PHIL301: History of Philosophy, Ancient Period*
M. Gregory Oakes, Ph.D.
Winthrop University
Fall, 2011 (3 credit hours)

Section 001 (CRN11340), MW, 3:30-4:45pm, KINA 312; Final Exam, 3:00pm, Friday, Dec. 9

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Course Description
This course introduces the student to major elements of Ancient Greek philosophy, one of
the seminal periods in human intellectual history.  The course is divided into three parts.
First, we examine the origin and development of philosophy or, as we might also say, the
“scientific” study of our world – a movement away from anthropomorphic and
supernatural explanation of natural phenomena and towards a more principled,
naturalistic account of those phenomena.  In this section, our attention focuses on Hesiod
and on Pre-Socratic philosophers.  Second, we consider two of the three great Greek
philosophers, Socrates and his follower, Plato.  The works of Socrates are primarily
moral, so our subject will at first be the human virtues and the question how to live a
good life.  Plato develops the ideas of Socrates, and supplements them with metaphysical
and epistemological theories; we shall see here too the influence of Pre-Socratic
philosophers such as Heraclitus and Parmenides.  In the third section of the course, we
examine the metaphysical theories of the third great Ancient Greek philosopher,
Aristotle.  His theories of being, change, and the human soul are influenced by his
teacher, Plato, but he eschews Plato’s idealism for a more materialist naturalism.

This course has no prerequisites but is a junior-level course and will make
significant demands on your analytical and reading skills.

This course counts towards your Historical Perspectives general education
requirements.  Your Historical Perspectives courses ensure your appreciation and
understanding of both commonalities and differences across historical eras, and the light
that this sheds on our present condition and direction.†  PHIL 301 satisfies this
requirement by immersing the student in complex intellectual developments, in moral,
political, and scientific settings, across the Ancient Greek period; our efforts to

* All statements in this syllabus are subject to change.  In the event of minor changes to the
syllabus – e.g., to a reading requirement – the student will be so-informed by announcement in
class.  In the event of a more substantive change, the student will be so-informed in writing as
well as by announcement in class.
† http://www2.winthrop.edu/universitycollege/Touchstone/gen_ed_prgram_aug_07.pdf  Touchstone
Program, pp. 24-27
understand Ancient Greek theories of reality and ethics will entail comparison with our present-day understanding of these things.

Course Goals
Department Program Goal: To prepare students for a fulfilling life by equipping them with the impetus, skills, and knowledge to ask the most fundamental questions of human existence.*

In addition, this course is intended to satisfy the following general education goals.†

- Goal One: To communicate clearly and effectively in standard English.
  - Writing Competency: To be capable of writing effectively for a variety of audiences and purposes.‡
- Goal Three: To use critical thinking, problem-solving skills, and a variety of research methods.
- Goal Four: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.
- Goal Five: To understand scientific knowledge in terms of its methods or acquisition, its specific quantitative nature, and its dynamic and contingent character.
- Goal Seven: To examine values, attitudes, beliefs, and habits which define the nature and quality of life.

Student Learning Outcomes
To be more specific, the student successful in this course will demonstrate the following:

1. Mastery of basic philosophical concepts, in terms of which humans attempt to understand reality and their relationship to it; including:
   a. The logical structure of chaos and cosmos;
   b. Anthropomorphism – understanding a non-human thing in human terms;
   c. Supernaturalism – the view that the nature of a thing is determined by the acts or nature of supernatural things;
   d. Rationalism – the view that reality admits of rational (human) understanding;
   e. Naturalism – the view that the principles of natural order are internal to nature;
   f. Idealism – the view that the principles ordering reality are ideal;
   g. The appearance/reality distinction; etc.

2. Understanding and appreciation of the specific efforts of the Ancient Greeks to come to terms with reality and their relationship to it,
   a. As informed by the above basic concepts;
   b. As articles of their particular historical position; and

* See http://www2.winthrop.edu/philrelg/goals.htm for the complete Department Mission Statement.
† See http://www2.winthrop.edu/universitycollege/Touchstone/Touchstonegoals.htm for a complete list of Winthrop University’s general education goals.
‡ (Touchstone Program), pp. 15-18
c. As illustrative of such human efforts generally.
3. Mastery of effective means of abstract, conceptual analysis and evaluation.
4. Mastery of effective, sophisticated written communication of complex, abstract ideas.†

These learning outcomes are the primary points in terms of which the student’s work in this course will be evaluated.

Prerequisites
There are no prerequisites for this course. However, the course make-up assumes the capacity for junior-level study and will make significant demands on your capacity for critical thought, speech, reading, and writing.

Texts

Course Requirements (% of final grade)
Preparation for and Attendance to Class 15%
Quiz 10%
Essay One 20%
Essay Two 25%
Final Exam (comprehensive)‡ 30%

Grading Scale: we shall use the +/- system, as follows:
A 94-100%
A- 90-93%
B+ 87-89%
B 83-86%
B- 80-82%
C+ 77-79%
C 73-76%
C- 70-72%
D+ 67-69%
D 63-66%
D- 60-62%
F 0-59%

Classroom Conduct and Policies
- The following policies are attempts to define a reasonable standard of conduct in

* These Learning Outcomes help to satisfy the Department’s Critical Thinking Initiative.
† For relevant rubrics, see pp. 17-18 of the Touchstone Program. These Learning Outcomes help to satisfy the Department’s Critical Thinking Initiative.
‡ Students may substitute a comprehensive essay for the final exam; this is recommended for majors in the Department of Philosophy and Religious Studies.
class. I reserve the right to alter or interpret them as conditions require.

