

**PHILOSOPHY 410:  
SOCRATES AND PLATO**

Professor: Dr. Emily Katz  
Classroom: 214 Berkey Hall  
Class times: Mondays &  
Wednesdays 10:20-12:10  
Contact: ekatz@msu.edu

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Office hours: **Mondays  
Wednesdays 12:30–1:30**  
in **South Kedzie 509 &** by  
appointment (with 48 hours'  
email notice)

### General Description

Alfred North Whitehead famously maintained that all of Western philosophy is but a series of footnotes to the ideas of Plato. It is certainly true that Plato's writings cover an extraordinary number of philosophical questions that continue to interest philosophers and non-philosophers today. These include such questions as: What is knowledge and how do we know when we have it? What is virtue? What is justice? What is real and what is illusory? How should we live our lives? Which political structure maximizes happiness? What is love and what is friendship? This is a far from comprehensive list. Reading Plato is both difficult and rewarding: difficult because the dialogue form challenges the reader to think for herself and draw her own conclusions; rewarding because these beautiful texts contain such depths of meaning that they can be read again and again, and each time they will reveal something new and profound.

This semester, we will work through several dialogues, covering topics in ethics, metaphysics, and epistemology. Since this is a small seminar, students should be prepared to contribute to the discussion at every class meeting. We will work together to improve your philosophical reading skills as well as your ability to interpret and discuss philosophical ideas and to think on your feet. The course also places a heavy emphasis on improving philosophical writing and research skills, and writing skills in general. To this end, we will have several writing workshops throughout the semester. Students who devote appropriate effort to the course can expect to finish the semester with a solid first grasp of basic Platonic ideas and approaches to Platonic interpretation and with improved philosophical reading, speaking, research, and writing skills.

### Required Texts

- *Plato: Complete Works*. John Cooper, ed. Hackett, 1997. (ISBN 9780872203495)
- *"They Say/I Say": The Moves that Matter in Academic Writing* (4<sup>th</sup> edition). Cathy Birkenstein and Gerald Graff. W.W. Norton & Company, 2018. (ISBN 9780393631678)

### Helpful References

- *The Stanford Encyclopedia of Philosophy*, at [plato.stanford.edu/contents.html](http://plato.stanford.edu/contents.html)
- *The Oxford Handbook of Plato* (ed. Gail Fine, 2008) [MSU library call number: B395.O94 2008]
- *The Cambridge Companion to Plato* (ed. Richard Kraut, 1992) [MSU library call number: B395.C28 1992]

### Assignments

#### (1) PAPER PROJECT

Over the course of the semester, we will have a series of workshops in which we work on all the components of a philosophical paper. Your preliminary work on each component of the paper is due at the start of class on each workshop day. See the files entitled "Preliminary Work for Workshop 1" (and 2 and 3 and 4) for details (on D2L, in the "Paper Project" folder). What you produce in the workshops will be the basis for your term paper. See the Term Paper Guidelines (on D2L, in the "Paper Project" folder) for details.

#### Quick List of Workshop Days

- (i) Workshop 1: **Wednesday March 18**

- Units 1–2 Topics, Theses and Scholarly Sources (*Meno/ Apology/ Crito/ Phaedo/ Republic/ Parmenides/ Theaetetus*)
- (ii) Workshop 2: **Wednesday April 15**  
Units 2–3 Topics, Theses and Scholarly Sources (*Republic/ Parmenides/ Theaetetus/ Lysis/ Phaedrus/ Symposium*)
- (iii) Workshop 3: **Monday April 20**  
Main Argument Points
- (iv) Workshop 4: **Wednesday April 22**  
Objections/Alternatives & Responses

It is your responsibility to ensure that you are in class, on time and for the full time, each of these days. Please plan accordingly. The term paper is due before **the start of the final exam**. You will turn in your printed final copy at the final exam, along with all graded workshop assignments and a copy of your scholarly source. You will also submit an electronic copy of just the term paper to the D2L Term Paper dropbox.

