

University of Central Oklahoma
College of Liberal Arts
Department of Humanities & Philosophy
Fall 2021

PHIL 2153: Ancient Philosophy

CRN: 16785

T, Th - 12:30-2:00 PM

Liberal Arts North, Rm. 226

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Office Hours: T 10:00AM-12:00PM, W 9:00AM-10:00AM, Th 10:00AM-12:00PM

Course Description:

“Ancient Philosophy is a survey of the history of Western philosophy from its beginnings to the end of the ancient period. Particular emphasis will be placed on the contributions of the Greeks to the core areas of philosophy”. (from the Course Catalogue)

Philosophy in the ancient Greek world was divided into philosophical schools, so we will follow suite, and examine each school in detail. The main schools we will look at are:

Platonists

Epicureans

Skeptics

Peripatetics (aka Aristotelians)

Stoics

We will focus on understanding each school as a philosophical system. This involves understanding each school's views on metaphysics (what humans and the world are made of, and out they work), epistemology (how perception and knowledge function, and if they are reliable), and ethics (how we should live). It also involves understanding how these components relate to each other, and how each school is related to its competitors.

The Greeks did not see philosophy as a purely theoretical enterprise, and neither will we. Instead, we will follow them in thinking about philosophy (and specific philosophies) as a way of life. Each school was focused on answering the question ‘what is the happy life and how do we get it?’, and this will be a main concern of ours as well.

Prerequisites: ENG 1113 and 3 hours of philosophy

Course Objectives: In this course students will read classics of ancient Greek philosophy across a number of authors and genres. Students will seek to answer, using critical reasoning, a series of questions about these issues as raised by the course readings, with particular focus on how to provide, defend, and critique the most plausible interpretations of difficult and strange-seeming philosophical positions. The following are the outcomes a successful student will attain by the end of this course: (1) identify and define key philosophical terms studied in the course, (2) distinguish among the philosophic views studied in the course, (3) identify major points and arguments of various philosophic essays, (4) critically analyze and evaluate philosophic arguments, and (5) provide rationally persuasive arguments in defense of their own beliefs about a variety of controversial issues in philosophy.

Course Materials

There are three required texts for this course:

Reeve (2012) *A Plato Reader: Eight Essential Dialogues* (ISBN: 978-1603848114)

Irwin & Fine (1996) *Aristotle: Introductory Readings* (ISBN: 978-0872203396)

Inwood & Gerson (1998) *Hellenistic Philosophy: Introductory Readings* (ISBN: 978-0872203785)

Also one recommended text:

Curd & McKirahan (2011) *A Presocratics Reader* (ISBN: 978-1603843058)

These books are all available at the Barnes & Noble @ UCO in the Nigh University Center. In addition, there will be the occasional article and handout posted as a pdf to D2L.

Learning Objectives & Outcomes

Student Learning Objectives:

