

prof. Bernardo Andrade  
[bandrad@emory.edu](mailto:bandrad@emory.edu)  
Office: Bowden Hall 313  
Office Hours: W 9:30–11:00 a.m.  
and by appointment on Zoom

MWF, 8:30–9:20 a.m., Bowden Hall 118

## **Course Description**

Greek philosophy departs from the premise that truth is a remedy for the soul. We seek truth because it is good for us. Only a truth-oriented life seems worth living. But does truth always bring about goodness? Can it not be cruel, damning, terrifying? If we add a third element to the equation—beauty—we notice that truth often implies goodness which implies beauty. We say that a good person has a ‘beautiful soul’ or is ‘beautiful inside.’ A beautiful piece of music strikes us as ‘meaningful,’ as capturing some truth about reality. But is that always the case? Can we not find beauty in evil? Conversely, do we not sometimes find *ugliness in truth*—in harsh reality stripped bare?

This course serves as an introduction to philosophy through the lens of three major concepts: truth, goodness, and beauty. Each concept belongs to a larger branch of philosophical thinking: epistemology (the study of knowledge), ethics (the study of good life-conduct), and aesthetics (the study of beauty and taste). We will investigate these areas separately as well as the many ways in which they interact and intersect. Readings come from figures such as Plato, Aristotle, Plotinus, Descartes, Hume, Kant, Nietzsche, Schiller, Mill, Devereaux, and Ortega y Gasset, coupled with a film selection.

## **Course Objectives**

Students will:

1. acquire a basic understanding of three main branches of philosophy: ethics, epistemology, and aesthetics. We can think of these as three types of *normative* philosophy, concerned with what we *ought to do* (ethics), what we *ought to believe* (epistemology), and what we *ought to value, praise or take pleasure in* (aesthetics);
2. acquire a sense of the historical progression of philosophy through antiquity, modernity, and contemporaneity as they delve into each of the three branches;
3. be able to explain complex philosophical concepts in their own words;
4. be able to develop critiques of, and objections to, those concepts.

*N.B.:* No background or previous training in philosophy is required. This class is open to all levels.

## Readings

All texts will be electronically available on Library Course Reserves. Please refer to our Canvas website for all the relevant PDFs.

## Assignments

### 20% Attendance and Participation

I will take attendance each day at the start of class. You are allowed two unexcused absences; each additional unexcused absence will lead to a grade reduction of half a letter grade (5%). However, these absences may be excused by obtaining the appropriate documentation from the Dean of Students Office. Please let me know at the beginning of the semester if there are special circumstances that we need to address. Arriving ten minutes late to class more than once will also constitute an absence. If there is a particular reason why you cannot arrive on time, let me know!

I will grade participation based on contribution to the class and active listening. This means that participation does not simply entail speaking up in class, but also listening to others, paying attention to the lectures, and contributing to discussions with relevant questions and comments.

### 30% Ten Reading Responses

By midnight every Wednesday, you are required to submit via Canvas a short reflection of approximately 200 words. You may choose to critique, expand on, compare or otherwise react to the week's texts. These entries provide an opportunity for students to check in with themselves and the professor as they encounter the themes and authors of the course. They can also serve as a space for students to develop ideas over the course of the semester that could then become the foundation for final papers.

These responses will be graded on a scale of 0 to 100 based on the quality of the writing (grammar and overall clarity) and the level of engagement with the week's texts. I will evaluate this engagement according to three criteria: *depth*, *accuracy*, and *originality*. A response should not stay at the surface but discuss something central to the text; it should present the text's ideas accurately; and if it criticizes an idea from the text, it should do so with originality—albeit without losing sight of accuracy and depth.

Notice that, on five different Wednesdays, reading responses will not be due. This is either because of a holiday (such as Spring Break) or because of another assignment due that same week. Since we have fifteen weeks in the term, we are left with a total of ten weeks when responses are due.

20% Two Exegetical Papers

By midnight on Feb. 17th and Mar. 31st, an exegetical paper of 800-1000 words will be due. These papers are narrow in scope and meant for close reading of primary texts. A list of prompts will be distributed in advance.

