

**Class Time:** Mondays and Wednesdays 1:40 to 3:00 p.m.    **Email:** hensleyi@etsu.edu  
**Room:** Meeting via Zoom (see below)

## **Course Description**

In 399 BCE, an Athenian man named Socrates was put on trial for impiety and corrupting the youth. Plato, Socrates' friend, describes this trial, its context, and its aftermath in a series of dialogues. We will use these dialogues as our starting points for examining the history of philosophy in ancient Greece. We will focus on the philosophy of Plato's character Socrates, Plato himself, Plato's student Aristotle, and the later Hellenistic philosophers—Epicurus and the Stoics. The following questions will occupy our time. How can we search for knowledge? What is knowledge? What is a philosophical way of life? How does change occur in the natural world? What is the natural world? What does a good human life look like? Should we fear death? What is truly good?

## **Course Goals**

To successfully complete this course, students should develop the abilities to do the following **philosophical activities**:

- Read translations of ancient philosophical texts, understand them, and explain the arguments contained in them.
- Recall philosophical arguments and theories of Socrates, Plato, Epicurus, and the Stoics.
- Think critically about philosophy, knowledge, universals, virtue, living a good life, and death.
- Write essays that clearly explain a philosopher's view on a subject, defend an interpretive thesis, and defend a philosophical thesis.
- Develop a basic understanding of political and cultural life in ancient Greece during the Classical and Hellenistic Periods.
- Understand arguments and the vocabulary used to describe them and evaluate them and use that vocabulary to explain others' arguments and to defend one's own.

These philosophical skills are **transferable** in the following ways:

- By developing the ability to read difficult philosophical texts, students will also develop the ability and confidence to read and understand difficult texts in other subjects and to analyze and extract arguments made in all forms of writing.
- By being able to recall the theories and arguments of prominent ancient philosophers, and by having a basic understanding of political and cultural history in the ancient Mediterranean region, students will be able to draw upon their knowledge in discussions throughout their lives.

- By thinking critically about important philosophical concepts, students will become more thoughtful people who can develop strong reasons for their core beliefs, and who can also have productive discussions with others about important issues.
- By writing philosophical essays, students will develop the ability to write about abstract topics clearly, in a way that both gets their point across and persuades others.

## Course Format

Due to the Covid-19 pandemic and the University's policies in response to it, this course will be conducted remotely. Here is the format for the course:

- There will be meetings using Zoom on Mondays and Wednesdays at 1:40 p.m. You will be assigned to either the Monday Group or the Wednesday Group. If you are in the Monday Group, then you only attend Monday meetings. If you are in the Wednesday Group, then you only attend Wednesday meetings.
  - Register for Zoom with your ETSU credentials. Download a client [here](#).
  - Meeting ID: 918 3499 5494
  - Password: 869598
  - I am breaking the class into two groups to maximize the value of our class meetings for each of you. In online discussions, once the class size is above 20 students, it becomes difficult for everyone to meaningfully contribute. You are also welcome and encouraged to meet with me one-on-one through Zoom. See below for my office hours, or email me to schedule another time to meet.
- Lectures and slides will be posted on the course D2L page one week in advance. For example, for the classes that meet on Monday, August 31, and Wednesday, September 2, lectures will be posted by Sunday, August 23. Lectures will be hosted on Panopto, which will allow you to pause, rewind, and take notes at your own pace. **You should do the assigned reading and watch the lectures *before* you attend class on Monday or Wednesday.**
- You will write a short “reading response” essay and submit it before class. (See details below.)
- Class time will consist of intensive discussion of the ideas raised in the reading. I will use your reading response essays to guide discussion. Be ready to discuss what you have written.
- There will be an open-book quiz each week on D2L focused on the assigned reading and lectures. These quizzes will be due each Saturday at 11:59 p.m.

## Grading and Course Requirements

Your final grade will be determined by the following factors.

- **Participation and Attendance (15 percent).** Your regular attendance and participation during the online meetings for this course will constitute 15 percent of your final grade.
- **Reading Responses (25 percent).** Every week, you are required to submit a 300–500 word “reading response”. If you are in the Monday Group, you must email it to me by

11:59 p.m on Sunday. If you are in the Wednesday Group, you must email it to me by 11:59 p.m. on Tuesday. It should focus on the assigned reading for the week. You will receive full credit for a weekly response if and only if it is clear that you have put some thought and effort into it **and you are present in class ready to discuss what you wrote.**

- **What is a reading response?** A reading response is a short essay that focuses on a section of the reading that you find interesting. You should try to work through a difficult portion of the reading or a series of thoughts you have about the reading. Some things you might try to do in a reading response: figure out what the writer/character actually means in a difficult portion of text; criticize an argument in the reading; ask and attempt to answer questions about the reading; or develop your own thoughts or arguments in relation to the ideas raised in the reading. During lectures, I will sometimes raise questions that you might respond to in a reading response.
- **Quizzes (10 percent).** Each week, there will be an open-book quiz that you will take on D2L. Each quiz will ask questions about the assigned reading for the week and the content from the lectures for the week.
- **Plato Essay (25 percent).** You will write a 4–5-page (double-spaced) essay on some aspect of Plato’s philosophy. This essay will be due in late September or early October. You will have the option to revise it.
- **Aristotle Essay (25 percent).** You will write a 4–5-page (double-spaced) essay on some aspect of Aristotle’s philosophy. This essay will be due in November. You might have the option to revise it.

