

THE LOVE OF HONOR IN ANCIENT GREECE
FALL 2017
T/TH PERIOD 8/8-9

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Office Hours W 9-10:30
Th 3-4:30

COURSE DESCRIPTION AND OBJECTIVES

This course will investigate the Ancient Greek pursuit and understanding of honor. One central concern of the course will be to explore the relationship in Greek thought between an individual's honor and good reputation. Reputation is a matter of how you are thought of by others. It will emerge that for many Greek authors, one's honor is not merely a matter of how others think about you. But if honor is not reputation, what is it? The course will pursue this question by using Ancient Greek sources to investigate topics such as: the relationship between an individual's honor and the judgments of others, the role of honor in emotions such as shame, disgust and anger, the possibility of finding personal self-worth by defending one's city, the special place of warfare and athletics as ways to win glory, and whether honor is in some sense a gendered concept (viz., masculine).

REQUIRED TEXTS

Homer, *Illiad* (ISBN: 0140275363)
Sophocles, *The Complete Sophocles Volume II* (ISBN: 0195373308)
Remaining texts available through Canvas

REQUIREMENTS

2 Take home exams	40%
2500 word paper	25%
Draft of paper	5%
Discussion posts	10%
Attendance and participation in discussion	20%

The following grade scale will be used to assign final letter grades for the course. See UF grading policies for assigning grade points at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Grade Scale	Grade Value
100-93=A	A=4.0
92-90=A-	A-=3.67
89-86=B+	B+=3.33

85-82=B	B=3.00
81-79=B-	B-=2.67
78-75=C+	C+=2.33
75-72=C	C=2.00
71-69=C-	C-=1.67
68-66=D+	D+=1.33
65-62=D	D=1.00
61-60=D-	D-=0.67
59-0=E	E=0.00

PAPER: The paper is due by noon on the relevant date. Please submit an electronic copy to Canvas *and* a hard copy to the box in my office. Both of these copies are required. Failure to submit either will result in a penalty for lateness.

-Students are required to submit a draft of their paper. The draft will be graded pass/fail. Failure to submit a draft, will result in the student not receiving a grade of 0 for their final paper.

-You must ask for an extension at least one week in advance (barring an emergency). Late papers will be penalized one third of a letter grade for each day beyond the due date.

-Papers should be in 12pt font, double spaced, with 1 inch margins and stapled. They also must include a word count. Papers which do not conform to these specifications will lose one third of a grade.

PRODUCING QUALITY WRITTEN WORK:

I am available to discuss your written work, and will answer questions about writing philosophy papers, talk through the paper topics with you or your ideas or outlines for the papers, or go over graded work and develop strategies for improvement.

WRITING ASSESSMENT RUBRIC

	A	B	C	D	E
RESPONSE TO PAPER TOPIC, FOCUSED USE OF TEXTS AND COURSE MATERIAL	• Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class.	• Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class.	• Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class.	• Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class.	• Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.
INTRO & THESIS	• The introduction & thesis do an excellent job of identifying the issues raised by the	• The introduction & thesis do a good enough job of identifying the issues raised by the	• The introduction & thesis do not adequately identify the issues raised by the topic to be	• The introduction & thesis do not identify the issues raised by the topic to be discussed in	• The introduction & thesis do not identify the issues raised by the topic to be discussed in

