

Cover Sheet: Request 10894

PHH3111 Ancient Ethical and Political Thought

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending
Submitter	Palmer,John Anderson,III palmerj@ufl.edu
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Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Philosophy 011615000	Witmer, Gene		4/4/2016
Added PHH3111syllabus.pdf					4/4/2016
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		4/12/2016
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General Education Committee	Pending	PV - General Education Committee (GEC)			4/12/2016
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Course|Gen_Ed|New-Close-Modify for request 10894

Info

Request: PHH3111 Ancient Ethical and Political Thought

Submitter: Palmer,John Anderson,III palmerj@ufl.edu

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Form version: 1

Responses

Course Prefix and Number PHH3111

Course TitleAncient Ethical and Political Thought

Request TypeChange GE/WR designation (selecting this option will open additional form fields below)

Effective TermEarliest Available

Effective YearEarliest Available

Credit Hours 3

PrerequisitesNone

Current GE Classification(s)None

Current Writing Requirement Classification None

One-semester Approval?No

Requested GE ClassificationH

Requested Writing Requirement ClassificationNone

PHH 3111 - ANCIENT ETHICAL AND POLITICAL THOUGHT

Time: MWF 10:40-11:30 a.m. (Period 4)

Location: FLO 0100

Instructor: Dr. John Palmer

Office: FLO 301

Office Hours: MWF 9–10 a.m. (OBA)

Contacts: palmerj@ufl.edu or 273-1815

COURSE DESCRIPTION AND OBJECTIVES

This course is devoted to the ethical and political thought of Socrates, Plato and Aristotle, the three greatest philosophers of antiquity. After attempting a reconstruction of Socrates' ethical and political views, most of the first part of the course will focus on Plato's response to the perceived failings of radical Athenian democracy and his successive efforts, in both the middle and late periods of his career, to determine the ideal form of government and how it might best be brought into being. The second part of the course will focus on Aristotle's political thought and its ethical foundations. Aristotle in fact wrote the *Nicomachean Ethics* as an extended prolegomenon to his *Politics*, in the belief that the state's primary aim is the promotion of the well-being of its citizens and that ethics provides the requisite reflective understanding of what human well-being consists in. We shall examine the degree to which the perfectionist ideal of the *Ethics* is actually upheld in the *Politics*. We shall also consider Aristotle's response to some of the less agreeable facets of Plato's political thought and his attempts to base political theory on a more scientific approach to comparative government. By the end of this course students should have a good understanding of the historical foundations of Western ethical and political thought.

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 3111 accomplishes these goals by familiarizing students with the thinkers who were most influential in laying the foundations of Western ethical and political thought. Students will engage in critical exploration of the fundamental principles of ancient Greek political theory: that the function of a state is to promote the well-being of its members, that the legitimacy of a state is thus a function of the degree to which it promotes this end, and that the ability to govern ideally requires an understanding of what human well-being is and how it is achieved. Other key ideas, themes, and concepts examined in the course will include virtue or excellence of character (*aretē*), rational self-governance, and human happiness or well-being (*eudaimonia*), the nature of law, the role of ideal political theory in non-ideal circumstances, the state's interest in education, and the role of rhetorical persuasion in achieving the citizens' consent to be governed. Since this is a course in the history of philosophy, it will be concerned with hermeneutical issues that confront anyone who wishes to understand the ethical and political thought of Plato and Aristotle. At the same time, 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, the course should help students appreciate how an understanding of the history of philosophy is essential to being a good philosopher and to thinking in sophisticated ways for oneself about fundamental issues pertaining to human well-being and the good society. Because Plato and Aristotle disagree on many of the issues to be discussed in the course, students will necessarily have to consider these issues from multiple perspectives as we try to adjudicate these conflicts. Additional critical perspectives will be provided by the limited though

important secondary literature assigned to accompany the readings in the primary texts of Plato and Aristotle.

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 demonstrate achievement of the CONTENT SLO's by competently employing the key terms and concepts of ancient ethical and political thought in discussing and writing about the theories of Plato and Aristotle. They will demonstrate their competence in the methodologies used in the history of philosophy by engaging for themselves in the interpretation of the texts on which our understanding of Plato and Aristotle's ethical and political theories are based and by critically evaluating these theories based on the understanding achieved via their interpretation. Students will also take an in-class final exam designed to test their competent command of the core course content. Students will demonstrate achievement of the COMMUNICATION SLO's by participating actively and regularly in class discussion and by writing five 1,000-1,500 word essays that will be evaluated according to the criteria specified in the rubric included as an appendix to this syllabus, among which are criteria pertaining to the effective organization of the paper and the clear and cogent communication of its ideas. Students will demonstrate achievement of the CRITICAL THINKING SLO's by writing five 1,000-1,500 word essays, on assigned topics designed to test students' critical thinking abilities, to be graded according to the rubric included as the last page of this syllabus, which 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.

Here follow sample topics for essays and final exam essay questions:

- How does Plato's *Protagoras* help us understand the Socratic paradox that virtue is knowledge?
- How does the Platonic ethical theory of the *Republic* differ from the Socratic ethical theory of the *Protagoras*?
- Are the requirements for an adequate account of justice that emerge in the course of *Republic* 1 satisfied by the account that is given later in the work?
- How could Plato best respond to Aristotle's most important criticisms of the *Republic*'s political theory?
- Why is Plato's later political thought, as represented by the *Statesman* and *The Laws*, so concerned with the nature of law and its role in the state?
- How can we improve on Thomas Nagel's account of *eudaimonia* in Aristotle?
- How does Aristotle's account of justice in *Nicomachean Ethics* V help us understand his general account of virtue or excellence of character (*aretē*)?
- How does Aristotle's account of justice in *Nicomachean Ethics* V inform his conception of the just political system?
- To rule in a fifth-century Greek oligarchy meant to hold one of the offices: the idea of rule (*archein*) and the idea of holding an office (*archē*) were conceptually intertwined. With the development of democracies, however, the concentration and constitutionalization of power in the hands of the office-holders posed a special challenge. For if, by definition, in a *demokratia* the whole demos is meant to enjoy *kratos* (power), how could the officials be the ones monopolizing the power of *archein*? Princeton Political Scientist Melissa Lane maintains that the identification and solution of this problem is a major theme of Aristotle's *Politics*. How does Aristotle articulate and respond to the problem?

REQUIRED TEXTS

- Plato: Protagoras*. Trans. Lombardo and Bell. Hackett, 1992. ISBN: 0872200949
Plato: Republic. Trans. Grube and Reeve. Hackett, 1992. ISBN: 0872201368
Plato: Statesman. Trans. Rowe. Hackett, 1999. ISBN: 0872204626
Plato: The Laws. Trans. Saunders. Penguin, 2005. ISBN: 0140449841
Aristotle: The Nicomachean Ethics. Trans. Ross. Oxford University Press, reprint edition 1998.
 ISBN: 019283407X
Aristotle: The Politics and the Constitution of Athens. Trans. Stephen Everson. Cambridge
 University Press, 1996. ISBN: 0521484006

EVALUATION

- (i) Five 1,000 – 1,500 word essays on topics assigned a week in advance, each worth 15% of the course grade. Due dates for these essays are: 9/13, 10/4, 10/25, 11/15, and 12/4. No essay will be accepted after its due date except by a minimum 24-hour prior arrangement with the instructor. Failure to properly submit an essay via Sakai on its due date will result in a grade of "0" for that assignment. Essays will be assessed for clarity of expression, cogency of argumentation, and understanding of the relevant texts and concepts. Plagiarism on any essay will result in an automatic grade of "E" for the course (see further details below under "Academic Honesty").
- (ii) A comprehensive final examination, worth 25% of the course grade, to be administered in our regular classroom on Monday, December 9 from 5:30-7:30 p.m. (Exam Group 9E). Responses to questions on selected texts from the final exam study guide will be assessed for their demonstrated understanding of relevant ideas discussed during the semester.

GRADING 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

Week 1

- (1) W 8/21 – Course Introduction
- (2) F 8/23 – Athenian democracy. Christopher Blackwell, “The development of Athenian democracy”

Week 2

- (3) M 8/26 – Plato, *Protagoras*; Rachel Barney, “The sophistic movement”
- (4) W 8/28 – Plato, *Protagoras*, cont.
- (5) F 8/30 – Plato, *Protagoras* cont.

Week 3

- M 9/2 – NO CLASS (Labor Day)
- (6) W 9/4 – Plato, *Protagoras*, cont.; Terry Penner, “Socrates on the strength of knowledge”
- (7) F 9/6 – Plato, *Protagoras* cont.

Essay 1 Assignment Posted

Week 4

- (8) M 9/9 – Plato, *Crito*
- (9) W 9/11 – Plato, *Republic I*
- (10) F 9/13 – Plato, *Republic II-III*

Essay 1 Due in Canvas

Week 5

- (11) M 9/16 – Plato, *Republic IV*; John Cooper, “Plato’s theory of human motivation”
- (12) W 9/18 – Plato, *Republic V*
- (13) F 9/20 – Plato, *Republic VI-VII*

Week 6

- (14) M 9/23 – Plato, *Republic VI-VII*, cont.; John Palmer, “The Pythagoreans and Plato”
- (15) W 9/25 – Plato, *Republic VIII-IX*
- (16) F 9/27 – Plato, *Republic X*

Essay 2 Assignment Posted

Week 7

- (17) M 9/30 – Plato, *Statesman*
- (18) W 10/2 – Plato, *Statesman*, cont.; Christopher Rowe, “The *Politicus* and other dialogues”
- (19) F 10/4 – Plato, *Statesman*, cont.

Essay 2 Due in Canvas

Week 8

- (20) M 10/7 – Plato, *Laws I-II*
- (21) W 10/9 – Plato, *Laws III*; André Laks, “The *Laws*”
- (22) F 10/11 – Plato, *Laws IV*

Week 9

- (23) M 10/14 – Plato, *Laws V*
- (24) W 10/16 – Plato, *Laws IX*
- (25) F 10/18 – Plato, *Laws X & XII*.960b-end

Essay 3 Topics Posted

Week 10

- (26) M 10/21 – Aristotle, *Nicomachean Ethics I*; Thomas Nagel, “Aristotle on *eudamonia*”
- (27) W 10/23 – Aristotle, *Nicomachean Ethics II*; Jonathan Lear, “Ethics and the organization of desire”
- (28) F 10/25 – Aristotle, *Nicomachean Ethics III*

Essay 3 Due in Canvas

Week 11

- (29) M 10/28 – Aristotle, *Nicomachean Ethics V*; Bernard Williams, “Justice as a virtue”
- (30) W 10/30 – Aristotle, *Nicomachean Ethics VI*
- (31) F 11/1 – Aristotle, *Nicomachean Ethics VIII*

Week 12

- (32) M 11/4 – Aristotle, *Nicomachean Ethics IX*
- (33) W 11/6 – Aristotle, *Nicomachean Ethics X*
- F 11/8 – NO CLASS (Homecoming)

Essay 4 Topics Posted

Week 13

- M 11/11 – NO CLASS (Veteran's Day)
- (34) W 11/13 – Aristotle, *Politics I*
- (35) F 11/15 – Aristotle, *Politics II*

Essay 4 Due in Canvas

Week 14

- (36) M 11/18 – Aristotle, *Politics III*
- (37) W 11/20 – Aristotle, *Politics IV*
- (38) F 11/22 – Aristotle, *Politics V*

Week 15

- (39) M 11/25 – Aristotle, *Politics VI*; Melissa Lane, “Claims to rule: the case of the multitude”

Essay 5 Topics Posted

- W 11/27, F 11/29 – NO CLASS (Thanksgiving)

Week 16

- (40) M 12/2 – Aristotle, *Politics VII*
- (41) W 12/4 – Aristotle, *Politics VIII*

Essay 5 Due in Canvas

Final Examination: Mon., Dec. 9, 5:30 – 7:30 p.m. in FLO 0100

Full details of all assigned readings, in both primary and secondary sources, and of all writing assignments will be posted in the Canvas e-learning site during the course of the semester. All readings not included in the required texts for the course as well as all overheads used in class will be posted under the ‘Files’ tab in Canvas.

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>. Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

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 feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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.

CAMPUS HEALTH AND WELLNESS RESOURCES

• U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)*. Student Health Care Center, 392-1161.
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

CAMPUS ACADEMIC RESOURCES

- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- *Student Complaints Campus*: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- *On-Line Students Complaints*: <http://www.distance.ufl.edu/student-complaint-process>

WRITING ASSESSMENT RUBRIC

A	B	C	D	E
<ul style="list-style-type: none"> • Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class. • The introduction does an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are clear and convincing • All the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence. • The argument advances in a manner that is easy to follow. 	<ul style="list-style-type: none"> • Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class. • The introduction does a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are for the most part clear and convincing. • Almost all the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence. • The argument advances in a manner that is for the most part easy to follow. 	<ul style="list-style-type: none"> • Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class. • The introduction does not adequately identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only partially clear and convincing. • The content of the paper generally supports its main ideas, though there is some irrelevant material. • Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence. • The argument is difficult to follow in places. 	<ul style="list-style-type: none"> • Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class. • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only marginally clear and convincing. • The content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material. • None of the interpretations on which the paper's claims are based are cogent. • The argument is difficult to follow or incomplete. 	<ul style="list-style-type: none"> • Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class. • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • It is unclear what the paper's main ideas are supposed to be. • How the content of the paper is supposed to support its main ideas is unclear, and there is far too much irrelevant material. • None of the paper's claims are based on interpretations of the relevant textual evidence. • The argument is very difficult to follow.
<p>Grammar: The document <i>Basic Grammar for Writing Assignments</i> posted under the "Resources" tab discusses some common grammatical errors you must avoid. Grammatical errors will incur deductions as follows:</p> <ul style="list-style-type: none"> • Improper formation of plurals and possessives (- 2 points) • Confusion of <i>it's</i> and <i>its</i> (- 2 points) • Failure of agreement between subject and verb (- 2 points) • Sentence fragment (<i>Basic Grammar</i> §1) (- 4 points) • Run-on sentence (<i>Basic Grammar</i> §2) (- 4 points) • Faulty Modification (<i>Basic Grammar</i> §3) (- 2 points) • Unclear Pronoun Reference (<i>Basic Grammar</i> §4) (- 2 points) • Faulty Parallelism (<i>Basic Grammar</i> §5) (- 2 points) 				