

**Hist. 17300, HiPS 17300: Science, Culture, and Society in Western Civilization, I:  
Ancient Period**

Instructor: Robert Richards

Fall, 2005

Assistants: Ryan Boynton, Rachel Ponce, Dana Rovang

Tues. and Thurs., 12:00 p.m.-1:30 p.m.

Harper 130

I. Texts

- A. The following texts are the primary sources for discussion; they can be found in the Seminary Co-operative Bookstore (5757 University Ave.) and on reserve in Regenstein Library:

*Hippocratic Writings* (Penguin)

Homer, *The Illiad*, trans. Robert Fagles (Penguin)

Sophocles, *The Three Theban Plays*, transl. Robert Fagles) (Penguin)

Thucydides, *The Peloponnesian War* (Penguin)

Euripides, *Media and Other Plays* (Penguin)

S. Marc Cohen, et al. (eds.), *Readings in Ancient Greek Philosophy* (Hackett)

Foucault, M., *The Uses of Pleasure*, vol. 2 (Vintage)

- B. The following is sold in room 205 of the Social Science Building:

**Selected Readings in the History of Ancient Science**--packet of photocopies.

- C. The Following are recommended books; they are in the Seminary Bookstore and on reserve in Harper:

Lloyd, G.E.R., *Early Greek Science* (Norton)

Lloyd, G.E.R., *Greek Science after Aristotle* (Norton)

John Boardman, et al. (eds.), *The Oxford History of Greece and the Hellenistic World* (Oxford University Press).

Peter Green, *Ancient Greece: A Concise History* (Thames & Hudson)

II. General Information

- A. Office: Social Sciences 205; hours TT, 1:30-3:00 and by appointment. Phone: 702-8348; Fax: 743-8949; email: r-richards@uchicago.edu

- B. Students will be responsible for preparing the assigned texts for discussion.

- D. Exams: a mid-term exam on Oct. 27<sup>th</sup>; a final exam during exam-week.

E. Each Tuesday, a one–page paper will be due (except on Oct. 25<sup>th</sup> and Nov. 29<sup>th</sup>). In this paper you should answer one of the suggested questions, given in the syllabus below, that is relevant to the readings for that week (i.e., for the Tuesday and Thursday class). If you prefer, you can formulate a question yourself and answer it. Papers are limited to one page and must be submitted by 12:00 p.m. of the Tuesday class (they will be returned on the Thursday class). In these exercises, answers that penetrate the surface to reveal some interesting or unusual connections will be highly prized. An intellectual attempts to think in modes other than the usual. You will not be given a regular grade for these papers, though altogether they will count for 20% of your final grade. So failure to turn in the paper will diminish that final grade. The papers should be submitted in hardcopy at the end of the Tuesday class.

F. Other Papers: A short paper (about 4-5 pages) will be due on Oct. 25<sup>th</sup>. This should be an analysis of a literary text, a concept, a theory, or a historical situation covered in the first part of the course. A longer (about 5-8 pages) historical study of a concept, theory, or controversy in the history of science will be due on Dec. 1st. The papers must be turned in on the dates due. **You must keep a copy of your paper (required).** Some points concerning these papers:

1. When quoting another work or borrowing ideas, cite the work, giving full bibliographic information and page numbers. (Briefer citations should be used in the one–page papers.) Include a bibliography at the end of your paper.
2. Write grammatically. Consult a college handbook or Strunk and White's **Elements of Style**
3. Pay attention to the style of your paper. A good guide is Joseph Williams' **Style: Ten Lessons in Clarity & Grace**.
4. You should use principally primary sources, not secondary.
5. Your paper should be critical and evaluative.
6. Mention the subject of your longer papers to one of the assistants before you undertake to write on it. They will be willing to read drafts of your papers.
7. Your papers should be typed and *stapled*.

(Tues., Sept. 27)

I. Introduction: Aims of the course and the science of the Greeks.

(Thurs., Sept. 29)

II. The Rise of Greek Civilization

A. Texts for discussion: The Trojan War: Homer's *Iliad*: pp. 77–94 (lines 1–586), 99–101 (ll. 1–56), 139–144 (ll. 366–540), 160–61 (ll. 529–564), 208–13 (ll. 462–631), 221–24 (ll. 237–358), 412–15 (ll. 1–119), 435–41 (ll. 830–1017), 467–69 (ll. 1–74), 520–24 (ll. 1–155), and 541–58 (lines 1–606).

B. Recommended reading: Oliver Taplin, “Homer,” in *Oxford History of Greece*, pp. 47–81.

C. Questions:

1. How does Homer distinguish, if at all, the behavior and qualities of the gods and heroes from those of the mere mortals?
2. For whom —Achilles, Paris, Helen, Hector, Agamemnon, Menelaus, Patroclus, etc. —does Homer have the most sympathy and how is this shown?
3. What are the virtues that Homer most admires?
4. What similarities do you see between the actions of Homer’s characters and present-day actions of political and military figures?

