

☺ **Phil 210: Ancient Greek Philosophy** ☺
Spring Semester 2018, M W F 11:15 am – 12:05 pm
Murphey Hall - 104

INSTRUCTOR

Phil Bold

Graduate Student

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Office: Caldwell Hall 12A (in the basement)

Office hours: Mondays & Fridays, 12:15 pm – 1:15 pm (and by appointment)

COURSE DESCRIPTION

This course offers a survey of some of the most influential works in the Ancient Greek tradition on the topic of happiness—what it is, how it is best achieved, how it should be studied, how it relates to politics and morality, among other things. We will focus on five major figures: Socrates, Plato, Aristotle, Epicurus, and Epictetus, with special emphasis on and attention to Plato's *Republic* and Aristotle's *Nicomachean Ethics*—two of the greatest works on the subject of happiness, as well as in philosophy quite generally. In addition, we will discuss philosophical issues of knowledge, ethics, science, politics, love, and friendship, among other classic topics in philosophy as they bear relevantly on happiness. Though our primary aim will be to understand these great works, students will be asked to explore and write about their own views on these matters, especially as they relate to the ancient insights that we will uncover along the way.

COURSE REQUIREMENTS

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| (1) Five written assignments (2 pages each) | 50 points (10 points each) |
| (2) Final Essay Exam | 25 points |
| (3) Ten Responses to Course Readings | 10 points (1 point each) |
| (4) Participation | 10 Points |
| (5) Short Reflection Paper on Happiness (1-2 pages) | 5 points (graded on completion) |

(1) Five 2-page papers (double-spaced, 12 point font, Times New Roman, 1 inch margins):

There are five papers that need to be submitted to Sakai by 11:59 pm on the following days:

Paper I due: Friday, February 2nd

Paper II due: Friday, February 16th

Paper III due: Friday, March 9th

Paper IV due: Friday, April 6th

Paper V due: Friday, April 20th

Paper assignments and further instructions will be posted on Sakai (Assignments folder). No *drafts* will be accepted, BUT you are strongly encouraged to visit office hours to discuss paper assignments, your outlines, core arguments, or related course material with me.

Late papers: Unless special permission is obtained from the instructor **in advance**, late papers will not be accepted without grade penalty. ***No excuse is required when requesting an extension.*** Extensions are granted liberally, but you **MUST** make a request at least 1 day before the official deadline and be granted permission for the extension, at which point we will determine the revised deadline. When papers are turned in late without special permission, 20% of the grade will be deducted for each calendar day that the paper is late.

Plagiarism: All students are expected to adhere to the University Honor Code of Honesty. Plagiarism will be punished as severely as the university allows and result in a final grade of F for the course. Please make yourself familiar with the university's policies on plagiarism, and if you have any questions about how to cite sources, please ask me and/or take the following plagiarism tutorial: <http://www.lib.unc.edu/instruct/plagiarism>.

Grading: Below is a list of criteria that will be used to evaluate your paper (note that the % only give a *rough* indication of how important these aspects are, and that not all of the criteria will apply equally to each of the different assignments; this is not a mathematical scale). There will be slightly different standards for each of the individual assignments, which I will state when those assignments are announced.

1. Quality of ideas (50%)
Range and depth of argument; fair representation of philosopher's position; logic of argument; quality and/or originality of thought; appropriate sense of the complexity of the topic; appropriate awareness of opposing views.
2. Organization and Argumentation (40%)
Clarity of thesis statement in the introduction; logical and clear arrangement of ideas; effective use of transitions; unity and coherence of paragraphs; good development of arguments through supporting details and evidence.
3. Clarity, style, and grammar (10%)
Ease of readability; appropriate voice, tone, and style for the assignment; clarity of sentence structure; grammatically correct sentences; accurate spelling; careful proofreading.

(2) Final Exam

The final exam will be held on our assigned exam day (TBA). The main prompt—subject to slight modification—is the following.

Write an essay in which you address the following two questions.

