



PHIL-109: ANCIENT AND MEDIEVAL PHILOSOPHY

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

PHIL - Philosophy

Course Number

109

Course Title

Ancient and Medieval Philosophy

Short Title

Ancient & Medieval Philosophy

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional



c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID PHIL 130

Catalog Description

This course provides a historical introduction to the Western philosophical tradition, covering the period from the ancient Greeks and Romans through the Middle Ages. It places special emphasis on key figures, including the pre-Socratics, Plato, Aristotle, Epicurus, St. Augustine, Boethius, St. Anselm, St. Bonaventure, and St. Thomas Aquinas. The course also aims to examine medieval philosophers from beyond the Western tradition.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

1509.00 - Philosophy

CIP Code

38.0101 - Philosophy.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Philosophy (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Evaluate significant works of philosophy from Ancient Greece through the Middle Ages and their relevance to contemporary issues in politics, morality, science, and human identity.
2. Assess key philosophical ideas from Ancient Greece through the Middle Ages and their influence on modern philosophical systems, theories, and debates.
3. Analyze the structure of arguments in philosophical texts from Ancient Greece through the Middle Ages by identifying and extracting main lines of thought and key ideas.
4. Evaluate the arguments of philosophers from Ancient Greece through the Medieval period for validity, invalidity, or inductive probability using formal and informal logic.
5. Explain major theories in metaphysics, epistemology, and ethics from philosophers of Ancient Greece through the Medieval period.
6. Analyze how philosophical texts from Ancient Greece, Rome, and Medieval Europe reflect, reinforce, or challenge current conceptions of race, gender, and class, and assess their relevance to contemporary issues.
7. Evaluate the role of reason, faith, and divine revelation in medieval philosophical thought and their relation to contemporary views on faith and science.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Identify and analyze arguments presented in ancient and medieval philosophical texts, using philosophical tools, methodologies, and ideas relevant to the historical context of these periods.
2. Critically assess and evaluate arguments related to metaphysics, epistemology, and ethics as developed by ancient and medieval philosophers, examining their validity, soundness, and cogency within their respective intellectual traditions.
3. Formulate and defend arguments through the evaluation of both personal viewpoints and opposing perspectives, engaging with key debates from ancient and medieval philosophy in well-reasoned, college-level writing that employs philosophical tools.
4. Analyze and evaluate the contributions of major ancient and medieval philosophers—both Western and non-Western—considering their ideas within their appropriate social, cultural, and historical contexts.

Content

Course Lecture Content

1. **History of the ancient and medieval period in philosophy**
 - a. The influence of philosophy on ancient Greek culture
 - i. Gender and class roles in Plato's *Republic* and Aristotle's *Politics*
 - b. The influence of philosophy on medieval thought and theology
 - c. The influence of ancient and medieval philosophy on literature, science, mathematics, medicine, music and astronomy
2. **The Pre-Socratics**
 - a. The beginning of Greek philosophy
 - b. Thales/Biography
 - i. Water as a first principle of the universe/the arche
 - c. Heraclitus/Biography

- i. The influence of process
 - ii. Fire as a first principle/the arche
 - d. Anaximander/Biography
 - i. Orderly nature of the universe
 - e. Anaximenes/Biography
 - i. Air as a first principle/the arche
 - f. Leucippus/Democritus/Biographies
 - i. The role of atoms in the universe
 - ii. Motion
 - g. Parmenides/Zeno/Biographies
 - i. The role of motion and change
 - ii. Zeno's paradoxes
 - h. Parmenides' relation to Socrates and Plato
 - i. Parmenides' theory and Plato's Forms
 - i. Pythagoras/Biography
 - i. Relation to mathematics and the Pythagorean Theorem
 - ii. Music and mathematics and the universe
- 3. **Sophists/Biographical material**
 - a. 1. What they taught
- 4. **Socrates/Biography**
 - a. Life and death
 - b. Role in Greek philosophy
 - c. Ethical theory and philosophy
 - d. Relation to Plato
- 5. **Plato/Biography**
 - a. Epistemology
 - b. Ethics
 - i. knowing and doing the good
 - c. Beauty/Love
 - i. sex and sexuality as way for understanding beauty
 - ii. same-sex love in Plato's "Symposium"
 - d. Education
 - e. Politics
 - i. the stratified society
 - ii. the various forms of governments
 - f. Metaphysics
 - i. allegory of the cave
 - ii. Plato's ladder
 - iii. theory of recollection
 - iv. theory of Forms
 - v. Influence over subsequent philosophy
- 6. **Aristotle/Biography**
 - a. Relation to Plato
 - b. Politics
 - i. constitutions and the state
 - ii. the individual and the state
 - iii. fundamental units of society
 - 1. Husband and wife (governing gender roles)
 - 2. Parent and child (governing family hierarchy)
 - 3. Master and slave (governing economic and social order)
 - c. Metaphysics
 - i. the prime mover
 - ii. matter and form
 - d. Ethics
 - i. virtue ethics
 - ii. the virtues
 - iii. the individual, the state, and individual behavior

