

Dept. of Political Science



Faculty of Arts

Course Syllabus

POLI 406 L01



Fall 2021

GREEK LOVE & WISDOM

EROS, FAMILY, & FRIENDSHIP

Pre-requisite: POLI 310

Dr. Joshua D. Goldstein

M/W/F 10 – 10:50 am

In-Person

SA 104

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CONTACT INFORMATION & OFFICE HOURS:

Instructor: Dr. Joshua D. Goldstein
Office: Social Science Tower, rm 728
E-mail: joshua.goldstein@ucalgary.ca
Tel: (403) 220-6090

Office Hours:
 Monday 3 – 4 pm
 Wednesday 4 – 5 pm
 Friday 2 – 3 pm
Other times by appointment (please email).

COURSE DESCRIPTION:

Today in the West, we take relationships of love, sex, marriage, friendship to be, generally speaking, aspects of a fulfilling life. However, the conception of fulfilment that we often unreflectively turn to is one that is rooted either in an *individualized* conception of satisfaction (this is good for *me*, although it might not be good for *you*) or a sense of *social expectation* (this is what *one* should do at this stage of one's life, in this position, etc.). This condition of grasping the significance of love, sex, marriage, and friendship within the poles of societal order and individualized fulfilment is a particular feature of modernity. Modern sexual ethics, too, often work within—and provides philosophic justification for—this unreflective account: either subjective desire or the logic of society is to provide all we need to know about the value of love, sex, marriage, and friendship.

However, prior to western modernity, the ancient Greeks were philosophically and politically gripped by a very different conception of the meaning of love, sex, marriage, and friendship. Broadly speaking it had three features. First, although immensely varied, it was a conception of sexual ethics in which the nature of fulfilment and the experience of love, sex, marriage, and friendship could only be grasped in terms of the deepest reality or order of things. Sexual ethics is literally of *kosmic* significance: it binds us to an order that stands apart from either societal order or the individual fulfilment. Second, it was profoundly concerned with holding simultaneous relationships between full, male citizens, on the one hand, and young men, wives, mistresses, concubines, prostitutes, on the other hand. Each of these relationships was seen to help comprise a complete system of fulfilment because each relationship was uniquely an aspect of some deeper reality. Third, the Greeks did not see the significance of these relationships either in terms of sexual identity or within a concern for equality.

Taking all these three points together—*kosmic* significance, multiplicity, and no conception of sexual identity—Greek sexual ethics offers us resources for recovering new ways of thinking about sexual ethics and how it connects to human fulfilment for individuals and for the communities.

In this course, we explore these possibilities by turning to both everyday or conventional understanding of Greek sexual ethics—through two famous speeches in Athenian law that deal with the complex expectations that inflect and shape female and male sexual actions and relations—and to some of the most profound attempts to philosophically come to terms with love and sex (Plato's *Symposium* and *Phaedrus*), marriage (Xenophon and Plutarch) and friendship (Aristotle).

COURSE OBJECTIVES AND LEARNING OUTCOMES:

This course is intended to introduce students to the central texts, ideas, and questions which characterize the Greek philosophic engagement with what we might call sexual ethics.

Through reading, writing about, and discussing the course material, this course aims to achieve three goals:

1. *Informational*: to have students gain familiarity with the arguments and positions of the thinkers and texts covered;
2. *Analytical*: to have students be able to analyze the arguments for, and explore the implications of, the thinkers' attempts to set out what they take to be the foundational ideas and questions for a political community and the individuals within it; and,
3. *Critical*: to have students be able to take a careful and worked-out position—both interpretatively within the texts and thematically with regard to the overarching concerns or tensions that run through the material—and to defend that position using the intellectual resources gained in the course.

REQUIRED TEXTS:***Books to be Purchased:***

You should acquire the following four books, all of which are available from the UC Bookstore. Most of our readings will come from these books in whole or in part.

1. Plato, *Plato's Phaedrus* (trans. Stephen Scully) (Newburyport, MA: Focus Publishing, 2003).
2. Plato, *Plato's Symposium* (trans. Seth Benardete) (Chicago: University of Chicago Press, 1986).

