

PHIL 4110: ANCIENT GREEK PHILOSOPHY

PROF. ANNE SIEBELS PETERSON
UNIVERSITY OF UTAH, SPRING 2018

Class Meetings: MWF 10:45-11:35 a.m., Carolyn Tanner Irish Humanities Building 459

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Office Hours: Mondays 2:00-3:00 p.m. and Wednesdays 9:00-10:00 a.m.

Other times available by appointment

Course Description:

This course explores and critically analyzes themes in Presocratic, Platonic, Aristotelian, and Hellenistic philosophy, covering key issues in metaphysics (and its relationship with science) as well as in Ethics. We will explore the writings of each thinker both in themselves and in relationship to the broader topics that emerge as themes in Ancient Greek philosophy, such as: How should we understand the world of nature and its composition? How are we, as humans, with our specifically human capacities for knowledge and moral activity, related to the world of nature?

- **Course Objectives.** *By the end of the course, the student will be able to:*
 - Read and critically evaluate writings of key Ancient Greek thinkers.
 - Compare and contrast the views of different thinkers on persistent themes in Ancient Greek philosophy, both in class discussions and in paper assignments and exams.
 - Creatively analyze the ideas of key Ancient Greek thinkers in paper assignments.

Assignments:

Each assignment is listed on the day it is due on the class schedule (see p. 5 and following).

COMPONENT 1—Attendance, In-Class Participation, and Online Discussion: 20%

- Class Attendance, 10%
- Class Discussion Participation, 5%
- Online Friday Class Material Discussion Posts (due on Canvas by 9:00 a.m., every Friday EXCEPT the first Friday), 5%
 - Post a response to the material from Monday's and Wednesday's class on Canvas, under "Discussions," using the discussion thread I have created for that date.
 - You may either a) reply to my original post or b) reply to someone else's reply to my original post. *Discussion threads are considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code.*
 - Content: As a rule of thumb, your response should include at least 75 of your own words. Here are some possible prompts to guide your class material responses:
 1. What did you see as the strongest or most interesting point covered during class this week, and *why*?
 2. What did you see as the weakest or least interesting point covered during class this week, and *why*?
 3. What did you see as the most confusing point made in the material covered during class this week, and *why*?

4. How does a point made in this week's class material impact an issue we have discussed previously - what new questions does it provoke for this issue?
5. Reply to someone else's response. You might take issue with a point that person makes or provide your own reason for agreeing with that person's response.

COMPONENT 2—Papers: 40%

- There will be one paper assignment, SUBMITTED IN TWO STAGES:
 1. Stage 1: 15% of overall grade: 4 page paper [focus: Plato on a question of your choice, from a list of choices I will assign]
 2. Stage 2: 25% of overall grade: 8 page paper [focus: 1) Revision of Plato paper; 2) how Aristotle would respond to the same question; 3) Comparative analysis of the two]
- Format: .doc or .docx file attachment, 12 pt. font, 1-inch margins, double-spaced
- Submission: Under "Assignments" on Canvas. Late papers will be assessed a penalty of two percentage points for each day they are late, including weekends.

COMPONENT 3—Exams: 40%

- There will be three exams given.
 1. First exam on the Pre-Socratics: 10%
 2. Second Exam on Plato: 10%
 3. Third Exam Aristotle and Hellenistic Philosophy (during finals week): 20%
- The exams will be given in class and during the final exam period scheduled by the university, with no notes allowed.

