

Harvey Mudd College
HSA 10: Critical Inquiry
Section 12—Socratic Dialogues
Spring 2016

Instructor:	Darryl Wright	Phone:	7-4478
Office:	Parsons 1270	E-mail:	Darryl_Wright@hmc.edu
Office Hours:	Tues. and Wed., 1:30-2:30	Tutor:	Kyle Thompson (kyle.thompson@cgu.edu)

Course Description:

HSA 10 introduces students to inquiry, writing, and research in the Humanities, Social Sciences, and the Arts, through focused exploration of a particular topic selected by the instructor in each section. To encourage reflection on the place of HSA within the HMC curriculum, the course begins with a brief unit on the history and aims of liberal arts education.

In this section of the course, we'll explore some of the early, "Socratic" dialogues in which Plato presents the ethical thought of Socrates, together with some contemporary secondary literature on this material. Our focus will be on conceptions of ethical virtue and vice, and on the relation between virtue and the virtuous person's happiness or *eudaimonia*. These works give us an opportunity to reflect on important questions in ethics, and also to consider the value and methods of philosophy as a discipline, and we'll approach them with both of these aims in view.

Texts:

Please buy the following texts:

- o Plato, *Five Dialogues*, Second Edition [Hackett – ISBN: 9780872206335]
- o Plato, *Laches and Charmides* [Hackett – ISBN: 9780872201347]

Most of the assigned readings for this course are contained in these texts; several are available as PDFs in the "Resources" section of the Sakai worksite for the course. The reading assignments are as specified below; each should be finished by class time on the date indicated. Please also hang onto your copy of Williams and Bizup, *Style: Lessons in Clarity and Grace*, Eleventh Edition, from WRIT 001. You should review lessons three through six, and lessons nine and ten, on your own and utilize these in your writing for this course. Please also read Appendices I and II on your own and follow the guidelines there on punctuation and on how to use sources in your writing (but by all means ask in class any questions you may have about this material). We will cover lessons seven and eight in class toward the middle of the semester.

Because the format of the course relies heavily on class participation, along with independent study and reflection, it is important to do the reading assignments fully, well, and on schedule. The reading selections develop arguments that aim to shape our views about the issues covered. They are offered to help you think the issues through and figure out what your own views are and why.

Some general questions to ask while reading are the following: what claim is being discussed? where does the author stand? why—what are the arguments? what would it mean for your view of the world to accept this author's thesis? does this author pose objections to other readings? does this author reply to objections posed in other readings? are the objections or replies convincing? has this reading changed your mind at all? why or why not?

Requirements:

You will write three papers during the semester: a short paper on the liberal arts, a midterm paper discussing one or two the assigned dialogues, and a research-based final paper on a topic of your choice related to the topic of the course. Detailed guidelines will be distributed in class or on Sakai as the semester progresses.

Your first paper should be at least 500 words long and be focused on the *Euthyphro*. For this paper, you will respond to a specific prompt that asks you to read this dialogue in the light of some assigned secondary literature that we will discuss in class (guidelines can be found on Sakai). The aim of this paper is for you to re-activate the skills you learned in WRIT 001.

Your second paper should be at least 1500 words long and should deal with one or two of the assigned dialogues in the course. In this paper, you'll engage with Socrates's arguments, helping your imagined reader both to understand them better and to evaluate their plausibility. There will be a choice of specific topics; a full set of guidelines for this assignment can be found on Sakai. After receiving comments and a grade, you'll revise and resubmit this paper. In most cases, the revision will be extensive, involving a re-thinking of the project, not just editorial changes. As long as the original paper was complete and on time, the grade on the revision (assuming it is higher) will supersede the original paper grade.

Your third paper should be at least 3000 words long and focus on some a text or topic relevant to the themes of the course. You might focus on a single dialogue, or you might explore a theme that arises in several of the dialogues, such as Socrates's claim that virtue is knowledge or his attitudes toward democracy. The article by Paul Woodruff assigned for January 25th points to some of the ongoing debates among scholars of Socratic ethics and the Socrates dialogues; you can use this article to help you start brainstorming about topics. As you work on this paper, you'll study the relevant primary sources carefully, and you'll do research in the secondary literature, with the aim of developing a cogent and well-supported argument situated in the context of previous scholarship. You'll submit a prospectus for this paper, outlining your approach and sources, shortly after spring break. During the last week of classes, you will give a presentation on your work-in-progress. The paper itself is due on May 9th.

Besides these formal assignments, there will be informal writing assignments in and out of class, to spur your thinking about the texts and issues we are discussing, and to help you develop your ideas for your papers. At different points in the semester, you'll bring exploratory writing to class to review with a group of classmates and receive feedback on.

Finally, during College Presentations Days in May, there will be an event featuring the best presentations from all eleven sections of HSA 10. The specific date and time of this event will be announced later.

Regular class attendance and participation are essential for doing well in the course. **If you miss more than three classes without an excused absence, your course grade will be lowered**

accordingly. Excused absences are absences due to your own illness or a genuine emergency. Electronic devices may not be used in class unless required for an in-class assignment. Please put away your laptops and tablets and silence your phones when you arrive.

