at the end of the semester. If knowing your participation grade before the end of the semester matters to you, keep track for yourself.

We understand that students sometimes have very good reasons to miss class: religious obligations, illness, a commitment to family or teammates. We will not excuse some absences and not others, and we have designed our procedures to make it possible to score a strong ‘A’ for participation even if one falls ill or has multiple religious obligations. We simply ask that you make your decisions as you think wise, and live with the consequences. For any session you miss, check with a classmate or two for notes, and meet with us to discuss your questions about the reading.

Occasionally, a student suffers a significant misfortune and misses multiple weeks. We are committed to supporting these students, and when contacted by a dean, the student health service (see especially shs.wustl.edu/MentalHealth), or the Director of the RSVP Center (kim_webb@wustl.edu), we will be happy to devise an appropriate independent study for part
of the course, to substitute for the class-time missed, and we will be happy to give extra time, if
necessary, for the completion of that independent study.

**Two Essays (100 points each)**

Everyone is required to submit two original essays during the course of the semester: Essays A and B. **For each of these essays, there will be three sets of topics, each with its own due date.** For each essay, choose the set of topics that suits your schedule and interests best, so that you can dedicate enough time and attention to do your best work.

The essay topics will be distributed on Canvas ([wustl.instructure.com](http://wustl.instructure.com)), and the essays should be uploaded there, too. The topics will appear at 5:00 pm eleven days before the essay is due. Each topic is a suggestion or question, or a set of suggestions and questions, that might lead to a thesis worth arguing for in your essay. **You are responsible for** choosing a thesis, and arguing for it, and **you are not responsible for** responding to every question or suggestion in a given topic. If you want to argue for a thesis that is not clearly related to one of the topics, you are free to do, but you must seek approval before doing so. Send an email to us as soon as you can. We will not read or comment on drafts; the assignment is fully yours. But we will happily meet with you to talk about what question you want to answer, what answer you want to argue for, what case you want to build for that answer, and how a reasonable person might disagree with you. Do not be shy about taking advantage of this offer.

**Your essay should have your student number but not your name on it.** Mr. Fang, the primary grader of the essays, will grade them anonymously, to minimize the effect of the implicit bias that infects all of us, according to an impressive body of social-scientific research. We take bias seriously, and are committed to combatting it. (You should know, too, that the university has a process for reporting incidents of bias, prejudice, or discrimination. See [brss.wustl.edu](http://brss.wustl.edu).) But we don’t want your commitment to submitting anonymously to get in the way of seeking help on your essays. Please ask for help, even if that might render your submission less securely anonymous.

Each essay should be between 1000 and 1300 words in length and will be assessed in accordance with the guidelines appended to this syllabus.

There are **no excuses for tardy submissions.** Any essay that is late will be penalized by 10 points for every 24 hours or fraction thereof. (That is, if the essay is due at noon on February 4, it will be penalized by ten points if it is uploaded at 12:01 pm on February 4, by ten points if it is uploaded at noon on February 5, and by twenty points if it is uploaded at 12:01 pm on February 5.)
Revised essay (100 points)
Everyone is required to revise and resubmit their Essay A, unless it has earned at least 94 points. Students who earn 94 or more points on Essay A and fewer than 94 points on Essay B have the option of revising Essay B, Option 1, or Essay B, Option 2, but not Essay B, Option 3.

The revised essay is due exactly three weeks after the original was due, and about two weeks after the marked-up original is uploaded on Canvas. The other procedures are exactly the same: the essay should be anonymous, the essay should be between 1000 and 1300 words, and it will be penalized for tardiness.

Revised essays will be assessed exactly as the other three essays are, in accordance with the appended guidelines, but for one difference: revised essays will be penalized for failing to try to correct a problem noted in the original.

The final grade for the course will be determined by a straight average of the three or four 100-point grades described above, though the instructors reserve the right to award bonus points to students who show strong improvement during the course of the semester, so that the final grades show some bias toward the work done at the end of the semester over the work done earlier in the semester. Conversion to a quality grade will depend upon a scale at least as generous as this:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Quality Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>94-96</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<td>etc.</td>
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Pass/fail students must average at least 77 to pass.

