

ANCIENT ETHICAL AND POLITICAL PHILOSOPHY PHH3111
NATHAN ROTHSCHILD
SPRING 2023 SYLLABUS

COURSE DESCRIPTION AND OBJECTIVES

This course will be a study of Plato's *Republic*. In this ambitious dialogue, Plato embeds a constellation of ethical, political and psychological views within an argument that being a good person is the best life for a human being. We will spend the semester trying to unravel and explicate these views, along with the understanding of reality they assume.

INSTRUCTOR INFORMATION AND OFFICE HOURS

Prof. Nathan Rothschild

Email: njrothschild@ufl.edu

Office: Griffin Floyd 311

Office Hours: Tuesday 9:00-10:00am, 3:00-4:00pm and by appointment

Office Hours Zoom Address: <https://ufl.zoom.us/j/4225788584>

COURSE TIME AND LOCATION

Time: T/R periods 4 (10:40-11:30)/4-5 (10:40-12:35)

Location: MAT 0117

REQUIRED TEXTS

Republic, Plato, ISBN: 0872207366 (Hackett)

All other required readings will be made available through Canvas e-learning.

REQUIREMENTS

One paper (1250 words)	20%
One paper (1750 words)	25%
Two short papers (500-750 words)	30%
Discussion board	10%
Attendance and participation	15%

ASSIGNMENTS

PAPERS: You will be required to write four papers over the course of the term.

- You will write 2 short expository papers (between 500-750 words). You will have some choice as to when to write these papers. Five short paper assignments will be posted. You are required to write a paper in response to 2 of these 5 assignments.
- You will write 2 longer papers, one midway through the semester and one at the end. Prompts will be distributed for both papers roughly one week in advance. You are also encouraged to write on a topic of your own choosing. However, if you decide to do so, you must clear the topic with me beforehand.
- Papers are due by noon on their respective due dates. Please submit an electronic copy to Canvas.

- You must ask for an extension at least three days in advance (barring an emergency). Late assignments will be penalized one third of a letter grade for each day beyond the due date.
- Written work should be formatted as follows: 12pt font, double spaced, 1-inch margins, with a heading that includes a wordcount and which indicates the prompt the paper addresses. Papers that do not conform to these specifications will lose one third of a grade.

DISCUSSION BOARD: Students' contributions to the Canvas discussion boards will play an important role in the course.

- Students must post to the discussion board twice a week starting in week 2 of the semester.
- Each week you will be responsible for one post, due by 6pm on Wednesday, which 1) identifies a specific section of text and 2) asks one question about the selected passage.
- You will also be responsible for a second post, due later that evening (by 9pm), in which you flag the question of one other student. The flagged question should be one that you too find interesting and would like to see addressed.
- Each post should reflect a thoughtful and serious engagement with the text. As a general rule of thumb, a post should be roughly 1-2 paragraphs long. Discussion posts that do not reflect a serious engagement with the material will not receive credit.
- Every discussion post beyond the first that is missed (or does not receive credit), will cost the student 10% of their grade for the discussion posts. For example, if a student misses 2 posts they will receive a 90% for the discussion posts, 3 and they will receive an 80%, and so on.
- Late posts will not be graded.

ATTENDANCE AND PARTICIPATION: Missing class will adversely affect your ability to perform well in the course. Students are expected to show up with the text, having done the reading and prepared to participate.

- Attendance is mandatory. One cannot engage in high quality class participation if one does not go to class. Unexcused absences from more than two classes will negatively affect the attendance grade. Attendance is worth 5% of the final course grade. For each unexcused absence beyond the second, you will lose 10% points from your attendance grade. For example, if a student had four unexcused absences, they would receive an 80% for attendance.

GRADING: 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

WRITING CREDIT: In order to earn the writing credit in this class, you must earn a grade of C in the class AND an average grade of C or better on the writing assignments.

POLICIES

CLASS ATTENDANCE, DEMEANOR AND PARTICIPATION: Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Students must also come to class prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means bringing the day's reading to class.

- For an absence to be excused you must provide the relevant written proof (e.g., a note from the Dean of Students).

RECORDING LECTURES: I will not be recording anything.

TEXTS: For the required texts, students *must purchase the editions listed on the syllabus*. We will examine passages from these texts in class and on Canvas. As a result, it is imperative that students do not use different editions or translations.

OUTSIDE SOURCES: Do not use texts or internet sources outside of those listed on the syllabus. If you would like to use an outside source when writing your paper, please clear the text with me first.

OFFICE HOURS: I strongly encourage you to take advantage of office hours. Come by to talk over the paper you are considering writing, or to simply think through questions about the course material.

- I prefer to schedule my office hours by appointment, but drop-ins are great too. If you know you want to come, get in touch and we will arrange a time.
- I strongly prefer to meet in person.

EMAIL: Email is an essential mode of communication in the course. Students are expected to read all email they receive concerning the course and to do so in a timely fashion.

