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.


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


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

<table>
<thead>
<tr>
<th>Due Date</th>
<th>What Do I Do?</th>
<th>Weight</th>
<th>Requirements</th>
<th>Instructions</th>
<th>Late Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment A: Modern Love/Ancient Love</strong></td>
<td></td>
<td></td>
<td>Max. 500 words (not include references)</td>
<td>• 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) identify the assumptions and nature of the modern problem; (ii) analyze and defend how a particular Ancient individual (given in each assignment) would think about (i); and, (iii) argue what new insights would be helpful to recover, if any. • To be submitted through D2L by 11:59pm on last class of the week.</td>
<td>-2% per day, including weekends</td>
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<tr>
<td>Between Weeks 4 – 6</td>
<td>Do one of Assignment A1, A2, or A3</td>
<td>10% of final grade</td>
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<tr>
<td><strong>Assignment B: Plato and the Philosophy of Eros</strong></td>
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<td></td>
<td>Max. 1000 words</td>
<td>• Do one of B1, B2, or B3. • Assignment B explores Plato’s attempt to theorize the nature of eros 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 Symposium; and, (iii) briefly 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.</td>
<td>-2% per day, including weekends</td>
</tr>
<tr>
<td>Between Weeks 8 – 10</td>
<td>Do one of Assignment B1, B2, or B3</td>
<td>25% of final grade</td>
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<td><strong>Assignment C: Final Paper</strong></td>
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<td></td>
<td>Max. 2000 words</td>
<td>• 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) both the Symposium and the Phaedrus, (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.</td>
<td>-2% per day, not including weekends</td>
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<tr>
<td>Week 13</td>
<td>Do Assignment C (the Final Paper)</td>
<td>45% of final grade</td>
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<tr>
<td><strong>On-line Discussion Participation (all of D1–D5)</strong></td>
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<td>Max. 5 posts will count per session; max. 150 words per post</td>
<td>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.</td>
<td>Not Applicable</td>
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<tr>
<td>Between Weeks 5 – 11</td>
<td>Participate in on-line Discussions (D1 – D4)</td>
<td>20% of final grade (5% x 4 wks)</td>
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| Total | 100% |

### GRADING SCHEME

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>91–100</td>
</tr>
<tr>
<td>A</td>
<td>85–90</td>
</tr>
<tr>
<td>A−</td>
<td>80–84</td>
</tr>
<tr>
<td>B+</td>
<td>77–79</td>
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<tr>
<td>B</td>
<td>73–76</td>
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<tr>
<td>B−</td>
<td>70–72</td>
</tr>
<tr>
<td>C+</td>
<td>67–69</td>
</tr>
<tr>
<td>C</td>
<td>63–66</td>
</tr>
<tr>
<td>C−</td>
<td>60–62</td>
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<tr>
<td>D+</td>
<td>55–59</td>
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<tr>
<td>D</td>
<td>50–54</td>
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<tr>
<td>F</td>
<td>0–49</td>
</tr>
</tbody>
</table>
## SCHEDULE OF READINGS, ASSIGNMENTS & DISCUSSION SESSIONS

(subject to change if necessity impels)

