

Fall 2014

SCIENCE AND VALUE IN THE ANCIENT WORLD

FYWS 151, Sct. 8

Official Syllabus

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Clough 309

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Official Office Hours: 1:00-1:50 MWF; 2-3 R & by appt.

COURSE OVERVIEW: We have two connected goals in this course. The first is to explore good writing with an eye to strengthening your writing skills. The second is to do so by examining the form & style, content, and methodologies employed by ancient thinkers when writing about the natural world.

REQUIRED TEXTS

The following texts are required, and available in the College Bookstore and elsewhere.

1. Plato, *Symposium* (Hackett Pub.)
2. Aristotle, *The Basic Works of Aristotle* (R. McKeon, ed.; Modern Library)

COURSE COMPONENTS

Preparation and Participation (Discussion & Regular Writing)	18%
Paper 1 (1000 words, ~ 3 pages)	12%
Paper 2 (1500 words, ~ 5 pages, revised)	20%
Paper 3 (1500 words, ~ 5 pages)	20%
Research Paper (3000 words, ~ 9 pages)	30%

• Preparation and Participation

NOTE: “**SHADE’S HANDBOOK**” (available on Moodle; hereafter referred to as the **HANDBOOK**) discusses vital means which are integral to your development through this course. Please treat it as a key resource that you read carefully and use frequently.

[1] Discussion Participation: *Quality* preparation and participation are central to your learning and are expected throughout the semester. First, **prepare** for class by actively reading and reflecting on the day’s assignment (noting key values, the key terms as well as arguments &/or dramatic developments; also formulating questions). This preparation will help you listen with understanding and participate in class discussion.

Second, *actively participate* in discussion. Do so by (i) carefully listening to, inquiring about, and responding to the views of others, and also (ii) contributing your own views, questions, and reactions to the readings and class discussion. Since healthy discussion is promoted when one student responds to another or offers comments that elicit feedback from classmates, I take note of the “ripple effect” of your contributions. Your goal shouldn’t be simply to participate regularly (dominating class discussion is not good), but to be attentive to points raised in class (not just the professor’s) and to develop insightful sophisticated questions or comments that help us delve more deeply into our topics. (Please see “Patterns of Participation” in the **HANDBOOK** for suggestions on improving your participation.)

Attendance: If you miss a class, you are responsible for all material covered and assignments distributed or collected. Since attendance is a prerequisite for participation, I don’t distinguish between excused and unexcused absences. (If you’re not present, you can’t participate.) You

may miss 3 classes without penalty. After that, your prep/participation grade drops $\frac{1}{3}$ letter grade per additional missed day. *Also*, you need to contact me so we can discuss your attendance.

Disruptive behavior is detrimental to our success as a class and so will also carry a penalty. Examples include:

- tardiness (do *not* be tardy);
- leaving class for anything other than an emergency, or interrupting class with private conversations;
- using electronic devices for anything other than reading a class reading online or taking class notes.

I prefer using carrots over sticks to motivate good behavior, but experience has taught me that those who disrupt class usually need a stick to curb their tendencies. 3 disruptive behaviors are counted as an absence.

Assessment: When determining your discussion participation grade, I look at the *quality* and *pattern* of your participation over the semester. Its *quality* is gauged in terms of its (i) clarity, (ii) insight & sophistication, and (iii) “ripple effect.” In assessing the *pattern* of your work, I look at (i) consistency, (ii) effort, and (iii) improvement and progress (or regress) you have made in critically thinking about and discussing materials throughout the semester. If you are concerned about your performance, please don’t hesitate to talk with me.

[2] Regular Writing: In this course, we will have many assignments designed to help us reflect on, critique, and improve our writing. All of us profit from these exercises; even good writers learn new things by carefully reflecting on the process. Assignments will include:

(a) *Regular writing* through in-class and homework assignments. Typically, these exercises will have a specific goal which will be articulated in the assignment, but their general purpose is to sharpen your analytical skills and prepare you for writing your papers. Always write using complete sentences. Homework assignments should be typed or written in a clear hand. (The Writer’s Review [see below] for each paper belongs to this domain of your coursework.)

