

Faculty of Arts and Science
Department of Political Science
University of Toronto, St. George Campus
Fall 2024

POL485H1 F

Topics in Political Thought II: Plato on Justice and Political Virtue

COURSE INSTRUCTOR, TIME AND LOCATION

Course Instructor

Dr Myrthe Bartels
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Office hours: Tuesdays 11:00 am–1:00 pm
Office: --

Course Time and Location

Wednesdays, 5–7 pm
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COURSE DESCRIPTION

While the history of political philosophy often begins with Plato, several of Plato's dialogues portray the debate about justice and political virtue between Socrates and thinkers of his own generation, the so-called 'sophists'. The sophists developed political theories in their own right, for which Plato's texts are crucial—but not unproblematic—sources. This course will examine what sorts of political questions these thinkers debated about. Can political virtue be taught? What is political knowledge knowledge *of*? What is the relation between virtue and justice? Is justice a capacity all human beings possess, or a democratic ploy to constrain the truly able? We will see that Plato was not uncritical of the teachings and political theories of the sophists. How does that become clear from the dialogues? And can we understand why?

We will read Plato's *Protagoras* and *Gorgias* (as well as part of *Republic* 1), some of the most lively and arresting dialogues Plato wrote. Themes we will explore in the context of this investigation include: justice, political virtue, shame, good deliberation (*euboulia*), punishment, democracy, hedonism, greed (*pleonexia*), freedom, rhetoric, freedom of speech, and happiness (*eudaimonia*). We will also reflect on the question of what role, if any, philosophy has to play in political society.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- Recognize and describe key concepts in the ancient sophistic debate of the fifth century BCE and explain their role in the debate.

- Identify, distinguish, and explain the different philosophical positions voiced in a philosophical dialogue.
- Articulate basic challenges and problems of textual interpretation and logical coherence in relation to the primary texts.
- Compare philosophical positions between multiple texts and identify similarities and differences between those positions.
- Summarize the main argument of a piece of secondary literature and outline in very general terms its approach to the primary text, both orally in class and in instructor meetings and in written form through replying to study questions.
- Make effective use of feedback in developing a research question that shapes and focuses their thinking and reflection about the primary texts.
- Perform a focused literature search and reflect on how they assess the relevance of the search results in terms of answering their research question.
- Select appropriate evidence from the primary texts and explain in clear language how their interpretation of that evidence serves to adequately answer the research question.

COURSE FORMAT

Our in-depth study of Plato’s *Republic* 1, *Protagoras* and *Gorgias* (in that order) will be conducted as a seminar in which the instructor will introduce the readings and initiate discussion in which students will be required to participate actively. Active participation in class will require considerable time and effort in preparing for class. In order to gain the most from our discussions, students are expected to arrive at each seminar having closely read the assigned texts for that day. Students are also expected to have returned the Study Question Sheet on Tuesdays by 9 pm. This active approach to the readings will also help you develop a question for your Final Term Paper (for which you are free to decide the topic, see below).

MARKING SCHEME & DUE DATES

20%	Participation	--
10%	Study Questions	weekly at 9 pm on Tuesdays
5%	Meeting with Instructor	on appointment / office hours
25%	Argumentative Essay	Monday, October 21, 2024, 23:59 pm
5%	Final Paper Meeting	on appointment / office hours
35%	Final Term Paper	Monday, December 2, 2024, 23:59 pm

PARTICIPATION (20 %)

The participation grade reflects students’ **active engagement in the seminar** each week. Active participation requires that students arrive having carefully read the assigned texts, with the course set text at hand and prepared to ask thoughtful questions in class and to engage in meaningful group discussions.

Attendance at each seminar is mandatory and a part of the participation grade. Attendance will be taken at the start of each seminar meeting. **Each unexcused absence will result in a 5% deduction of the overall participation grade.** If students have a valid reason for missing the seminar (such as illness or a family emergency), they must declare their absence via the ACORN Absence Declaration Tool and notify the course instructor via email of their absence. Instructors will not be automatically alerted when a student declares an absence. It is a student's responsibility to let the instructor know that they have used the Absence Declaration Tool so that you can discuss any needed consideration, where appropriate. If students have exceeded their allowed absence on ACORN but must miss more class because of illness or injury, they must submit to the instructor one of the three following pieces of documentation:

- a U of T verification of Illness or Injury Form, accessible via <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>;
- a Letter from the College Registrar;
- a Letter of Academic Accommodation from Accessibility Services.

