

PHIL 3314-001 SYLLABUS

ANCIENT PHILOSOPHY (3 CREDIT HOURS)

LOGISTICS

Instructor: Glenn “boomer” Trujillo (gmtrujillo@utep.edu)
Office location & phone: Worrell Hall 306, (915) 747-6617
Office hours: Wed. 10:20am-12:00pm, Thurs. 11:50am-1:00pm
Also available online by appointment
Course date & location: University of Texas at El Paso, Fall 2022
Tuesday/Thursday, 10:30-11:50am
Education Building 301

COURSE DESCRIPTION & OBJECTIVES

Studies of the origin and development of those ideas and problems which have come to characterize the philosophic tradition in the West as reflected in the thought of the Pre-Socratics, Socrates, Plato, Aristotle, and the Stoics. Prerequisite: Junior standing.

This course will survey Ancient Greek philosophy. We will start with Hesiod as an example of folk philosophy and move on to a few Presocratics as examples of proto-philosophy. Then we will proceed to Plato and Aristotle as the pivotal figures of Western philosophy. Afterward, we will study the schools replying to the core issues in Plato and Aristotle, especially the Epicureans, Stoics, and Cynics. We will consider the transition from mythos (myth) to logos (reason) in how thinkers talk about important questions. And we will discuss the nature of reality, knowledge, and value, especially as related to the good life.

After finishing this course, students should understand Ancient Greek culture broadly, and they should understand the basic differences between Platonism, Aristotelianism, Epicureanism, Cynicism, and Stoicism. Students will be able to read primary sources to analyze philosophical arguments, and they will be able to communicate those ideas accurately and succinctly.

COURSE MATERIALS

- Diogenes Laertius, *Lives of Eminent Philosophers*. Trans. Pamela Mensch. Oxford: Oxford. ISBN: 9780197523391.
- Plato. *Republic*. Trans. C.D.C. Reeve. Indianapolis: Hackett. ISBN: 9780872207363.
- Aristotle. *Nicomachean Ethics* (NE). Trans. Terence Irwin, Third Edition. Indianapolis: Hackett, 2019. ISBN: 9781624668159.

A NOTE ON LIMITS

I am happy to discuss any thinkers in this period, but I have chosen very few for our course. This is my best attempt to form a coherent narrative of Ancient Greek philosophy. Even still, and despite my restrictions, I have included thinkers from across a millennium. Hesiod is born 750 BC, and Marcus Aurelius dies in 180 AD. Here’s a timeline of most figures in our course:

- The First Greek Thinker: Hesiod (born 750 BC)
- The First Philosopher for the West: Thales of Miletus (626-548 BC)
- The First Sage: Socrates (470-399 BC), written about by his student, Founder of the Academy: Plato (428-347 BC)
- Codifying Cynicism: Diogenes of Sinope (412-323 BC) [And his descendent: Dio Chrysostom (50-115 AD)]
- Founder of the Lyceum: Aristotle (384-322 BC)
- Founder of the Garden: Epicurus (341-270 BC)
- Codifying Stoicism: Epictetus (50-130 AD) [Also: Marcus Aurelius (121-180 AD)]
- Satirist: Lucian of Samosata (125-180 AD)
- Biographer: Diogenes Laertius (3rd century AD-ish, so around 800 years after some of the thinkers he reports on!)

We are only reading a few primary sources due to time and accessibility of translations. We cannot read everything. But I will cover many things in lectures to hit highlights. Some notable things I will skip include the Skeptics (Pyrrho living 360-270 BC and Sextus Empiricus living 160-210 AD), as well as the Neoplatonists (Plotinus living 204-270 BC).