(b) *Writing workshops* aimed at helping you polish parts or drafts of your papers. More details will be provided for each workshop session, but you will be asked to submit work for review (typically blind) in a small group. Completing workshop assignments by the indicated deadlines is vital to ensuring that we can effectively work through drafts in class; late work will not be accepted.

Additionally, you are required to work with our writing fellow, Emily Hayward, for at least one of your papers.

Assessment: I will comment on your work and assign a + (excellent work), \surd (good work), – (problematic work), or 0 (no work) to indicate its quality. If you are concerned about your work in this area, please review my comments and then come talk with me. I’m happy to clarify or expand on points made in comments.

• **Papers**

There are 4 formal papers for this class, constituting the majority of the course grade. Details will be given for each individual assignment, but the general breakdown is as follows:

Paper 1 (1000 words, ~ 3 pages)	12%
Due Saturday, September 13	
Paper 2 (1500 words, ~ 5 pages, revised)	20%
Due Wednesday, October 15; rev. Wednesday, October 29	

Paper 3 (1500 words, ~ 5 pages)	20%
Due Sunday, November 16	
Research Paper (3000 words, ~ 9 pages)	30%
Due Friday, December 12	

Paper topics will be suggested in advance, but you are welcome to propose a unique topic. Note that we almost always write better when we are exploring a topic in which we are interested. The interest component will be especially relevant to the larger research paper, so be thinking of topics on which you'd like to write as early as possible. The *second* paper will include a revision that requires you to expand on the original version. The *research* paper will have an in-class presentation component.

Each paper should be typed with approximately *330 words per page* (i.e. Times Roman 12; 1" margins), double-spaced, pledged in full, and **must** include a word count, your name, my name, and a title. All paper formatting, including spacing, quoting, etc., should follow MLA style, which can be found in the *Rhodes College Guide to Effective Writing* (available on Moodle).

Always **back-up** your drafts on *more than one* electronic devise to prevent loss.

Always **proof** your papers carefully.

For each paper, also submit a **Writer's Review** (WR): The Writer's Review functions as a cover letter to be submitted with every final version of a paper. This brief (~200 words) write-up is a required element of each paper assignment. The WR invites you to reflect carefully and honestly on the actual process of writing that led up to your paper rather than simply dwelling on the state of your final product. The format of the WR is entirely up to you but should address issues such as challenges faced during the writing process, questions regarding any element of the paper, writing strengths/strategies evident in the piece, etc. The WR is useful to you as a writer in that it promotes a greater awareness of your writing process. The WR helps your readers (Professor and Writing Fellow) better understand and address moments of growth and struggle you experience as you write.

Late papers may be submitted, with a penalty deduction of 1/3 letter grade per *calendar* day late (with each calendar day starting at the specific time that paper was due). No late papers will be accepted once I have returned the papers (usually a week after submission).

If any of the above requirements make you uneasy, please come talk with me very soon so we can take measures to avoid problems.

Writing Center: In addition to your professor, your writing fellow, and your classmates, the Writing Center in the Barret Library is a valuable resource that can help you improve your writing. I strongly encourage you to make good use of this and your other resources.

MISCELLANEOUS:

• **Grading:** See "Writing and Grading Criteria" in the **HANDBOOK** for a discussion of grades.

They are as follows:

	B+	87-89
A	B	84-86
A-	B-	80-83 etc.

- **Films:** We may view films, individually on Moodle or as a class, depending on class interest and relevance. More details will be provided as appropriate.

- **Successful Classroom:** In this class, we often discuss controversial issues. I expect you to take these seriously and have the courage to subject all views (including your own) to critical scrutiny. If you feel uncomfortable doing so, please talk with me. I encourage you to contribute your insights, criticisms, and bafflements, since we typically learn better when we are actively involved with the material. In our class, everyone has a right to express a genuine opinion, curiosity or criticism, but no one has a right to put one down.