(Tues. Oct. 4-Thurs. Oct. 6)

III. Poetry and History

A. Texts for discussion:

1. The Poet Sappho: *If not Winter: Fragments of Sappho*. In **Selected Readings**.
2. Comparative analysis of Greek and Egyptian society: Herodotus, Bk 2, sections 2-38. In **Selected Readings**.
3. The Trojan War: Herodotus, Bk. 2, sections 113-120. In **Selected Readings**.
4. Origin of the Greek Gods: Herodotus, Bk. 2, sections 43-53. In **Selected Readings**.

5. Early Greece: Thucydides, *The Peloponnesian War*, Bk. 1, sections 1-23, pp. 35–49 (Warner translation).

B. Recommended readings:

1. Green, *Ancient Greece*, pp. 9-48.
2. Ewen Bowie, "Lyric and Elegiac Poetry," in *Oxford History of Greece*, pp. 107-125.
3. Oswyn Murray, "Greek Historians," in *Oxford History of Greece*, pp. 214-40.

C. Questions:

1. Characterize Sappho's representation of desire. Does it ring true?
2. Which of the two Greek historians —Herodotus or Thucydides —might be considered the more scientific historian and why?
3. What is the aim of historical explanation?

(Tues. Oct. 11)

IV. Early Greek Science:

- A. Texts for discussion: Emergence of Greek Science--the Milesians and Pythagoreans: *Early Greek Philosophy: Thales, Anaximander, Anaximenes* In Cohen (ed), *Readings in Ancient Greek Philosophy*, pp. 8-20.

B. Recommended reading:

1. Green, *Ancient Greece*, pp. 49-116.
2. Lloyd, EGS, pp. 1-35.

C. Questions:

1. How does religion differ from science?
2. Are the speculations of early Greek thinkers recognizable as science?
3. What is the difference between science and philosophy?

(Thurs., Oct. 13)

V. Greek Drama:

A. Texts for discussion:

1. Sophocles, *Antigone*.
2. Euripides, *Media*.

B. Secondary readings:

1. Required reading: Robert Parker, "Greek Religion," in *Oxford History of Greece*, pp. 306-29.
2. Recommended reading: Peter Levi, "Greek Drama," in *Oxford History of Greece*, pp. 177-213.

C. Questions:

1. What are the kinds of oppositional forces explored in *Antigone* —e. g., religion vs. law, male vs. female, brother vs. husband, etc.? Toward which side does Sophocles tilt?
2. Who is the tragic hero in *Antogne*?
3. Aristotle quotes Sochocles as saying "I present men as they ought to be, Euripides presents them as they are." Does this adequately characterize the representations in their respective plays?
4. Are *Media*'s actions "realistic"?
5. Who best depicts the psychology of women, Sophocles or Euripides?
6. Did the Greeks believe in their myths? Does this mean their cultural ideas --and the epistemological foundation thereof —are quite different from ours?

(Tues., Oct. 18)

VI. Greek Natural Science in the Fifth Century:

A. Texts for discussion:

1. Natural scientists (in *Ancient Greek Philosophy*): Heraclitus, nos. 1-21, 46-49, 60-75, 79-80, 91-97, 114 (pp. 24-34); Parmenides, nos. 8, 13-18 (pp. 38-39, 41); Zeno, nos. 1, 4-8, 10 (pp. 59-62); Empedocles, nos. 33, 51, 53-56 (pp. 50-51, 55-56); Anaxagoras, nos. 1-7, 13-15, 25 (pp. 42-47); Democritus, nos. 5, 10, 19 (pp. 64-67, 69).

B. Recommend secondary readings:

1. Lloyd, *EGS*, pp. 36-49.

C. Questions:

1. What are the kinds of principles or causes that the Greek “scientists” thought explanatory of natural phenomena?
2. What makes Zeno’s paradoxes paradoxical? Or are they easily explained away? If you assume the Greek notions of measuring time and space, do the paradoxes work?
3. What does Parmenides mean by “being”?
4. Are the Greek “natural scientists” really scientific?

(Thurs, Oct. 20-Tues., Oct. 25)

VII. Greek Medicine and Biology:

A. Texts for discussion:

1. Hippocratic medicine: *The Oath, Tradition in Medicine, Airs Waters Places, The Sacred Disease, and The Seed and The Nature of the Child*. In *Hippocratic Writings*.
2. Aristotle’s analysis of the Hippocratic theory of heredity: *Generation of Animals*, 715a-726a27. In **Selected Readings**.

B. Secondary reading:

1. Required: Leon Kass, “Is there a Medical Ethics.” In **Selected Readings**.
2. Recommended reading: Lloyd, EGS, pp. 36-65.

C. Questions:

1. Do the Hippocratic physicians all have the same general theory of disease or can you find radically different theories expressed among the treatises?
2. What views did the Hippocratics have concerning sex, heredity, and development?
3. What specific objections does Aristotle have to the Hippocratic theory of heredity? What is his own theory?

