

Course Information

Date Submitted: 9/26/2016

Current Prefix and Number: PHI - Philosophy , PHI 650 SEM METAPHYS/EPIST (SUB)

Other Course:

Proposed Prefix and Number: PHI 650

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Philosophy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: David Bradshaw

Email: DAVID.BRADSHAW@UKY.EDU

Phone: 8592577107

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SEMINAR IN METAPHYSICS AND EPISTEMOLOGY (SUBTITLE REQUIRED)

Proposed Title: SEMINAR IN METAPHYSICS AND EPISTEMOLOGY (SUBTITLE REQUIRED)

c. Current Transcript Title: SEM METAPHYS/EPIST (SUB)

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

SEMINAR: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 15

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A specialized advanced study of topics in traditional areas of metaphysics and epistemology or of more contemporary topics, some of which may cut across or even challenge the framework of those traditional domains. Topics may include such issues as the nature of human action, problems of reference and modality, conceptions of time and space, and the sociology of knowledge. May be repeated to a maximum of nine credits under different subtitles.

Proposed Course Description for Bulletin: A specialized advanced study of topics in traditional areas of metaphysics and epistemology or of more contemporary topics, some of which may cut across or even challenge the framework of those traditional domains. Topics may include such issues as the nature of human action, problems of reference and modality, conceptions of time and space, and the sociology of knowledge. May be repeated to a maximum of fifteen credits under different subtitles.

2j. Current Prerequisites, if any: Prereq: Consent of instructor.

Proposed Prerequisites, if any: Prereq: Graduate standing in PHI or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

PHI 650 SEMINAR IN METAPHYSICS AND EPISTEMOLOGY: The Death of God

Instructor: Prof. Eric Sanday
Office Address: POT 1401
Email: eric.sanday@uky.edu
Office Phone: 257-1234
Office hours: Monday and Wednesday, 2 to 3:30 PM

Course Description

A specialized advanced study of topics in traditional areas of metaphysics and epistemology or of more contemporary topics, some of which may cut across or even challenge the framework of those traditional domains. Topics may include such issues as the nature of human action, problems of reference and modality, conceptions of time and space, and the sociology of knowledge. May be repeated to a maximum of fifteen credits under different subtitles.

Student Learning Outcomes

After completing this course, the student will be able to:

1. Describe key themes in ancient thought about the ultimate ground of reality.
2. Analyze ancient thought about the ultimate ground of reality.
3. Prepare a seminar paper on ancient thought about the ultimate ground of reality.

The Death of God

The overarching theme of this course is the changing conception of ultimate ground in ancient Greek thought with special focus on Plato's introduction of form in the *Phaedrus* and *Symposium*. I am also interested in the concept of truth, ancient and modern skepticism, the role of tragedy comedy, especially Euripides and Aristophanes, the concept of metaphysics as what "is" beyond or outside things subject to space and time (whether gods, forms, or the God of creation), the relation between the human and divine, male and female, and Greek tradition as opposed to other aspects of the Western tradition, notably the Judeo-Christian tradition as exemplified by the Book of Job and Paul's "Letter to Romans."

Required Texts (and editions):

Hesiod, *Theogony* (Apostolos N. Athanassakis tr., John's Hopkins Press) Aristophanes, *Aristophanes' Critique of the Gods* (Pangle tr., Paul Dry Books) Plato, *Symposium* (Suzy Groden tr., University of Massachusetts Press) Plato, *Phaedrus*, (Scully tr., Focus Philosophical Press) *Book of Job* (Mitchell tr., Harper Perennial)

Grading:

1) Participation (25%):

You will be graded on your ability to represent not only what you believe to be true but also the text and the positions of your colleagues. That requires that you be able to present lines of interpretation clearly, define your own position when established, identify questions or limitations in your reading, address questions exactly as they are posed, negotiate with your partners in inquiry to shift questions when appropriate, maintain to the extent possible the continuity of thinking in our discussions, and generally execute your responsibilities with poise and honesty.

2) Fishbowl Assignments (20% x3):

Weekly discussions will begin with a “fishbowl” exercise with three seminar participants making extensive advanced preparations for a tightly structured dialogue. Seminar participants not involved in the fishbowl exercise will be responsible for reading the primary and main secondary source for the week. Fishbowl preparations will include careful reading of the shared text for the week, reading one of three designated secondary sources assigned for the fishbowl, reporting the basic position of that secondary source to the other two participants, and writing a clearly argued essay of about five pages that takes up all primary and secondary sources. Fishbowl participants will meet with each other and me in advance to clarify their sources, but the exchange itself should contain your own independent thinking and be only very minimally scripted. After the fishbowl dialogue, all members of the seminar will join in a wider ranging discussion.