	topic to be discussed in the rest of the paper. The thesis makes a significant and debatable claim.	topic to be discussed in the rest of the paper. The thesis is clear and interesting enough.	discussed in the rest of the paper. The thesis is somewhat unclear, fairly obvious, or a bit misguided.	the rest of the paper. The thesis is confused, totally obvious, or obviously wrong.	the rest of the paper. The thesis is missing or incoherent.
PARA-GRAPH	<ul style="list-style-type: none"> • Paragraphs are excellently written. Paragraphs make a point, with clear topic sentences to govern them, contain no irrelevant sentences or gaps, and each paragraph advances the thesis one step further. 	<ul style="list-style-type: none"> • Paragraphs do a good enough job of making a point, and have clear enough topic sentences to govern them. They contain no irrelevant sentences or gaps, and each paragraph for the most part advances the thesis one step further. 	<ul style="list-style-type: none"> • Only some of the paragraphs do their job well enough. Topic sentences are partly clear or only partially govern; point of the paragraphs is only somewhat intact; the paragraphs don't explicitly relate to the thesis or to nearby paragraphs. 	<ul style="list-style-type: none"> • An unsatisfactory use of paragraphs. Topic sentences are missing or unclear. Paragraphs have multiple or underdeveloped ideas. Paragraphs are islands and have no relation to thesis or nearby paragraphs. 	<ul style="list-style-type: none"> • It is unclear how the paragraphs are individual units of meaning toward an overall end.
STRUCTURE OF ARGUMENT	<ul style="list-style-type: none"> • The argumentative line of the paper is fully intact—all the content of the paper supports its main ideas with no irrelevant material and no gaps in argument. The argument advances in a manner that is easy to follow. 	<ul style="list-style-type: none"> • Argumentative line of the paper is almost intact—almost all the content of the paper supports its main ideas with no irrelevant material and very few gaps in argument. The argument advances in a manner that is for the most part easy to follow. 	<ul style="list-style-type: none"> • Argumentative line of the paper is generally intact—content of the paper generally supports its main ideas, though there is some irrelevant material and perhaps some gaps in argument. The argument is difficult to follow in places. 	<ul style="list-style-type: none"> • Argumentative line is not intact—the content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material and/or major gaps in the argument. The argument is difficult to follow or incomplete. 	<ul style="list-style-type: none"> • Argumentative line is either missing or incoherent—how the content of the paper is supposed to support its main ideas is unclear, there is far too much irrelevant material, and there is a failure to link pieces of the idea to one another. The argument is very difficult to follow.
STRENGTH OF ARGUMENT	<ul style="list-style-type: none"> • The main ideas of the paper are clear and convincing. 	<ul style="list-style-type: none"> • The main ideas of the paper are for the most part clear and convincing. 	<ul style="list-style-type: none"> • The main ideas of the paper are only partially clear and convincing. 	<ul style="list-style-type: none"> • The main ideas of the paper are only marginally clear and convincing. 	<ul style="list-style-type: none"> • It is unclear what the paper's main ideas are supposed to be.
USE OF EVIDENCE	<ul style="list-style-type: none"> • The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence. 	<ul style="list-style-type: none"> • The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence. 	<ul style="list-style-type: none"> • Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence. 	<ul style="list-style-type: none"> • None of the interpretations on which the paper's claims are based are cogent. 	<ul style="list-style-type: none"> • None of the paper's claims are based on interpretations of the relevant textual evidence.

DISCUSSION POSTS: Students are responsible for submitting a discussion post every Wednesday concerning that week's reading. The posts will be due either at 7pm or 10pm. A post can be either a question or a comment. Regardless, it must be thoughtful and reflect a serious engagement with the text. As a general rule of thumb, a post should be roughly a paragraph

long. For example, “I disagree, Achilles gets angry because he is a slave of convention,” is not a sufficiently developed post. Students are encouraged to respond to one another’s questions and comments, although this is not required.

Each discussion post will receive a grade on a 0-2 scale.

TAKE HOME EXAMS: There will be two take home exams over the course of the semester. Take home exams will be comprised of several questions, each requiring a (roughly) 1-2 page response.

-Exams will be distributed on Friday and due the following Monday at 4pm. Late exams will not be graded.

-Co-operative work on the take home exams is *strongly encouraged*. Up to 4 students may work together on a single exam. The students may divide the exam up any way they please. For example, all working on each question, portioning out the questions, etc. One copy of the exam should be submitted with the name of every student who worked on the exam. As with the paper, both a hard and electronic copy is required.

POLICIES

TEXTS: Students are required to bring a copy of the text(s) to class. Since all the texts for this class will be placed on Canvas, and no electronic devices are allowed in the classroom, this means that students will be doing a lot of printing.

ATTENDANCE: Attendance is mandatory. Missing class will adversely affect your ability to perform well in the course. If a student has 0-2 unexcused absences over the course of the semester there is no penalty. If a student misses 3-4 their participation grade is lowered a full grade (e.g., A-B), 5-6 classes is a two grade penalty. If a student misses 7 or more classes they will receive a 0 for their participation/attendance grade. Note, this amounts to getting a 0 for 20% of the course grade.

-In order for an absence to be excused you must provide the relevant written proof (e.g., a doctor’s note).

EMAIL: Email is an essential mode of communication in the course. Students are expected to read all email they receive concerning the course and to do so in a timely fashion.

Be sure set your Canvas notifications to “Notify me right away.” I will proceed on the assumption that you have done so.

ELECTRONIC DEVICES: *No phones or computers are allowed in the classroom.* Please make sure to turn off your phone before class period begins. If you believe your electronic device ought to be an exception to this rule, please come speak to me after the first class meeting.

ACADEMIC HONESTY.

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

PLAGIARISM: You are encouraged to work and exchange ideas with your fellow classmates, and you are heartily encouraged to share drafts of written work. However, you must compose and submit your own papers. Doing otherwise is plagiarism.