Other Required Readings:

These readings are available for free, on-line through the University of Calgary library:

1. Aeschines, "Against Timarchus" (trans. Chris Carey) in Michael Gagarin (ed.), *Speeches from Athenian Law* (Austin, TX: University of Texas Press, 2011).
2. Aristotle, *Nicomachean Ethics* (Trans. Joe Sachs) (Newburyport, MA: Focus Publishing, R. Pullins Company, 2002)
3. Demosthenes, "Against Neaera" (trans. Victor Bers) in Michael Gagarin (ed.), *Speeches from Athenian Law* (Austin, TX: University of Texas Press, 2011).
4. Plutarch, *Plutarch's Advice to the Bride and Groom and A Consolation to His Wife: English Translations, Commentary, Interpretive Essays, and Bibliography* (ed. Sarah B. Pomeroy) (New York, NY: Oxford University Press, 1999).
5. Xenophon, *Oeconomicus: A Social and Historical Commentary* (ed. Sarah B. Pomeroy) (New York, NY: Oxford University Press, 1995).

ASSIGNMENTS:

This course has three interconnected assignments: (A) a short written assignment exploring the difference between modern and ancient understanding of love; (B) a medium one exploring the Plato's philosophy of erōs in the *Symposium*; and, (C) a long, final essay which brings Plato's account of erōs in the *Symposium* and *Phaedrus* into conversation with another Greek thinker to help solve a modern problem within sexual ethics. In addition, there will be (D) on-line discussion participation roughly every two weeks during the middle of the course.

A summary of the assignments with details can be found in the chart below.

The exact due dates and schedule of assignments is included in the Schedule Of Readings, Assignments & Discussion Groups after the chart.

Note: *Problems with grammar and spelling will harm an assignment's grade only insofar as they substantively interfere with the meaning of your argument and evidence.*

***** See Next Page for Summary of All Assignments *****

OVERVIEW OF ASSIGNMENTS

| Due Date | What Do I Do? | Weight | Requirements | Instructions (Additional Information To Be Provided) | Late Penalty |
|--|--|--|--|---|--|
| Assignment A: Modern Love/Ancient Love | | | | | |
| Between Weeks 4 – 6 | Do one of Assignment A1, A2, or A3 | 10% of final grade | Max. 500 words (not include references) | <ul style="list-style-type: none"> • Do one of A1, A2, or A3. • Assignment A explores how modern understandings and assumptions about e.g., love, friendship, sex, and the family differ from ancient ones. • Whether you do A1, A2, or A3, the assignment has three parts: (i) <i>identify</i> the assumptions and nature of the modern problem; (ii) <i>analyze and defend</i> how a particular Ancient individual (given in each assignment) would think about (i); and, (iii) <i>argue</i> what new insights would be helpful to recover, if any. • To be submitted through D2L by 11:59pm on last class of the week. | -2% per day, <i>including</i> weekends |
| Assignment B: Plato and the Philosophy of Erōs | | | | | |
| Between Weeks 8 – 10 | Do one of Assignment B1, B2, or B3 | 25% of final grade | Max. 1000 words | <ul style="list-style-type: none"> • Do one of B1, B2, or B3. • Assignment B explores Plato's attempt to theorize the nature of erōs and the aphrodisia and how it might be connected to the good life. • Whether you do B1, B2, or B3, the assignment will require you to: (i) develop a research question or use a provided one; (ii) develop an answer to the question through an interpretation of some aspect of Plato's <i>Symposium</i>; and, (iii) <i>briefly</i> suggest ways that your answer might be helpful for thinking about modern problem within sexual ethics. • To be submitted through D2L by 11:59pm on last class of the week. | -2% per day, <i>including</i> weekends |
| Assignment C: Final Paper | | | | | |
| Week 13 | Do Assignment C (the Final Paper) | 45% of final grade | Max. 2000 words | <ul style="list-style-type: none"> • You must do Assignment C. • This assignment is a long paper that allows you to develop an account and interpretation of Plato's sexual ethics that uses (i) <i>both</i> the <i>Symposium</i> and the <i>Phaedrus</i>, (ii) another Greek thinker (Xenophon, Plutarch, Aristotle), (iii) to help solve a modern problem within sexual ethics. • You may use (revised and improved and reworked) elements from your Assignment A and B in assignment C, where appropriate. • To be submitted through D2L by 11:59pm on last class of the week. | -2% per day, <i>not including</i> weekends |
| On-line Discussion Participation (all of D1–D5) | | | | | |
| Between Weeks 5 – 11 | Participate in on-line Discussions (D1 – D4) | 20% of final grade (5% x 4 wks) | Max. 5 posts will count per session; max. 150 words per post | A conversation, on-line, held with your colleagues on a question posted by the Professor. Your posts should be short, conversational, and frequent. They will be evaluated for: (1) insightfulness; (2) textual support; (3) ability to stimulate discussion; and (4) respectfulness to others. | Not Applicable |
| <i>Total</i> | | 100% | | | |

