

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

Course Title: History of Ancient Philosophy

Subject Area/Course Number: PHIL-130

New Course OR Existing Course

Author(s): Edward Fielder Haven

Subject Area/Course No.: Philosophy 130

Units: 3

Course Title: History of Ancient Philosophy

Discipline(s): Philosophy

Pre-Requisite(s): None

Co-Requisite(s): None

Advisories: Eligibility for ENGL-100

Catalog Description:

This course is a study of the rise of philosophy in the ancient world, from the beginning of civilization through the classical period, through primary texts. The roots of western philosophy, will be covered with The Pre-socratics, Socrates, Plato and Aristotle; and the roots of other philosophical traditions will be covered through their respective primary texts. The course will emphasize how the development of Ancient philosophy influenced and shaped contemporary culture and beliefs, introducing students to the foundations of contemporary philosophy, ideas and questions.

Schedule Description:

This course is a study of the rise of philosophy in the ancient world, from the beginning of civilization through the classical period, through primary texts. The roots of western philosophy, will be covered with The Pre-socratics, Socrates, Plato and Aristotle; and the roots of other philosophical traditions will be covered through their respective primary texts. The course will emphasize how the development of Ancient philosophy influenced and shaped contemporary culture and beliefs, introducing students to the foundations of contemporary philosophy, ideas and questions.

Hrs/Mode of Instruction: Lecture: _54_ Scheduled Lab: ___ HBA Lab: ___ Composition: ___ Activity: ___ Total Hours _54_

Credit Credit Degree Applicable (DA)
 Credit Non-Degree (NDA)

Grading Pass/No Pass (P/NP)
 Letter (LR)
 Student Choice (SC)

Repeatability 0
 1
 2
 3

Last date of Assessment: _____

Cohort #: _1_

Please apply for:

LMC General Education Requirement(s): Arts and Humanities

Transfer to: CSU UC IGETC Area 3B CSU GE Area C2 C-ID Number PHIL 130

Course is Baccalaureate Level: Yes No

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Signatures:

Department Chair _____ Date _____

Librarian _____ Date _____

Dean (Technical Review) _____ Date _____

Curriculum Committee Chair _____ Date _____

President/Designee _____ Date _____

CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

STAND ALONE COURSE: YES X NO

Course approved by Curriculum Committee as Baccalaureate Level: YES NO

LMC GE Requirement Approved by the Curriculum Committee: _____

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester SU17 Catalog year 2017 /2018 Class Max: 40

Dept. Code/Name: L5014-PHIL T.O.P.s Code: 1509.00 Crossover course 1/ 2:

ESL Class: Yes / (No) DSPS Class: Yes / (No) Coop Work Exp: Yes / (No)

- Class Code
- A Liberal Arts & Sciences
 - B Developmental Preparatory
 - C Adult/Secondary Basic Education
 - D Personal Development/Survival
 - E For Substantially Handicapped
 - F Parenting/Family Support
 - G Community/Civic Development
 - H General and Cultural
 - I Career/Technical Education
 - J Workforce Preparation Enhanced
 - K Other non-credit enhanced
 - Not eligible for enhanced

- SAM Code
- A Apprenticeship
 - B Advanced Occupational
 - C Clearly Occupational
 - D Possibly Occupational
 - E* Non-Occupational

- Remediation Level
- B Basic Skills
 - NBS Not Basic Skills

**Additional criteria needed*

- 1 One level below transfer
- 2 Two levels below transfer
- 3 Three levels below transfer

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Institutional Student Learning Outcomes:



General Education SLOs:

At the completion of the LMC general education program, a student will:

1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.



None

Program-Level Student Learning Outcomes (PSLOs):

Proposed Program-Level Student Learning Outcomes:

1. Citizenship – Developing and applying ethical responsibility and care in academics, the workplace, and global and local communities, while respecting and engaging with a diversity of beliefs, cultures, values, abilities, genders, races, ages, and sexual orientations.
2. Critical Engagement – Becoming critical co-investigators of a pluralistic world towards the agency to apply critical thinking to themselves, their communities and their societies, imparting an ethical imperative.
3. Philosophical Enquiry – Applying the methodologies of philosophy and critical thinking to describe and analyze philosophical and interdisciplinary problems and issues, including in historical context.
4. Philosophical Expression – Express complex philosophical ideas and arguments in clear, coherent and cogent written and oral communication.