- *Be sure set your Canvas notifications to "Notify me right away."* I will proceed on the assumption that you have done so.
- If you want to reach me by email, please do so via UF email and not via Canvas. If you have substantive philosophical questions, email is not the best place for these; please come visit me in office hours.

ELECTRONIC DEVICES: Please make sure to turn off your phone before class period begins.

MAKE UP EXAMS: Requirements for make-up exams are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

STUDENTS WITH DISABILITIES: Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

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 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.

PLAGIARISM: You are encouraged to work and exchange ideas with your fellow classmates, and you are heartily encouraged to share drafts of written work. However, you must compose and submit your own papers. Doing otherwise is plagiarism.

Plagiarism is the presenting of another’s work as one’s own. Plagiarism on any assignment will 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.

If you are not sure if something counts as plagiarism consult the Honor Code. If you are still unsure, please, do not hesitate to ask.

ONLINE MATERIALS:

ONLINE COURSE EVALUATION. Students are expected to provide constructive and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback is available at gatorevals.ua.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 ufl.bluer.com/ufl/. Summaries of course evaluation results will be available to students at gatorevals.ua.ufl.edu/public-results/.

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 Login** button under, and on the next page enter your Gatorlink username and password. Logging in will take you to the "My Workspace" page, where you

can access the course e-Learning environment by clicking on the course name in the banner toward the top of the page.

- Check "Readings" for all readings, which is under the "Pages" tab.
- Check the "Announcements" and "Calendar" tools in the e-Learning environment for new course content (such as recommended readings) and due dates for assignments.

The official recommended system requirements for e-learning in Canvas are a broadband Internet connection and a fully updated and compatible browser. For Windows based PCs: Firefox 3.x or Internet Explorer 7.x or 8.x. For Macs: Firefox 3.0 or Safari 4.x. (Other browsers such as Opera, Chrome, etc. are not recommended for use with Canvas) 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.

SCHEDULE OF READINGS

Week 1 The Context of Inquiry

1/10 Introduction

1/12 Plato, *Republic* I.327a-354a

Recommended

Rachel Barney, "Socrates' Refutation of Thrasymachus"

Week 2 Could Justice be Happiness?

1/17 Plato, *Republic* II.357a-368c

1/19 Plato, *Republic*

Recommended

Bernard Williams, "Plato Against the Immoralists"

Week 3 The City and the Soul

1/24 Plato, *Republic* II.368c-376d

1/26 Plato, *Republic*

Recommended

G.R.F. Ferrari, *City and Soul in Plato's Republic*

1/27 Short paper option 1 due

Week 4 An Education into Virtue I

1/31 Plato, *Republic* II.376d-IV.427c

2/2 Plato, *Republic*

Recommended

Jonathan Lear, "Allegory and Myth in Plato's Republic"

Week 5 An Education into Virtue II

2/7 Plato, *Republic* II.376d-IV.427c

Plato, *Republic*, reread I.327-354a

2/9 Plato, *Republic*

Recommended

M. F. Burnyeat, "Aristotle on Learning to be Good"

Week 6 The Articulation of the Human Soul

2/14 Plato, *Republic* IV.427c-IV.443c

2/16 Plato, *Republic*

Singpurwala, "The Tri-partite Theory of Motivation"

Recommended

Hendrik Lorenz, *The Brute Within*, "Part One: Appetite and Reason in Plato's *Republic*"

2/17 Short paper option 2 due

Week 7 Justice and Happiness are Unity

2/21 Plato, *Republic* IV.443c-445e

2/23 Plato, *Republic*

Recommended

Week 8 Men and Women, Public and Private

2/28 Plato, *Republic* V.449a-473b

3/2 Plato, *Republic*

Recommended

Julia Annas, *An Introduction to Plato's Republic* "Plato's State"

3/3 First paper due

Week 9 Philosophers Will Rule

3/7 Plato, *Republic* V.473c-VI.504c

3/9 Plato, *Republic*

Irwin, "The Theory of Forms"

Recommended

Malcolm Schofield, *Plato: Political Philosophy* "Chapter 4: The Rule of Knowledge"

Week 10

Spring break, no classes

Week 11 Reality, Love and the Good

3/21 Plato, *Republic* VI.504d-VII.521b

3/23 Plato, *Republic*

Recommended

Iris Murdoch, "The Sovereignty of the Good"

Week 12 The Philosopher's Education

3/28 Plato, *Republic* reread VII.514a-521b

Plato, *Republic* VII.521b-541b

3/30 Plato, *Republic*

Recommended

Burnyeat, "Plato on Why Mathematics is Good for the Soul"

3/31 Short paper option 3 due

Week 13 Warped Worlds

4/4 Plato, *Republic* VIII.543a-562a

4/6 Plato, *Republic*

Recommended

Zena Hitz, "Degenerate Regimes in Plato's *Republic*"