- e. Logic
 - i. history of logic
 - ii. Aristotelian logic
 - iii. formal and informal logic
 - iv. modern logic
- 7. **Epicurus/Biography**
 - a. Hedonism
 - i. The good life and pleasure
- 8. **Epictetus/Biography**
 - a. Stoicism
 - b. How to be a stoic
- 9. **Medieval Period**
- 10. **St. Augustine/Biography**
 - a. The influence of Hippo's African culture on Augustine
 - b. Faith and philosophy
 - c. Platonism
 - d. The Confessions
 - e. The Will
 - f. Influence on Christianity
 - i. Original Sin
 - ii. women's roles in church
- 11. **St. Anselm/Biography**
 - a. Theistic proofs of God
 - b. Replies to Anselm's proofs
 - c. Divine nature
 - d. Freedom, sin, and redemption
- 12. **William of Ockham/Biography**
 - a. Logic and semantics
 - b. Metaphysics
 - c. Epistemology
 - d. Ethics
 - e. Ockham's Razor
 - f. Language and meaning
- 13. **St. Thomas Aquinas/Biography**
 - a. Relation to Aristotle
 - b. Faith and Reason
 - c. Attempt to reconcile Aristotle and faith
 - d. The Theological Virtues
 - e. Theistic proofs of God
 - f. Matter and form
 - g. Body and soul
 - h. Influence on Christianity
- 14. **al-Farabi/Biography**
 - a. Neoplatonic theology
 - b. practical philosophy
- 15. **Avicenna (Ibn Sina) / Biography**
 - a. Neoplatonic Theology
 - b. Practical Philosophy

Methods of Instruction

Method

Critique

Integration

Student presentations that critically analyze and critique a philosophical theory or argument from an ancient or medieval thinker, focusing on its formal logical structure. For example, a student might examine Aristotle's argument for the Prime Mover in the *Metaphysics* by outlining its key premises and conclusion, explaining its metaphysical principles such as actuality and potentiality, assessing its deductive validity, and compare it to later medieval interpretations like Aquinas' Five Ways.

DE Adaptations for MOI

Student presentations will be conducted asynchronously through recorded video presentations or synchronously via live telecommunication sessions, depending on the course format. These presentations will critically analyze and critique a philosophical theory or argument from an ancient or medieval thinker, focusing on its formal logical structure. For example, students may be asked to present on Aristotle's argument for the Prime Mover in the *Metaphysics* by outlining its key premises and conclusion. Students will submit their presentations through the course management system (CMS) using video submission tools or narrated slide presentations. Discussions and peer feedback will take place via online discussion forums, peer review assignments, or live Q&A sessions in hybrid offerings. All materials and formats will comply with accessibility guidelines to ensure inclusivity.

Method

Discussion

Integration

Faculty-guided discussions will examine and evaluate key topics in ancient and medieval philosophy, helping students analyze and understand the theories and arguments of philosophers from these periods. For example, in discussing Aristotle's *Politics*, students will critically reflect on his hierarchical view of gender roles and how his perspective reflects the historical context of gender in ancient Greece. This discussion will serve as a foundation for broader critical engagement with the lasting influence of these ideas on contemporary political and social thought, particularly within Western traditions.

