

PHH 3100 (18411, 18412, 18413): ANCIENT GREEK PHILOSOPHY

Lectures: Mondays & Wednesdays 12:50 - 1:40PM (Period 6) in Rinker Hall 0110
18411 Discussion: Fridays 11:45AM – 12:35 PM (Period 5) in Matherly Hall 0002
18412 Discussion: Fridays 1:55 - 2:45PM (Period 7) in Matherly Hall 0151
18413 Discussion: Fridays 3:00 – 3:50PM (Period 8) in Matherly Hall 0151

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COURSE DESCRIPTION. This course is designed to familiarize students with some of the most important thinkers who stand at the beginning of the western philosophical tradition: Socrates, Plato, Aristotle, and Epicurus. This course is the first part of the Philosophy Department's history of philosophy sequence. Together with PHH 3400: Modern Philosophy, it aims to give students an understanding of the major questions addressed in the history of Western philosophy, of the range of answers offered to these questions, and the methods employed in addressing them. PHH 3100 is required of all Philosophy majors and meets an area requirement for the Philosophy minor. It also counts towards the Humanities (H) General Education Requirement. A minimum grade of C is required for credit toward the Philosophy major or minor and for general education credit.

REQUIRED TEXTS

Plato. *Five Dialogues*. Trans. Grube & Cooper. Hackett, 2002. ISBN: 9780872206335.
Aristotle. *Introductory Readings*. Trans. Irwin & Fine. Hackett, 1996. ISBN 9780872203395.
The Epicurus Reader. Ed. B. Inwood and L. Gerson. Hackett, 1994. ISBN: 0872202410.

EVALUATION

There will be three Unit Exams, each consisting of an in-class and a take-home portion. The in-class portion of each exam will comprise true/false questions, multiple multiple choice questions, and short answer questions. For the take-home portion of each exam, students will write an essay in response to one question selected from a prescribed set of questions on material previously covered in the unit. The questions for the take-home portion of Unit Exams I and II will be available on the course's Canvas e-learning site immediately after the in-class exam. The questions for the take-home portion of Unit Exam III will be posted prior to the last day of classes. Unit Exam I and Unit Exam II will each count for 30% of the course grade, with the take-home and in-class portions weighted equally. Unit Exam III, to be administered as the course's final exam, will count for 40% of the course grade since its in-class portion will also include an hour-long comprehensive section covering material from the entire course. The date of each Unit Examination is specified below in the schedule of course meetings. No take-home exam essay will be accepted after its due date without 24-hour prior arrangement with the course instructor. Failure to submit a take-home exam essay on its due date without a properly arranged extension will result in a grade of "0" for that portion of the exam.

GRADE SCALE. The following grade scale will be used to assign final letter grades for the course. See UF grading policies for assigning grade points at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Grade Scale	Grade Value
100-93=A	A=4.0
92-90=A-	A-=3.67
89-86=B+	B+=3.33
85-82=B	B=3.00
81-79=B-	B-=2.67
78-75=C+	C+=2.33
75-72=C	C=2.00
71-69=C-	C-=1.67
68-66=D+	D+=1.33
65-62=D	D=1.00
61-60=D-	D-=0.67
59-0=E	E=0.00

SCHEDULE OF MEETINGS AND TOPICS

(FULL DETAILS OF ALL ASSIGNED READINGS AND OF ALL WRITING ASSIGNMENTS WILL BE POSTED IN THE CANVAS E-LEARNING SITE DURING THE COURSE OF THE SEMESTER.)

UNIT I

Week 1

- (1) M 1/6 – Course Introduction
- (2) W 1/8 – Introduction to Socrates
- (3) F 1/10 – Socrates in the *Euthyphro*, preliminary discussion

Week 2

- (4) M 1/13 – Plato: *Euthyphro*
- (5) W 1/15 – Plato: *Euthyphro & Laches*
- (6) F 1/17 – Discussion Sections

Week 3

- M 1/20 – NO CLASS [MLK Jr Day]
- (7) W 1/22 – Socrates in Plato's *Apology*
- (8) F 1/24 – Discussion Sections

Week 4

- (9) M 1/27 – Plato: *Meno*
- (10) W 1/29 – Plato: *Meno*
- (11) F 1/31 – Discussion Section

Week 5

- (12) M 2/3 – Plato: *Phaedo*
- (13) W 2/5 – Plato: *Phaedo*
- (14) F 2/7 – Discussion Section

Week 6

- (15) M 2/10 – Plato: *Phaedo*
- (16) W 2/12 – Plato: *Phaedo*
- (17) F 2/14 – UNIT I IN-CLASS EXAM

UNIT II

Week 7

- (18) M 2/17 – Plato: *Republic* V-VII
 - (19) W 2/19 – Plato: *Republic* V-VII
 - (20) F 2/21 – Discussion Section
- UNIT I EXAM TAKE-HOME PORTION DUE