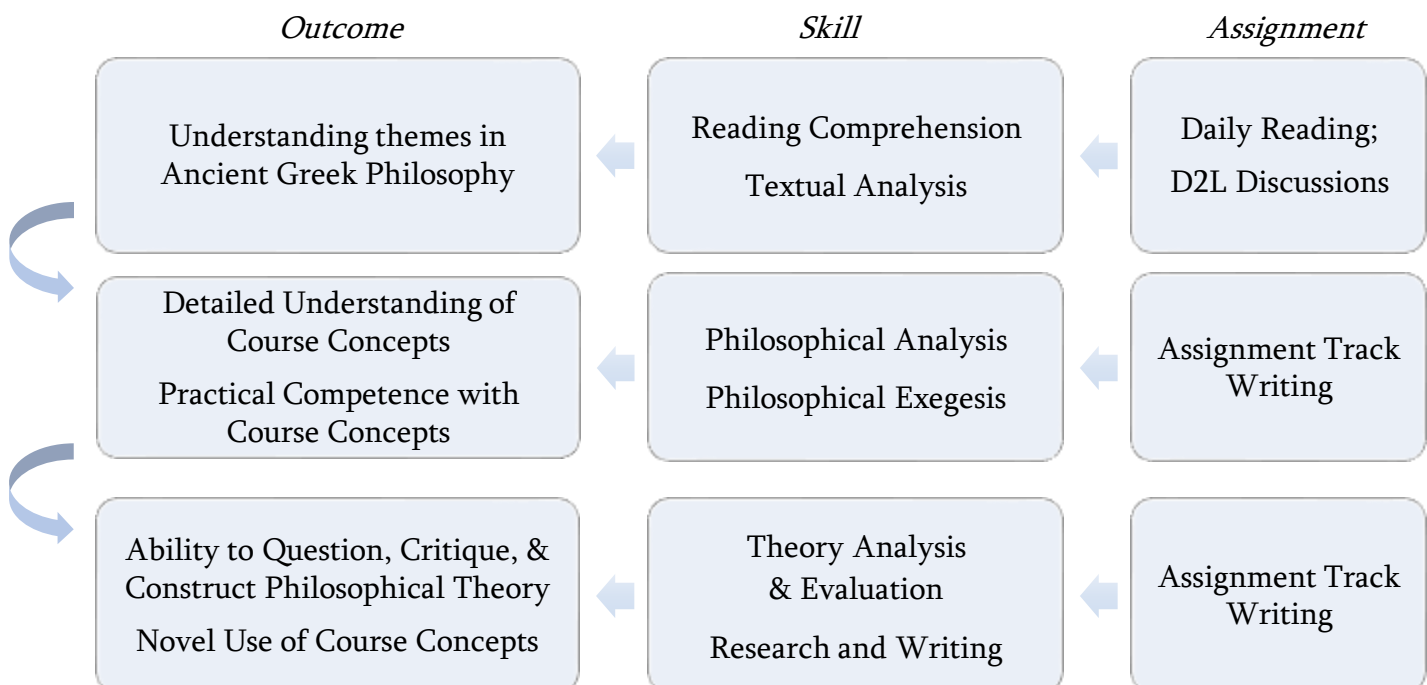
- 1) Students will begin the process of developing ethical and critical thinking skills necessary for interpreting the self in relation to culture and society.
- 2) Students will read, analyze, and synthesize major texts from the history of philosophy and communicate about them in writing.
- 3) Students will analyze, appraise, and formally symbolize arguments.

Transformational Learning Outcomes: The University of Central Oklahoma is a learning-centered organization committed to Transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. Transformative learning goals (the “Central Six”) have been identified as: *Discipline Knowledge; Leadership; Research, Scholarly and Creative Activities; Service Learning and Civic Engagement; Global and Cultural Competencies; and Health and Wellness.*

This course addresses four of the University’s transformative learning goals:

Discipline Knowledge, by investigating some core questions and subfields of philosophy

Global and Cultural Competencies, by performing a sustained investigation of another culture



Assignments

All students in the course will have the following assignments:

Reading

This will be a reading-intensive course, in both quality and quantity. You will have an average of 20 pp. of reading per class session, with a range of 4-42 pp for a single class. This material will be very difficult, and you will undoubtedly have to read it slowly and carefully more than once.

Daily Reading Quizzes

There will be a short, simple reading quiz for almost every class, just to confirm (i) that you've done the reading, and (ii) that you have a basic grasp of the main points. There are 25 points in this category (1 point per quiz), but there will be 30 quizzes over the semester: you cannot go over 25 points in this category, but you will have 5 extra attempts to continue gaining points until you hit this 25 point cap. (This setup rewards people who come to class and make an effort every day, even if they don't always get everything right).

D2L Discussions

We will have a number of themed discussion boards on D2L, that allow you to engage with the texts and ideas from class (and each other) in various ways. You should do 20 of these discussion posts over the course of the semester (roughly one per week, plus five more at any point over the course of the semester). Each post is worth 1 pt. (= 1% of the final grade), 20 pts total

In addition, each student will choose one of four Assignment Tracks, with different sets of assignments that utilize different skills and aim at different goals (I will give you more details about these assignments in separate handouts later in the semester). Each Track's assignments are worth 60 points total.

Experience Track: Philosophy as a Way of Life.