(2) THEY SAY/I SAY WORK

To earn credit for these assignments, you must (1) complete the assigned exercises from *They Say/I Say*, (2) bring them to class on the day they are due, and (3) participate in the in-class workshop (which amounts to exchanging work with a partner and discussing and evaluating one another's work). We will have 4 *They Say/I Say* work sessions this semester:

- (i) Chapters One & Two  
**Wednesday February 5:**
- (ii) Chapters Three & Four  
**Monday March 16**
- (iii) Chapters Five & Six  
**Wednesday April 1**
- (iv) Chapters Seven & Eight  
**Monday April 13**

(3) TESTS

Because this is a 400-level seminar-style course, we do not spend the lecture rehashing everything from the readings. The expectation is that you take careful reading notes and ask questions in class, over email, and during office hours about what you did not understand and would like to have explained. You are responsible for *all of the material* in the assigned readings, regardless of whether we discuss it during any given lecture. The test questions I expect you to be able to answer presuppose your regular attendance (*no more than 2 absences*) and careful in-class note-taking. However, they cannot all be answered with lecture notes alone; you will need to fill out your answers with *your own careful reading notes*.

**Test 1:**

This test covers all assigned Plato readings from Units 1 & 2 except *Theaetetus*. The test is 60 minutes. There are 10-15 questions, and each question requires a 2–4 sentence answer. Please see the course schedule (below) for the date. A study guide will be available on D2L before the test.

**Test 2 OR Final Exam:**

(A) Test 2: Students who miss or are late for *no more than* two classes AND earn at least 60% on Test 1 AND earn a passing grade on *all* of the paper components will qualify to forego the final and instead take a 1-hour test that covers only the *Theaetetus* and all assigned Plato readings from Unit 3. The test begins at 7:45am; any student who arrives after the first student has left the classroom will not be admitted. There are 10-15 questions, and each question requires a 2–4 sentence answer. Please see the course schedule (below) for the date and time. The exam will be held in our regular classroom. A study guide will be available on D2L before the exam.

(B) Final Exam: Students who miss or are late for three or more classes (for any reason—this includes excused absences), fail one or more of the paper components, OR earn less than 60% on Test 1 must take a 2-hour final comprehensive exam instead of Test 2. This is *not* a punishment—really!—it's simply what is required for me to assess your level of learning in the course if one of these other elements is not fulfilled.

#### (4) PARTICIPATION

##### (A) **Attendance Work**

These are easy points to earn. If you are in class on time and prepared (*viz.* you have read and taken reading notes), you should earn these points. I will put up on a slide 1–2 questions that you should be able to answer if you have done the reading carefully (and by this I mean that you have taken thorough reading notes). You may consult your reading notes during the quiz, but not the text itself (Grading: 0, 1, 2). There will be a total of 6–8 of these attendance assignments. There are no make-ups for these assignments, but your lowest score will be dropped at the end of the semester.

##### (B) **Class Contribution**

Because we will be a small group, active participation in class discussion is essential. You are expected to attend class regularly (no more than 2 absences), and to come to each class *prepared to discuss the readings*. I will note student contributions for every class period. Please keep in mind that you do not get participation credit simply for showing up. Class contribution is graded as follows:

- 1: High-level, substantial contributions to in-class discussion, *i.e.*, questions, comments, or responses to questions that are directly relevant to the material, rooted in the readings, and show that the student has thought carefully about the material.
- 0.5: Questions, comments, or responses that are not directly relevant to the material, anecdotes, etc.
- 0: Absent, no contributions
- 1: Student engages in distracting/disruptive behavior (*e.g.*, using electronic devices in class, persistently interrupting others, etc.).

##### (C) **Discussant/Respondent**

**Discussant:** When you are a discussant, your job is to prepare *two questions* about the assigned reading for the day, and to email them to me and your respondent by **2:00pm the day before class**. Your questions should be designed to promote discussion.

- (1) One must be an **exegetical question** (*i.e.*, it must be a question about what Plato *means*—the meaning of a term in a particular context, the point of an argument, etc.).
- (2) The other must be an **evaluative/critical question** about the strength or weakness of an argument or claim in the reading. You must email me and your respondent your two questions by **2:00pm** the day before class. Late questions will get no credit, and respondents are not required to answer them (since they will not have had enough time to prepare).