Week 14 Justice is Better than Injustice

4/11 Plato, *Republic* VIII.562a-IX.592a

4/13 Plato, *Republic*

Recommended

4/14 Short paper option 4 due

Week 15 Mass Culture is Sickening

4/18 Plato, *Republic* X.595a-613e

4/20 Plato, *Republic*

Recommended

Nehamas, "Plato and the Mass Media"

Week 16 A Final Myth

4/25 Plato, *Republic* X.614a-621c

4/26 Short paper option 5 due

4/27 No class, reading days

Recommended

Exam Week

5/1 Second paper due

PAPER RUBRIC*

Thesis	<p>A clear statement of the main conclusion of the paper.</p> <p>10 points</p>	<p>The thesis is obvious, but there is no single clear statement of it.</p> <p>8 points</p>	<p>The thesis is present, but must be uncovered or reconstructed from the text of the paper.</p> <p>2- 7 points</p>	<p>There is no thesis.</p> <p>0- 1 points</p>	10 points
Exposition	<ul style="list-style-type: none"> ● The paper contains accurate and precise summarization, description and/or paraphrasing of the issue being discussed ● Key concepts and theories are accurately and completely explained ● When appropriate, good, clear examples are used to illuminate concepts and issues and/or support arguments. ● The paper uses appropriate textual support. <p>26-30 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate and precise. ● Key concepts and theories are explained. ● Examples are clear, but may not be well chosen. ● The paper has textual support, but other passages may have been better choices. <p>21-25 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate, but not precise. ● Key concepts and theories are not explained. ● Examples are not clear, and may not be well chosen or appropriate. ● The textual support is inappropriate. <p>16-20 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is inaccurate. ● Key concepts and theories may be identified but are not explained. ● Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues. ● No textual support. <p>0-15 points</p>	30 points
Evaluation	<p>The paper presents an original argument regarding a position on an issue important to the course. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument ● checking for the argument's internal consistency ● considering objections to one's own argument. This involves presenting 1 or more plausible and appropriate objections, and responding to them thoroughly. <p>32-35 points</p>	<p>The paper presents an original argument regarding a position on an issue important to the course. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument ● checking for the argument's internal consistency ● considering objections to one's own argument, though the objections may be ill chosen and/or not thoroughly responded to. <p>29-31 points</p>	<p>The paper presents an original argument but describes and/or considers its plausibility in a weak or superficial way. It does not check for the support offered in the argument or the argument's internal consistency. It does not defend the central argument against plausible objections.</p> <p>26-28 points</p>	<p>The paper does not present an original argument about the issues in question, or, it fails to offer support through rational argument.</p> <p>0-25 points</p>	35 points

Writing: Mechanics	<ul style="list-style-type: none"> ● All sentences are complete and grammatical. ● Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang. <p>9-10 points</p>	<ul style="list-style-type: none"> ● All sentences are complete and grammatical. ● Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang. <p>7-8 points</p>	<ul style="list-style-type: none"> ● A few sentences are incomplete and/or ungrammatical. ● Paper has several spelling errors, rhetorical questions and/or uses of slang. <p>5-6 points</p>	<ul style="list-style-type: none"> ● Many sentences are incomplete and/or ungrammatical. ● Paper has many spelling errors, rhetorical questions and/or uses of slang. <p>0-4 points</p>	10 points
Writing: Flow and Coherence	<ul style="list-style-type: none"> ● All words are chosen for their precise meanings and are used consistently. ● All of the content of the paper is relevant to the main line of argument; no extraneous material. ● Ideas are developed in a natural order. Premises fit together naturally and it is easy to identify the main line of argument and to understand what is being said. ● All new or unusual terms are well-defined. ● Information (names, facts, etc.) is accurate. <p>13-15 points</p>	<ul style="list-style-type: none"> ● Most words are chosen for their precise meanings. ● Most of the content of the paper is relevant to the main line of argument; extraneous material is at a minimum. ● Ideas are mostly developed in a natural order. It is not hard to understand what is being said. ● Most new or unusual terms are well-defined. ● Information (names, facts, etc.) is accurate. <p>10-12 points</p>	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● May be substantial extraneous material. \\ ● Ideas are not always developed in a natural order. It is sometimes difficult to identify the line of argument or to understand what is being said. ● New or unusual terms are not well-defined. ● Information (names, facts, etc.) is mostly accurate. <p>6-9 points</p>	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● Substantial extraneous material. ● Ideas are not developed in a natural order. Premises do not fit together naturally and it is difficult to identify the line of argument or to understand what is being said. ● New or unusual terms are not defined. ● Information (names, facts, etc.) is inaccurate. <p>0-5 points</p>	10 points

*This rubric is meant to give you a more detailed sense of my understanding of quality written work and the criteria I use when assessing papers. This rubric will *not* be applied to your papers in the way rubrics often are. Think of it, instead, as a rough guide to my expectations.