The assignments for this track involve a series of reflection journal entries, one every three weeks, detailing your efforts to live according to the principles of each philosophical school.

Application Track: Genre Writing

The assignments for this track involve a combination of philosophical and creative writing, with you writing your own versions of several genres of writing we will encounter over the semester.

Content Track: Expository Writing

This track focuses on basic skills in explanation and interpretation. You will have a series of short essays where you explain the fundamental ideas of each theory (something like what you would expect from standard blue book midterm essay exam questions).

Skills Track: Exegetical and Interpretive Writing

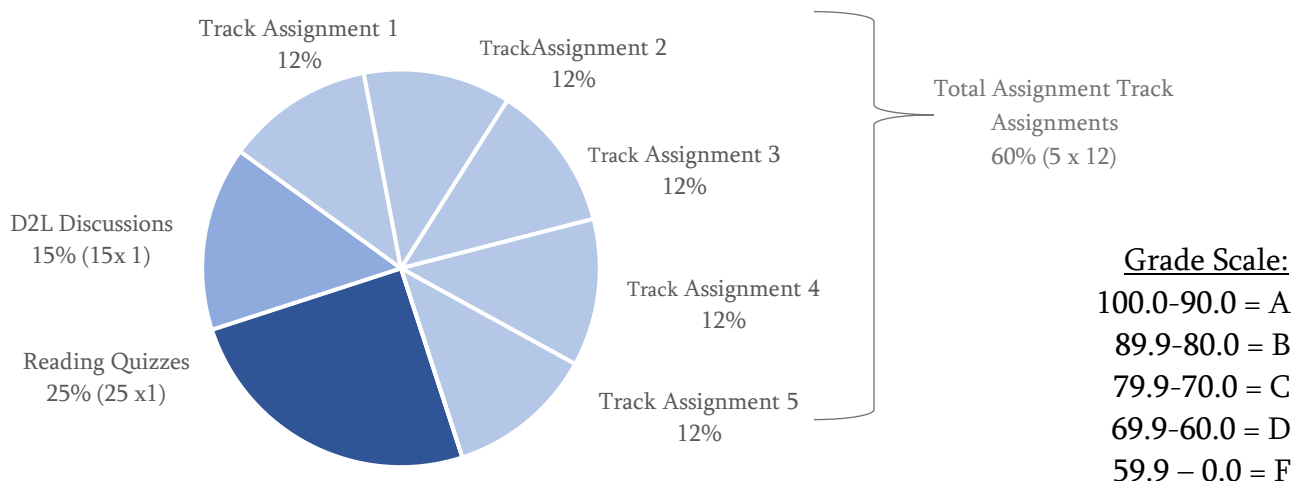
The goal of this track is to practice the reading and writing skills that a successful philosophy major ought to have. You will be given a menu of different kinds of essays to write, each one focusing on a different philosophical writing strategy, method, or goal.

Research Track: Extended Writing Project

This track is for students who want to dive deep into a specific issue in one theory, or to practice writing the kind of work you might use for a grad school writing sample. You will focus on a single project all semester, involving an proposal, annotated bibliography, and abstract, culminating in a writing-sample caliber final paper (c. 4000 words).

Note that you are not restricted to any track based on your enrollment status. You will have to choose a track by the third week of class; I advise you consult with me first if you aren't sure which to pick.

Grades



Grading Policies

Attendance

Attendance is not, strictly speaking, part of your grade, and I will not take attendance in class. However, if you miss class, you will miss the reading quiz for that day: no make-ups or alternative arrangements.

Extra Credit

I do not typically offer extra credit assignments, though I will occasionally give extra quiz points for things like taking evaluation surveys. Don't bug me about this: focus instead on doing well on the work you already have.

Rounding

The letter grade cut-off for each grade is 90.0, 80.0, etc. I may choose to round up in exceptional cases, if (i) I feel you've done better than your score suggests, and (ii) you do not have excessive incomplete or missing assignments. This is a courtesy, not an entitlement.