Students are expected to treat one another and the course instructor with respect. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

MEETING WITH INSTRUCTOR (5%)

This is really just an informal chat about the readings on a level of detail and focus that is not always possible in group discussions. Come to office hours or make an appointment with me in the first four weeks of class to talk about one of the following topics: last week's class, a particular passage from our readings, or about one of pieces of the secondary readings. This meeting will be graded Pass / Fail.

STUDY QUESTIONS (10 %)

Due date: weekly by 9 pm on Tuesdays. Unless under exceptional circumstances, extensions will not be granted Study Questions.

Instructions: Each week after class, a Word document with Study Questions will be posted on Quercus with 2 or 3 questions about the readings for the next week. These questions highlight certain aspects and themes of those readings and will help you think about them while you are preparing for the next week's class. You are required to write concise answers to or reflections on these questions on the basis of your study of the assigned texts for the next week. The Study Questions sheet must be returned to me via Quercus by 9 pm on Tuesday (the day before class). During the whole term, you have *one opt out*. That means that, by the end of term, you will have submitted 10 Study Question Sheets. These weekly Study Questions will be graded Pass / Fail. Your answers should demonstrate that you have done the readings and given your answer some thought. Fail means that it did not meet the minimum standard or that it was not submitted in time. **Late submissions will count as not submitted.** At the end of term, the overall grade for Study Questions is the average of the weekly marks.

Word count: between 400-500 words. Text beyond the word count limit will not be assessed.

Format requirements: Word or PDF document, 12-point font, double-spaced, with the student's name, submission date, week number, word count, displayed in the left-hand corner of the first page.

ARGUMENTATIVE ESSAY (25 %)

Due date: Monday, 21 October at 11:59 pm.

Instructions: On Friday, October 11th, four essay prompts related to the course materials and reflective of the general themes addressed in the seminar will be posted on Quercus. Students will need to choose **one of these four** questions to address in their essay. Please indicate clearly at the start of your essay (for example by using the question as title of your essay) which of the three questions you have chosen to reflect on. You are expected to cite at least four secondary sources in your essay of those listed in the bibliography on this syllabus.

Word count: 1,800-2,000 words. Text beyond the word count limit will not be assessed. Submissions below the word count will be penalized 5%, plus 1% for every 100 words below the word count.

Format requirements: Word or PDF document, 12-point font, double-spaced, with the student's name, submission date, and word count displayed in the left-hand corner of the first page.

Citation: Chicago or APA style. You are expected to reference both primary and secondary texts (a minimum of four different secondary sources from the reference list at the end of this syllabus) in your argumentative essay. Incorrect or incomplete referencing will lead to a reduction of the mark.

FINAL TERM PAPER INSTRUCTOR MEETING (5%)

Students are free to choose the topic of their paper, but note that it should be substantially different from the topic of the argumentative essay. In order to plan you're the topic/question of your Final Paper and the writing process as well as possible, please contact the instructor to discuss your **Final Term Paper Plan before Wednesday 20 November** (that is, two weeks before the final due date). Your plan should be a rough draft of your Final Paper: it should include a topic you intend to discuss—or, even better, a question you intend to answer—introduction, an outline of your argument, references to relevant passages of the primary literature, and an anticipated conclusion. It is essential that your Plan includes a list of three items of secondary literature not on this syllabus that you are planning to cite. **Please send me your Plan by email the day before the meeting.** At the meeting we will discuss your Plan, see whether it is necessary to refine or modify your question and evaluate the relevance of the three selected secondary sources for your topic. This would also be the occasion to discuss any specific questions you have about writing the Final Term Paper.

FINAL TERM PAPER (35 %)

Due date: Monday, December 2 at 11:59 pm.

Instructions: Students are free to choose the topic for their final paper. It is advisable to start thinking about the question you would like to address as early as possible during the term (but keep in mind that, as noted above, the topic of your paper should be substantially different from the topic of your Argumentative Essay!). The list of secondary literature should contain **three additional items** not

in the list of sources on this syllabus that you are planning to cite. You are expected to cite at least seven secondary sources in your paper.