Submitting work:

Writing assignments are due either at 5:00 p.m. or in class, as indicated on the schedule below. If an assignment is due at 5:00 p.m., please submit it using the Sakai "assignments" tool. If an assignment is due in class, please submit it to Sakai/Assignments **and also bring to class the number of hardcopies specified on the schedule below.** All written assignments should be submitted as Word documents. Please name all submitted assignments according to the following conventions:

Firstname Lastname – assignment descriptor

Thus, the file containing Andrew Bradley's liberal arts paper would be named, "Andrew Bradley – liberal arts paper" and Claire Davis's revised midterm paper would be "Claire Davis – revised midterm paper". Exploratory writing, drafts for peer review, and the drafts submitted for grading should all be maintained as separate files. That is, when you move from exploratory writing to the peer review draft, for example, save the document under a new filename before making any changes.

Grading:

Paper grading is on a standard, 100-point scale. Your course grade will be based on the following components and weightings:

- o Attendance and participation, 20%
- o First paper, 7.5%
- o Midterm paper, 25%
- o Final paper (including prospectus), 40%
- o Presentation, 7.5%

Late work cannot be accepted unless you have a dean's note or a clear emergency.

Sakai Worksite:

Course materials for this class (including a PDF version of this syllabus) will be available on the Sakai worksite: <http://sakai.claremont.edu:8080/portal>. Email announcements will also be archived there for reference. Please check your email regularly for such announcements.

Writing resources:

HSA 10 offers several avenues for obtaining help with your writing. First and foremost, you should always feel free to come seek help from me at any stage of the writing process. Ideally, written comments on a paper will be just a part of an ongoing conversation between us about how your writing is going and how it can improve. In addition, there is a CGU graduate student tutor associated with the course. I may sometimes refer you to him for extra help with an assignment. HMC's Writing Center is staffed by trained Mudd students who work as writing consultants. You can request their help as you're brainstorming for a paper, outlining, drafting, revising, etc. The Writing Center is open 7:00-11:00 p.m. Sundays through Thursdays and 3:00-5:00 p.m. Saturdays and Sundays. To schedule an appointment, go to <http://www.hmc.edu/writingcenter>. Drop-ins during regular hours are also welcome. You can make an appointment outside of regular hours by sending email to writing_center@hmc.edu.

The help you receive from all of these sources is likely to be more valuable if you get an early start on a paper. Since appointments with the course tutors are set up in advance, please plan ahead if you want to meet with one of them.

Course Schedule:

Reading assignments are identified with a bullet. Those labeled (S) are available Sakai/Resources. All others are in the texts.

Week	Day	Reading assignment/activity	Due dates
January 20	W	Overview of the course and some background on the texts	
The "Socratic" dialogues: virtue, happiness, the good, and the methods and benefits of philosophy			
January 25	M	<i>Introduction to Socratic ethics</i>	
		o Paul Woodruff, "Plato's Shorter Ethical Works" (S)	
	W	<i>Socrates as a philosopher</i>	
		o Hugh H. Benson, "Socratic Method" (S)	
February 1	M	<i>The virtue of piety and the value of philosophy</i>	
		o Plato, <i>Euthyphro</i>	
	W	<i>The virtue of courage I</i>	
		o Plato, <i>Laches</i> , pages 13-30	
		o Ian Crystal, "Fathers, Sons, and the Dorian Mode in the <i>Laches</i> " (S)	
	F		First paper due at 5:00 p.m.
February 8	M	<i>The virtue of courage II</i>	
		o Plato, <i>Laches</i> , pages 31-49	
		o Daniel Devereux, "Courage and Wisdom in Plato's <i>Laches</i> "	
	W	<i>The virtue of temperance I</i>	
		o Plato, <i>Charmides</i> , pages 57-77	
February 15	M	<i>The virtue of temperance II</i>	
		o Plato, <i>Charmides</i> , pages 77-96	
		o W. Thomas Schmid, "Socrates' Practice of Elenchus in the <i>Charmides</i> " (S)	
	W	<i>Socrates on trial</i>	
		o Plato, <i>Apology</i>	
February 22	M	<i>Socrates in prison</i>	
		o Plato, <i>Crito</i>	
		o Gary Young, "Socrates and Obedience" (S)	
	W	<i>Socratic method reconsidered</i>	
		o Don Adams, "Elenchus and Evidence" (S)	
February 29	M	Midterm paper workshop	Exploratory writing due in class (3 copies).
		o Williams and Bizup, chapters 7 and 8	
	W	Peer review session	Full draft of midterm paper due in class (1 copy).
	F		Midterm paper due at 5:00 p.m.

Exploring research and revision

March 7	M	Tutorial: the final paper and the research process Research workshop: refining topic and sources	
	W	Research workshop: refining topic and sources	Exploratory writing due in class (3 copies).
March 14-18		Spring break	
March 21	M	Library session: research trouble-shooting	
	W	Research workshop: working toward a prospectus	
	Th		Research prospectus due at 5:00 p.m.
March 28	M	Achieving coherence in writing: revision exercise o Williams and Bizup, chapters 7 and 8 (review)	Bring your midterm paper to class.
	W	Research and revision conferences	
	F		Revision of midterm paper due at 5:00 p.m.

Thinking about the liberal arts

April 4	M	<i>Autonomy, the liberal arts, and the case of HMC</i> o Robert Pippin, "Liberation and the Liberal Arts: The Aims of Education" (S) o HMC Curriculum Study (1958) (S)	
	W	<i>Introduction to the HSA program</i>	

Toward the final paper

April 11	M	Working with research sources: peer discussion of exploratory writing	Exploratory writing due in class (3 copies).
	W	No class—HSA advising	
April 18	M	Crafting a research presentation	
	W	Peer review session	Draft of final paper due in class (1 copy).
April 25	M	Research presentations	
	W	Research presentations	
May 2-4	M-W	College presentations days	
May 9	M		Final paper due at 5:00 p.m.