Appeals

I am more than happy to talk to you about low grades, and regrade your assignment if merited (but note the risk that the second grade could be lower). However, I consider asking for a grade increase for non-performance reasons (e.g. to keep a scholarship or prevent your parents from being mad) to be academic misconduct, because you are asking for me to give you a grade you did not earn. So don't ask.

Late Work & Make-Ups

Daily Reading Quizzes will be administered in class, usually in the first few minutes (though I reserve the right to hold them at any point in class). If you arrive to class late and miss the quiz, you may not make it up. Likewise, if you skip class that day, you may not make up the quiz, because there is a built-in allowance of missed quizzes before you grade starts to be effected. (This does not apply if you have an official, excused absence; see policy below).

All other assignments will be submitted online, and instructions will be circulated well in advance, so there should be no need for make-ups. But if you find yourself in an emergency situation that prevents you from submitting your work on time, it is your responsibility to get in contact with me ASAP to work something out. Otherwise, a 1-point late penalty will be deducted once every 24 hours after the submission deadline. A 2-point late penalty will be deducted once every 24 hours after the submission deadline for the Intervention Plan.

Writing assignments will be submitted online, with instructions and deadlines circulated well in advance, so there should be no need for make-ups. But if you find yourself in an emergency situation that prevents you from submitting your work on time, it is your responsibility to get in contact with me ASAP to work something out. Otherwise, a 1-point late penalty will be deducted once every 24 hours after the submission deadline. A 2-point late penalty will be deducted once every 24 hours after the submission deadline for the Intervention Plan.

Excused Absences

The University considers absences for the following reasons excused:

- travel considered part of the instructional program of the university
- invited participation in activities directly and officially sponsored by the university
- jury duty or military obligations
- serious illness, medical condition, pregnant and parenting students' rights (as outlined in Title IX), accident, or injury
- death or serious illness in immediate family
- religious observances. *Note: a list of religious observances must be submitted to the instructor sometime in the first two weeks of the semester.*

Reasonable Accommodations Policy

Any student who needs extra time or resources to do their best work due to a physical, cognitive or emotional condition may qualify for academic accommodations. You should consult Disability Support Services for further information: <http://sites.uco.edu/student-affairs/dss/>

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516 (V/TTY). The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible.

Academic Honesty

Plagiarism Syllabus Statement: Academic dishonesty includes plagiarizing, cheating, turning in counterfeit papers, stealing academic materials, knowingly falsifying academic documents, accessing confidential academic records without authorization, disclosing confidential academic information without authorization, and turning in the same work to more than one class without the express permission of the instructors involved. Any student deemed to have engaged in academic dishonesty will be subject to disciplinary action up to and/or including expulsion from the University. To help ensure academic integrity, faculty may employ a variety of tools including, but not limited to, university-sanctioned Turnitin.com. More information concerning this policy can be found in Section IV of the UCO Student Code of Conduct located at: <https://www.uco.edu/offices/student-conduct/files/codeofconduct-webfile.pdf>.

Title IX

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 (“Title IX”), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D. For more information about your options, including reporting and confidential resources, please visit: <http://www.uco.edu/central/title-ix/index.asp>.

Student Information Sheet

Additional important university policies and information can be found here: <https://www.uco.edu/academic-affairs/files/student-info-sheet.pdf>

COVID Mask Policy (from Office of Academic Affairs)

Consistent with Centers for Disease Control (CDC) guidance for areas of substantial or high COVID-19 transmission as of August 1, 2021, the University of Central Oklahoma recommends that all individuals wear a mask covering the mouth and nose when in public indoor spaces such as classrooms, laboratories, studio spaces, the library, the Nigh University Center, enclosed athletic facilities, and other shared indoor spaces on campus. While mask wearing is not required, the university encourages all members of the university community to follow the guidelines issued by the CDC based on conditions in Oklahoma County. This guidance may be revised at any point during the semester.

As detailed in the Student Code of Conduct, students are expected to be familiar with the UCO Coronavirus webpage, www.uco.edu/coronavirus and are expected to follow the recommendations and guidance published on that page. Because the recommendations and guidance are subject to change, students should check back often for updated information and requirements.

