

Office hours: **T 2-4, W 1-2** (until 4/18) in SBS 138, video chat **by appt.** wastvedt@email.arizona.edu  
The course will be held online, on D2L. I respond to all course emails each weekday.

### Description and Objectives

Ancient ethical theorizing produced sophisticated and compelling solutions to problems we still face today: How can we live well? What will make us happy, and what is happiness? What should I want, and how should I act? What is the place of friendship, and other people more generally, in the good life? What is justice? self-control? practical wisdom? We will focus on Socrates, Plato, Aristotle, and the Stoics, interpreting their writing both to understand them and to answer these and other questions for ourselves. The ancients thought that human excellence, or virtue, was essential to the good and happy life, and they answered these questions from that perspective. The ancients' focus on happiness, virtue, and character contrasts refreshingly with much of modern moral philosophy.

We will aim to improve your ability to think, discuss, and write, doing so creatively and critically, by working to understand course topics, articulate views on them, and explain their relevance. Problems we address will be philosophically, emotionally, and ethically difficult. Much of the course time will involve cooperative learning, but success will require individual skills of all sorts.

### Requirements

No late work or extra credit. You must have access to D2L, Google Hangouts, and the four required texts: [ISBN 978-0199555666](#): Plato (tr. Waterfield): *Meno and Other Dialogues* (Oxford World's Classics, 2009) [978-0141442433](#): Plato (tr. Rowe): *Republic* (Penguin, 2012) **PLEASE USE THESE EXACT EDITIONS!** [978-0872203396](#): Aristotle (tr. Irwin and Fine): *Introductory Readings* (Hackett, 1996) [978-0872203785](#): tr., Inwood & Gerson: *Hellenistic Philosophy, 2<sup>nd</sup> ed.* (Hackett, 1997/8); also [online](#)

Assignments (D2L) are due at 11:59pm (MST). Aim for early completion. Save your work on a computer. Missing or late assignments will result in a zero, unless pre-approved by the Dean of Students. See [here](#). I will return your work within one week. Grade calculation: A>89.5>B>79.5>C>69.5>D>59.5>E

Workshop	The first two weeks of class, we will work on reading and writing skills	5%
Discussion	3 group grades (80pts. each) (you will post throughout the week)	24%
D2L quizzes	11 open-book, -note, -internet quizzes (10pts. each) (due Fridays at 11:59pm)	11%
Plato	D2L Exam (80pts.); 500w+ draft; peer review; 500w+ revision (40pts. each)	20%
Aristotle	D2L Exam (80pts.); 750w+ draft; I'll review; 1000w+ revision (60pts. each)	20%
The Stoics	D2L Exam (80pts.); 1000w+ draft; opt. peer rev.; 1500w+ rev.; FCAs (20/0/80/20)	20%

### UA Writing Center or Writing Skills Improvement Program (WSIP) requirement

You **MUST** make use of UA's writing services for one of the papers, whether in-person or online. I am in touch with the Writing Center and the WSIP to check to be sure each of you has completed this component of the assignment. In addition, fill out [this form](#) each time you go.

### Expectations and Support

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA [Code of Academic Integrity](#).

One of my goals in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, or technological barriers of any kind, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations.

The [UA Threatening Behavior by Students Policy](#) prohibits threats of physical harm to any member of the University community, including to oneself. The University is committed to [creating and maintaining an environment free of discrimination](#). I will honor all UA policies, notably: [class attendance, participation, and administrative drops](#), [absences for any sincerely held religious belief, observance or practice](#), [student assistance](#), [honors credit](#), [records confidentiality](#), [final exam \(schedule\)](#), [grading](#), and other [general academic policies](#). For add/drop deadlines, see [here](#).

To dispute a grade, bring a written appeal to in-person or virtual office hours from 2-7 days after the grade's posting. Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

## Course Schedule

1/10-1/14: Reading workshop  
 Sample texts will be posted to D2L  
 Required survey on grammar & basic concepts  
 Workshop (for credit) on reading strategies

1/16-1/21: Writing workshop (MLK day 1/15)  
 Sample essays will be posted to D2L  
 Workshop (for credit) on writing strategies

## Plato's Moral and Political Philosophy

1/22-1/28: *Charmides*: Charmides' arguments  
 Charmides' arguments (beginning-162e7)

1/29-2/4: *Charmides*: Critias' arguments  
 Critias' arguments: 162e8-end (176d5)

2/5-2/11: *Republic*: What is justice, and why be just?  
 Attempts to define justice (1, 327a-336b)  
 Thrasymachus' definition (1, 336b-344c)  
 Justice and happiness (1, 352d-354a)  
 Glaucon & Adeimantus' challenge (2, 357a-361d)

2/12-2/18: *Republic*: The city and the individual  
 Socrates on justice in the city (2, 367e-369b)  
 Virtue in the city (4, 427c-435a)  
 Virtue in the soul and the city (4, 435a-445e)

2/19-2/23: *Republic*: Constitutions and lives  
 Four kinds of constitution (8, 543a-545c)  
 Comparison of lives (9, 576b-592b)  
 (In)justice in life and death (10, 612b-621d)  
 Julia Annas (2008): "Plato's Ethics" (on D2L)

2/24-3/2: Plato Assessment (No quiz this week)  
 Draft due to peer editors 2/25, Peer edits back 2/27  
 Revision due 3/2; MC Exam open 2/25-3/2  
 (Spring Break 3/3-3/11: Essays graded by 3/16)

## Aristotle (Textbook: Irwin and Fine = IF)

3/12-3/18: Introduction to Aristotle  
 Introduction section 4 (IF xiii-xvi)  
 Selections from *De Anima* (=DA):  
 1.1, 2.3, 3.10-11 (IF 76-79, 85-86, 100-2)

Readings from *Nicomachean Ethics* (=NE)  
 3/19-3/25: The human good  
 Ethical inquiry: NE 1.1-1.3 (IF 196-198)  
 Happiness: NE 1.4-1.10 (IF 198-213)

3/26-4/1: How to be virtuous (No off. hrs. 3/29-4/3)  
 Moral virtue: NE 2.1-2.6 (IF 216-225)  
 Intelligence: NE 6 selections (IF 247-256)

4/2-4/6: The mean, and justice  
 The mean: NE 2.7 (225-228), 2.8-2.9 (on D2L)  
 Justice: NE 5.1-2, 5.7 (IF 241-247)  
 Rosalind Hursthouse (2008): "The Central Doctrine of the Mean" (posted on D2L)

4/7-4/15: Aristotle Assessment (No quiz this week)  
 Draft due 4/8; My rev. by 4/10; final copy due 4/15.  
 MC Exam open 4/7-4/15; Essays graded by 4/20

## The Stoics (Textbook: Inwood/Gerson = IG)

(Only video-chat office hours after 4/23)  
 4/16-4/22: Stoic Background, and some Physics  
 Cleanthes, "Hymn to Zeus" (IG 139-141)  
 The "Lazy Argument" (IG 182-186)

4/23-4/29: Stoic Ethical Theory  
 II-4 from Diogenes Laertius: 84-131 (pp. 190-203)  
[Modern Stoicism handbook](#) (also posted on D2L)

4/30-5/2: Applied Stoic Ethics  
[Epictetus, Enchiridion](#) (also posted on D2L)  
 Passages on Stoic *oikeiosis* (in lecture video)

5/3-5/10: Stoics Essay (MC Exam open 5/3-5/10)  
 Draft due 5/6, revision due 5/10, all grades by 5/14