Respect towards all members of the class and to course content is the key. I work hard to generate a setting in which we can be honest and critical, but my efforts are minimal without your individual contributions. *Impediments* to a successful classroom include tardiness, cell phones, disruptive talking, lethargy, excessive absences, and leaving the classroom before the end of the hour. We are biological creatures, but since we also have a relative mastery over our bodies, please take care of your biological needs before class.

- **Electronic media in the classroom:** Prior experience has convinced me that allowing students to use electronic media (laptops, phones, etc.) in class is more troublesome (typically distracting to others, sometimes a nasty temptation for users) than helpful. E-readers will be the only devices acceptable for use in class. If this poses a significant problem for you, speak with me promptly.

- **Computer Component:** You are responsible for any notes, assignments, etc. that I send out via e-mail. In addition, you are expected to check documents on Moodle. Please let me know if you have problems accessing or finding materials. I will announce new documents that need to be read; if you are absent, you are responsible for reading these. If you're unfamiliar with computer use, please check with the computer staff. They'll be happy to help you.

- **Honor Code:** The Honor Code stipulates that all the work you submit is to be your own (or, if you're working with a partner, the work of the two of you). You are encouraged to discuss topics and assignments with your classmates, but the work you hand in must be your own, i.e., formulated and written in your own words and style reflecting your own thoughtful treatment. If you incorporate materials that are *not* your own, these must be properly cited. If you have questions, ask.

- I'll be glad to help in any way I can, so don't hesitate to visit with me.

Course Calendar
(with the Search calendar for context)

August

Monday	Tuesday	Wednesday	Thursday	Friday
		27 Colloquium 1 Gilgamesh & Enkidu <i>Gilgamesh</i> , Tablets I-V (pp.1-47)	28 Science and the Future	29 Colloquium 2 Gilgamesh's Search <i>Gilgamesh</i> , Tablets VI-XI (pp. 48-99)

September

Monday	Tuesday	Wednesday	Thursday	Friday
1 <i>Labor Day</i>	2 Ancient Cosmology: <i>Enûma elish</i>	3 Colloquium 3 Gilgamesh's Search <i>Gilgamesh</i> , Tablets VI-XI (pp. 48-99)	4 Agriculture & nutrition: Diamond selections	5 Plenary Lecture 1 "Critical Study of the Bible" <i>Prof. Patrick Gray</i> "Canons of the Bible," <i>NOAB</i> pp. 2185-91; 2197-2201; 2221-26
8 Colloquium 4 Israelite Pre-history "Creation Narratives" "Mythic Origins & Human Identity" (<i>Reading Guide</i>); Intro to the Pentateuch, <i>NOAB</i> pp. 3-6; Intro to <i>Genesis</i> , pp. 7-11; <i>Genesis</i> , chaps. 1-3 (pp. 12-15)	9 Ancient Agriculture (1) Diamond selection (2) Hesiod's <i>Works and Days</i>	10 Colloquium 5 Israelite Pre-history "Happy and Unhappy Families" <i>Genesis</i> , chaps. 4-11 (pp. 16-28)	11 <i>Workshopping papers</i>	12 Colloquium 6 Israelite Epic Traditions of the Ancestors I "Yahweh" (<i>Reading Guide</i>); <i>Genesis</i> , chaps. 12-28 (pp. 28-50) 9/13 FY Paper 1 due by 10 AM
15 Colloquium 7 Israelite Epic Traditions of the Ancestors II [inquiry 1] <i>Genesis</i> , chaps. 29-50 (pp. 50-80)	16 Ancient Egyptian medicine: (1) Background reading (Castiglioni & Porter) (2) Selections from the Ebers papyrus, the Hammurabi Code, and Imhotep	17 Plenary Lecture 2 "History, Memory, and the Hebrew Bible" <i>Prof. Rhiannon Graybill</i> "The Ascent and Decline of the Israelites" (<i>Reading Guide</i>)	18 Contemporary views of cancer: (1) Mukherjee selection (2) Herodotus selection	19 Colloquium 8 Odyssey of Israel I Intro to <i>Exodus</i> , <i>NOAB</i> pp. 81-83; <i>Exodus</i> , chaps. 1-15 (pp. 80-105)
22 Colloquium 9 Odyssey of Israel II <i>Exodus</i> , chaps. 16-34 (pp. 105-133)	23 Hebrew medicine: (1) Castiglioni selection (2) <i>Leviticus</i> , <i>NOAB</i> chaps. 11-16 (pp. 156-68)	24 Colloquium 10 Saul & David [inquiry 2] Intro to 1 Samuel, <i>NOAB</i> pp. 399-400; <i>1 Samuel</i> , chaps. 8-12, 15-19; Intro to 2 Samuel, pp. 445-446; <i>2 Samuel</i> , chaps. 1, 5-7, 11-19, pp. 410-18, 422-30; 446-7, 453-56, 459-75	25 Hebrew medicine: <i>Leviticus</i> , chaps. 17-26 (pp. 168-82)	26 Colloquium 11 Solomon & Collapse Intro to 1 Kings, <i>NOAB</i> pp. 485-487; <i>1 Kings</i> , chaps. 1-6, 9-11, 17-22; <i>2 Kings</i> , chap. 5, pp. 488-99, 505-9, 518-29; 539-41 9/27 Search Paper 1 due by 10 AM
29 Colloquium 12 Prophecy & Exile, Intro to Prophetic Books, <i>NOAB</i> , pp. 961-964; Intro to <i>Jeremiah</i> pp. 1057-58, <i>Jeremiah</i> , chaps. 1-7, 11-15:9, 30-1 (pp. 1059-1074, 1079-86, 1107-11)	30 Hippocrates 1 (1) Porter selection (2) Hippocrates On the Nature of Man, The Sacred Disease (prophecy)			