Plagiarism is the presenting of another’s work as one’s own. Plagiarism on any assignment will automatically result in a grade of "E" for the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." It is also academically dishonest for a student to resubmit their own previously submitted work. Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

If you are not sure if something counts as plagiarism consult the Honor Code. If you are still unsure, please, do not hesitate to ask.

STUDENTS WITH DISABILITIES. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

ONLINE MATERIALS:

ONLINE COURSE EVALUATION. Students are expected to provide feedback on the quality of instruction in this course, and I hope you will do so. The evaluation is based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

CANVAS E-LEARNING ENVIRONMENT. This course is supplemented by online content in the e-Learning environment known as "Canvas." To login to the e-Learning site for this course, go to

<https://lss.at.ufl.edu/>, click the **e-Learning Login** button under, and on the next page enter your Gatorlink username and password. Logging in will take you to the "My Workspace" page, where you can access the course e-Learning environment by clicking on the course name in the banner toward the top of the page.

- Check "Readings" for all readings, which is under the "Pages" tab.
- Check the "Announcements" and "Calendar" tools in the e-Learning environment for new course content (such as recommended readings) and due dates for assignments.

The official recommended system requirements for e-learning in Canvas are a broadband Internet connection and a fully updated and compatible browser. For Windows based PCs: Firefox 3.x or Internet Explorer 7.x or 8.x. For Macs: Firefox 3.0 or Safari 4.x. (Other browsers such as Opera, Chrome, etc. are not recommended for use with Canvas) If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues.

Schedule*

Week 1

8/22 Introduction

8/24 Williams, *Shame and Necessity*, “The Liberation of Antiquity” (excerpt)

Week 2: What is honor? Introducing the field of concerns

8/29 Homer, *Illiad* (Book I, Book IV, IX)

Redfield, *Nature and Culture in the Illiad* (“Introduction”)

8/31 Discussion

Week 3: Honor, recognition and competition

9/5 Adkins, *Merit and Responsibility* (“Homer: Mistake and Moral Error”)

Cairns, *Aidos: Shame and Guilt Culture*: 26-28, 32-33, 39, 42-(44)47

Homer: 50-57, 59-60, 64 (final paragraph), 68-76, 83-89, 92-95, 98-103,
139-146

9/7 Discussion

Week 4: For the honor of the whole

9/12 Callinus (excerpts)

Tyrtaeus (excerpts)

Thucydides, *History of the Peloponnesian War* (Pericles’ Funeral Oration)

9/14 Discussion

Week 5: Politics

9/19 Demosthenes (excerpts)

Dover, *Greek Popular Morality* (“Honour and Shame”)

Whitehead, “Competitive Outlay and Community Profit: *Philotimia* in Democratic Athens”

Whitehead, “Cardinal Virtues” (excerpt)

9/21 Discussion

Week 6: Shame

9/26 Sophocles, *Ajax*

9/28 Discussion

Week 7: Sense of Self

10/3 Williams, *Shame and Necessity*, “Shame and Autonomy,” and “Endnote one”

10/5 Discussion

10/6 First take-home exam distributed

Week 8: Anger**10/9 First take-home exam due at 4pm**10/10 Sophocles, *Electra*

10/12 Discussion

Week 9: Purity and Chastity10/17 Euripides, *Hippolytos*

10/19 Discussion

Week 10: The love of honor as a form of mind (uniting the field of concerns)10/24 Plato, *Republic* (368e-376d, 415d-417b, 435c-436b, 439a-442c, 449a-461e-471c, 543a-551a, 580d-581c)

10/26 Discussion

Week 11: The love of honor as form of mind part 210/31 Reread *Republic* excerpts

Cooper, "Plato's Theory of Human Motivation" (excerpts)

Singpurwalla, "Why Spirit is the Natural Ally of Reason"

11/2 Discussion

11/3 Second take-home exam distributed**Week 12: War****11/6 Second take-home exam due at 4pm**11/7 Homer, *Illiad* (VI, focus 280-end, XII, XVIII: 1-170 and 275-365, XXI-XXII)Redfield, *Nature and Culture* ("The Hero")

11/9 Discussion

Week 13: Athletics11/14 Homer, *Illiad* (Book XXIII)

Pindar, (TBD)

Miller, *Ancient Greek Athletics*, "A Reconstruction of a Festival"Miller, *Arete*, n.140

11/16 Discussion

Week 14: Gender**11/20 Withdrawal deadline**

11/21 Readings TBD

11/23 No Class, Thanksgiving

Week 15: Contemporary interest in “Honor Ethics”

11/27 Paper draft due at noon

11/28 Appiah, *The Honor Code*, “Lessons and Legacies”

11/30 Discussion

Week 16:

12/5 Wrap up

12/6 Paper due at noon

*As with all class schedules this one is not set in stone and may change depending on where the material takes us.