Week 8

- (21) M 2/24 – Aristotle: *Metaphysics* I 1-2 (I&F 115-20), *Posterior Analytics* I 1-4, II 19 (I&F 16-24, 28-30)
- (22) W 2/26 – Aristotle: *Physics* II.1-3 (I&F 42-50), *Metaphysics* VII.7-8 (on Canvas)
- (23) F 2/28 – Discussion Section

— SPRING BREAK —

Week 9

- (24) M 3/9 – Aristotle: *Physics* II.7-9 (I&F 56-62)
- (25) W 3/11 – Aristotle: *Parts of Animals* I.1, 5 (I&F 104-14)
- (26) F 3/13 – Discussion Section

Week 10

- (27) M 3/16 – Aristotle: *Physics* I.1, 7-8 (I&F 36-42), III.1-3 (on Canvas)
- (28) W 3/18 – Aristotle: *On the soul* I.1, II.1-3 (I&F 80-6)
- (29) F 3/20 – Discussion Section

Week 11

- (30) M 3/23 – Aristotle: *On the soul* II.5-6, 11-12 (I&F 90-5)
- (31) W 3/25 – Aristotle: *On the soul* III.3-5 (I&F 96-100)
- (32) F 3/27 – UNIT II IN-CLASS EXAM

UNIT III

Week 12

- (33) M 3/30 – Aristotle: *Nicomachean Ethics* I.1-10, 13 (I&F 196-216)
 - (34) W 4/1 – Aristotle: *Nicomachean Ethics* II.1-7, III 2-3 (I&F 216-28, 232-6) & Lear 164-74
 - (35) F 4/3 – Discussion Section
- UNIT II EXAM TAKE-HOME PORTION DUE

Week 13

- (36) M 4/6 – Aristotle: *Nicomachean Ethics* VI.1-2, 5, 12-13 (I&F 247-51, 253-6)
- (37) W 4/8 – Aristotle, *Nicomachean Ethics* X.6-9 (I&F 275-87)
- (38) F 4/10 – Discussion Section

Week 14

- (39) M 4/13 – Epicurean Physics
- (40) W 4/15 – Epicurean Physics
- (41) F 4/17 – Discussion Section

Week 15

- (42) M 4/20 – Epicurean Ethics
- (43) W 4/22 – Epicurean Ethics

UNIT III IN-CLASS & FINAL EXAM: W 4/29, 12:30 – 2:30PM (UNIT III EXAM TAKE-HOME PORTION ALSO DUE)

ACADEMIC HONESTY. UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor. Plagiarism on any assignment will automatically result in a grade of "E" for the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

ATTENDANCE AND CLASSROOM POLICIES. Students are expected to attend class and to have done all assigned reading in advance. Failure to do so will adversely affect students' ability to perform well in this course. The use of laptop computers, smart phones, or other electronic devices during class is not permitted. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

CANVAS E-LEARNING ENVIRONMENT. This course is supplemented by online content in the e-Learning environment known as "Canvas." To login to the e-Learning site for this course, go to <https://lss.at.ufl.edu/>, click the **e-Learning in Canvas** button, and on the next page enter your Gatorlink username and password. You can then access the course e-Learning environment by selecting PHH 3100 from the **Courses** pull-down menu at the top of the page. If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues.

ONLINE COURSE EVALUATION. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.

GENERAL EDUCATION OBJECTIVES AND LEARNING OUTCOMES

This course is a Humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

PHH 3100 accomplishes these goals by familiarizing students with the figures whose thought and activities first shaped philosophy as a discipline and a way of life. Philosophy as a field is perhaps more engaged with its own history than most other fields of inquiry. Since philosophers continue to address many of the same problems that concerned their predecessors and continue to draw upon the concepts and methods they employed, an understanding of the history of philosophy is essential to being a good philosopher. Students will come to understand how different philosophers of classical antiquity both defined and sought to answer problems in central areas of philosophy including epistemology, metaphysics, philosophy of science, ethics, and political philosophy.

The General Education Student Learning Outcomes (SLO's) divide into three areas: **CONTENT** – students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline; **COMMUNICATION** – students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline; and **CRITICAL THINKING** – students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Students will satisfy these SLO's by participating actively in class discussions, in which students will consider the cogency of the ideas and arguments of the philosophers studies in this class and by taking three Unit Examinations, each comprising an in-class portion designed to test students' competent command of the course content and a take-home essay on assigned topics designed to test students' critical thinking abilities, to be graded according to a rubric that specifies as criteria for assessment competent command of the relevant texts and material discussed in class, perspicuous identification of the issues raised by the assigned topics, and development of a response that cogently supports the students' claims with little or no irrelevance.