3) Final Writing Assignment (15%):

The critical essays and in-class dialogues will provide a basis for a final paper submission that will, to the extent possible, develop a single thesis.

Key to the reading schedule:

1. Main primary source reading for the Week

a. Main secondary source reading, assigned to all seminar participants

- i. Optional readings worth looking over
- b. Fishbowl participant reading (primarily for participant A)
- c. Fishbowl participant reading (primarily for participant B)
- d. Fishbowl participant reading (primarily for participant C)

Part I: Transcendence of the Traditional Gods

1/21: Theogony; Works and Days, “Myth of the Ages” (lines 109-201)

a. Strauss Clay, *Politics of Olympus*, 3-16

- i. Hyland, “First of All Came Chaos”
- b. Miller, “First of All”
- c. Vernant, *Myth and Thought* (25-112) “Myth Structures”
- d. Strauss Clay, “The Generation of Monsters in Hesiod”

1/28: Homeric Hymns to Apollo, Hermes, Aphrodite, Demeter

a. Strauss Clay, *Politics of Olympus*, 17-33, 95-103, 152-162, 202-208

- i. Seaford, *Reciprocity and Ritual* (course reserve)
- ii. Vernant, *Myth and Thought* (263-316) “Work and Technological Thought”
- iii. Buxton, “Introduction” (*From Myth to Reason?*)
- b. Strauss Clay, “Hymn to Apollo” 17-33, 63-74, 91-94; “Hymn to Hermes”, “Hymn to Aphrodite”, “Hymn to Demeter”
- c. Vernant, “Hestia-Hermes: the religious expression of space and movement in ancient Greece” (from *Myth and Thought*)
- d. Seaford, “Demeter Hymn” (in *Cosmology and the Polis*, course reserve)

Part II: The Philosophical Turn & Tragi-Comedic Riposte

2/4: Parmenides

a. Miller, “Ambiguity and Transport”

- b. Brown, “Being in the *Sophist*: a Syntactical Inquiry”

- c. Mourelatos, "Route of Parmenides", Chs. 2-4
- d. Nehamas, A., 2002. "Parmenidean being/Heraclitean fire" (in V. Caston and D. W. Graham (eds.), *Presocratic Philosophy: Essays in Honour of Alexander Mourelatos*)

2/11: Heraclitus

- a. **Kahn, "A New Look at Heraclitus" (1964)**
- iv. Seaford, *Money and the Early Greek Mind* (147-190, 231-265, 292-317)
- v. Seaford, "From Reciprocity to Money" (in *Cosmology and the Polis*)
- b. Kahn, *The Art and Thought of Heraclitus*
- c. Brann, "The Logos of Heraclitus"
- d. Dilcher, *Studies in Heraclitus*

2/18: Aristophanes, *Birds*; Euripides, *Bacchae*

- a. **Segal, *Dionysiac Poetics*, "The Elusive God", "Forms of Dionysus", "Dionysus and Civilization", "Afterword"**
- vi. Strauss, *Socrates and Aristophanes* (1-54, 160-194)
- vii. Freyberg, "Clouds and the Measuring of Logos"
- viii. Seaford, "Death Ritual and Reciprocal Violence in the *Polis*" and "The Transformation of Reciprocity" (in *Reciprocity and Ritual*)
- ix. Konstan, "Birds"
- b. Seaford, "Dionysus as Destroyer of the Household: Homer, Tragedy, and the Polis" (in *Masks of Dionysus*)
- c. Vernant, *The Origins of Greek Thought*; Vernant, "The Masked Dionysus" (in *Myth and Tragedy*)
- d. MacDowell, "Birds" (in *Aristophanes and Athens*); Ambler & Pangle, Introduction (in *Aristophanes' Critique of the Gods*)

Part III: Symposium – Eros and Openness to Form

2/25: Symposium, 172a-188e

- a. **Miller, *Platonic Mimesis***
- b. Desjardins, "Why dialogues? Plato's Serious Play" (in *Platonic Writings, Platonic Readings*)
- c. Halperin, David, "Plato and the erotics of narrativity" (in *Methods of Interpreting Plato and his dialogues, Oxford Studies in Ancient Philosophy: Supplementary Volume 1992*)
- d. Trivigno, "Eryximachus's Speech"

