

Course Outline

COURSE: PHIL 7A **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 03/27/2017

SHORT TITLE: HISTORY OF PHILOSOPHY

LONG TITLE: History of Philosophy: Ancient to Medieval Times

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course introduces students to the key themes in ancient philosophy as advanced by the major thinkers and schools of ancient philosophy. Typical themes include the theories of reality, cognition, virtue, and cosmology, whilst the philosophical movements to be covered include the Pre-socratics, Plato, Aristotle, the Stoics, and the Hellenistic philosophers. (C-ID: PHIL 130) Advisory: Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Identify significant theories held by major philosophers and/or philosophic schools of thought from the ancient through medieval periods, with special emphasis on Plato and Aristotle.

Measure of assessment: Exams, Essays

Year assessed, or planned year of assessment: 2017

Semester: Fall

2. Explain and evaluate historically important philosophical arguments from ancient through medieval period. Describe and chart Platonic and Socratic Epistemology, Metaphysics, Ethics and Political Philosophy. Describe and chart Aristotelian Epistemology, Metaphysics, Ethics and Political Philosophy.

Measure of assessment: Exams, Essays

Year assessed, or planned year of assessment: 2017

Semester: Fall

3. Develop a critical and mindful awareness of the distinction between the profoundly different approaches to many Asian and African cultures in comparison of the Western tradition, along with paying attention to the supposition of gender/ethnic/class distinctions in theorizing.

Measure of assessment: Class Discussion, Group Projects

Year assessed, or planned year of assessment: 2017

Semester: Fall

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/27/2017

3 HOURS

Introductory materials; How to study philosophy; how to write for philosophy. Students will be given handouts and a brief writing exercise on the topic to demonstrate the skills. A library visit for the purposes of how to use primary and secondary sources will occur

with assistance from library resource staff ILO: 3

PERFORMANCE OBJECTIVES: Students will describe and demonstrate how to differentiate between a primary and secondary source.

3 HOURS

The Greek Cultural Context: From poetry to philosophy. Students will engage in the text with the role of the poets, particularly Homer.

ASSIGNMENTS: They will critically assess via short essay and or quiz, a selection from

Homer that pertains to the Moral order of the universe

PERFORMANCE OBJECTIVES. Students will appraise the connection between poetry and philosophy. They will critically assess the a selection

from Homer as a work of both poetry and its transition to philosophy.

12 HOURS

Pre-Socratic Philosophers.

PERFORMANCE OBJECTIVES: Students will read texts from the Milesian philosophers of Thales, Anaximander, Anaximenes and be quizzed on the content of the readings. they will be able to describe the epistemological, and metaphysical impact of each of the philosophers **ASSIGNMENTS:** A group project of attempting to re-created one of the experiments will also be given as a means of skill and cognition assessment.

PERFORMANACE OBJECTIVES: Students will also read Pythagoras, Xenophanes,

Heraclitus, Parmenides, Empedocles, Anaxagoras, Democritus and be quizzed on each of the readings. They will describe the

differing metaphysical accounts and ontology of each philosopher.

ASSIGNMENTS: They will also be assigned at least one critical analysis of the text as a skill and cognition demonstration. A group activity involving Pythagoras'

theory and math will be given as well in week 4.

PERFORMANCE OBJECTIVES: students will describe the development of philosophy as a proto-scientific, mathematical enterprise as it develops from the poetic to the abstract, particularly with respect to epistemology and metaphysics.

Exam #1 will be given upon conclusion of this material

3 HOURS

Sophists. Students will read selections from the Protagoras, Gorgias, and Antiphon

ASSIGNMENT: evaluate and assess the significance of the Sophists via short essay quiz.

3 HOURS

Socrates: ASSIGNMENT: Students will re-enact the trial of Socrates.

They will begin to become familiar and adept at using the Socratic

Method via in class demonstrations. Readings

will include Socrates'

theory of knowledge, metaphysics, his ethics, and political philosophy.

ASSIGNMENT: They will write a short essay on Socrates' legacy and compare his legacy

to that of the Sophists.

PERFORMANCE OBJECTIVES: students will appraise the work of Socrates as an integral facet to Western philosophy and pay close attention,

via

description and interpretation the movement from the pre-Socratic form

of philosophy to the Socratic method as well as tracing his influence

to modern philosophy by virtue of his

connection to Plato and

Aristotle.