Course-Level Student Learning Outcomes (CSLOs):

1. Provide formal expression, analysis and evaluation of the various pre-socratic contributions to Philosophy, science and other disciplines, from primary texts. (GESLO 1, 2, 3, 4 PSLO 2, 3, 4)
2. Provide formal expression, analysis and evaluation of the philosophies of Socrates, Plato and Aristotle, from primary texts. (GESLO 1, 3, 4 PSLO 1, 2, 3, 4)
3. Provide formal expression, analysis and evaluations of eastern philosophy such as Buddhism, Hinduism, Taoism and Confucianism, from primary texts. (GESLO 1, 3, 4, 5 PSLO 1, 2, 3, 4)
4. Apply the ideas of ancient philosophy to contemporary social, political and ethical issues, across a diverse body of perspectives. (GESLO 4, 5 PSLO 1, 2, 3)

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Assessment Instruments:

Through the course of the semester students will receive both formative and summative assessments to evaluate their progress towards mastery of the student learning outcomes. Assessments may take on many forms. All assessments will focus on critical engagement with the material in the course, student comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophical field of discourse. Students' course work will be assessed by but are not limited to the following methods:

	<u>Writing Assignments</u>	<u>Reading Assessments</u>	<u>In Class Activities</u>
CSLO 1	X	X	X
CSLO 2	X	X	X
CSLO 3	X	X	X
CLSO 4	X		X

1. Provide formal expression, analysis and evaluation of the various pre-socratic contributions to Philosophy, science and other disciplines, from primary texts. (GESLO 1, 2, 3, 4 PSLO 2, 3, 4)

Writing Assignments

Students may be required to complete a formal argumentative essay analyzing and evaluating the philosophical concepts of the pre-Socratics.

Reading Assessments

Reading assignments, such as an exposition of a text, will give students the opportunity to analyze the primary texts of the pre-Socratic philosophers.

In Class Activities

In Class Activities will provide a formative assessment of the material as a building block towards the formal expression and analysis found in reading and writing assignments.

Sample Assignment:

Complete a 2 page (MLA format) exposition after reading the selections from Thales and Anaximander, identify the motivating force behind their philosophies and where we see these today.

2. Provide formal expression, analysis and evaluation of the philosophies of Socrates, Plato and Aristotle, from primary texts. (GESLO 1, 3, 4 PSLO 1, 2, 3, 4)

Writing Assignments

Students may be required to complete a formal argumentative essay analyzing and evaluating the philosophical concepts of the Classical Greek philosophers.

Reading Assessments

Reading assignments, such as an exposition of a text, will give students the opportunity to analyze the primary texts of the Classical Greek philosophers.

In Class Activities

In Class Activities will provide a formative assessment of the material as a building block towards the formal expression and analysis found in reading and writing assignments.

Sample Assignment:

Papers must be 2-3 pages, MLA format and contain a least one direct quotation from an assigned primary text for the course. Answer one of the following prompts:

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1. Explain the meaning of the central question found in Plato's Euthyphro: Is something holy because the Gods love it or do the Gods love it because it is holy? Apply this question to the contemporary claim that morality depends upon religion. How would you prefer to answer this question and why?

2. What four basic senses of "substance" does Aristotle discuss? Which of these four senses is most primordial, and most likely as the candidate for substance? Why? What is the nature of the substratum that is the most substantial? Why does Aristotle regard all of these candidates for the substratum as problematic?

3. What basic position concerning the nature of reality is taken by the Eliatic philosophers? How do they justify this position? Why does Aristotle think that this position is not even worth serious refutation? How is Aristotle's view in line with his empirical approach to the study of nature (i.e., physics)?

3. Provide formal expression, analysis and evaluations of eastern philosophy such as Buddhism, Hinduism, Taoism and Confucianism, from primary texts. (GESLO 1, 3, 4, 5 PSLO 1, 2, 3, 4)

Writing Assignments

Students may be required to complete a formal argumentative essay analyzing and evaluating the philosophical concepts of the eastern philosophers.

Reading Assessments

Reading assignments, such as an exposition of a text, will give students the opportunity to analyze the primary texts of the eastern philosophers.

In Class Activities

In Class Activities will provide a formative assessment of the material as a building block towards the formal expression and analysis found in reading and writing assignments.