Word count: 2,300-2,500 words. Text beyond the word count limit will not be assessed. Submissions below the word count will be penalized 5%, plus 1% for every 100 words below the word count.

Format requirements: Word or PDF document, 12-point font, double-spaced, with the student's name, submission date, and word count displayed in the left-hand corner of the first page.

Title: clearly indicate the topic or question of your Final Term Paper!

Citation: Chicago or APA style. You are expected to reference both primary and secondary texts (a minimum of seven secondary sources, including three selected and discussed in advance of submitting your paper). Incorrect or incomplete referencing will lead to a reduction of the mark.

There is no final exam in the Final Assessment period for this course.

COURSE POLICIES, INCLUDING LATE POLICY

How to submit written coursework

All written papers should be submitted through Quercus by the due dates. The Quercus course page is accessible via: <https://q.utoronto.ca/courses/356483>. Please make sure to regularly check the Quercus course page for announcements.

Technology Support for Students: for Quercus and all other technology support, contact the Information Common Helps Desk: help.desk@utoronto.ca. For more details, you can visit the Info Commons Help Desk at Robarts Library.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship. As a result, the University treats cases of cheating and plagiarism very seriously. As a student, it is your responsibility to familiarize yourself with the University's policy on plagiarism. For further clarification and information on plagiarism please see <http://www.writing.utoronto.ca/advice/using-sources>. All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). In short, to comply with the University's code regarding academic honesty, you must write your papers specifically for this class; you should not use another person's words or ideas without appropriate acknowledgement; you should not make up sources or facts; and you should not obtain or provide unauthorized assistance on any assignment (see also below). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, feel free to ask me. Note that you are expected to seek out additional information on academic integrity from the instructor or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students are permitted to opt-out of using the University's plagiarism detection tool. If a student chooses to opt out, they should let the instructor know well in advance of submitting their term work. Should you wish not to use the plagiarism detection tool, please contact me to negotiate an alternative form of submission.

The knowing use of generative artificial intelligence tools, including ChatGPT, Gemini, Microsoft Copilot and other AI writing and coding assistants, for the completion of, or support the completion of, the written assignments for this course constitutes unauthorized aid and may be considered an academic offence in this course. This policy is designed to promote your learning and intellectual development and to help you reach the course learning outcomes. Plan your writing assignments ahead and avoid starting too late. Remember that not only does generative AI regularly make elementary mistakes, it is also far more important to me (and it should be to you too) that you **develop your own questions, insights, and approach** to the readings and themes of this course.

Late submissions, penalties and extensions

Late submissions of the Argumentative Essay and Final Term Paper will be penalized by **the subtraction of 2% per day of lateness**, with a maximum possible penalty of a 28% reduction. In the absence of an extension, **no submissions will be accepted 14 days** after the initial deadline without approval by the course instructor. Make sure to think ahead and plan your writing process carefully. Writing also means re-writing: don't start too late!

Students may request an extension by contacting the course instructor via email. In the email should be indicated the need for an extension, documentation, and a proposal for a new deadline. Recognized forms of documentation are a U of T Verification of Illness or Injury Form (VOI), a Letter from the College Registrar, or a Letter of Academic Accommodation from Accessibility Services. Normally, requests for new deadlines should not exceed a five-day extension, though they will be handled on a case-to-case basis. **All requests submitted 24 hours in advance of the deadline will be seriously considered.** In extreme circumstances, requests on the day of may be considered. Please be in touch with the course instructor as soon as you foresee a problem.

Students are advised to keep rough and draft work and hard copies of their essays and assignments before handing in to the instructor. All essays and assignments should be kept by the student at least until the marked essays/assignments have been returned to them and the grades are posted on ACORN.

Accommodations

Students who require accessibility accommodations should register with Accessibility Services. Extension requests made through Accessibility Services will be accepted. If you have a consideration that may require accommodations, please contact Accessibility Services: <https://www.studentlife.utoronto.ca/as>, 416-978-8060 or accessibility.services@utoronto.ca.