DE Adaptations for MOI

Faculty-guided discussions will explore key topics in ancient and medieval philosophy, helping students analyze major theories and arguments. Discussions will take place through the course management system (CMS) via discussion boards, chat, or group features, ensuring accessibility. Instructors will provide weekly feedback, and discussions may be held in small or large groups, synchronously or asynchronously, using accessible media, journals, and articles. For example, students may respond to a discussion post analyzing Aristotle's hierarchical view of gender roles in the *Politics*.

Method

Lecture

Integration

Lectures on major philosophical texts and central problems in the history of ancient and medieval philosophy, emphasizing epistemology, metaphysics, and ethics while evaluating their relevance to contemporary issues in politics, morality, science, and human identity. For example, a lecture on Plato's *Republic* will examine his analysis of government types (aristocracy, timocracy, oligarchy, democracy, and tyranny) focusing on his claim that democracy's excessive freedom can lead to tyranny. Students will assess this argument in light of modern political challenges, such as populism and threats to democratic stability, highlighting the relevance of ancient political philosophy to contemporary governance.

DE Adaptations for MOI

Online lectures and supporting visual materials will cover key philosophical texts and concepts from ancient and medieval traditions. These may be delivered through slide presentations, real-time video/audio sessions, teleconferencing, video/audio recordings, and/or assigned readings within the course management system (CMS). Lectures will explore works from philosophers such as Plato, Aristotle, Augustine, and Aquinas, incorporating supplemental resources available through the MSJC Library or other online databases. For hybrid course offerings, lectures may be conducted in a face-to-face setting as specified in Methods of Instruction, or through the CMS as outlined in DE Methods of Instruction. All lecture materials and delivery methods will comply with accessibility guidelines to ensure an inclusive learning experience.

Method

Reading

Integration

Reading responses that require students to engage with philosophical writings from the ancient and medieval eras by identifying, summarizing, and analyzing their logical structure and key ideas. For example, students may be required to read Aquinas' *Summa Theologica* and summarize how he applies the framework of matter and form to his argument for the unity of body and soul. They will then critique the argument's logical structure by evaluating whether Aquinas' reliance on Aristotelian principles is philosophically viable.

DE Adaptations for MOI

Reading materials for this Ancient and Medieval Philosophy course will include primary texts from philosophers such as Plato, Aristotle, Augustine, and Aquinas, as well as secondary sources providing historical and philosophical context. These materials will be accessible through the course management system (CMS), the MSJC Library, or other online resources. All reading materials and delivery methods will comply with accessibility guidelines to ensure an inclusive learning experience.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams will assess students' overall comprehension of ancient and medieval philosophy and evaluate their ability to engage in conceptual analysis through critical writing and reasoning. In addition to short-answer and essay questions, exams may also include multiple-choice, true-false, and fill-in-the-blank questions at the instructor's discretion. The short-answer and essay portions will require students to analyze, evaluate, and synthesize philosophical concepts. For example, students may be asked to examine Aristotle's fundamental units of society, including:

1. Husband and wife – governing gender roles
2. Parent and child – governing family hierarchy
3. Master and slave – governing economic and social order

Then students will critically assess how these structures functioned in Aristotle's time, to what extent they continue to shape modern society, and to what extent they have been challenged.

DE Adaptations for MOE

Exams will assess students' comprehension of ancient and medieval philosophy through conceptual analysis and critical reasoning. Administered via the course management system (CMS), they may include short-answer, essay, and objective questions. Essay responses will require students to analyze philosophical concepts, such as Aristotle's fundamental units of society, evaluating their historical role and modern relevance. Exams will be submitted online, with feedback facilitated through CMS comment function.

Method

Homework

Integration

Reading responses will assess students' ability to understand, explain, and compare philosophical concepts and theories in ancient and medieval philosophy. For example, students may analyze Aristotle's *Metaphysics*, explaining his theory of form and matter and how it differs from Plato's theory of forms. Responses will be evaluated based on clarity, accuracy, and depth of analysis.

