QUIZ #1

Write a two- or three-page, double-spaced essay in answer to one of the following questions on Plato’s *Meno*.

1. Evaluate Socrates’ argument for the claim that no one desires anything bad.
   (Be sure both to explain Socrates’ argument for the claim and evaluate it. Be sure to support your evaluation rather than simply asserting it. Be sure to quote the text in your answer. What is Socrates’ argument? What are its implications? Why might he think it is persuasive? What are its strengths and weaknesses?)

2. Evaluate Socrates’ argument for the claim that virtue is knowledge.
   (Be sure both to explain Socrates’ argument for the claim and evaluate it. Be sure to support your evaluation rather than simply asserting it. Be sure to quote the text in your answer. What are the strengths of the argument? Where does the argument go wrong? Where does the argument need to be filled out? What views do you hold that are incompatible with his conclusion? Why are your views right and his wrong?)

3. Explain the significance of Socrates’ shift from the claim that virtue is knowledge to the claim that true opinion guides as well as knowledge in practice.
   (Consider both the argument and the drama of the dialogue. Quote the text in your answer.)

**Due date:** Tuesday, September 29, 2015

Essays will be word-processed or typed, double-spaced, in 10- or 12-point type. They will have a title and a title page. They will be in finished form and without errors in grammar, spelling and punctuation. All quotations will be accompanied by a reference in parentheses. Long quotations will be block indented.

Essays should refer to texts considered. Some references should be quotations.

Quotations often are utilized to support claims. Sometimes the following structure is followed: make a claim; quote text that supports the claim; explain the quotation; explain how the quotation supports the claim. Keep in mind a rough distinction between the following three levels of discussion of quotations: (1) saying what the text says; (2) saying what the text means; (3) discussing the implications or significance of the text. It is often a mistake to jump to level 3 before levels 1 and 2.

Be as concrete as you can. Quotations can help with concreteness. Examples can help. Detailed explanation of quotations can be useful.