**Respondent:** When you are a respondent, your job is to take a stab at answering the question your discussant sends you. It does not matter if your answer is incorrect, as long as it is solidly based in the text, *i.e.*, your answer makes direct and appropriate (*i.e.*, not random or purposeless) reference(s) to the assigned reading and/or to previous readings. You may answer with or without notes (or even prepare your answer ahead of time and read it aloud in class). You do not have to submit anything in writing. As a rough guideline, your answer should take you no less than 2 minutes to explain, and no more than 4 minutes.

Each student will be a discussant once and a respondent twice (once for the exegetical question, once for the critical question). You will be assigned dates for each of these roles by the end of the day **Friday January 17**. The schedule will be posted on D2L. Discussion questions begin **Wednesday January 22**.

NOTE: Both the discussion questions and the responses must be *entirely* your own work. If you consult any sources, including web sources, you must make it clear *exactly how you have used them* in crafting your questions or responses.

#### (5) EXTRA CREDIT

Since I offer two extra credit opportunities (for a total of up to +4%), I will be especially unsympathetic to end-of-term grade pleas. There will be no other extra credit assignments offered to any student. Please see the Extra Credit Opportunities file on D2L for details.

## Grade Breakdown

- Paper project [4 workshop assignments (4x3=12), workshop participation (4x1=4), term paper (16)]: 32%
- Participation [discussant (2) & responses (2x1=2), attendance work (10), and class contribution (10)]: 24%
- *They Say/I Say* work: (8x2=16, lowest score dropped): 14%
- Tests [15 each, or 10 & 20 if you must take final exam]: 30%

## Grading Scale

| %       | 4 Point Scale | Qualitative Description                      |
|---------|---------------|--|
| 95-100  | 4.0           | Superior/Exceptional Work                    |
| 92-94.9 | 4.0           | Excellent                                    |
| 85-91.9 | 3.5           | Very Good/Good                               |
| 80-84.9 | 3.0           | Good/Better than Average                     |
| 75-79.9 | 2.5           | Average/Satisfactory                         |
| 70-74.9 | 2.0           | Satisfactory/Slightly Less than Satisfactory |
| 65-69.9 | 1.5           | Less than Satisfactory                       |
| 60-64.9 | 1.0           | Meets Absolute Minimum Requirements          |
| 0-59.9  | 0.0           | Fails to Meet Minimum Requirement            |

**(NOTE: Grades will only be rounded up when calculating the final grade, and 1 decimal place will be counted. E.g., a final grade of 84.9 will not be rounded up to 85.0%, but a final grade of 84.95 will be rounded up to 85.0%)**

## Some Important Class Policies

### • Preparation for Class

You are expected to come to each class prepared to discuss the assigned reading. Please bring your text to every class. The readings can appear “easy” because of the dialogue format; but they are in fact full of challenging philosophical arguments. You will need to read them several times and take careful reading notes (perhaps even drawing diagrams and tables) in order to understand them well enough to discuss them. Plan your time accordingly. Note that at the undergraduate level, students should expect to spend at least 3 hours studying outside of class for every hour in class. Since this is a 4 credit-hour course, this means that you should spend 11-12 hours per week preparing for this class, or 5-6 hours per class session.

### • Classroom Dynamics:

Please be respectful of everyone in the classroom. Examples of disrespectful, distracting, or disruptive behavior include (but are not limited to):

- using personal devices or anything with a screen in class. *I see everything*—really—and the students seated near you do, too. It’s distracting.
- persistently speaking without being recognized or interrupting other speakers
- engaging in side conversations while the professor or another student is speaking
- sleeping in class (sometimes entertaining for others, but always distracting)
- coming to class after it is already well underway or leaving early without notifying the professor
- in general, any behavior that distracts the professor or other students around you and/or disrupts the class

If you engage in any of these behaviors, you will lose 1 class contribution point (each time). Please note that polite expression of disagreement during times when discussion is permitted is not considered disruptive behavior (and is *encouraged* in a philosophy course).