Sample Assignment:

Papers must be 2-3 pages, MLA format and contain a least one direct quotation from an assigned primary text for the course. Sample writing prompts:

1. Comparing the definition of knowledge from Socrates and Laozi, how should one approach knowledge and what moral implications follow?
2. Buddhism provides a counterargument for Hindu ideas of Brahma, defend one of these positions.
3. How ought one live a good life? Use either Taoism or Confucianism to support your claim.

4. Apply the ideas of ancient philosophy to contemporary social, political and ethical issues, across a diverse body of perspectives. (GESLO 4, 5 PSLO 1, 2, 3)

Writing Assignments

In formal writing assignments students will be encouraged to evaluate not only the historical context of the argument, but the application of the ideas in a more universal context. For example when addressing the questions of a good life, students will not only ask does Aristotle's definition work for the Ancient Greeks, but work for all people across a diverse intersection of peoples.

In Class Activities

In the classroom or through class activities students will be challenged to understand the deeper underlying connections between the ideas being presented and their application to contemporary social, political and ethical issues.

Sample Assignment:

Select one of the aphorisms of Heraclitus and write your own fable or short story which emphasizes an ethical imperative. The story should be at least three paragraphs long. Then write an analysis of your story explaining how the story teaches a lesson valuable today.

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Method of Evaluation/Grading:

The course will be broken into major historical periods, each dealing with a particular historical philosophical age. Each section will be composed of in class activities to help the students better engage with the material, reading assessments for the assigned readings in the section, and will culminate in a paper. Additional assessment may be made by the instructor as needed.

A sample break down of grade weight by approximate percentage value could be:

Writing Assignments 45% (15% per paper, with the lowest paper grade dropped)

Participation 25% (over ~20 – 30 graded activities)

Reading Journals 30% (15 assignments each worth 2%)

Upon completion of the course, a percentage of completed course work will be calculated using the assessments from the course. A letter grade will be assigned as follows:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 – 59%

A student who earns an 'A' grade will have achieved mastery in the course-level learning outcomes, demonstrating exceptional ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A student who earns a 'B' grade will have achieved near mastery or mastery in some but not all of the course-level learning outcomes, demonstrating a strong ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A Student who earns a 'C' grade will have achieved a satisfactory completion of the course-level learning outcomes, demonstrating satisfactory ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A student who earns a 'D' grade will have achieved near satisfactory completion or satisfactory completion in some but not all of the course-level learning outcomes, demonstrating below standard ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

A student who earns a 'F' grade will lack satisfactory completion of the course-level learning outcomes, demonstrating a deficiency in ability for critical engagement with the material in the course, comprehension of the underlying interconnected philosophical issues and their ability to articulate a well founded position within the philosophy field of discourse.

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Course Content:

This course will be organized by the historical progression of thought and philosophy, giving students the opportunity to see the dialectic interchange and advancement of a specific historical period, giving needed background context to understand the people of the period but also contemporary philosophical issues.

Sample outline:

I. Pre-socratics

- A. The Milesians: Thales, Anaximander, Anaximenes
- B. Pythagoras and The Pythagoreans
- C. Heraclitus and Parmenides

II. Classical Greeks

- A. Socrates
 - 1. Euthyphro
 - 2. Apology
 - 3. Crito
- B. Plato
 - 1. Republic
- C. Aristotle
 - 1. Nicomachean Ethics
 - 2. Politics

III. Eastern Philosophy

- A. Hinduism: Brhadaranyaka Upanishad
- B. Buddhism: Sutta Pitaka
- C. Taoism: Tao Te Ching
- D. Confucianism: Analects of Confucius

Lab By Arrangement Activities (If Applicable):n/a

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

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Textbooks:

Sample Textbooks include:

1. Selections from primary sources (Open Educational Resources)
2. Plato (2013) Six Great Dialogues: Apology, Crito, Phaedo, Phaedrus, Symposium, The Republic (Dover Thrift Editions) Trans. Benjamin Jowett. Dover Publications.
3. Aristotle (2011) The Philosophy of Aristotle. Trans. A. E. Wardman et al. Signet.
4. Gethin, Rupert (2008) Sayings of the Buddha (1st ed.) Oxford: Oxford University Press5. Aristotle, Nicomachean Ethics
6. Gethin, Rupert (2008) Sayings of the Buddha (1st ed.) Oxford: Oxford University Press
7. Ring, Merrill (1999) Beginning with the Pre-socratics (2nd ed.) Mountain View: Mayfield Pub.
8. Allen, Reginald (1991) Greek Philosophy: Thales to Aristotle (3rd ed.) New York: The Free Press