3/3: Symposium, 189a-212d

- a. **Kosman, "Platonic Love"**
- b. Fussi, "The Desire for Recognition in Plato's *Symposium*"
- c. Russon, "Eros and Education"
- d. Halperin, "Why is Diotima a Woman?," in Halperin, *One Hundred Years of Homosexuality*

3/10: Symposium, re-read up to 212d

- a. **Miller, "Making New Gods"**
- x. Sedley, "The Ideal of Godlikeness," in *Oxford Readings in Plato: Ethics*
- b. Ferrari, "Platonic Love" (Cambridge companion)
- c. Lear, "Permanent Beauty and Becoming Happy in Plato's *Symposium*" (in *Plato's Symposium: Issues in Interpretation and Reception*)

d. Annas, "Becoming Like God: Ethics, Human Nature and the Divine" (in *Platonic Ethics, Old and New*)

3/24: Symposium, 212d-end

a. **Carson, *Eros the Bittersweet* (pp. 3-85)**

xi. Suzy Groden, "The Cycle of Becoming in the Symposium" (in *The Symposium of Plato*)

xii. Stanley Rosen (in *Plato's Symposium*)

b. Nussbaum, "The speech of Alcibiades: A Reading of the Symposium" (in *Fragility of Goodness*)

c. Burnyeat, M. F., "Socratic Midwifery, Platonic Inspiration," *British Institute of Classical Studies* 24 (1977) 7-16.

d. Nightingale, Andrea, "Alien & Authentic Discourse" (in *Genres In Dialogue: Plato and the Construct of Philosophy*)

Part IV: Phaedrus – Madness and Philosophical Writing

3/31: Phaedrus, 227a-243d

a. **Ferrari, "Orientation", "From Argument to Example", "The Critique of Pure Rhetoric", "The Voice of Reason" (in *Listening to the Cicadas*)**

xiii. Burger, Plato's Phaedrus: A Defense of a Philosophic Art of Writing

b. Werner, "Plato on Madness and Philosophy"

c. Nussbaum, "Madness Reason Recantation in the *Phaedrus*" (in *Fragility of Goodness*)

d. Kahn, "The Object of Love" (in *Plato and the Socratic Dialogue*)

4/7: Phaedrus, 243e-257b

a. **Ferrari, "Myth and Understanding", "Love Among the Philosophers" (in *Listening to the Cicadas*)**

b. Halperin, David, "Plato and the metaphysics of desire," *Proceedings of the Boston Area Colloquium on Philosophy*, vol. V (1989), ed. John Cleary and Daniel Shartin, pp. 27-52.

xiv. Nussbaum, Martha, "Commentary on Halperin," *Proceedings of the Boston Area Colloquium on Philosophy*, vol. V (1989), ed. John Cleary and Daniel Shartin, pp. 53-72.

c. Vlastos, Gregory, "The Individual as an Object of Love in Plato," in *Platonic Studies* 2nd ed., Princeton, 1981, pp. 3-34.

d. Monique Dixsaut, "Myth and Interpretation" (in *Plato and Myth*)

4/14: Phaedrus, 257c-end

a. **Ferrari, "Writing the Conversation" (in *Listening to the Cicadas*)**

xv. Roochnik, "Socrates' Rhetorical Attack on Rhetoric," in *The Third Way: New Directions in Platonic Studies*, F. Gonzales (ed.), Lanham: Rowman and Littlefield, 1995, pp. 81-94.

xvi. Brown, "Definition and Division in the *Sophist*"

b. Derrida, "Plato's Pharmacy"

c. Carson, *Eros the Bittersweet* (pp. 86-173)

d. Moore, "The Myth of Theuth in the *Phaedrus*" (in *Plato and Myth*)

Epilogue: Judeo-Christian Tradition

4/21: Book of Job, Paul

e. **Mitchell, Introduction to Book of Job**

4/28: TBD

Grading scale for graduate students (no D for Grad Students):

- 90-100% = A
- 80 - 89% = B
- 70 - 79% = C
- Below 70%= E

Submission of Assignments

All assignments are to be turned in by hardcopy. No late work accepted except for excused absences.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student

Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.