•**Punctuality:** Please be on time for class. When reading quizzes are given, they will take place at the start of class; if you are late, you may not have time to take the quiz. If you must leave early, please notify me before class starts and sit by the door. If you are habitually late, I will call this to your attention privately. If you continue to be late after this point, you will no longer be admitted to class after it has begun.

•**Personal device policy:** Laptops, tablets, and other electronic devices are a distraction in the classroom, and have a negative effect on the learning environment. For this reason, the use of laptops, tablets, smartphones,

smartwatches, and other electronic devices will not be allowed in this class. Exceptions will of course be made for anyone with the appropriate documentation from RCPD. In this case, a laptop or tablet must only be used for note-taking, so as to avoid distracting those seated near the student. If you have a phone or other communication device with you, it must be turned off and put away before class begins. Text messaging/emailing/browsing are distracting to others and hence are not permitted during the lecture.

•**Recording of Lectures/Classroom Activities:** Students may record lectures, conversations with the professor, or any other classroom activities and use the recordings *only for their own course-related* purposes. Unless the professor gives written permission, students *may not* share any such recordings with other students enrolled in the class, post the recordings or other course materials online, or distribute them to anyone not enrolled in the class. Any student violating any of the conditions described above may face academic disciplinary sanctions.

•**Missed Lecture:** You are responsible for keeping up with the readings and other assignments at all times, even if you must miss class. If you miss a lecture, you should get notes from a classmate. You should also check our course webpage (on D2L) for handouts. After you have reviewed your classmate's notes and any D2L material, I will be happy to meet with you during office hours to answer your questions about the lecture. There are no make-ups for attendance assignments (daily questions and reading quizzes); however, your lowest grade will be dropped at the end of the semester.

•**Missed Workshop or *They Say/I Say* Work Session:** If you must miss a workshop day or *They Say/I Say* work session (for any reason), you may receive half credit if you submit your preliminary work (for the workshop) or answers and other work (for *They Say/I Say*) by email by the start of class that day (on the assumption that the preliminary work fulfills the requirements of the assignment). I do not need documentation for missed workshop or *They Say/I Say* days.

•**Late Work:** A *typed* copy of your preliminary work on each component of the paper is due at the start of class on each workshop day, and a typed and printed or legibly handwritten copy of your completed exercises is due at the start of class on each *They Say/I Say* work session. Late work will only receive half marks; please plan accordingly.

*\*\*One time only* this semester: If you experience last-minute printer issues, you will be allowed to submit the paper copy to me by 5:00pm that day for full credit *if and only if* you email me an electronic copy (BOTH pasted into the body of the email AND attached as a Word document) *before* the start of class deadline AND you participate in the workshop/work session.\*\*

•**Rewrite Policy:** You may re-submit a *substantially* revised version of any *one* of your preliminary work assignments or *They Say/I Say* exercises at any time, up until the start of the final exam. If the revised version is better than the original version, the new grade will replace the original grade. If it is not, the original grade will stand.

•**Grade Review Requests:** Students may request a grade review for *any* and *all* graded assignments in this course. Please follow the procedure detailed in the file entitled "Grade Review Request" (in the "Handouts, Forms, Etc." folder on D2L).

•**Office Hours:** I enjoy meeting with students! I am always happy to discuss any questions and concerns. My office hours are for your benefit, and I hope that you will take advantage of them. If you have a class or work conflict with my office hours, I will be happy to meet with you at another time provided you make your request at least 2 days in advance. I will notify the class ahead of time if I will be unable to make it to office hours on a particular day, and I will then schedule make-up office hours for that week.

•**Getting Feedback:** I encourage you to come to me with any questions about your work and to have me look over and comment on drafts. Your best bet is to come see me in person, during my office hours. If you cannot meet with me in person, you may request feedback over email. When making such a request, I ask (1) that you include in your email a description of the kind of feedback you would like (e.g., "I would like to know if my thesis is clearly stated", or "I would like to know if such-and-such is a scholarly source"), and (2) that you confirm that you have carefully reviewed the assignment guidelines.