DE Adaptations for MOE

Students will submit reading responses through the course management system (CMS) to demonstrate their understanding of philosophical concepts in ancient and medieval philosophy. For example, they may analyze Aristotle's *Metaphysics*, explaining his theory of form and matter and comparing it to Plato's theory of forms. Responses will be assessed for clarity, accuracy, and depth of analysis. Online discussion forums or peer review activities may be used to facilitate engagement and critical discussion.

Method

Oral Presentation

Integration

Students will give in-class presentations responding to assigned readings to demonstrate their understanding of philosophical concepts in ancient and medieval philosophy. Presentations will also assess their ability to distinguish between relevant and

irrelevant claims. Evaluation will be based on clarity, depth of analysis, and ability to highlight key philosophical ideas. For example, students may present on Pre-Socratic views of the arche (the first principle of the universe), explaining different philosophers' perspectives and their significance.

DE Adaptations for MOE

Students will submit recorded video presentations or participate in live telecommunication sessions through the course management system (CMS). Presentations will assess their understanding of philosophical concepts and their ability to distinguish between relevant and irrelevant claims. Evaluation will focus on clarity, depth of analysis, and engagement with key philosophical ideas. For example, students may present on Pre-Socratic views of the arche (the first principle of the universe), explaining different perspectives and their significance. Peer feedback and discussion may be facilitated through online forums or review assignments.

Method

Papers

Integration

Essays will require students to engage with primary and secondary sources in ancient and medieval philosophy to explore topics such as Augustine and Aquinas's distinction between faith and reason. Students will analyze the similarities and differences between their positions, applying logical analysis to assess their arguments. Essays will be evaluated based on organization, strength of evidence, and the ability to clearly analyze, compare, and contrast philosophical ideas, figures, and historical contexts.

DE Adaptations for MOE

Students will submit essays through the course management system (CMS), engaging with primary and secondary sources in ancient and medieval philosophy to explore topics such as Augustine and Aquinas's faith/reason distinction. Essays will analyze their similarities and differences, applying logical analysis to assess their arguments. Evaluation will be based on organization, quality of evidence, and the ability to critically compare and contrast philosophical positions. Discussions and peer feedback may take place through online forums or peer review assignments to enhance engagement.

Assignments

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read Book 7 of Augustine's confessions, and in 2 to 4 paragraphs, answer the following questions:

1. How does Augustine approach the problem of evil in the Confessions in relation to human nature?
2. What are Augustine's main difficulties in understanding the existence of evil in light of God's goodness and omnipotence?
3. How does Augustine reconcile the presence of evil with the belief that God created everything good, including human nature?
4. Do you find Augustine's explanation of the origin of evil and its connection to human nature convincing? Why or why not?

How assignment will be adapted in online format

All texts and materials will be posted on the course management system (CMS). After reading the assigned material, students must post a response on the discussion board and then reply to at least one classmate's post.

Assignment Type

Writing

In-class and/or outside of class

In-class



Formative or Summative

Summative

Assignment

In-class Final Exam question: In 3 to 5 paragraphs, delve into the philosophical dialogue presented in Plato's Euthyphro, with a focus on Euthyphro's dilemma and its implications for understanding piety and the relation between morality and the divine. Explain the two horns of the dilemma and their implications:

- 1) If something is pious because the gods love it, then piety seems arbitrary, based solely on the whims of the gods.
- 2) If the gods love something because it is pious, then piety is independent of the gods, suggesting that there is a standard of piety beyond divine command.

Why and how is this a problem?

How assignment will be adapted in online format

Exam questions will be posted to the course management system (CMS). Feedback will be given via the comment functions in the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

In-Class Discussion Topic: Plato's Symposium explores various perspectives on love, sex, and sexuality through speeches delivered by different characters at a banquet. These speeches reflect ancient Greek attitudes toward eros (love and desire), including both heterosexual and homosexual relationships.

In your small groups, discuss the views presented by Aristophanes and Pausanias, and compare them with Socrates' perspective. Consider how their views align with or challenge Greek social norms, particularly the role of mentor-student relationships in ancient Greek education. Additionally, examine how the dialogue suggests that love, at its highest level, moves beyond physical attraction and leads to philosophical wisdom.