6 HOURS

Plato:

ASSIGNMENTS: Students will be expected to read and comprehend as well as synthesize Plato's theory of knowledge via short essay in

class, metaphysics, evaluate his moral theory versus

modern moral

ideals, as well as his political theory. Students will be given an

essay quiz upon conclusion of this material.

6 HOURS

Aristotle: Students will be expected to be effective at demonstrating

a thorough comprehension of the contrasts and similarities between

Plato and Aristotle by virtue of round table

discussion and ASSIGNMENT:

quiz.

They will read through selections demonstrating Aristotle's theory of knowledge (ASSIGNMENT: re-enact one of his experiments), his metaphysics (ASSIGNMENT critique its applicability to modern ideas) and investigate his ethics (ASSIGNMENT: read secondary sources by Iris Murdoch and Non-Western theorists on the topic). ASSIGNMENT: They will be given an Exam #2 at the completion of this section on Aristotle, Plato, and their teacher Socrates. Comparing and contrasting their similarities and differences. PERFORMANCE OUTCOMES: students will be expected to trace the work of Aristotle from the scientific epistemological to the metaphysical..

6 HOURS

Classical Philosophy after Aristotle:

PERFORMANCE OBJECTIVES:

Students will read and evaluate Cynicism, Epicureanism, Stoicism, Skepticism, and Plotinus and describe their connection to Aristotle.

They should

be able to trace the development of the impact of Aristotle on these post-Aristotelian writers. ASSIGNMENT: Short essays and quizzes will be given on each topic. The expectation is that the

student will be able to compare and contrast the philosophers and demonstrate a synthesis of understanding of the aforementioned philosophers and the predecessor Aristotle.

3 HOURS

Augustine: PERFORMANCE OBJECTIVES: Students will read selections from Augustine's writings and demonstrate an understanding of the influence of Aristotle on the Catholic Church as well as Augustine's influence on the Church and Medieval society. ASSIGNMENT:

The demonstration will occur as a group writing project.

3 HOURS

Islamic

Philosophers and Jewish Philosophers of the Medieval Period.

PERFORMANCE OBJECTIVES AND ASSIGNMENT: Students will continue to see the enduring influence of Aristotle and demonstrate such in short

guided writing assignments as well as in group discussion.

3 HOURS

Aquinas: PERFORMANCE

OBJECTIVES: Students will demonstrate an understanding of the integration of philosophy and faith by way of reading selections of Aquinas' writings. Students will contrast with the Islamic and Judaic writers as well as with Augustine.

2 HOURS

Final examination over post Aristotelian philosophers.

METHODS OF INSTRUCTION:

Seminar style instruction: moderate lecture, much group discussion (round table dialogue). Focuses, Evaluative essays, both individual and group on selected readings as a means to demonstrate an understanding of text assignments. Group presentation, Essay exams

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 45.00 %

45% - 60% Written homework; Essay exams; Term papers; Other: group writing assignments

Problem-solving assignments

Percent of total grade: 30.00 %

30% - 45% Quizzes; Exams

Skill demonstrations

Percent of total grade: 15.00 %

15% - 20% Class performance

Objective examinations

Percent of total grade: 3.00 %

3% - 10% True/false; Completion

Other methods of evaluation

Percent of total grade: 1.00 %

1% - 10% Ancient Experiment re-creations as a group.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 36

Assignment Description: See course assignments with Course Content area.

Required Outside Hours: 72

Assignment Description: Reading the course text and various secondary sources.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Forrest E. Baird. Philosophic Classics, Volume I: Ancient Philosophy 6/E, or other appropriate college level text.. New York: Routledge,2010.

This is the most comprehensive and up to date anthology of ancient and medieval philosophy.

ISBN: ISBN-13: 978-0205783854

Reading Level of Text, Grade: 13+ Verified by: Publisher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201470

CSU GE:

CSU C2, effective 201470

IGETC:

IGETC 3B, effective 201470

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: PHIL

CSU Crosswalk Course Number: 7A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000439826

Sports/Physical Education Course: N

Taxonomy of Program: 150900