Grading Scale (for individual assignments and overall grades):

- A = 94-100% A- = 90-94
- B+ = 86.67-89.99
- B = 83.33-86.66
- B- = 80-83.32
- C+ = 77.67-79.99
- C = 73.33-77.66
- C- = 70-73.32
- D=60-69.99
- E=below 60

Readings

Readings will come mainly from the three course texts:

- *A Presocratics Reader: Selected Fragments and Testimonia* (second edition), ed. Patricia Curd
- *A Plato Reader: Eight Essential Dialogues*, ed. C.D.C. Reeve
- *The Basic Works of Aristotle*, ed. Richard McKeon

Readings for Hellenistic Philosophy will be posted as .pdf files on Canvas under "Files," sub-folder "Readings." In class we will contextualize and critically evaluate the reading for that day. Completing the reading before each class is important because:

1. It sets the stage for better understanding and retention of the material we cover in class.
2. It allows students to ask more perceptive questions and give more perceptive answers during class, which will greatly benefit students' participation grades.
3. **It prepares students for the section of the exams in which they will be required to recognize and contextualize passages from the readings.**

Teaching and Learning Methods and Responsibilities

I am committed to the importance of active student learning through dialogue and discussion (small and large group), while at the same time ensuring a focused learning trajectory with structured presentation. In shaping this presentation, I make sure to address students' own concerns as revealed through required weekly Canvas reading responses and regular in-class participation.

Attendance is immensely important given the nature and content of this course. In addition to adversely affecting one's participation grade (as noted under "Grading"), not attending a class puts one in a far worse spot for answering questions related to that material on the exams and papers, as well as a worse spot for developing paper ideas on the material. Merely doing the readings on one's own will not prepare one to answer the sorts of questions that will be asked on the papers and exams. There are three reasons for this:

1. Being able to *repeat* the contents of the readings will be necessary but not sufficient for papers and exams; students will be required to evaluate the arguments found in the readings in the way we will practice in class, and to develop new ideas of their own in the creatively philosophical way we will practice in class discussions.
2. Objections and replies to these arguments, as well as clear explanations, which are not found in the readings will be covered in class, and knowing the objections and replies we discuss in class will be needed for the exams and papers.
3. Students will be expected to understand the ways in which a given view solves problems faced by other views we have discussed and introduces new problems not faced by these other views, but these connections and disconnects between the views will most often not be discussed in the assigned readings; they will be emphasized in class lectures and discussions.

Accommodations: Contact me to have your absence excused if you have a university sanctioned, government, or religious obligation or a doctor's note for an illness that conflicts with a class meeting. Requested accommodations regarding personal beliefs are to be discussed with me.

Technology in the Classroom

- Electronic devices may only be used during class for the purpose of taking notes on lectures and discussions; with this in mind, **all such devices must be placed in airplane mode for the duration of class.**
- During exams, all electronic devices must be stowed away in a zipped or fully closed bag out of the student's reach and sight. If an electronic device of any sort (or, of course, any other information-containing object) is visible during an exam, the result will be a one-third deduction from the percentage points earned.

Additional Course Information

- **Student and Faculty Responsibilities and Academic Honesty.** *All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.*
“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.
“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.
Extensive measures will be taken to discern any instances of plagiarism or other sorts of dishonesty with respect to the course requirements. Aside from the obvious fact that academic dishonesty compromises students’ own education and character, the risks involved in academic dishonesty are just not worth any imagined payoff. I will be readily available and willing to help any students who are having difficulty in completing the requirements, for whatever reason. I will be available by email and by appointment. Please take advantage of the aid I can provide rather than resorting to academic dishonesty.
- **Americans with Disabilities Act.** *The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.*
- **Addressing Sexual Misconduct.** *Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).*
- **Wellness Statement.** *Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.*
- **Resource Centers:**
 - *If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.*
 - *If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.*
 - *If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.*

Readings (due on day listed), Class Topics, *ASSIGNMENTS*

Note—The following repeating assignment is not listed in the schedule below:

- ❖ Class material responses will be due on Canvas (under “Discussions”) every Friday by 9:00 a.m., starting the second week of class.