## Required Texts

- Obtain these specific books (don’t get different translations or editions!). Copies should be available in the bookstore, or you can order them from elsewhere.
- **You are required to have the relevant text with you in class every class.**
  - *Plato: Five Dialogues*, Second Edition, translated by G. M. A. Grube and revised by John M. Cooper, ISBN: 978-0872206335. [[Publisher’s link](#); [Amazon link](#)]
  - *Plato: Republic*, Second Edition, translated by G. M. A. Grube and revised by C. D. C. Reeve, ISBN: 978-0872201361. [[Publisher’s link](#); [Amazon link](#)]
  - *The Basic Works of Aristotle*, edited by Richard McKeon, ISBN: 978-0375757990. [[Publisher’s link](#); [Amazon link](#)]
  - *Hellenistic Philosophy: Introductory Readings*, Second Edition, edited by Brad Inwood and Lloyd Gerson, ISBN: 978-0872203785. [[Publisher’s link](#); [Amazon link](#)]

## Reading Calendar

### Unit 1: Socrates, “Socrates”, and Plato

*Week 1 (Monday, August 24 and Wednesday, August 26)*

No reading assigned; course introduction.

*Week 2 (Monday, August 31 and Wednesday, September 2)*  
Plato, *Meno*

*Week 3 (Monday, September 7 and Wednesday, September 9)*  
Plato, *Euthyphro*

*Week 4 (Monday, September 14 and Wednesday, September 16)*  
Plato, *Apology, Crito*

## **Unit 2: Plato on Philosophy, Knowledge, and Forms**

*Week 5 (Monday, September 21 and Wednesday, September 23)*  
Plato, *Phaedo*

*Week 6 (Monday, September 28 and Wednesday, September 30)*  
Plato, *Republic*, Book 5

*Week 7 (Monday, October 5 and Wednesday, October 7)*  
Plato, *Republic*, Books 6 and 7

## **Unit 3: Aristotle**

*Week 8 (Monday, October 12 and Wednesday, October 14)*  
Aristotle, *Physics* Book 1 (focus on Chapters 1, 5–7)

*Week 9 (Monday, October 19 and Wednesday, October 21)*  
Aristotle, *Physics* 2 (focus on all chapters)

*Week 10 (Monday, October 26 and Wednesday, October 28)*  
Aristotle, *Nicomachean Ethics* Book 1 (focus on Chapters 1–5; 7–8; 13)

*Week 11 (Monday, November 2 and Wednesday, November 4)*  
Aristotle, *Nicomachean Ethics* Book 2 (all)  
*Nicomachean Ethics* Book 3 Chapters 6–12 through Book 4 (all)

*Week 12 (Monday, November 9 and Wednesday, November 11)*  
Aristotle, *Nicomachean Ethics* Book 6; Book 10 Chapters 6–9

## **Unit 4: Hellenistic Philosophy**

*Week 13 (Monday, November 16 and Wednesday, November 18)*

### *Biography*

- Epicurus' Biography (I-1, pages 1–5)

### *Physics and Epistemology*

- Letter to Herodotus (I-2, pages 5–19)

- Selection from Cicero, *On the Nature of the Gods* (I-16, pages 50–53)
- Selection from Lucretius, *On the Nature of Things* (I-27; I-28; pages 63–65)

*Ethics*

- Letter to Menoeceus (I-4, pages 28–31)
- Principal Doctrines (I-5, pages 32–36);
- Vatican Sayings (I-6, pages 36–40)
- Report from Diogenes Laertius (I-8, I-9, I-10, pages 42–44)

Week 14 (Monday, November 30 and Wednesday, December 2)

*Biography*

- Lives of the Stoics (II-1, pp. 103–110)

*Physics*

- Diogenes Laertius, 7.132–160 (II-20, pages 132–139)

*Epistemology*

- Cicero, *Academica* 1.40–42 (II-4, pages 124–125)
- Diogenes Laertius, 7.45–55; 60–66 (II-3, pages 112–114; 115–117)
- Sextus Empiricus, several passages (II-8 to II-11, pages 126–128)