4. What is the attitude of the Hippocratic writers concerning religion?

(Tues., Nov. 1-Thurs. Nov. 3)

VIII. Athenian Society during the Peloponnesian War

A. Texts for discussion:

1. The War (texts from Thucydides, *The Peloponnesian War*):
  - a. The debates of the Peloponnesians: Thucydides, I, 66-88, 118-125 (Warner trans., pp. 72-87).
  - b. Pericles' orations and the plague: Thucydides, II, 34-65 (Warner trans., pp. 143-64).
  - c. The revolt of the Mitylenians and the debate of their fate: Thucydides, III, 1-4, 36-50 (Warner trans., pp. 194-96, 212-23).
  - d. Civil war in Corcyra: Thucydides, III, 69-85 (Warner trans., pp. 236-45).
  - e. The Melian 'dialogue': Thucydides, V, 84-116 (Warner trans., pp. 400-408).

B. Recommended reading: Green, *Ancient Greece*, pp. 117-47.

C. Questions:

1. Why did the Athenians and Spartans (and their respective allies) go to war?
2. What are the springs of character, the kinds of motives, that animate Thucydides's protagonists?
3. What does Thucydides think the nature of justice to be?

(Tues. Nov. 8-Thurs., Nov. 10)

IX. Socrates

A. Texts for discussion: Plato's *Apology*, *Crito*, and *Symposium* in *Readings in Ancient Greek Philosophy*, pp. 112-141, 252-62.

B. Secondary reading:

1. Required reading: Sex lives of the Greeks: Foucault, *Uses of Pleasure*, pp. 1-32, 187-254.

2. Recommended reading:

- a. K. J. Dove, "Homosexuality." In **Selected Readings**.
- b. Oswyn Murray, "Life and Society in Classical Greece," in *Oxford History of Greece*, pp. 240-76.

C. Questions:

1. Did Socrates deserve his fate?
2. Does Foucault offer us history or philosophy or propaganda?
3. What theory of sexuality does Foucault advance and how well is the theory corroborated by the Greek literature you've read? By what you know of modern biology?

(Tues., Nov. 15)

X. Plato: Constitution of the State on Scientific Principles

A. Texts for discussion:

1. Nature of Justice and the model of the state: Plato's *Republic* 327A-369C (*Readings in Ancient Greek Philosophy*, pp. 263-303).
2. The constitution of the ideal state: *Republic*, 449A-474A (*Readings in Ancient Greek Philosophy*, pp. 377-401).

B. Recommended reading: Julia Annas, "Classical Greek Philosophy" (through Plato; in *Oxford History of Greece*, pp. 277-94).

C. Questions:

1. What is justice, according to Plato, and how does his view compare with Thucydides?
2. Is Plato a feminist?
3. What is the relationship, according to Plato, between the soul and the state?

(Thurs., Nov. 17)

XI. Plato's theory of scientific knowing

A. Texts for discussion:



1. Plato's theory of recollection and the Ideas: Plato's *Meno*.
  2. The difference between knowledge and opinion: *Republic*, 474B-480A (*Great Dialogues*, pp. 275-287).
  3. The structure of knowledge and the cave metaphor: *Republic*, 504D-517D (*Great Dialogues*, pp. 303-316).
- B. Secondary reading, required: Sabina Lovibond, "Plato's Theory of Mind." In **Selected Readings**.
- C. Questions:
1. What is Plato's theory of learning and how plausible is it?
  2. According to Plato, can virtue be taught?
  3. What is the difference between knowledge and opinion?
  4. What is the relation between the divided line and the cave metaphor?

(Tues., Nov. 22)

## XII. Aristotle: Natural Science

- A. Texts for discussion (in *Readings in Ancient Greek Philosophy*, pp. 634-51): *Physics*, Bk. 2.
- B. Recommended reading: Lloyd, EGS, pp. 99-124
- C. Questions:
1. What does Aristotle mean by cause?
  2. What does he mean by final cause, or "that for the sake of which"?
  3. What is the nature of scientific explanation, according to Aristotle?

(Tues., Nov. 29)

## XIII. Aristotle: Psychology and biology

- A. Texts for discussion:
1. *De Anima (On the Soul)*, Bk. 1, ch. 1 and 4; Bk. 2, chs. 1-6, 11-12; Bk. 3, chs. 3-5, 10-11 (in *Readings in Ancient Greek Philosophy*, pp. 741-63 )
  2. *Generation of Animals*, 729b-732a6, 734b3-737a33, 778a17-778b19,

788b3-789b20 (in **Selected Readings**).

B. Secondary reading, required: T. H. Irwin, "Aristotle's Philosophy of Mind." In **Selected Readings**.

C. Questions:

1. What does Aristotle mean by soul, and how does it compare with Plato's notion of soul?
2. How does perception occur according to Aristotle?
3. How does sexual conception occur, according to Aristotle?
4. How do the Greeks construct male and female sexuality?