I should also note, we are only covering *Greek* philosophy. Hebrew philosophy existed around this time too, with the *Proverbs of Solomon* being written around the time Hesiod lived, but existing as an oral tradition for much longer. Greece also had interactions with Africa (especially Egypt) and India. Ptahhotep might be the world's first philosopher, writing his maxims around the 25th century BC, so 2000 years before Socrates. Classical Indian philosophy is thriving in this period too, with Hindu, Buddhist, and Jain schools debating. Classical Chinese philosophy is also thriving, Confucianism and Daoism being especially influential for philosophy. I cover none of this due to time constraints. But I am happy to point you to sources.

ASSIGNMENTS AND GRADING

YOU MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE!

The final grade for the course will be composed of: Weekly Reflections (50%), Annotated Bib. (20%), Paper Presentation (10%), and Final Paper (20%).

Pct.	Letter	Grade Pts.	Denotation
90–100	A	4	Excellent performance
80–89.99	B	3	Good performance
70–79.99	C	2	Average performance
60–69.99	D	1	Below average but passing performance
0–59.99	F	0	Not passing

Weekly Reflections. Each week, you should update your GoogleDoc, and I will comment on it. You will need the following things from every week's readings:

1. A quote that contains the thesis / main theme from an assigned reading.
2. A quote that makes a good, interesting, clear, or important point.
3. A quote that makes a questionable, unclear, or misguided point.
4. A 1-2 sentence definition of the most important term from the week.
5. A 250-350 word reflection on the readings. Half should be summary of the important ideas. Half should be critical discussion.

These reflections are short. DO NOT go over the word limit. If a component is missing, I will tell you to correct it. If you complete it, you will receive a 100%. The reflections are designed to be pre-writing. The idea here is to assemble quotes and ideas that will help you frame the range of readings for the course.

Annotated Bibliography. This is basically a paper proposal. You will need to find a debate with sides. An easy place to find this is the secondary literature that interprets a single thinker differently. But you could also do something comparative between two thinkers in the course readings. For the annotated bibliography write-up, you will need to:

1. Assemble a list of sources. Summarize each of them in 2-4 sentences. (More succinct than an abstract and in your own words.)
2. Write a 500-600 word reflection. In it, you will need to say: What is the main question all the authors are trying to address? What are the sides in the debate? Where do you fall into the debate? (Choose a side to agree with, disagree with, or qualify.)

You may use any sources from class. The idea here is to get specific. Use academic journals and academic books foremost. But you may also use journalistic sources if they are high-quality. Undergrads need 5 sources, grads need 10 sources.

Final Paper. This is an academic paper. All killer, no filler. No fluffy intro. Lay out the sides in the debate. Make an explicit argument for your side. Your job is to become a quasi-expert and guide the reader through the debate. You are an intellectual tour guide. You give the lay of the land. And you end with your preferred destination. Things should be written clearly—such that any sophomore collegiate interested in ancient philosophy could understand. But you should try to say something novel, creative, provocative, clarificatory, or important—such that any scholar appreciates your effort. All jargon needs to be explained; do not

write obscure prose. The paper will not be perfect or exhaustive. No single paper is. But the paper will also not be an informal reflection. Write 2500-3000 words. This is the length of a conference paper you could submit somewhere.

SCHEDULE

Everything is subject to change, so please keep up with the course Blackboard. If anything changes, I'll try to give a week's notice. Complete the readings by the time class begins.

Week 1: Big Ideas and Beginnings

What are the main themes in ancient Greek and Roman philosophy? What role does mythology play?

Tuesday, August 24

Introduction to Greek philosophy

Thursday, August 26:

Mythology and philosophy

Week 2: Proto-philosophy

What makes the Presocratics different from Hesiod or Homer? What makes Socrates different from the Presocratics?

Tuesday, August 30:

Diogenes Laertius, "Thales", "Pythagoras", "Heraclitus", and "Protagoras"

Thursday, September 1:

Plato, *Apology*

Week 3: Plato, Death, and Taxes

What is the Apology/Crito problem? Can the inconsistency be resolved? How does Socrates deal with folk conceptions of justice? How do people deal with Socrates?