Remarking Policy

A student who believes that an individual item of term work has been unfairly marked may request it to be re-evaluated. If you wish to make a grade appeal, you must wait 24 hours before contacting the instructor and you must make the grade appeal within 2 weeks of receiving your grade. Appeals made before 24 hours and after 2 weeks will not be considered. When you make a grade appeal, you should be aware that you are reopening the grade for the work, which means that the grade may be raised, lowered, or remain the same.

RECOGNIZED STUDY GROUPS (RSG)

Lead or Join a Recognized Study Group (RSG) for this course

[Apply now to be an RSG Leader for this course](#). RSGs are peer-led study groups of up to 8 students enrolled in the same A&S course.

Volunteering to be an RSG Leader is a great way to:

- Meet classmates and make friends in this course
- Gain new leadership and group-facilitation skills
- Increase your understanding of course material
- Prepare for test and exams
- Boost your resume
- Earn a Co-Curricular Record (CCR) credit

Over 1000 students volunteered to be an RSG Leader last year and over 3500 students joined an RSG! Volunteer to be an RSG Leader this term with the support and training of upper-year A&S students! No experience is necessary.

[Sign up to be an RSG Leader now.](#)

Looking to join an RSG? [Explore all available RSGs on the Arts & Sciences Online Services](#). New RSGs are added daily!

Find more information, visit: uoft.me/rsgs or [@sidneysmithcommons](https://twitter.com/sidneysmithcommons)

HEALTH AND WELLNESS

Students can access a wide range of programs and services to support their mental and physical health and wellbeing. Many of these programs are listed at the U of T Health & Wellness Centre website: <https://studentlife.utoronto.ca/department/health-wellness/>.

U of T Wellness and Safety websites and phone numbers:

- The U of T Health & Wellness: uoft.me/5EB or
- By phone: 416-978-8030
- Support if Students are Feeling Distressed: uoft.me/5EC
- U of T My Student Support Program (My SSP): uoft.me/5ED

- Community Safety Office: communitysafety.utoronto.ca/ or 416-978-1485
- U of T Safety & Support: safety.utoronto.ca/.

REQUIRED COURSE TEXT

In addition to the readings that are available online through the U of T Library, the following course text is required and can be purchased from the U of T Bookstore. **Students will be expected to arrive at each seminar with this text.**

Plato: Gorgias, Menexenus, Protagoras. Translated by Tom Griffith. Edited by Malcolm Schofield. Cambridge Texts in the History of Political Thought. Cambridge: Cambridge University Press 2009.

COURSE SCHEDULE

Students are expected to arrive at each meeting having carefully read the required readings for that week: usually less than 70 pages, and sometimes considerably less. For each week, the readings consist of between 10–20 pages of primary text from the required course text (except weeks 1 and 2) and an additional 30–50 pages of secondary literature. The full citations for the secondary sources can be found below under Course Materials. Most sources are accessible online through U of T library catalogue; in isolated cases, the book will be on reserve at Robarts.

PART I: Introduction

Week 1 | September 4: Introduction: Plato, the Sophists, and political virtue

Readings: Schofield & Griffith, pp. vii–xviii, xxv–xxxii.

Week 2 | September 11: Plato, *Republic* 1: Thrasymachus on political virtue

Readings: Plato, *Republic* 1, 336b–354c, pp. 981–998 in John Cooper, *Plato. Complete Works*.
Chappell, T.D.J., ‘The Virtues of Thrasymachus’, pp. 1–17.
Anderson, Merrick, ‘The Fifth-Century Challenge to Justice’, pp. 31–58 (Chapter 2).
[total 61 pp.]

PART II: Plato’s *Protagoras*

Week 3 | September 18: Can political virtue be taught (for payment)?

Readings: Plato, *Protagoras*, 309a–320c, pp. 143–156.
Bartlett, Robert C.: from Chapter One, pp. 7–28.
Denyer, Nicholas, ‘The political skill of Protagoras’, pp. 155–167.
Euben, J. Peter, ‘The *Protagoras* and the Political Education of Democratic Citizens’ (Chapter IX in Euben 1997), pp. 229–245 (sections I–III *only*).
[total 62 pp.]