October

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Colloquium 13 Theodicy & Suffering I [inquiry 3] Intro to Job, <i>NOAB</i> , p. 726; <i>Job</i> , chaps. 1-14, (pp. 727-740)	2 Hippocrates 2 (1) Ancient Medicine (2) Airs, Waters, Places	3 Colloquium 14 Theodicy & Suffering I <i>Job</i> , chaps. 21, 38-42, (pp. 746-8, 765-71)
6 Search Midterm	7 Hippocrates 3 (1) The Hippocratic Oath (2) Prognostic, The Art, The Physician	8 Plenary Lecture 3 “Oral Poetry and Homeric Epic” <i>Prof. Geoff Bakewell</i> [readings to be distributed]	9 <i>Workshopping papers</i>	10 Colloquium 15 The Rage Begins “Homer & the <i>Iliad</i> ” (<i>Reading Guide</i>); Homer’s <i>Iliad</i> , Books 1-4
13 Colloquium 16 The Rage Continues [inquiry 4] Homer’s <i>Iliad</i> , Books 5-6, 9, 11 (Possible supplement: Castiglioni on Homeric medicine)	14 <i>Workshopping papers</i>	15 Colloquium 17 War & Loss Homer’s <i>Iliad</i> , Books 15-19 FY Paper 2 due by 7 PM	16 The 4 Causes Aristotle’s <i>Metaphysics</i> Bk I.1-3 (pp. 689-96), <i>Physics</i> Bk I.1 (218), and Bk II.1-8 (236-51)	17 Colloquium 18 The Rage Ends [inquiry 5] Homer’s <i>Iliad</i> , Books 20-24
20 <i>Fall Break</i>	21 <i>Fall Break</i>	22 Colloquium 19 Odysseus after the War Homer’s <i>Odyssey</i> , TBA	23 Actuality & Potentiality: Aristotle’s <i>Metaphysics</i> Bk IX.1 (820-1), 6 (825-7), 8-9 (828-33)	24 Colloquium 20 Sapphic Poetry Sappho (Bing translation, pdf online)
27 Colloquium 21 TBA	28 Aristotle’s <i>De Anima</i> Bk I.1-2 (535-42, skim 2), Bk II. 1-4 (554-64)	29 Plenary Lecture 4 “Poleis & Polis: 5th Century Athens” Paper 2 revision due by 7 PM	30 Aristotle’s <i>De Anima</i> Bk II. 5-12 (563-81)	31 Colloquium 22 Greatness & Vulnerability “Thucydides & the Peloponnesian War” (<i>Reading Guide</i>); Thucydides, Bk. 1.1-23, 67-88, 139-146 (pp. 3-16, 38-49, 79-85)