- (i) In your opinion, what are the three deepest insights about happiness from the figures we learned about in this course? Why? (Be sure in your response to include insights from *at least three* of these figures).
- (ii) You wrote a short paper about happiness at the beginning of the semester. In light of the above considerations, has your initial view about happiness changed? If so, how so? If not, why not? (Be sure in your response to briefly summarize your initial view and to explain your answer in detail, using specific examples from discussions in class, assigned texts, or lectures.)

In addition, there will be one or two question about the material covered during the final two weeks of class. As you will have the entire semester to prepare your responses to these questions, no notes will be allowed at the exam. Your essay will be evaluated on the basis of the quality of your ideas, the organization of your paper and argumentation, as well as the clarity of your writing, style, and grammar (i.e., using the same considerations that I will use to evaluate your short papers throughout the semester). You will be given the full exam period to complete your essay. Be sure to bring your own blue book for the exam, which you can purchase at the student stores on campus.

(3) Ten Responses to Course Readings (in Forums section of Sakai):

Beginning Tuesday Jan. 23rd, you will have 13 opportunities—i.e., 13 weeks—to complete 10 separate forum posts about the assigned reading on Sakai. Unless I specify a specific question or topic for you to address that week, you should (in roughly 100 words) identify some key detail of the assigned text that either (i) fascinated you, (ii) confused you, (iii) seemed objectionable, or (iv) is something that you would like to discuss further with me and/or your fellow classmates. Your reading responses serve three major functions. First, this will allow me make sure you are reading the texts before coming to class. Second, this will give you an opportunity to articulate, clearly and in sufficient detail, some particular aspect of the text that you think deserves attention or further thought. Third, I will read your responses in shaping our class activities, discussion, and/or lecture for the end of the week. A completed reading response *which demonstrates genuine engagement with the assigned reading* will receive 1 point.

Reading responses that demonstrate not only genuine, but exemplary and especially thoughtful engagement with the text will receive an extra bonus point in addition to the point for completion. In other words, especially thoughtful and well-articulated reading responses will result in a 1% boost to your final grade.

As I plan to use your reading responses in order to shape class discussion at the end of the week, I will often share posts from particular students with the rest of the class. So, be sure to write something that you would be pleased to share with your peers!

Reading responses are due by Tuesday at 11:59 pm of the week that the relevant reading is assigned. Please check your email regularly in case I come up with specific questions to address in your forum posts.

(4) Participation:

Student participation will be a major component of this course. One can receive up to 10 points for class participation. The participation score will be decided at the end of the semester on the basis of the following expected behavior, or lack thereof:

- Regular attendance in class
- Thoughtful and respectful questions/comments during class discussion
- Respectful dialogue with peers
- Supportive and constructive feedback to peers in response to their questions/comments
- General attentiveness during lecture and discussion
- Comments/questions that show understanding of the course material, and the major problems that we will be grappling with in the course

Group Work: I will regularly assign people to small groups (4-5 students) for discussion over important bits of text. This will be an extremely important time for students to engage in the activities listed above. Students will be expected to engage in constructive, and lively discussion with their peers, which will require careful reading of the texts assigned for that particular day. Unless we suffer from lack of time, group discussion will come to completion with a final class-wide discussion. During class-wide discussion, I will call on groups to summarize their conversation, and/or to answer the questions they have been assigned. I will call on groups in no particular order, and I will call on particular students, rather than giving groups the option to choose who will represent them. **This means that every group member should feel prepared to summarize their conversation, and/or to answer the question(s) they've been assigned.** I also encourage groups to raise questions for the class if they have come to any sort of collective confusion. As the class-wide discussion is open to all students, other groups can feel free, and are encouraged, to answer questions that have been raised.

Students should feel free to contact me, or consult with me during office hours if they are concerned about their participation grade for the course.

NOTE: Unless you have special permission from the instructor, no computers or other electronic devices are allowed to be used in class. This is for your own benefit, I think, but also to the benefit of your peers. If you need special accommodations, please contact me asap.

(5) Short Reflection Paper on Happiness:

Due on Wednesday January 17th before 11:15 am, and to be submitted on Sakai. Your paper will be graded on the completion of an honest, thoughtful, well-articulated, and genuine attempt at answering the question, "What is happiness?". Your paper should be 1-2 pages, double-spaced, Times New Roman font, with 1 inch margins. The purpose of this assignment is not to evaluate you on your ability to write a philosophy paper, but simply to give you the opportunity to reflect on the major subject of this course before engaging with a number of historically influential theories. A completed paper (again, honest, thoughtful, well-articulated, and genuine) will receive 5 points.