Any student who submits any work that does not conform to the University policy on academic integrity, printed in the Course Listings, will automatically fail the course, and will be subject to University disciplinary action. Each assignment you turn in must be your own work, and it must have been written specifically for this class. This should not be difficult, as you should not be doing extra research on any of these assignments. If you feel you must read other sources, be sure to cite them for any point you borrow (even when you have thoroughly paraphrased the point). Failing to cite sources for their points is one way of plagiarizing.
REQUIRED TEXTS

We have ordered the following seven required texts at Subterranean Books (6275 Delmar, in the Loop), and you can order online (https://store.subbooks.com/eric-brown-great-philosophers):

- Descartes, *Meditations on First Philosophy*, tr. Cress (Hackett)
- Euripides, *Medea*, tr. Svarlien (Hackett)
- Plato, *Protagoras*, tr. Lombardo and Bell (Hackett)
- Śāntideva, *The Bodhicaryātāra*, tr. Crosby and Skilton (Oxford)
- Sextus Empiricus, *Outlines of Scepticism*, tr. Annas and Barnes (Cambridge)

All of the readings are in one of the seven required texts or can be found on Canvas, under the files for our class. With the exception of the Grouchy, for which you will be allowed to use an electronic device in class, you will need to download and print these. (Since electronic devices are not permitted in the classroom, you need to print these readings out to be able to refer to them in class. If you want to save paper by printing out just one copy that you will share with your neighbor in class, you may arrange to do this. If you want to study the essay on the screen and then print out the paper in small format, two or more pages to each sheet of paper, you may do that. But you need access to these texts in the classroom.)

SCHEDULE OF ASSIGNMENTS

Jan 15  Introduction to the course
Study this syllabus before class, and study the pages at
http://www.jimpryor.net/teaching/vocab/index.html

Unit One: Some Greek Reflections

17  Homer, *Iliad* I (Canvas)

22  Euripides, *Medea*

24  Plato, *Protagoras* 309a-329b

29  Plato, *Protagoras* 329b-349a

31  Plato, *Protagoras* 349a-362b
Feb 4  Essay A, Option 1 due at noon

Unit Two: Living Without Anger

5  Seneca, *On Mercy* I

7  Seneca, *On Anger* I

12 Seneca, *On Anger* II

14 Seneca, *On Anger* III

18  Essay A, Option 2 due at noon

19  Sextus Empiricus, *Outlines of Scepticism* I 1-30 (chps. i-xii)

21  Sextus Empiricus, *Outlines of Scepticism* I 31-99 and 145-179 (chps. xiii-xvi [parts])

25  Required Revision of Essay A, Option 1 due at noon

26  Sextus Empiricus, *Outlines of Scepticism* III 168-280 (chps. xxi-xxxii)

28  Śāntideva, *The Bodhicaryātāra* (read the notes on Canvas first)

Mar 4  Essay A, Option 3 due at noon

Unit Three: Early Modern Theorizing

5  Descartes, *Meditations*, Dedicatory Letter, Preface, I

7  Descartes, *Meditations* II-III

12  NO CLASS — Spring Break
14 NO CLASS — Spring Break

18 Required Revision of Essay A, Option 2 due at noon

19 Descartes, *Meditations IV-V*

21 Descartes, *Meditations VI*

and Descartes, Correspondence with Elisabeth of Bohemia, letters of 1643 up to but not including Elisabeth’s letter of 1 July 1643 (Canvas)

25 Required Revision of Essay A, Option 3 due at noon


Unit Four: Eighteenth-Century “Sentimentalism”

28 Hume, *An Enquiry Concerning the Principles of Morals* §§1, 5, and 7

Apr 1 Essay B, Option 1 due at noon

Apr 2 Grouchy, *Letters on Sympathy* 1-2

4 Grouchy, *Letters on Sympathy* 3-4

9 Grouchy, *Letters on Sympathy* 5-6

11 Grouchy, *Letters on Sympathy* 7-8

Unit Five: Recent Reflections

15 Essay B, Option 2 due at noon


and Lorde, “The Uses of Anger” (Canvas)
Again, regardless of what WebSTAC might say, there is no final exam.