<table>
<thead>
<tr>
<th>WEEK...</th>
<th>Begins On</th>
<th>SUBJECT</th>
<th>REQUIRED READINGS OR SUBJECT MATTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td></td>
<td></td>
<td>(&quot; = total number of pages per week to be read)</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Wed Sept 8</td>
<td>Modernity vs Greeks</td>
<td>No Readings</td>
</tr>
<tr>
<td>2</td>
<td>Mon Sept 13</td>
<td>Everyday Greek Sexual Ethics</td>
<td>Demosthenes, &quot;Against Neaera&quot;, ¶¶ 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&quot;]</td>
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<tr>
<td>3</td>
<td>Mon Sept 20</td>
<td></td>
<td>Aeschines, &quot;Against Timarchus&quot;, ¶¶ 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&quot;]</td>
</tr>
<tr>
<td>4</td>
<td>Mon Sept 27</td>
<td></td>
<td>Plato, <em>Symposium</em>, 172A–189A (pp. 1–18) [18&quot;] [Introduction; Phaedrus; Pausanius; Eryximachus]</td>
</tr>
<tr>
<td>5</td>
<td>Mon Oct 4</td>
<td>Plato &amp; Erôs I: Erôs vs. the World?</td>
<td>Plato, <em>Symposium</em>, 189A–201D (pp. 18–31) [13&quot;] [Aristophanes; Agathon; Socrates]</td>
</tr>
<tr>
<td>6</td>
<td>Wed Oct 13*</td>
<td>*No Class Mon: Thanksgiving</td>
<td>Plato, <em>Symposium</em>, 201D–212D (pp. 31–43) [12&quot;] [&quot;Diotima&quot;]</td>
</tr>
<tr>
<td>8</td>
<td>Mon Oct 25</td>
<td>Plato &amp; Erôs II: Erôs &amp; the Body?</td>
<td>Plato, <em>Phaedrus</em>, 227A–238D (pp. 1–17) [17&quot;] [Socrates and Phaedrus arrive at the grove; Lysias' speech; Socrates' initial response]</td>
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<tr>
<td>9</td>
<td>Mon Nov 1</td>
<td></td>
<td>Plato, <em>Phaedrus</em>, 238D–250C (pp. 17–31) [Socrates' first speech; palinode, pt. I] [14&quot;]</td>
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<tr>
<td>10</td>
<td>Mon Nov 15</td>
<td></td>
<td><strong>Fall Reading Week: Nov 7–13</strong></td>
</tr>
<tr>
<td>11</td>
<td>Mon Nov 22</td>
<td>Marriage &amp; Erôs?</td>
<td>Plato, <em>Phaedrus</em>, 250C–259E &amp; 278C–279C (pp. 31–43 &amp; 70–71) [Socrates' palinode, pt. II; message to Lysias; departure] [14&quot;]</td>
</tr>
<tr>
<td>12</td>
<td>Mon Nov 29</td>
<td></td>
<td>Xenophon, <em>Oeconomicus</em>, chs. 7–10 (pp. 59–74) [15&quot;]</td>
</tr>
<tr>
<td>13</td>
<td>Mon Dec 6*</td>
<td>&quot;No Class Fri: End of Semester</td>
<td>Plutarch, <em>Advice to the Bride and Groom</em>, 137–146 (pp. 5–13); <em>A Consolation to His Wife</em>, 608–612 (pp. 59–63) [14&quot;]</td>
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<td></td>
<td></td>
<td>How About Friendship?</td>
<td>Aristotle, <em>Nicomachean Ethics</em>, Bk. VIII, 1155a1–1163b30 (pp.143–162); Bk. IX, 1163b35–1172a18 (pp. 162–180) [37&quot;]</td>
</tr>
</tbody>
</table>

## OVERVIEW OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>A1 to A3</th>
<th>Assignment A: Must do one of A1, A2, or A3 (10%)</th>
<th>C</th>
<th>Assignment C: Required Final Paper (45%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 to B3</td>
<td>Assignment B: Must do one of B1, B2, or B3 (25%)</td>
<td>D1 to D4</td>
<td>On-line Discussion Sessions (20%: 5% x 4)</td>
</tr>
</tbody>
</table>
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). 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 Commissioner for Oaths, visit 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 circumstances, 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 (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 infor-
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 Accessibili-
ty Services; SAS will process the request and issue let-
ters 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 Miscon-
duct
Academic misconduct in any form (e.g. cheating, plagia-
rism) 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 immediate-
ly, 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=86e7438013753ac06f3afbb2e144b031

Copyright Legislation
As stated in the University of Calgary Calendar, Acade-
mic Regulations, “students are required to read the Uni-
versity of Calgary policy on Acceptable Use of Material
Protected by Copyright and requirements of the copy-
right 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/accept-
able-use-of-material-protected-by-copyright.pdf and

Instructor Intellectual Property
Course materials created by instructors (including pre-
sentations and posted notes, labs, case studies, assign-
ments 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 per-
mission 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 De-
partment 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 de-
stroyed 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 Infor-
mation Resources
For program planning and advice, visit the Arts Stu-
dents’ 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 MacKinnie 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/](http://www.ucalgary.ca/wellnesscentre/)
* Student Wellness Services: [https://www.ucalgary.ca/wellness-services/services/mental-health-services](https://www.ucalgary.ca/wellness-services/services/mental-health-services)
* Campus Mental Health Strategy website: [https://www.ucalgary.ca/mentalhealth/](https://www.ucalgary.ca/mentalhealth/)