Be prepared to share your group's key insights with the class.

How assignment will be adapted in online format

Discussions will take place through discussion posts on the course management system (CMS). After posting their response on the discussion board, students must also reply to at least one peer with a 2 to 4 sentence response that engages with their ideas thoughtfully.

Course Materials

Textbooks

- Aristotle (2002). *Nicomachean Ethics* by Hackett Publishing ISBN: 9781420953640
Plato (2023). *The Republic* by Flame Tree Publishing. ISBN: 978-1804177938
Aquinas (2024). *Summa Theologica* by Ave Maria Press. ISBN: 978-0870610639
Cahn, S. (2023). *Exploring Philosophy: An Introductory Anthology* 8th edition by Oxford. ISBN: 9780197697436
Foltz, B. (2019) *Medieval Philosophy: A Multicultural Reader* by Bloomsbury Academic ISBN: 472580397

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course allows students to explore how philosophy, particularly the works of Plato and Aristotle, shaped ancient Greek culture and how these ideas continue to influence modern conceptions of gender and class. The curriculum has been enhanced to intentionally incorporate diverse perspectives (in individual philosophers and topics), inviting students to critically engage with ancient views on sex and sexuality, such as those found in Plato's Symposium, Aristotle's views on gender roles in society, or Augustine's influence on Western Christianity, particularly regarding women's roles in the Church. Additionally, students will have the opportunity to explore non-Western medieval philosophers like Al-Farabi. The course has been updated to highlight how philosophical ideas from Ancient Greece, Rome, and Medieval Europe have shaped, reinforced, or challenged contemporary understandings of race, gender, and class, assessing their continued relevance in today's world. This is accomplished with new course objectives, content, methods of instruction, assigned textbooks, and assignments.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content through various formats to accommodate diverse learning styles, including auditory (lectures), visual (slides), and kinesthetic (group activities). The course features small group activities, discussions, peer reviews, and a range of assignments to support different learning preferences. For instance, students may engage in discussions on Aristotle's Politics, critically reflecting on his hierarchical view of gender roles and how his perspective reflects the historical context of gender in ancient Greece. All content will be presented in an accessible way; for example, videos will include closed captions for students with hearing impairments. Students can choose to complete presentations in written, multimedia, or other alternative formats, in collaboration with the instructor. Additionally, public domain reading materials will be provided for students who cannot afford to purchase textbooks. Lectures will offer historical context for various philosophical ideas and theories, ensuring that students understand their social and historical backgrounds before participating in discussions.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course will incorporate student-to-student interaction through in-class or online discussions. Students will engage in both small group and whole-class discussions while completing collaborative learning exercises. For example, they may participate in a group discussion analyzing how philosophical ideas from Ancient Greece and Medieval Europe reflect, reinforce, or challenge contemporary conceptions of race, gender, and class, as well as their relevance to modern issues. These discussions will allow students to exchange ideas, prepare for course assignments, and enhance their understanding of key concepts. Additionally, students will engage in peer reviews and respond to student presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities (in-person or online depending on modality) on various topics in Ancient and Medieval philosophy, and provide feedback on questions asked based on lectures. Faculty will encourage and emphasize critical thinking, the value of asking questions, research skills, generation of theses, and how to identify and construct valid arguments. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students. Faculty will provide office hours and check-in meetings with students on demand. Faculty will also be available by email.

Explain how the course will incorporate student-to-content interaction.

Students will engage with course content by reading primary and secondary sources on Ancient and Medieval philosophy. Additionally, they will participate in lectures (in-person or online) and group discussions (in-person or online). Writing assignments will encourage independent investigation of topics beyond standard course materials, requiring students to utilize scholarly sources and library research. Through this process, students will deepen their understanding of the subject while developing research, writing, and presentation skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course encourages students to examine how key developments in ancient and medieval thought continue to shape modern western society. Through in-class and out-of-class assignments, students will reflect on how philosophical ideas influence their personal lives. For example, they may analyze how Aristotle's ideas in the Categories or Matter/Form have shaped their worldview and critically evaluate whether these influences should be embraced or challenged.

Key: 2605