Week 4 | September 25: Protagoras' Great Speech on political virtue

- Readings: Plato's *Protagoras*, 320c–328d, pp. 156–165.
Euben, J. Peter, 'The *Protagoras* and the Political Education of Democratic Citizens' (Chapter IX in Euben 1997), pp. 245–265 (sections IV–VIII).
Nussbaum, Martha C., 'The *Protagoras*: a science of practical reasoning' (Chapter 4), pp. 89–121.
Kierstead, James, 'Is Protagoras' Great Speech on Democracy?', pp. 199–207.
[total 69 pp.]

Week 5 | October 2: 'One small thing...': the parts of virtue

- Readings: Plato's *Protagoras*, 328d–338e, pp. 165–177.
Penner, Terry, 'The Unity of Virtue', pp. 35–68.
[total 45 pp.]

Week 6 | October 9: Is becoming good (virtuous) hard?

- Readings: Plato's *Protagoras*, 338e–349d, pp. 177–189.
Austin, Emily A., 'Praising the Unjust: The Moral Psychology of Patriotism in Plato's *Protagoras*', pp. 21–44.
Reese, Brian, 'Being and Becoming Good in Plato's *Protagoras*', pp. 244–268.
[total 59 pp.]

Week 7 | October 16: Is political virtue 'measurement'?

- Readings: Plato's *Protagoras*, 349d–362a, pp. 189–204.
Liu, Wenjin, 'Ignorance in Plato's *Protagoras*. An Inquiry into Humanity's Dark Side', pp. 309–337.
Storey, Damien, 'Sex, Wealth, and Courage: Kinds of Goods and the Power of Appearance in Plato's *Protagoras*', pp. 241–263.
[total 65 pp.]

PART III: Plato's *Gorgias*

Week 8 | October 23: Gorgias's view on the goal of rhetoric: freedom and political power

- Readings: Conversation with Gorgias: Plato, *Gorgias* 447a–461b, pp. 7–25.
Gorgias, *Encomium on Helen* [on reserve at Robarts].
Barney, Rachel, 'Gorgias' *Encomium of Helen*', pp. 1–25.
Yunis, Harvey, 'The Premises of Plato's Argument on Political Rhetoric', pp. 117–135 (Chapter V).
[total 61 pp.]

[Week 9 | October 30: Fall Reading Week]

No class

Week 10 | November 6: ... Or does rhetoric have a moral purpose?

- Readings: Conversation with Polus: Plato, *Gorgias* 461b–481b, pp. 25–55.

Brown, Eric and J. Clerk Shaw, 'Socrates and Coherent Desire (*Gorgias* 466a–468e)', pp. 68–86 (Chapter 4).
[total 48 pp.]

Week 11 | November 13: Callicles on freedom, greed, and natural justice

Readings: Conversation with Callicles (1): Plato, *Gorgias* 481b–491d, pp. 55–67.
Tarnopolsky, Christina H., 'Plato on Shame in Democratic Athens', pp. 89–113.
Balot, Ryan, 'Freedom, *Pleonexia*, and Persuasion in Plato's *Gorgias*', pp. 172–192.
[total 56 pp.]

Week 12 | November 20: Happiness: leaky jars—or justice and community?

Readings: Conversation with Callicles (2): Plato, *Gorgias* 491d–513c, pp. 67–97.
Carone, Gabriela R. 'Calculating Machines or Leaky Jars? The Moral Psychology of Plato's *Gorgias*', pp. 55–96.
[total 71 pp.]

Week 13 | November 27: The true politician; justice in the afterlife

Readings: Conversation with Callicles (3): Plato, *Gorgias* 513c–527e, pp. 97–114.
Yunis, Harvey, '*Gorgias*: The Collapse of Political Discourse', pp. 136–171 (Chapter VI).
Baima, Nicholas, 'The Ethical Function of the *Gorgias*' Concluding Myth', pp. 87–104.
[total 69 pp.]

COURSE MATERIALS

Below is a list of scholarly sources approved for reading and citation in this course; most of these can be accessed through the U of T online library catalogue. If you would like to refer to other sources, this needs to be explicitly approved by the course instructor in writing. The three additional bibliographical items for the Final Term Paper will need to be discussed with the instructor before submitting your Final Term Paper.