*Ethics*

- Diogenes Laertius, 7.84–130 (II-94, pages 190–203)
- Epictetus, selections (II-98 and II-99, page 233)
- Seneca, several passages (II-106 to II-110, pages 243–252)

## Grading Scale and Rubric

Letter Grade	Range	Paper Grade*	Rubric
A	94–100	98	Displays mastery of the material, clear and elegant writing, and originality and insight.
A-	90–93	93	
B+	85–89	88	Displays understanding of the material beyond the surface level and organized and understandable writing. Might display a few errors
B	80–84	83	

B-	75–79	78	in comprehension. Might be unoriginal or unclear at points.
C+	70–74	73	Displays basic understanding of the material, and satisfactory writing that completes the assignment. Might make significant errors in comprehension, lack clarity, or display a lack of depth of thought.
C	65–69	68	
C-	60–64	63	
D+	55–59	58	Unsatisfactory work. Displays little understanding of the material, writing is very unclear, makes several errors, does not attempt to complete part of the assignment, or shows little effort or thought.
D	45–54	53	
F	0–44	40	Does not complete part of the assignment, or is otherwise unacceptable.

\* Your essays will be assigned a letter grade. These numbers are the corresponding numerical grades recorded for your papers. There is no variation among grades of the same letter—for example, all B+ papers will receive a score of 88, all C- papers will receive a 63.

## Late and Missing Work Policies

- **Extensions** must be requested **48 hours** in advance of the due date and time of each essay.
- A paper turned in late will be penalized 1/3 of a letter grade for every day or portion of a day that it is turned in late.

- It is not possible to submit a paper two weeks after its due date unless you have permission from me. This means that any paper that has not been submitted after two weeks will be considered unsubmitted. This is important because ...
- **It is not possible to pass this course without submitting each essay.**

## Office Hours and Email Policy

- My office hours are Tuesdays and Thursdays from 12:45 p.m. to 2:45 p.m. and Wednesdays from 11:30 a.m. to 1:30 p.m. Office hours will be conducted using Zoom. Schedule an appointment with me, in 20-minute blocks, here: <https://appoint.ly/s/hensleyi/officehours>. At the time of your appointment, I will call you using Zoom. Make sure you are logged in using your ETSU information.
- If my normal office hours don't work for you, email me to schedule another time.
- You can also email me direct questions about the course. I will respond to all emails within 24 hours Monday through Friday, and I will often respond more quickly.
- When emailing me, please put "PHIL 3010" at the beginning of the subject.

## Academic Honesty Policy

ETSU and I expect you to complete your own work. We expect you to never use another person or source's work without an honest attempt to provide attribution to that person or source. We expect you to only use materials that are allowed on assignments. If you plagiarize or cheat in my class, I will penalize you. A typical penalty for a first-time offense is a grade of zero for the assignment. If you have any questions about how to avoid plagiarism or cheating, please email me at any time. Remember: **a late or poorly completed assignment will always receive a higher grade than a plagiarized assignment or one that was done with cheating.**

Your manuscripts for this course are subject to review for text comparison by Turnitin, a plagiarism detection service. The text of your assignments submitted to this electronic service will be compared to material on the web and to other assignments that have been submitted to Turnitin

ETSU defines **plagiarism** in the following way:

The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. Henry Campbell Black defines plagiarism as "The act of appropriating the literary composition of another, or parts of passages of his writing, or the ideas or language of the same, and passing them off as the product of one's own mind" (Black's Law Dictionary, West Publishing Company, St. Paul, Minnesota, 1968, p. 1308). In other words, plagiarism involves using someone else's words or ideas without giving proper credit to the original author. Even if one does not copy the words exactly or even if one copies only a small part of someone else's work, one must cite the name of the original author and provide a reference to that person's work (e.g., title of work, year of publication, and name of publisher) using a format based on the publication manual of a nationally recognized scholarly association, such as the

American Psychological Association or the Modern Language Association. These standards apply to print and non-print media and include the Internet. This may include self-plagiarism or the student recycling their own previous work for submission in another assignment without the student gaining express written and advanced approval from the instructor to re-use/re-appropriate their own work.

ETSU defines cheating in the following way:

Using or attempting to use unauthorized materials, information, or aids in any academic exercise, assignment, test, or examination.

## **Disability Statement**

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example note taking assistance, exam time adjustment or seating placement, should meet with Disability Services. Faculty accommodation forms are provided to eligible students and should be shared with the instructor as early in the semester as possible. Disability Services can be reached via telephone at (423) 439-8346 or web at <https://www.etsu.edu/students/ds/>.

## **Religious/Cultural Observance**

If you require accommodations because of religious or cultural obligations, please inform me during the first two weeks of the course.