**GUIDELINES FOR WRITING**

1. There is no excuse for typographical **errors**, orthographical errors, or grammatical errors. Nor is there any excuse for those errors of diction that are not easily ensnared in the nets of grammar and orthography. You can avoid most of these errors by sticking to words that you know very well in their written form, remaining on friendly terms with a good dictionary, and editing carefully. When you edit, you should look for the common errors of grammar and style that William Safire summarizes as follows:

   No sentence fragments. Avoid run-on sentences they are hard to read. A writer must not shift your point of view. Reserve the apostrophe for it’s proper use and omit it when its not needed. Write all adverbial forms correct. In their writing, everyone should make sure that their pronouns agree with its antecedent. Use the semicolon properly, use it between complete but related thoughts; and not between an independent clause and a mere phrase. Don’t use no double negatives. Also, avoid awkward or affected alliteration. If I’ve told you once, I’ve told you a thousand times: Resist hyperbole. If any word is improper at the end of a sentence, a linking verb is. Avoid commas, that are not necessary. Verbs has to agree with their subjects. Avoid trendy locutions that sound flaky. And don’t start a sentence with a conjunction. The passive voice should never be used. Writing carefully, dangling participles should be avoided. Unless you are quoting other people’s exclamations, kill all exclamation points!!! Never use a long word when a diminutive one will do. Proofread carefully to see if you any words out. Use parallel structure when you write and in speaking. You should just avoid confusing readers with misplaced modifiers. Place pronouns as close as possible, especially in long sentences—such as those of ten or more words—to their antecedents. Eschew dialect, irregardless.
Remember to never split an infinitive. Take the bull by the hand and don’t mix metaphors. Don’t verb nouns. Always pick on the correct idiom. Never, ever use repetitive redundancies. “Avoid overuse of ‘quotation ‘marks.”’ Never use prepositions to end a sentence with. Last but not least, avoid clichés like the plague.

Editing is tricky business, and you cannot trust computer software to do it right. Seek out a friend for a fresh perspective on your writing or the Writing Center in Olin Library (935-4981) for help in learning how to learn to edit.

2. Writing that is free from error is not yet good writing. Prose style is difficult to cultivate except by practice, but there are some general guidelines worth learning. Great prose is concise (it wastes no words), precise (it says exactly what it means), and concrete (it does not use hazy concepts whose meanings are contested). Several guidebooks provide helpful advice about how to achieve concise, precise, and concrete prose; in particular, Joseph Williams’ Style: Ten Lessons in Clarity and Grace is worth reviewing periodically. Among the most broadly helpful pieces of advice are these:

organize your sentences from old information (at the start) to new information (at the end);
don’t forget that verbs convey information, often more concisely than constructions built around a simple linking verb;
be wary of abstract (Latinate) nouns and prefer concrete (Anglo-Saxon) words;
shun jargon and technical vocabulary except where nothing less wieldy will do (and in these cases explain each term that you introduce);
 vary your sentence constructions, preferring the simple to the more ornate; and
use similes, metaphors, and intensifying adjectives and adverbs (e.g., ‘very’) sparingly.

In addition to collecting and reviewing advice, one who aspires to write great prose should cultivate taste for great prose. Make a habit of reading in The New Yorker, Harper’s, or The Atlantic Monthly, and seek out the essays of past masters of English prose such as Orwell and E.B. White.

So much for prose style in general. Keep in mind that there are multiple successful prose styles. Good writing varies in its register or tone, its wit, its elegance, and its vigor. Careful writers will vary their style of prose to suit its function, from piece to piece and sometimes from section to section. So what is the point of your essay, and who is it for? In this class, you are not writing informative essays but argumentative essays, and you are writing for a formal occasion. So here are some upshots of that.