Students who follow these guidelines will not be penalized for class absences provided they follow their instructor’s directions for making up missed assignments in a timely fashion, in conformity with the requirements and expectations outline in the class’s syllabus. Instructors shall provide reasonable opportunities, consistent with the structure and objectives of the class, for students who are following these guidelines to participate in and to keep up with the work of the class.

As the conditions on campus and in the community evolve, events may occur that necessitate a change in the procedures, course schedule or modes of delivery. The information provided on www.uco.edu/coronavirus will be updated throughout the academic year. Procedure changes on this webpage and communicated via official correspondence from the university will supersede any prior guidance.

If you have tested positive for COVID-19 or have had direct exposure to someone with COVID-19, file a report with the COVID-19 Response Team at:

https://uco.co1.qualtrics.com/jfe/form/SV_39Omw83BStDpw1L.

Recording Policy

Recording Policy: Due to limitations on the disclosure of personally identifiable information under certain federal privacy laws, students are not permitted to record class sessions nor to allow non-students to view online class sessions. Students registered with the UCO office of Disability Support Services may request accommodation

Reading Schedule

<u>Date</u>	<u>Unit</u>	<u>Topic</u>	<u>Text</u>
8.24	Intro	Hall (2019) "Why working-class Britons loved reading and debating the Classics"	
		Evans (2016) "Should philosophy be therapy, or a simple search for truth?"	
8.26		Sedley (2003) <i>CC to Ancient Greek Philosophy</i> , Introduction (D2L)	
8.31		Atomism	<i>Letter to Herodotus</i> ;
9.02		Swerve	Testimony of Cicero (46-56), Testimony of Lucretius
9.07	Epicureans	Impressions	Plutarch, <i>Against Colotes</i> ; Short fragments (81-85)
9.09		Pleasure	Ancient Collection of Maxims; Fragments (95-102)
9.14		Happiness	<i>Letter to Menoecus</i> ; Testimony of Cicero (57-63),
9.16		Death	Short fragments (98-102)
9.21		Body	Physics (131-139; 163-178)
9.23		Impressions	Logic & Theory of Knowledge (11-31)
9.28	Stoics	Nature	Physics (141-61)
9.30		Providence	On Fate (179-190)
10.05		Value	Ethics (190-232)
10.07		Virtue	Ethics (232-260)
10.12		Physical World	<i>Timaeus</i> & <i>Theaetetus</i> excerpts (D2L)
10.14		FALL BREAK - NO CLASS	
10.19	Plato	Epistemology	Excerpts: <i>Cratylus</i> (D2L), <i>Phaedo</i> , <i>Meno</i> .
10.21		Forms	Excerpts: <i>Phaedrus</i> , <i>Symposium</i> , <i>Republic</i>
10.26		Virtue	<i>Crito</i> , <i>Meno</i> .
10.28		Immortality	Excerpts: <i>Phaedo</i> , <i>Symposium</i> , <i>Phaedrus</i> , <i>Republic</i>
11.02		Matter & Form	<i>Categories</i> 1-5; <i>Metaphysics</i> VII.1-10, 13-17
11.04		Potentiality & Actuality	<i>Metaphysics</i> IX.1-7; <i>Physics</i> II.1-3, 7-9
11.09	Aristotle	God	<i>Physics</i> VIII.5-6; <i>Metaphysics</i> XII.6-10
11.11		Soul	<i>De Anima</i> , <i>Nicomachean Ethics</i> I.13
11.16		Virtues	<i>Nicomachean Ethics</i> I.1-8, II.1-7
11.18		Contemplation	<i>Nicomachean Ethics</i> VI.1-13; X.6-9
11.23		Pyrrhonism	Pyrrhonism Scepticism
11.25		THANKSGIVING - NO CLASS	
11.30	Skeptics	Dogma	Later Pyrrhonism: General Principles (302-319)
12.02		Criterion	Later Pyrrhonism: Gen. Principles (319-25, 347-61)
12.07		Skepticism	Later Pyrrhonism: The Modes (325-341)
12.09		Ataraxia	Later Pyrrhonism: Ethics
12.14			