•**Email Contact:** It is your responsibility as a student to make sure that your MSU email account is working properly, so that you receive class emails and so that the emails you send your professor are received. **I check class email from 8am-4:30pm M-F and twice a day (until 5:00pm) on Sundays.** I do not check email on Saturdays. Please note that notification of grades via email is against FERPA (Federal Education Rights and Privacy Act) regulations. If you wish to discuss your grade on an assignment or your course grade, this must be done either by appointment or during office hours.

•**Religious Obligations:** If your religious obligations conflict with scheduled assignments, and you let me know ahead of time, I will make alternative arrangements for you. Please provide a short note specifying your religious affiliation, the obligation in question, and the corresponding activities that cause the conflict.

•**Students with Disabilities:** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me **at the start of the term and/or two weeks prior to the accommodation date** (test, project, etc). Requests received after this date will be honored whenever possible.

•**Academic Integrity:** Academic dishonesty will not be tolerated in this class. This includes all forms of plagiarism, cheating in class, and knowingly assisting others in either of these. When you cheat, you are lying to your professor and the university, and stealing from other students who have earned their grades. I will follow the university’s Academic Integrity Policy in all such matters. Specifically, if you are found to be guilty of academic dishonesty, you will receive a penalty grade (0 on the assignment), and you will be required to attend a course on academic integrity. You may also face further disciplinary action (suspension from the class, your program, or the university). More information about MSU’s academic integrity policy may be found at [www.msu.edu/~ombud/academic-integrity/index.html](http://www.msu.edu/~ombud/academic-integrity/index.html). In order to avoid any unfortunate misunderstandings, it is your responsibility always to include in your work proper references to any and all secondary sources that you have cited or consulted, including web pages. If in doubt, consult with me *before* submitting your work.

• **MSU’s Relationship Violence and Sexual Misconduct Policy**

When a student reports an incident of RVSM to me, my role is to listen to you and to assist you in finding the campus resources that can help you. Please know that, as I am an employee of the university, I am a mandatory reporter. This means that if you disclose to me incidents of sexual misconduct involving MSU students, employees, or third parties brought in by MSU in an official capacity, whether on campus or off campus, I am obligated to report the incident to the Office of Institutional Equity (OIE) and, in the case of sexual violence, to the MSU Police. However, if you request confidentiality, then while I must report in the manner specified above, the details of the incident will be disclosed only to those officials with a legitimate institutional interest in knowing the information, and I will notify OIE of your request for confidentiality. It is possible that, in order to provide a safe, non-discriminatory environment for members of the campus community, the university may not be able to honor your request for confidentiality. In such circumstances, OIE will inform you prior to starting an investigation and will share information only with people involved in the investigation. You will not be required to participate in the investigation

### TENTATIVE SCHEDULE

(subject to change; D2L has the official and most up-to-date schedule)

All Plato readings are given in Stephanus page and sections. In all cases, start at the beginning of the section given as a starting-point and read to the end of the section given as the stopping-point.

#### Course intro

##### **Monday January 6:**

- Who was Socrates? Who was Plato? Who are you?
- Syllabus review; how to read Plato
- What should be our class norms for constructive philosophical discussion?

Unit 1. Socrates examines the virtues: What does it mean to be good?

#### 1.1 Virtue

##### **Wednesday January 8:**

- Assignment for today: Read & take reading notes on *Meno* to 89c

**Monday January 13:**

- Assignment for today: Read & take reading notes on *Meno* 89d–end (100b)

1.2 Justice

**Wednesday January 15:**

- Assignment for today: Read & take reading notes on *Republic* Book 1 (all)

*Friday January 17: \*Discussant and Respondent schedule will be set and posted today\**

Monday January 20:

*MLK Day—No classes or office hours*

**Wednesday January 22:**

- Assignment for today: Read & take reading notes on *Republic* Book V to 474b
- In class: the paper project; finding scholarly sources