(a) Unless you hate your readers, your essay shouldn’t sound pretentious and obscure, but because you are writing for a formal occasion, your essay shouldn’t sound chatty, either. But it should definitely sound: prose style is best checked by being read aloud.
(b) Your prose will be rewarded for wit, elegance, and vigor, but not as strongly as it will be penalized for lacking concision, precision, or concreteness.
(c) Your audience is captive, so you do not need to draw us in with an anecdote or an arresting claim. Given that your words are limited, you shouldn’t waste them on what you do not need.
(d) You might think that your audience is well-informed, but you should not take anything for granted. What we take to be obvious is not necessarily what you take to be obvious. These texts and the topics they involve are complicated, and language is frequently ambiguous in ways that can confound successful communication. There are many potential obstacles here. To make your case as clear and unlikely to mislead as possible, assume that we are ignorant and hostile.

(e) Your essays are short, so they shouldn’t need elaborate directions to chart your course, or a summing up at the end.

(f) You are writing as an advocate for a position and not as a faceless journalist, so it is not at all inappropriate for you to use the first-person singular pronoun.

3. Since you are writing argumentative essays, the most important feature of your essay is its thesis. Your essay must advance a clearly formulated contestable claim, and it must be organized in the service of building a case for that claim. To arrive at a good thesis, try to find the question you mean to answer. You can sharpen the formulation of your thesis by considering alternative ways of formulating the question. (What exact question do you want to answer, and what questions do you want to set aside?) You can test the contestability of your thesis by asking whether a reasonable person could make a decent case for a different answer to your question. (If they couldn’t, your thesis is not contestable.) Be especially sure that the scope of your question and thesis is explicit. Make your thesis as narrow as it needs to be so that you can make a strong case for it in a short essay. (It sometimes helps to say what you are not arguing for.) There will be time enough later to fashion a broader thesis, with a larger supporting case. You need to master the skill of writing an argumentative essay before you write an enormous argumentative essay.

4. For all the importance of the prose as prose, and of the thesis itself, your essay will be primarily evaluated on the basis of the argument it offers for its thesis. (This is why your thesis is so important: if it is unclear, your argument cannot succeed. We do not care whether we find your thesis especially plausible or not. Make a good case for a clearly stated, contestable claim, and you’ve written a good argumentative essay.) Are the reasons you offer clear? How good are they? In particular, where your reasons depend on evidence, how well do you marshal that evidence?

5. The best case for a contestable claim must be better than the best case for rejecting that claim, and it must be strong enough to overcome the best objections it faces. A strong argumentative essay will not leave these matters to the reader's imagination, but will engage with how a reasonable person might resist the case being made or might argue against the thesis. To assess your essay, ask yourself, Do you confront potential objections to your reasons or potential alternatives to your interpretation of the evidence? Have you answered such objections? Do you consider counter-evidence to your reasoning, and do you show why such evidence does not undermine your case? Have you confirmed your case by comparing it to the best case for the most plausible alternative to your thesis?
If the prose is at least unproblematic; the thesis is explicit, precise, and contestable; there are well-organized reasons in favor of the thesis, with well-handled evidence; and there is some clear engagement with another perspective (some objection, some counter-evidence, some counter-interpretation), then the essay meets expectations. That’s a very good achievement, especially if you’ve never been asked to write an essay like this before. But because our sights are set high here, the essay that meets expectations earns a B+ (87-89).

Especially good prose earns a bonus point or two, as does an especially interesting thesis. But the bulk of the difference between a good essay that meets expectations and a very good one (A-, 90-93) or a great one (A, 94+) depends on the quality of the argumentation. How good are the reasons? How much evidence is marshaled, and how deftly? How deeply and sympathetically are objections considered?

Conversely, problems with the prose, the thesis, the organization, the handling of evidence, or engagement with alternative possibilities will be noted, and points subtracted accordingly.

If there are problems, you will have the chance to revise once. Keep in mind that to revise an essay requires far more than cutting and pasting to correct its most obvious flaws. Because of the way the pieces of an essay are supposed to fit together, revision requires rethinking the entire essay from ground up. What exactly is the thesis? Do I have at least one good argument to support exactly this thesis? How would someone argue against my thesis, or object to my argument(s), and how can I answer them? With distance from one’s essay, and with criticisms from another reader, one should recognize ways in which one can improve one’s thesis, argument(s), or response to objections. The goal is not to minimize or maximize the number of changes one makes. The goal is, as it ever was, to craft a good argumentative essay.