Unit 1: Presocratic Philosophy (Text—*A Presocratics Reader: Selected Fragments and Testimonia*, ed. Curd)

Week One:

Jan. 8: Introduction and Historical Overview

Jan. 10: “**Introduction**” (pp. 1-7), “**The Milesians**” (pp. 9-16)

Thales, Anaximander, Anaximenes

Jan. 12: “**Pythagoras and Pythagoreanism**” (17-24)

Week Two:

(No Class Monday: Holiday)

Jan. 17: “**Heraclitus**” (29-41)

Jan. 19: “**Parmenides**” (43-51)

Week Three:

Jan. 22: “**Zeno of Elea**” (73-77)

Jan. 24: “**The Pluralists: Anaxagoras and Empedocles**” (53-71)

Jan. 26: “**Atomism: Leucippus and Democritus**” (79-88)

Week Four:

Jan. 29: Review and Discussion: Presocratic Philosophy

Jan. 31: **EXAM: PRESOCRATIC PHILOSOPHY**

Unit 2: Plato’s Philosophy (Text—*A Plato Reader: Eight Essential Dialogues*, ed. Reeve)

Feb. 2: **Meno, Beginning-86d** (assignments noted by Stephanus numbers [in margins])

Plato on the Sophists; Plato’s Philosophical Method; Beginning the *Meno*

Week Five:

Feb. 5: **Meno, 86e-End**

Feb. 7: **Phaedo, Beginning-77c**

Feb. 9: **Phaedo, 77d-95e**

Week Six:

Feb. 12: **Phaedo, 96a-End**

Feb. 14: Phaedo continued

Feb. 16: **Republic I, Beginning to 344c (pp. 270-289)**

Week Seven:

(No Class Monday: Holiday)

Feb. 21: **Republic II, 344d-369a (pp. 290-313)**

Feb. 23: **Republic VI, 504a-end of Book VI**

Week Eight:

Feb. 26: **Republic VII, Beginning of VII to 521b**

Feb. 28: Review and Discussion: Plato's Philosophy

March 2: **EXAM: PLATO'S PHILOSOPHY**

Unit 3: Aristotle's Philosophy (Text—*The Basic Works of Aristotle*, ed. McKeon)Week Nine:

March 5: **Categories 1-5**

March 7: **Physics I.7-9**

March 9: **Physics II.1-3**

Week Ten:

March 12: **De Anima II.1**

March 14: **De Anima II.2-4 (stop at 416^a18 [Bekker numbers])**

March 16: Review and Discussion: Categories, Physics, De Anima

STAGE 1 OF PAPER DUE (BY 11:59 p.m. ON CANVAS)

SPRING BREAK

Week Eleven:

March 26: **Nichomachean Ethics I.1-10**

March 28: **Nichomachean Ethics II.1-9**

March 30: Review and Discussion: Nichomachean Ethics

Week Twelve:

April 2: **Metaphysics I.1, On the Parts of Animals I.1 and I.5**

April 4: **Metaphysics VI. 1, XII.7**

April 6: **Metaphysics XII.10**

Review and Discussion: Metaphysics and Parts of Animals

Unit 4: Hellenistic Philosophy (All readings available on Canvas)Week Thirteen:

April 9: **"Stoicism," sections 2 ("Philosophy and Life") and 3 ("Physical Theory")**
(Stanford Encyclopedia of Philosophy)

Stoicism

April 11: **Epictetus, *Enchiridion*, sections 1-20**

Stoicism

April 13: **"The Scope of Epicurus's Philosophy" and "Theory of Knowledge,"** in *Hellenistic Philosophy*, "Epicurus and Epicureanism" (Long)

Epicureanism

Week Fourteen:

April 16: **Epicurus, "Letter to Menoecus" and excerpt from "Ancient Collections of Maxims,** in *Hellenistic Philosophy Introductory Readings* (Inwood and Gerson)

Epicureanism

April 18: Review and Discussion: Stoicism and Epicureanism in conversation

April 20: “**Academic Skepticism: Arcesilaus and Carneades,**” in *Hellenistic Philosophy Introductory Readings* (Inwood and Gerson)
Skepticism

Week Fifteen:

April 23: Review and Discussion: Hellenistic Philosophy

Remaining Dates:

Friday, April 27, 10:30 a.m.-12:30 p.m. (regular classroom): EXAM, Aristotle and Hellenistic Philosophy

Wednesday, May 2: STAGE 2 OF PAPER DUE (BY 11:59 p.m. ON CANVAS)

This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas.