

Faculty of Arts and Social Science
Huron University College
Undergraduate Course Outline
Philosophy 2200F 550: Ancient Philosophy
Fall 2022



Instructor: Cecilia Li	Class times: Mondays, 12:30-1:30pm Wednesdays, 12:30-1:30pm Thursdays, 12:30-1:30pm
Office: V209	Class location: W106
Office Hours: Tuesdays, 11-12pm (in person) or by appointment (in person or zoom)	Course content: OWL
E-mail: zli289@uwo.ca	

Course Description

The renowned scholar Werner Jaeger wrote in his work *Paideia*:

Yet our return to Greece, our spontaneous renewal of this influence, does not mean that by acknowledging the timeless and ever-presented intellectual greatness of the Greeks, we have given them an authority over us which, because it is independent of our own destiny, is fixed and unchangeable. On the contrary: we always return to Greece because it fulfills *some need of our own life*, although that need may be very different at different epochs (*Jaeger*, Vol 1, p. xv).

This course is an introduction to the major themes and central figures in ancient Greek philosophy. As Jaeger points out to us, the study of ancient ideas is both valuable in its own right and worth understanding for our own lives. What is nature of the universe? How should we live? What is goodness? What is love? What is justice? How do we acquire knowledge? What sorts of things exist? These kinds of questions and the issues they raise are worth our philosophical attention irrespective of time and place. We will read selections from Pre-Socratic philosophers, the Sophists, and major works of the greatest ancient philosophers, Plato and Aristotle. By engaging with these great minds, we learn to broaden our own intellectual landscape and to think along with the best.

Course Learning Outcomes

By the end of this course, you should be familiar with key concepts and ideas in ancient Greek philosophy. In addition, you should have developed your ability to:

- Read and understand difficult and challenging texts
- Critically assess the strengths and weaknesses of arguments
- Appreciate unfamiliar ideas and points of view
- Develop and defend your own positions and ideas
- Express yourself clearly in discussion
- Write clearly, concisely, and effectively in support of your claims

Required Text

Readings in Ancient Greek Philosophy: From Thales to Aristotle. 5th edition. Hackett. Print Copies are available from the Western Bookstore

COURSE REQUIREMENTS:

1. Essays (15% and 35%)

Short Essay (700-1000 words): 15% due: **October 14th**

Long Essay (1700-2000 words): 35% due: **November 18th**

Late essays will be penalized at a rate of 3% each day (weekends included). This does not apply to those with official accommodations for the appropriate dates.

You will be required to write two essays for this course, a short one and a longer one. The purpose of the essays is to provide you with an opportunity to engage in-depth with the material covered in class and to develop and express your own thoughts about it, while developing your skills in critical thinking and writing. Philosophy papers, especially in the history of philosophy, require a variety of writing, argumentative, and comprehension skills that are sometimes difficult for new students. The shorter essay (being worth less of your grade) serves as an opportunity to practice these new skills and to see where your strengths and weaknesses lie. I will typically provide extensive guidance and comments on the first essay in order to ensure maximal success for the second essay, which is worth more of your grade. I will circulate essay topics, rubric, and general instructions well before the essays are due.

2. Final Exam (30%)

The final examination for this course will be three hours in length and will cover material spanning the whole semester. It will consist of a combination of short answer questions and a single essay which will focus primarily on material covered in the final weeks of class. I will circulate further

information about the exam, together with a selection of questions and topics that may appear on it, well advance of the examination date.

3. Short Discussion Presentation (20%)

Discussion Presentation (15-20min): 10%

Attendance (9/10 attendance on Thursdays to your fellow classmates' presentation, including your own): 10%

Plato wrote dialogues because he believed that philosophical inquiry is most fruitful when we practice the art of conversation with each other. In this course, we will take Plato's lead. You will be asked to conduct one discussion-based presentation in this course, which will take place on most Thursdays. The goal of this exercise is to provide an opportunity for us to digest and discuss the content we learned on Mondays and Wednesdays. This exercise also gives you an opportunity to learn from your peers and tackle the difficult material together as a group. Finally, the presentation allows you to practice the important skill of engaging critically with the text and presenting your ideas to others in a clear manner. 10% of your grade will come from the presentation itself. 10% of your grade will come from your attendance to your fellow classmates' presentations.

Discussion Presentation Instructions

You are required to focus on one reading or part of the reading of the week (in addition to using the lecture materials of the week as a guide, I will suggest some possible topics as well). We will coordinate the topics so as not to conflict with other presenters on the same day. During your presentation, you will be asked to provide a brief summary (no more than 5min) of a part of the material or argument of the week that you found interesting. Summarize the material with the goal of explaining to and teaching your fellow classmates. Then, you will be asked to engage with the material in some manner with the goal of generating discussion. For example, you may raise questions about aspects of the reading or the argument that you found difficult and open the floor for the class to tackle the difficulties together. You may raise objections to the reading or highlight an aspect that you found interesting and see what your classmates think. You may draw a connection between the reading and something else that you believe is relevant. (e.g. the arts, politics, pop culture, common experiences, previous readings, etc.). Finally, it is a good idea to come up with some discussion questions to ask the class. Remember, this is a discussion-based presentation, and your role is the discussion leader. So prepare with the goal of generating philosophical, thought-provoking, and fruitful discussion on the material.

These instructions are intended to serve as a guide and I encourage you to pursue the task as you see fit. If you have ideas on how you can best serve the goals of this assignment, then please do so. Feel free to be creative!

Discussion Presentation Evaluation

This assignment is intended to be relatively low-stakes and stress-free. I am happy to meet with you prior to your presentation in order to discuss your ideas and provide some guidance should you need it. For the presentation itself, I am mainly looking for three things: preparedness, focus, and

clarity. *Preparedness*: Does the presentation feel prepared? Does the presenter have an organized plan? Has the presenter critically reflected on the topic? Does the presenter demonstrate some effort towards generating discussion? The goal here is not to understand and read everything, but to demonstrate that some level of preparation went into the presentation. Regardless of how much discussion there is, it is sufficient that you demonstrate some effort went towards generating discussion. *Focus*: Is the presentation focused on the relevant topic or does it veer too much away from it? I am relatively flexible here just as long as you keep the presentation and discussion philosophical and broadly on topic. *Clarity*: Are you able to clearly communicate the material, your ideas, and questions to your classmates? Feel free to use some form of visual aid, such as handouts or the board to help you, though this is not required at all. Again, I am relatively flexible here, as I understand the material can be difficult at times. Finally, 10% of your presentation grade will come from your attendance on Thursdays. I will keep an attendance sheet for Thursdays *only*. If you attend 9/10 weeks, including your own, you will earn the full 10%, unless you have official accommodations.

N.B. Please keep the content of the discussion appropriate and respectful of others.

N.B. Attendance to lectures on Mondays and Wednesdays is not part of your grade, but expected given that it is essential to succeeding in this course.

For medical accommodations and all other university academic policies, please see Appendix below.

**SCHEDULE OF READINGS, SUBJECT TO CHANGE
GIVEN SUFFICIENT PRIOR NOTICE**

Topics	Required Readings (unless specified otherwise)	Assessments & Discussion Leaders
Week 1: <i>Introduction to Ancient Philosophy</i>	Thursday, September 8 th <ul style="list-style-type: none"> • <i>No Readings</i> 	
Week 2: <i>Pre-Socratic Philosophy</i>	Monday, September 12 th <ul style="list-style-type: none"> • <i>The Milesians, Pythagoras and Early Pythagoreanism</i> (suggested) Wednesday, September 14 th <ul style="list-style-type: none"> • <i>Parmenides of Elea, Heraclitus, Zeno of Elea</i> (suggested) Thursday, September 12 th <ul style="list-style-type: none"> • <i>Discussion</i> 	Discussion Leader: Cecilia Li
Week 3: <i>The Sophists</i>	Monday, September 19 th <ul style="list-style-type: none"> • <i>The Sophists Introduction</i> (suggested), <i>Protagoras</i> Wednesday, September 21 st	Discussion Leaders:

	<ul style="list-style-type: none"> • <i>Gorgias: On praise of Helen, Antiphon</i> <p>Thursday, September 22nd</p> <ul style="list-style-type: none"> • <i>Discussion</i> 	
<p>Week 4:</p> <p><i>Plato's Socrates</i></p>	<p>Monday, September 26th</p> <ul style="list-style-type: none"> • <i>Plato Introduction, Apology (17a–24b)</i> <p>Wednesday, September 28th</p> <ul style="list-style-type: none"> • <i>Euthyphro (whole).</i> <p>Thursday, September 29th</p> <ul style="list-style-type: none"> • <i>Discussion</i> 	<p>Discussion Leaders:</p>
<p>Week 5:</p> <p><i>Against the Sophists: Plato on the Good Life</i></p>	<p>Monday, October 3rd</p> <ul style="list-style-type: none"> • <i>Protagoras (317e–330c), (351b–358e)</i> <p>Wednesday, October 5th:</p> <ul style="list-style-type: none"> • <i>Gorgias (466b-481b)</i> <p>Thursday, October 6th</p> <ul style="list-style-type: none"> • <i>Discussion</i> 	<p>Discussion Leaders:</p>
<p>Week 6:</p> <p><i>Plato on Justice</i></p>	<p>Monday, October 10th</p> <ul style="list-style-type: none"> • <i>Thanksgiving Holiday No Class</i> <p>Wednesday, October 12th</p> <ul style="list-style-type: none"> • <i>Republic Book I (all).</i> <p>Thursday, October 13th</p> <ul style="list-style-type: none"> • <i>Republic Book IV (434d–end).</i> 	<p>Essay 1 due: October 14th (midnight)</p>
<p>Week 7:</p> <p><i>Plato's Epistemology and Metaphysics</i></p>	<p>Monday, October 17th</p> <ul style="list-style-type: none"> • <i>Meno (70a–80e), Phaedo (63b–69d) & (96a–102a)</i> <p>Wednesday, October 19th</p> <p><i>Republic Book V (473c–480a), Book VI–VII (504e–517c)</i></p> <p>Thursday, October 20th</p> <ul style="list-style-type: none"> • <i>Discussion</i> 	<p>Discussion Leaders:</p>
<p>Week 8:</p> <p><i>Plato on Love and Poetry</i></p>	<p>Monday, October 24th</p> <ul style="list-style-type: none"> • <i>Symposium (189a–193e), (198b–212c)</i> <p>Wednesday, October 26th</p> <ul style="list-style-type: none"> • <i>Republic Book X (all)</i> 	<p>Discussion Leaders:</p>

	Thursday, October 28 th <ul style="list-style-type: none"> • <i>Discussion</i> 	
Week 9	READING WEEK NO CLASS	
Week 10: <i>Aristotle on the Human Good and Happiness</i>	Monday, November 7 th <ul style="list-style-type: none"> • <i>Aristotle Introduction, Nicomachean Ethics I.1-5</i> Wednesday, November 9 th <ul style="list-style-type: none"> • <i>Nicomachean Ethics I.7-9, 13</i> Thursday, November 10 th <ul style="list-style-type: none"> • <i>Discussion</i> 	Discussion Leaders:
Week 11: <i>Aristotle on the Nature of Moral Virtue.</i>	Monday, November 14 th <ul style="list-style-type: none"> • <i>Nicomachean Ethics Book II.1-4</i> Wednesday, November 16 th <ul style="list-style-type: none"> • <i>Nicomachean Ethics Book II. 5-7, 9</i> Thursday, November 17 th <ul style="list-style-type: none"> • <i>Discussion</i> 	Essay #2 Due on November 18th (midnight)
Week 12: <i>Aristotle on Moral Responsibility and Justice</i>	Monday, November 21 st <ul style="list-style-type: none"> • <i>Nicomachean Ethics Book III. 1-5</i> Wednesday, November 23 rd <ul style="list-style-type: none"> • <i>Nicomachean Ethics Book V. 1-2, 5</i> Thursday, November 24 th <ul style="list-style-type: none"> • <i>Discussion</i> 	Discussion Leaders:
Week 13: <i>Aristotle on Intellectual Virtues, Weakness of Will & Friendship (Part I)</i>	Monday, November 28 th <ul style="list-style-type: none"> • <i>Nicomachean Ethics Book VI. 1, 5-9, Book VII. 1-3</i> Wednesday, November 30 th <ul style="list-style-type: none"> • <i>Nicomachean Ethics Book VIII. 1-8 (supplementary material provided)</i> Thursday, December 1 st <ul style="list-style-type: none"> • <i>Discussion</i> 	Discussion Leaders:
Week 14 <i>Aristotle on Friendship (Part II) and Exam Review</i>	Monday, December 5 th <ul style="list-style-type: none"> • <i>Nicomachean Ethics Book IX. 1-12 (supplementary material provided)</i> Wednesday, December 7 th <ul style="list-style-type: none"> • <i>Discussion</i> 	Discussion Leaders:

	Thursday, December 8 th	
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- *Exam Review*

Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services

to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All

consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)