Course bibliography

- Anderson, Merrick, *Just Prospering? Plato and the Sophistic Debate About Justice*. Oxford: Oxford University Press 2024.
- Austin, Emily A., 'Praising the Unjust: The Moral Psychology of Patriotism in Plato's *Protagoras*', *Apeiron* 50:1 (2017), pp. 21–44.
- Baima, Nicholas, 'The Ethical Function of the *Gorgias*' Concluding Myth', In: J. Clerk Shaw (ed.), *Plato's Gorgias. A Critical Guide*. Cambridge University Press 2024, pp. 87–104.

- Balot, Ryan, 'Freedom, *Pleonexia*, and Persuasion in Plato's *Gorgias*'. In: J. Clerk Shaw (ed.), *Plato's Gorgias. A Critical Guide*. Cambridge University Press 2024, pp. 172–192.
- Barney, Rachel, 'Gorgias' *Encomium of Helen*'. In: Eric Schliesser (ed.), *Ten Neglected Classics of Philosophy*. Oxford: Oxford University Press 2010, pp. 1–25.
- Bartlett, Robert C., *Sophistry and Political Philosophy. Protagoras' Challenge to Socrates*. Chicago: The University of Chicago Press 2016.
- Billings, Joshua and Christopher Moore (eds.), *The Cambridge Companion to the Sophists*. Cambridge: Cambridge University Press 2023.
- Brown, Eric and J. Clerk Shaw, 'Socrates and Coherent Desire (*Gorgias* 466a–468e)'. In: J. Clerk Shaw (ed.), *Plato's Gorgias. A Critical Guide*. Cambridge: Cambridge University Press 2024, pp. 68–86
- Carone, Gabriela R. 'Calculating Machines or Leaky Jars? The Moral Psychology of Plato's *Gorgias*', *Oxford Studies in Ancient Philosophy* 25 (2004), pp. 55–96. [whole volume on reserve at Robarts]
- Chappell, T.D.J., 'The Virtues of Thrasymachus', *Phronesis* 38:1 (1993), 1–17.
- Clerk Shaw, J. (ed.), *Plato's Gorgias. A Critical Guide*. Cambridge: Cambridge University Press 2024.
- Cooper, John (ed.), *Plato, Complete Works*. Edited, with Introduction and Notes. Indianapolis and Cambridge: Hackett 1997.
- Denyer, Nicholas, 'The political skill of Protagoras'. In: Verity Harte and Melissa Lane (eds.), *POLITEIA in Greek and Roman Philosophy*. Cambridge: Cambridge University Press, pp. 155–167 (Chapter 8).
- Euben, J. Peter, *Corrupting Youth. Political Education, Democratic Culture, and Political Theory*. Princeton, New Jersey: Princeton University Press 1997 ('The Protagoras and the Political Education of Democratic Citizens', Chapter IX, pp. 229–265).
- Liu, Wenjin, 'Ignorance in Plato's *Protagoras*. An Inquiry into Humanity's Dark Side', *Phronesis* 67 (2022), 309–337.
- Kierstead, James, 'Is Protagoras' Great Speech on Democracy?' *Polis: The Journal for Ancient Greek Political Thought* 38 (2021), pp. 199–207.
- MacDowell, Douglas M. (ed., transl., notes). *Gorgias: Encomium of Helen*. Bristol: Bristol Classical Press 1982. [on reserve at Robarts]
- Nussbaum, Martha C., *The Fragility of Goodness. Luck and Ethics in Greek Tragedy and Philosophy*. Revised Edition. Cambridge: Cambridge University Press 2001 [1986].
- Penner, Terry, 'The Unity of Virtue', *The Philosophical Review* 82:1 (1973), 35–68.
- Reese, Brian, 'Being and Becoming Good in Plato's *Protagoras*', *Illinois Classical Studies* 47:2 (2022), pp. 244–268.
- Storey, Damien, 'Sex, Wealth, and Courage: Kinds of Goods and the Power of Appearance in Plato's *Protagoras*', *Ancient Philosophy* 38 (2018), 241–263.
- Tarnopolsky, Christina H., *Prudes, Perverts, and Tyrants. Plato's Gorgias and the Politics of Shame*. Princeton: Princeton University Press 2010.
- Yunis, Harvey, *Taming Democracy. Models of Political Rhetoric in Classical Athens*. Ithaca, NY: Cornell University Press 1996.