GRADING SCALE

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
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0	62	65	68	72	75	78	82	85	88	92	95
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COURSE READINGS

(1) Plato, C.D.C. Reeve (ed.), *A Plato Reader: Eight Essential Dialogues* (2012), Hackett Publishing Company, Indianapolis/Cambridge. (referred to on syllabus as *PR*)

(2) Aristotle, C.D.C. Reeve (trans.), *Nicomachean Ethics* (2014), Hackett Publishing Company, Indianapolis/Cambridge. (referred to on syllabus as *NE*)

(3) Additional readings will be provided in the Resources section on Sakai.

COURSE SCHEDULE (subject to adjustment)

Please check your email regularly regarding adjustments to reading assignments.

--INTRODUCTION--

WEEK 1

Wednesday 10th: First Class (Syllabus & Course Description)

Friday 12th: Group Discussion: *What is happiness?*

-- SOCRATES--

WEEK 2

Monday 15th: Holiday

Wednesday 17th: *Euthyphro* (in *PR*) **REFLECTION DUE by 11:15am**

Friday 19th: *Euthyphro*

WEEK 3

Monday 22nd : *Apology* (in *PR*)

Wednesday 24th: *Apology*

Friday 26th : *Crito* (in *PR*)

WEEK 4

Monday 29th : *Meno* (in *PR*)

Wednesday 31st: *Meno*

February

Friday 2nd : *Republic*, Book I (in *PR*) **PAPER I DUE by 11:59 pm**

--PLATO--

WEEK 5

Monday 5th : *Republic*, Book I

Wed. 7th: *Republic*, Book II

Friday 9th: *Republic*, Book II & Selections from Book III (TBA)

WEEK 6

Monday 12th : *Republic*, Book IV

Wednesday 14th : *Republic*, Book IV

Friday 16th : *Republic*, Book IV **PAPER II DUE by 11:59 pm**

WEEK 7

Monday 19th : *Republic*, Book VI, VII, & VIII (Selections TBA)

Wednesday 21st : *Republic*, Book VI, VII, & VIII (Selections TBA)

Friday 23rd : *Republic*, Book VI, VII, & VIII (Selections TBA)

WEEK 8

Mon. 26th : *Republic*, Book IX

Wed. 28th : *Republic*, Book IX

March

Fri 2nd: *Republic*, Book IX

WEEK 9

Monday 5th : *Symposium* (in *PR*)

Wed. 7th : *Symposium*

Fri. 9th : *Symposium* **PAPER III DUE by 11:59 pm**

☺ ***Spring Break!*** ☺

--ARISTOTLE--

WEEK 10

Mon. 19th : *NE*, Book I & Selections from *De Anima* and *Parts of Animals*

Wed. 21st : *NE*, Book I

Fri. 23rd : *NE*, Book I

WEEK 11

Mon. 26th : *NE*, Book II

Wed. 28th : *NE*, Book II

Friday 30th: *NE*, Book II

April

WEEK 12

Mon. 2nd: *NE*, Book VI & Selections from *Politics*

Wed. 4th: *NE*, Book VI

Fri. 6th : *NE*, Book VI **PAPER IV DUE by 11:59 pm**

WEEK 13

Mon. 9th : Selections from *NE*, Books VII, VIII, IX (TBA)

Wed. 11th : Selections from *NE*, Books VII, VIII, IX (TBA)

Fri. 13th : *NE*, Book X

--EPICURUS--

WEEK 14

Mon. 16th : *NE*, Book X

Wed. 18th : Selections from Epicurus (TBA)

Fri. 20th : Selections from Epicurus (TBA) **PAPER V DUE by 11:59 pm**

--EPICTETUS--

WEEK 15

Mon. 23rd : Selections from Epictetus (TBA)

Wednesday 25th: Selections from Epictetus (TBA)

Fri. 27th: Final Class Discussion—Prep for Final Exam

Final Exam: Date and Time TBA