**Monday January 27:**

- Assignment for today: Read & take reading notes on *Republic* Book II 357a-367e, Book IV 439b-445b, and Book IX 583c-587a and 588b-592a

1.3 A life worth living

**Wednesday January 29:**

- Assignment for today: Read & take reading notes on *Apology* (all)

**Monday February 3:**

- Assignment for today: Read & take reading notes on *Crito* (all) and *Phaedo* 115a-end (118a)

**Wednesday February 5:**

- Assignments for today: Read *They Say/I Say*, Chapters One and Two (pp. 19–42). Complete all the exercises on pp. 28–9 and 41–2. Bring your completed exercises to class. Printed or handwritten ok, but if handwritten must be legible. (Note: For Chapter Two exercise 1, just write your 2 summaries before class; you will complete exercise 1 in class by exchanging summaries with a classmate.)
- In class: starting from others' views; writing a summary

Unit 2. Plato's metaphysics and epistemology: What is real? What can we know?

2.1 The forms

**Monday February 10:**

- Assignment for today: Read & take reading notes on *Parmenides* 126a–130a

**Wednesday February 12:**

- Assignment for today: Read & take reading notes on *Parmenides* 130a-136c

2.2 The divided line, the allegory of the cave, and knowledge

**Monday February 17:**

- Assignment for today: Read & take reading notes on *Republic* Book V 475e–Book VI 507a

**Wednesday February 19:**

- Assignment for today: Read & take reading notes on *Republic* Book VI 507b–Book VII 517a
- In class: checking in on our class norms for constructive philosophical discussion

**Monday February 24:**

- \*Test 1\* (first hour): all assigned readings from *Meno*, *Apology*, *Crito*, *Phaedo*, *Republic*, *Parmenides*
- Second hour: finding scholarly sources; what to do with scholarly sources

**Wednesday February 26:**

*No class or office hours today (I will be at the American Philosophical Association conference)*

**March 2–6: SPRING BREAK—No classes or office hours**

2.2 Knowledge

**Monday March 9:**

- Assignment for today: Read & take reading notes on *Theaetetus* start (142a)–181b (note that this is a longer than usual reading)

**Wednesday March 11:**

- Assignment for today: Read & take reading notes on *Theaetetus* 181c–end (210d)

**Monday March 16:**

- Assignments for today: Read *They Say/I Say*, Chapters Three and Four (pp. 43–52 and 53–66), and complete the exercises on pp. 51–2 and 66
  - Chapter Three exercises: For exercise 2, just revise a single paragraph of something you’ve written. Be sure to address all the questions.
  - Chapter Four exercises: For exercise 1: print or copy the piece of writing you’ll use (just as much of it as you’ll use). Then **underline** the sentences in which the author either agrees with others, disagrees, or both, and **write in the margin** “agrees”, “disagrees”, or “both”, as appropriate. For exercise 2, just write a single (substantial) paragraph rather than an entire essay.

Bring completed exercises to class. Printed or handwritten ok, but if handwritten must be legible.

- In class: the paper project & workshop, quoting and integrating quotations, responding to others’ views

**Wednesday March 18:**

- Assignments for today: \*Preliminary work for Workshop 1\* (typed and printed; include a printed copy of your article); see assignment guidelines for details  
In class: **WORKSHOP 1:** Units 1–2 Topics, Theses and Scholarly Sources (*Meno*/*Apology*/*Crito*/*Phaedo*/*Republic*/*Parmenides*/*Theaetetus*)

Unit 3: Love and friendship

3.1 Friendship

**Monday March 23:**

- Assignment for today: Read & take reading notes on *Lysis* (all)

3.2 Love

**Wednesday March 25:**

- Assignment for today: Read & take reading notes on *Phaedrus* to 259e

**Monday March 30:**



- Assignment for today: Read & take reading notes on *Phaedrus* 260a–end (279c)