Tuesday, September 6:

Plato, *Crito*

Thursday, September 8:

Plato, *Republic*, Bk. I

Week 4: Plato on the Origins of Justice

What is the Ring of Gyges? What is the purpose of morality and justice? What is the analogy between individuals and states?

Tuesday, September 13:

Plato, *Republic*, Bk. II

Thursday, September 15:

Plato, *Republic*, Bk. IV

Week 5: Plato on Reality

What is Adeimantus's challenge, and how does Socrates respond? What is the Sun Analogy, Divided Line Analogy, and Allegory of the Cave? Why do they follow each other?

Tuesday, September 20:

Plato, *Republic*, Bk. VI

Thursday, September 22:

Plato, *Republic*, Bk. VII

Week 6: Plato on Art and Censorship

Which art is banned in the kallipolis and why? What is the Myth of Ur? Is Plato different than Hesiod or Presocratics?

Tuesday, September 27:

Aristophanes, *Clouds*

Thursday, September 29:

Plato, *Republic*, Bk. X

Week 7: Secondary Literature

How have scholars interpreted themes in Plato's Republic?

Tuesday, October 4:

Stanley Rosen, "The Role of Eros in Plato's Republic"

Thursday, October 6:

Alexander Nehamas, "Plato and the Mass Media"

Week 8: Aristotle on Happiness & Three Lives

What three options does Aristotle take as possibilities for happiness? What is the function of humankind? What role does luck play?

Tuesday, October 11:

Aristotle, *Nicomachean Ethics*, Bk. I

Thursday, October 13:

Aristotle, *Nicomachean Ethics*, Bk. X

Week 9: Aristotle on Virtue & Mistakes

What are virtues and vices? What general patterns hold?

Tuesday, October 18:

Aristotle, *Nicomachean Ethics*, Bk. II

Thursday, October 20:

Aristotle, *Nicomachean Ethics*, Bk. VII

Week 10: Aristotle on Justice & Friendship

How does Aristotle address justice and friendship? Why would he emphasize the social dimension of humanity so much?

Tuesday, October 25:

Aristotle, *Nicomachean Ethics*, Bk. V

Thursday, October 27:

Aristotle, *Nicomachean Ethics*, Bk. VIII-IX

Week 12: Cynicism

What is self-sufficiency? What are the contradictions of Cynicism? Why do they prefer Hercules to Prometheus?

Tuesday, November 1:

Lucian, "The Cynic"

Diogenes Laertius, Bk. VI, "Diogenes" (Skim), "Crates", "Metrocles", and "Hipparchia"

Thursday, November 3:

Dio Chrysostom, "The Seventh or Euboean Discourse"

Week 11: Stoicism

What is tranquility? Is the Stoic sage invincible or invulnerable?

Tuesday, November 8:

Epictetus, *Handbook*

Thursday, November 10:

Marcus Aurelius, *Meditations*, Bks. II, V, X

Week 13: Epicureanism

What is the highest good for Epicureans? How does this put them at odds with certain philosophical questions?

Tuesday, November 15:

Diogenes Laertius: Epicurus, "Letter to Menoeceus" & "Letter to Herodotus"

Thursday, November 17:

Skim: Euripides, "Hekabe"

Martha Nussbaum, "The Betrayal of Convention: A Reading of Euripides' *Hecuba*"

Week 14: Secondary Literature

Tuesday, November 22:

Julia Annas, "Happiness, Success, and What Matters" & "Happiness and the Demands of Virtue"

Annotated bibliographies due

Thursday, November 24:

NO CLASS (Thanksgiving Day)

Week 15: Paper Presentations

Tuesday, November 29:

Group 1: Paper presentations

Thursday, December 1:

Group 2: Paper presentations

Final paper due date TBA

Syllabus prepared by G. M. Trujillo, Jr. on 22 August 2022

COURSE POLICIES AND PRACTICES

CAVEAT PHILOSOPHUS

Philosophy's hard. For everyone. The best students approach the subject with humility, curiosity, and a willingness to mess up. Insight has notoriously bad manners, coming when it pleases and resisting eloquent expression. I'll make mistakes discussing arguments, and you will too. The classroom is a lab for testing ideas, not a museum for pristine dogma. That's why we must be open-minded, civil, and cooperative in class. Respect each other's names, pronouns, and stances. And please do not advocate for the Devil, as he has adequate representation. I will not tolerate rudeness. We're here to become better thinkers. Sure, we'll construct and critique, explore and squabble. But never without realizing we're in this together. Be human in discussion. When you're unsure of whether you should say something, ask: Does it need to be said? By me? Right now? If no to any of those questions, maybe hold off and talk with me after class.

If the classroom environment is counter-productive in any way, you may always talk with me before or after class, send me an e-mail, or slip an anonymous note under my office door. I will do my best to foster a constructive environment. We're in this discussion together, and I learn a lot from my students. So, if you feel I've crossed the line, ignored an important perspective, or plain gotten something wrong, you may always confront me.

PARTICIPATION AND STUDENT SUCCESS

To take something from philosophy, you need to engage the ideas. That means reading the assignments with care and attention, as well as showing up to class with questions or comments about specific problems in the texts. Attentive readers often ask:

1. What's the author's thesis / main idea in the reading?
2. What is one argument that the author makes? Is it elegant or intricate, generalizable or reductive?
3. Is the conclusion of the argument true or false? Does the support offered connect strongly or weakly?
4. Which idea in the paper is the clearest / best / strongest? Why?
5. Which idea in the paper is the least clear / worst / weakest? How could the author improve it?
6. What's the author's main point on page X, paragraph Y? Why is it compelling/repulsive?
7. How does this work compare with others? Is the debate missing a perspective or idea?
8. Is there a word or phrase that seems important to the author that isn't clear?

Come up with a system to annotate your books. Put stars next to passages that you love. Put Xs next to passages that you hate. Put ?s next to passages or words you don't understand. Underline or **highlight** important ideas. Put a couple words out to the side to say what a page or paragraph addresses. The more you can do to be active while reading, the better.

For participation, you don't have to be an extrovert. If you don't like talking, chat with me in office hours, or share a passage from the text that struck you and ask the class what they think. Also note, just because you speak in class doesn't mean it's participation. Quality matters.

ASKING BETTER QUESTIONS

"Isn't it all just subjective/relative?" and "Doesn't this come down to semantics?" are questions that are usually unhelpful. Dig deeper. Try to figure out what evidence makes something subjective/relative, or which disagreement or equivocation makes something seem a mere semantic dispute. We can start with these questions, but we almost always need to go beyond them. As a general trick: get specific. Questions almost always start broad, but as you gain knowledge, they focus. Ask whatever. But when you think through issues on your own time, spend a few moments really feeling what bothers or intrigues you.

ACCOMMODATIONS

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at (915) 747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

ACADEMIC DISHONESTY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. Please visit HOOP: Student Conduct and Discipline.

CLASS RECORDING

Recording of class meetings in video or audio is prohibited. Doing so may result in disciplinary action.

COPYRIGHT STATEMENT

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to the instructor (in advance if at all possible) to explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

DROP POLICY

According to UTEP Curriculum and Classroom Policies: "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences. If you feel you are unable to complete the course successfully, notify the instructor and contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

INCOMPLETE GRADES

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

TITLE IX & MANDATORY REPORTING

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain support from the Counseling and Psychological Services [(915) 747-5302] and Student Health and Wellness Center [(915) 747-5624]. Title IX violations should be reported. For more information, contact the Dean of Students Office [(915) 747-5648], the Title IX Office [(915) 747-8358], or UTEP Police Department [(915) 747-5611].