GRADING SCHEME

| | | | | | | | |
|-------------|--------|-------------|-------|-------------|-------|-------------|-------|
| A+ = | 91–100 | B+ = | 77–79 | C+ = | 67–69 | D+ = | 55–59 |
| A = | 85–90 | B = | 73–76 | C = | 63–66 | D = | 50–54 |
| A– = | 80–84 | B– = | 70–72 | C– = | 60–62 | F = | 0–49 |

SCHEDULE OF READINGS, ASSIGNMENTS & DISCUSSION SESSIONS

(subject to change if necessity impels)

| WEEK... # | Begins On | SUBJECT | REQUIRED READINGS OR SUBJECT MATTER {* = total number of pages per week to be read} | Assign- ment | Dis- cus- sion Ses- sions |
|--------------|--|--|---|-----------------|---------------------------------------|
| 1 | Wed Sept 8 | Modernity vs Greeks | No Readings | | |
| 2 | Mon Sept 13 | Everyday Greek Sexual Ethics | Demosthenes, "Against Neaera", ¶¶ 16–48 (pp. 151–160); ¶¶ 65–78 (pp. 165–169); ¶¶ 107–108 (pp. 176–177); ¶¶ 110–114 (pp. 177–178); ¶¶ 119–122 (pp. 180–181) {16*} | | |
| 3 | Mon Sept 20 | | Aeschines, "Against Timarchus", ¶¶ 8–31 (pp. 190–198); ¶¶ 39–70 (pp. 200–210); ¶¶ 74–76 (pp. 210–211); ¶¶ 130–141 (pp. 226–228); ¶¶ 155–159 (pp. 232–233); ¶¶ 182–185 (pp. 239–241) {24*} | | |
| 4 | Mon Sept 27 | Plato & Erōs I: Erōs vs. the World? | Plato, <i>Symposium</i> , 172A–189A (pp. 1–18) {18*} [Introduction; Phaedrus; Pausanias; Eryximachus] | A1 | |
| 5 | Mon Oct 4 | | Plato, <i>Symposium</i> , 189A–201D (pp. 18–31) {13*} [Aristophanes; Agathon; Socrates] | A2 | D1 |
| 6 | Wed Oct 13* <i>*No Class Mon: Thanksgiving</i> | | Plato, <i>Symposium</i> , 201D–212D (pp. 31–43) {12*} ["Diotima"] | A3 | |
| 7 | Mon Oct 18 | | Plato, <i>Symposium</i> , 212D–223D (pp. 43–54) {11*} [Alcibiades] | | D2 |
| 8 | Mon Oct 25 | Plato & Erōs II: Erōs & the Body? | Plato, <i>Phaedrus</i> , 227A–238D (pp. 1–17) {17*} [Socrates and Phaedrus arrive at the grove; Lysias' speech; Socrates' initial response] | B1 | |
| 9 | Mon Nov 1 | | Plato, <i>Phaedrus</i> , 238D–250C (pp. 17–31) [Socrates' first speech; palinode, pt. I] {14*} | B2 | D3 |
| | | | ** Fall Reading Week: Nov 7–13 ** | | |
| 10 | Mon Nov 15 | | Plato, <i>Phaedrus</i> , 250C–259E & 278C–279C (pp. 31–43 & 70–71) [Socrates' palinode, pt. II; message to Lysias; departure] {14*} | B3 | |
| 11 | Mon Nov 22 | Marriage & Erōs? | Xenophon, <i>Oeconomicus</i> , chs. 7–10 (pp. 59–74) {15*} | | D4 |
| 12 | Mon Nov 29 | | Plutarch, <i>Advice to the Bride and Groom</i> , 137–146 (pp. 5–13); <i>Consolation to His Wife</i> , 608–612 (pp. 59–63) {14*} | | |
| 13 | Mon Dec 6* <i>*No Class Fri: End of Semester</i> | How About Friendship? | Aristotle, <i>Nicomachean Ethics</i> , Bk. VIII, 1155a1–1163b30 (pp. 143–162); Bk. IX, 1163b35–1172a18 (pp. 162–180) {37*} | C | |

OVERVIEW OF ASSIGNMENTS

| | | | |
|------------|---|------------|---|
| A1 to A3 = | Assignment A: Must do <i>one</i> of A1, A2, or A3 (10%) | C = | Assignment C: Required Final Paper (45%) |
| B1 to B3 = | Assignment B: Must do <i>one</i> of B1, B2, or B3 (25%) | D1 to D4 = | On-line Discussion Sessions (20%; 5% x 4) |

IMPORTANT DEPARTMENTAL, FACULTY & UNIVERSITY INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen cir-

cumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at

<https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar) (under Student Forms). The student must indicate exactly what error was made

in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected." More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580

or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower, MT 116..

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.