

I. Metaphysics and knowledge: for those who responded to the first topic for paper 1.

Revise your first essay in response to the comments given. Importantly, revise your introduction to include (briefly) whether Plato's view on the nature of the universe and the possibility of our knowledge of the universe is an improvement over that of the presocratic you supported in paper 1.

This second paper shall contain a new section, 3 to 4 pages in length. This section should pull material from the *Phaedo*, the *Republic*, and Irwin's *Classical Thought* in order to fully explicate Plato's view on the nature of the universe and how we may be said to know it.

Concerning metaphysics, or reality: In order for true, objective knowledge to be possible for Plato's view there needs to be a state of the world to which such knowledgeable states of mind are directed. You need to be sure and address the following issues (not necessarily in this order). Recall and recount Irwin's discussion of the objectivist assumption (p. 59). How does Plato use this assumption? How does he avoid the pitfalls of skepticism and conventionalism? What is most real about the universe? What kinds of things are these – what are they like? What about the world as given to us through sensory experience? Why is that world not knowable? How are the intelligible world and the physical world connected? Plato's metaphors of the cave, the divided line in the *Republic*, and his discussion of perfect equality in the *Phaedo* may be of assistance to you here.

Concerning knowledge: be sure to discuss what it means for Plato for the mind (or, soul) to be in a state of knowledge. How is knowing different from right belief and imagining? Even though right belief (orthodoxa) is not the same thing as knowledge, how are they related? Can we reach with some effort knowledge from a starting place of experience-based beliefs?

Finally, carefully compare Plato's view with that of the presocratic you defended in your first paper. Discuss the relative strengths and weaknesses of the presocratic's view you defended in paper 1 and Plato's. Whose view do you believe is superior now? Thoughtfully defend your answer.

II. Knowledge and ethics: for those who responded to the second topic for paper 1.

Revise your first essay in response to the comments given. Importantly, revise your introduction to include (briefly) how Plato believes morality is possible, and specifically, what he concludes to be the nature of justice. Identify your thesis of whether you find Plato's view an improvement over that of the presocratic you defended in your first paper.

This second paper shall contain a new section, 3 to 4 pages in length. This section may pull material from the *Republic*, the *Phaedo* and Irwin's *Classical Thought* in order to fully explicate Plato's view on the nature of knowledge and the meaning of justice and virtue.

Concerning metaphysics, or reality: In order for true, objective knowledge to be possible for Plato's view there needs to be a state of the world to which such knowledgeable states of mind are directed. You need to be sure and address the following issues (not necessarily in this order). Recall and recount Irwin's discussion of the objectivist assumption (p. 59). How does Plato use this assumption? How does he avoid skepticism and conventionalism? What is most real about the universe? What kinds of things are these – what are they like? What about the world as given to us through sensory experience? Why is that world not knowable? How are the intelligible world and the physical world connected? Plato's metaphors of the cave, the

divided line in the *Republic*, and his discussion of perfect equality in the *Phaedo* may be of assistance to you here.

Secondly, consider and present Plato's case for why there is objective moral truth and how the knowledge and possession of this truth is really superior to conventionalism. This section of your essay should contain answers on the following issues, but not necessarily in this order. What is Glaucon's challenge to Socrates, and how does that challenge embody conventionalism concerning justice? What does it mean for Plato for a person to be good, where a good person is one who has the cardinal virtues? What are those virtues? Discuss how Plato draws conclusions about the virtuous person from his discussion of those corresponding virtues of a state. How is the soul like the state? How is having knowledge essential for virtue? Why will the virtuous person not do unjust acts, even if he or she could get away with it without anyone knowing? How can Plato claim that even if doing the just, or fair, thing involves some dissatisfaction or discomfort for the person, that person is still better off being just, than unjust?

Finally, carefully compare Plato's view with that of the presocratic you defended in your first paper. Discuss the relative strengths and weaknesses of the presocratic's view you defended in paper 1 and Plato's. Whose view do you believe is superior now? Thoughtfully defend your answer.

Further Instructions: This paper should be from 6 to 9 pages in length. The margins will be 1 inch all around. You should use a standard font such as Times New Roman or Helvetica, in a size of 12. The paper should be double-spaced. A cover sheet will be the sole location where your name appears.

If you are submitting this essay for a re-evaluation of your first essay's grade, then after your cover sheet, include a page containing only a copy of the short paragraph that follows, completed with the blanks *thoughtfully* filled in:

The main obstacle to my achieving the grade I wished on my first essay, was that I _____. I am remedying that situation in this essay by _____.

In other words, explicitly tell me what actions you have taken in your revision such that the grade for this second essay shall exceed (and replace) that of your first. Be sure to also attach your first, graded, essay with this second paper, if you are seeking this opportunity to raise your first paper's grade.

You are encouraged to make direct reference to citations from our texts (Irwin, Baird and Kaufmann), but you should not use any long, block, quotes. Do not use material – directly or indirectly – from the internet, period. If you are keen to use a secondary source not on our reading list, clear it with me first.

For further information such as writing tips, grading guidelines, the late policy and my policy on typos and grammar, see the syllabus.