November

Monday	Tuesday	Wednesday	Thursday	Friday
3 Colloquium 23 Plague & Mytilene [inquiry 6] Thucydides, Bk. 2.8, 34-65 (pp. 110-128), Bk. 3.35-50, 68, 82-83 (174-184)	4 Aristotle, <i>On Memory, On Dreams</i> (607-25)	5 Colloquium 24 Plataea & Melos Thucydides, Bk. 3.35-51-68, 82-83 (pp. 184-193, 199-200), Bk. 5.84-116 (350-357)	6 Aristotle’s <i>De Anima</i> Bk III.3-12 (586-602)	7 Colloquium 25 The End? Thucydides, Bk. 6.8-29 (pp. 366-377); Bk. 7.42-56, 69-87; Bk. 8.1 (451-459, 467-478, 481)
10 Colloquium 26 Medea I [inquiry 7] Euripedes’ <i>Medea</i> , Introduction, and to line 650, p. 28	11 Aristotle’s <i>Biology: History of Animals</i> Bk VIII.1 (pp. 624-36), IX.1 (636-40), <i>Gen. of Animals</i> Bk I.17-18 (666-76), <i>Politics</i> I.12-13 (1143-46)	12 Colloquium 27 Medea II Euripedes’ <i>Medea</i> (line 650, p. 28, to end)	13 <i>Workshopping papers</i>	14 Colloquium 28 The Presocratics Selections from Thales, Heraclitus, Parmenides, & Democritus
17 Plenary Lecture 5 “Philosophy & the Big Picture” <i>Prof. Pat Shade</i> FY Paper 3 due by 7 PM Sunday, 11/16	18 Plato’s <i>Phaedo</i> 57-76e (pp. 5-27)	19 Colloquium 29 Immortality [inquiry 8] Plato’s <i>Phaedo</i> 77d-95a (pp. 27-46)	20 Plato’s <i>Phaedo</i> 95a-118 (pp. 46-67)	21 Colloquium 30 Love Plato’s <i>Symposium</i> : Intro & the dialogue up through Aristophanes’ speech (pp. 1-31)

24 Colloquium 31 Love & Knowledge [inquiry 9] Plato's <i>Symposium</i> : Agathon & Diotima's speech (pp. 32-60)	25 Plato's <i>Symposium</i> : Alcibiades' speech & the Intro (again) (pp. 61-77)	26 <i>Thanksgiving</i>	27 <i>Thanksgiving</i>	28 <i>Thanksgiving</i>
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December

Monday	Tuesday	Wednesday	Thursday	Friday
1 Colloquium 32 Happiness Aristotle's <i>Nicomachean Ethics</i> Bk I, pp. 935-52	2 <i>Presentations</i> Search Paper 2 due by 7 PM	3 Colloquium 33 Virtue I Aristotle's <i>NE</i> Bk II, pp. 952-64	4 <i>Presentations</i>	5 Colloquium 34 Virtue II Aristotle's <i>NE</i> Bk III, pp. 964-84 (for fun, read Bk. IV.8, pp. 1000-1); Bk VI, pp. 1022-36
8 Colloquium 35 Friendship [inquiry 10] Aristotle's <i>NE</i> Bk VIII.1-9, pp. 1058- 69	9 <i>Presentations</i>	10 Colloquium 36 Perfect Happiness Aristotle's <i>NE</i> Bk X. 1, 4-9, pp. 1093- 4, 1098-1112		12 FY Research Paper due by 11 AM