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) *is not confidential* under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

COVID-19 ACCOMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures. Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COURSE OBJECTIVES

But by the end of the course, successful students will be able to:

- Ask questions about a philosophical piece's word choice, argumentative structure, or overall purpose.
- Identify theses of philosophical arguments and evaluate the argument's evidence.
- Use the principle of charity to address enthymemes.
- Define key philosophical words and phrases.
- Express positions on issues lucidly and succinctly, considering relevant complexities and counterarguments.

Every day, students will read, evaluate, and synthesize texts from primary and secondary materials in preparation for class, and participation activities will allow students to practice these skills while the instructor offers feedback. The very nature of these issues requires that students learn to analyze the relationship between (a) sociocultural factors in their historical contexts, (b) the intellectual work that inquiry takes, and (c) the creativity expression that certain problems necessitate. The readings and units are designed to get students to see issues from multiple points of view—historical, social, cultural, and philosophical. And through participation activities,

writing reflections, and exams, students will learn to communicate effectively in both speech and writing, especially by making arguments that interpret the texts and offer evidence for the view expressed.

UTEP RESOURCES

Technology and Academic Resources

HELP DESK (Library, Rm. 300, helpdesk@utep.edu, (915) 747-4357 (HELP), utep.edu/technologysupport/):

Students experiencing technological challenges (email, Blackboard, software) can submit a work ticket to the UTEP Helpdesk for help. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

UTEP LIBRARY (ask@utep.libanswers.com, (915) 747-5643, utep.edu/library/):

Access a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

UNIVERSITY WRITING CENTER (UWC) (Library, Main Floor, uwctutors@utep.edu, (915) 747-5112, utep.edu/uwc/):

Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

HISTORY TUTORING CENTER (HTC) (Liberal Arts Building, Rm. 320, history@utep.edu, (915) 747-5508):

Receive assistance with writing history papers, get help from a tutor and explore other history resources.

Individual Resources

MILITARY STUDENT SUCCESS CENTER (Mike Loya Academic Services Bldg., Rm. 130, mssc@utep.edu, (915) 747-5342, utep.edu/student-affairs/mssc/): Assists personnel in any branch of service to reach their educational goals.

CENTER FOR ACCOMMODATIONS AND SUPPORT SERVICES (Union East, Rm. 106, cass@utep.edu, (915) 747-5148,

utep.edu/student-affairs/cass/): Assists students with ADA-related accommodations for coursework, housing, and internships.

COUNSELING AND PSYCHOLOGICAL SERVICES (Union West, Rm. 202, caps@utep.edu, (915) 747-5302, utep.edu/student-affairs/counsel/): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

STUDENT HEALTH AND WELLNESS CENTER (Union East, Ste. 100, studenthealth@utep.edu, (915) 747-5624, utep.edu/chs/shc/):

Addresses health care needs of all UTEP students.

DEAN OF STUDENTS OFFICE (Union West, Rm. 102, DOS@utep.edu, (915) 747-5648, utep.edu/student-affairs/dean-of-students-office/): Creates a culture of care for students by providing exemplary programs and services designed to enhance success.

DIVISION OF STUDENT AFFAIRS (Union East, Rm. 301, studentaffairs@utep.edu, (915) 747-5076, utep.edu/student-affairs/):

Supports student success inside and outside the classroom.

OFFICE OF STUDENT FELLOWSHIPS AND AWARDS (utep.edu/student-affairs/student-fellowships-awards/index.html)

TITLE IX OFFICE (Kelly Hall, Rm. 312, TitleIX@utep.edu, (915) 747-8358, utep.edu/titleix/):

Protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence.

UTEP POLICE DEPARTMENT (4118 Sun Bowl Drive, next to Facility Services, police@utep.edu, (915) 747-5611)

SUBMIT A REPORT (utep.edu/student-affairs/osccr/report/): Online forms for reportable offenses at UTEP.