### Wednesday April 1:

- Assignments for today: Read *They Say/I Say*, Chapters Five and Six (67–76 and 77–90), and complete the exercises on pp. 74–6 and 89–90
  - Chapter Five exercises: For exercise 1, **underline** in your book the sentences in which the author refers to the views of others and the signal phrases she uses to set her view apart from theirs. In each case, **write in the margin** either “other’s view” or “signal”. **Bring your book to class**. For exercise 2, write up your answers to all questions (2a–f) and bring these answers and the piece of your own writing to class.
  - Read *They Say/I Say*, Chapter Six: “Skeptics May Object”—Planting a Naysayer in Your Text (77–90), and complete the exercises on pp 89–90. For exercise 1, write or type up your objection and response, and state clearly where you would insert them (e.g. between paragraphs 1 and 2, or between sentences 3 and 4 of paragraph 2, etc.). Bring this to class. For exercise 2, write up your answers to all questions and bring these answers and the piece of your own writing to class. Printed or handwritten ok, but if handwritten must be legible. Bring all your work to class. Printed or handwritten ok, but if handwritten must be legible.
- Today’s topics: signaling, objecting to your own view

### 3.2 Love and philosophy

#### Monday April 6:

- Assignment for today: Read & take reading notes on *Symposium* 172a–199c
- Extra credit opportunity: culinary presentation (see Extra Credit Opportunities file on D2L)

#### Wednesday April 8:

- Assignment for today: Read & take reading notes on *Symposium* 199c–223d
- Extra credit opportunity: culinary presentation (see Extra Credit Opportunities file on D2L)

\*\* Friday April 10: (Extra credit opportunity) Philosophy department speaker: Victor Caston, University of Michigan. See Extra Credit Opportunities (on D2L) for details.\*\*

#### Monday April 13:

- Assignments for today: Read *They Say/I Say*, Chapters Seven and Eight (91–100 and 101–16), and complete the exercises on pp. 99–100 and 115–16.
  - Chapter Seven exercises: For exercise 1, write up your answers to all questions and bring these answers and the text(s) you’ve chosen to class. For exercise 2, either find something you’ve written in which you *do not* indicate “so what?” or “who cares?” and revise it using the template on p. 100, or find something you’ve written in which you *do* indicate “so what?” or “who cares?” and underline and identify the place(s) where you do so.
  - Chapter Eight exercises: For exercise 1, follow the directions and bring your book to class. For exercise 2, just work on 2 paragraphs of something you’ve written. Write answers to all questions and bring these answers and your marked-up piece of writing to class.

Bring your work to class. Printed or handwritten ok, but if handwritten must be legible

#### Wednesday April 15:

- Assignment for today: \*Preliminary work for Workshop 2\* (typed and printed; include a printed copy of your article); see assignment guidelines for details
- Today’s topics: **WORKSHOP 2**: Units 2–3 Topics, Theses and Scholarly Sources (*Republic/Parmenides/Theaetetus/Lysis/Phaedrus/Symposium*)

#### Monday April 20

- Assignment for today: \* Preliminary work for Workshop Day 3\* (typed and printed; include a printed copy of your article); see assignment guidelines for details
- Today's topic: **WORKSHOP 3: Main Argument Points**

### Wednesday April 22

- Assignment for today: \* Preliminary work for Workshop 4\* (typed and printed); see assignment guidelines for details
  - Today's topics: **WORKSHOP 4: Objections/Alternatives and Responses**
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### FINALS WEEK

The paper deadline (for the final product) is at the start of the final exam. However, because finals week is no doubt going to be busy, I recommend that you submit your paper to me before that date. You may email the electronic copy to me at any time, and drop off the hard copy on Wednesday the 22<sup>nd</sup> in class or during my Wednesday office hours. You may also slide the hard copy under my office door (SKH 509) anytime Wednesday the 22<sup>nd</sup>–Wednesday the 29<sup>th</sup>.

### Bonus Finals Week Office Hours:

- Monday April 27, 10:30am–12 noon
- & Wednesday April 29, 12:30pm–2:00pm

### Final Exam/Test 2:

- **Final Exam:** Thursday April 30, 7:45am–9:45am, in our regular classroom
- **Test 2:** Thursday April 30, 7:45am–8:45am, in our regular classroom