30% Final Paper

By the end of the exam period (May 5th, 5pm), a final paper of 1700-2500 words will be due. A list of possible prompts will be made available, but you are encouraged to develop your own theme in consultation with me.

## **Policies and Resources**

**Readings:** come to class prepared. You should have read the assigned text for each week at least once before you come to class. As you read, mark passages that you find particularly difficult to understand and write down questions you want to ask during class. Every student should have a copy of the text in class.

**Email:** please use your Emory email account when corresponding with me. Feel free to reach out with questions; I am typically able to respond within 48 hours.

**Submission of Assignments:** every assignment must be submitted online in the designated section of Canvas. A late assignment will result in the reduction of half a letter grade (5%) for each day that it is late. However, I am happy to give short extensions if you reach out to me *prior* to the due date—just let me know!

**Electronics:** laptops or other devices are allowed only for note-taking purposes. However, with the use of laptops there is a temptation to also use the internet. I am willing to allow laptops only if participation is not compromised; if these devices seem to be causing distraction, they will no longer be allowed in class.

**Plagiarism:** students cannot copy the ideas or words of another person without appropriate citation and credit. I will refer any act of plagiarism to the relevant university office. A completely or partially plagiarized assignment will lead the student not only to fail that assignment but also the whole course. If you are unsure whether you need to cite something, send me an email, and/or simply cite, even if it might not have been necessary. Always err on the side of caution.

**Accommodations:** please do not hesitate to contact me if you need any kind of accommodation. You may also need to reach out to Access, Disability Services, and Resources (ADSR) at [adsrstudent@emory.edu](mailto:adsrstudent@emory.edu) to get the proper document.

**Writing Center:** this is an invaluable resource for polishing your papers and for improving your writing in general. Tutors are available to support students as they work on papers, reading responses, and other projects. Several tutors can attend to the needs of English Language Learners and have received additional training to do so. To schedule an appointment, access [writingcenter.emory.edu](http://writingcenter.emory.edu).

## Class Schedule

### Introduction

1/11-13 Ortega y Gasset, *The Origin of Philosophy*, selections  
\*no reading response

### Truth

1/16-20 Plato, *Meno*  
\*no class on Monday—MLK Day  
\*reading response due midnight on Wednesday, 1/18

1/23-27 Descartes, *Meditations I-II*  
\*reading response due midnight on Wednesday, 1/25

1/30-2/3 Descartes, *Meditation III*  
\*reading response due midnight on Wednesday, 2/1

2/6-10 Hume, *An Enquiry*, Sections II, IV, V  
\*reading response due midnight on Wednesday, 2/8

2/13-17 Nietzsche, 'On Truth and Lie in an Extra-Moral Sense'  
Marker, *Sans Soleil* (film)  
\*no reading response  
\*first paper due midnight on Friday, 2/17

### Goodness

2/20-24 Aristotle, *Nicomachean Ethics*, Book I  
\*reading response due midnight on Wednesday, 2/22

2/27-3/3 Aristotle, *Nicomachean Ethics*, Books II-III  
\*reading response due midnight on Wednesday, 3/1

3/6-10 Spring Break

3/13-17 Kant, *Groundwork of the Metaphysics of Morals*, First Section  
\*reading response due midnight on Wednesday, 3/15

3/20-24 Kant, *Groundwork of the Metaphysics of Morals*, Second Section  
\*reading response due midnight on Wednesday, 3/22

3/27-31 Mill, 'What Utilitarianism Is'  
Malick, *A Hidden Life* (film)  
\*no reading response  
\*second paper due midnight on Friday, 3/31

## Beauty

- 4/3-7 Plotinus, *Ennead I.6: On Beauty*  
\*reading response due midnight on Wednesday, 4/5
- 4/10-14 Schiller, *On the Aesthetic Education of Man*, Letters 20-1  
\*reading response due midnight on Wednesday, 4/12
- 4/17-21 Devereaux, 'Beauty and Evil'  
Sorrentino, *The Great Beauty* (film)  
\*no reading response
- 4/24 Final Class, Review  
\*no reading response  
\*final paper due at the end of exam period—5/5, 5pm