- Students wishing to be excepted from any of these policies may consult with me; without my express indication, however, these policies apply to all students at all times without exception. The student’s continued presence in this course signals his/her full understanding and acceptance of these policies.

- Personal Conduct Statement: Regardless of your sex, gender, race, ethnicity, religion, sexual orientation, political persuasion, age, or ability, you will be treated and respected in this class as a human being. Your continued presence in this course signals your commitment to act likewise.

- For information regarding Winthrop University policy on student academic conduct, please see “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook.*

- Disabilities: Students with medical or other recognized disability must contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-2233, as soon as possible. Once you have your professor notification letter, please notify me immediately (and prior to the first test or assignment) so that I am aware of your accommodations. If your accommodations affect every test/assignment, please remind me prior to each one.

- Attendance: Attendance to class is of course required. For details of the University attendance policy, see here: http://www2.winthrop.edu/public/policy/fullpolicy.aspx?pid=251

- Athletics and other University sponsored activities: I am happy to support your school-sponsored event. If you must miss class such activities, you must provide appropriate documentation prior to each instance. It will be your responsibility to ensure that you meet course requirements on or before the date/s of your absence/s.

- Plagiarism: It is your responsibility to understand the University’s policy on plagiarism.† If you are found guilty of plagiarism in this course, you will receive an F for the course and I will report you to the Dean of Students for academic misconduct. If you are unsure of whether your use of borrowed information counts as plagiarism, consult with me, your English instructor, or the staff in the writing center.

- No food in the classroom. (University policy.)

- No lap-top computers, except for presentations and other expressly authorized classroom activity.

**Cell-Phones**

- The use of cell-phones in class is strictly prohibited.

- Students using cell-phones in class for any purpose (texting, checking the time, etc.) will be penalized as follows:
  - First Offense: the student will be asked to leave the classroom; an unexcused absence will be recorded.
  - Second Offense: the student will be asked to leave the classroom; an unexcused absence will be recorded; the student will receive a 10% reduction in course grade.

† See www.winthrop.edu/english/plagiarism.htm.
Third Offense: the student will be asked to leave the classroom; an unexcused absence will be recorded; the student will receive a 30.1% reduction in course grade (in addition to the above). Note that this will result in the student failing the course. The student will not be permitted to return to class.

In order to enforce this policy, students are required to keep their laps and the desk space in front of and around them clear and unobstructed from the instructor’s view.

Students facing emergency medical or family situations requiring cell-phone contact during class may consult with the instructor, prior to class, in order to be excepted from the above policy.

Schedule
- Fall Break: October 15-18
- Last day to withdraw from a Fall semester course: Friday, October 21
- Thanksgiving Break: November 23-27

The Pre-Socratics: The Origin of Philosophy

<table>
<thead>
<tr>
<th>Basic Conceptual Scheme</th>
<th>(Handout)</th>
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<tbody>
<tr>
<td>Precursors: Hesiod; Anthropomorphism, Supernaturalism</td>
<td>Hesiod – Introduction, pp, 1-8, 12-16; Theogony pp. 61-90</td>
</tr>
<tr>
<td>Beginning Phase: the Milesians, Xenophanes, Pythagoras, Heraclitus; Naturalism, Rationalism</td>
<td>RAGP* – pp. 1-40</td>
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<tr>
<td>Critical Phase: Parmenides, Zeno; the ascendance of Reason</td>
<td>RAGP – pp. 40-51</td>
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<tr>
<td>Reconciliation Phase: the Pluralists, the Atomists</td>
<td>RAGP – pp. 52-93</td>
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(First Essay – mid/late September)

Socrates: Morality, Elenchus, and Eidos

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<thead>
<tr>
<th>Apology</th>
<th>Wisdom</th>
<th>RAGP – pp. 127-134 (Introduction)</th>
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<tbody>
<tr>
<td></td>
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<td>RAGP – pp. 153-178 (17a-42a)</td>
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<tr>
<td>Euthyphro</td>
<td>Piety</td>
<td>RAGP – pp. 135-152 (2a-16a)</td>
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<tr>
<td>Republic I: Justice</td>
<td>RAGP – pp. 369-407 (327a-367e)</td>
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Plato: Politics

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<tr>
<th>Republic I-II: The Task – Define and Defend Justice</th>
<th>RAGP – pp. 369-407 (327a-367e)</th>
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<tr>
<td>Republic II-V: The Kallipolis and the Tripartite Soul</td>
<td>RAGP – pp. 407-507 (367e-473b)</td>
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<td>Republic V-VII: Knowledge and Reality</td>
<td>RAGP - pp. 507-566 (473b-541b)</td>
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<td>Republic VIII-IX: Completing the Task†</td>
<td>RAGP - pp. 567-615 (543a-592b)</td>
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* RAGP = Readings in Ancient Greek Philosophy
† (Time Permitting)
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<th>(Second Essay – mid/late October)</th>
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<tr>
<td><strong>Aristotle: Empiricism</strong></td>
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<td><em>Categories</em>: Ontology</td>
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<tr>
<td><strong>Physics: Causation and Change</strong></td>
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<tr>
<td><strong>Nicomachean Ethics: Human Being</strong></td>
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</tbody>
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Final Exam, 3:00pm, Friday, December 9