



## PHIL 2110 - Ancient Philosophy

2022 Spring Session	
<b>Total Class Sessions: 25</b> <b>Class Sessions Per Week: 5</b> <b>Total Weeks: 5</b> <b>Class Session Length (Minutes): 145</b> <b>Credit Hours: 4</b>	<b>Instructor: Staff</b> <b>Classroom: TBA</b> <b>Office Hours: TBA</b> <b>Language: English</b>

### **Course Description:**

This course will examine the foundations of Western civilization by surveying the philosophies of the ancient Greek thinkers. We will examine the transition from Mythos to Logos that took place with the early Milesian philosophers' departure from the earlier worldview found in the poems of Homer and Hesiod, the oldest surviving pieces of literature in the Western world. We will then examine the rest of the development of the Pre-Socratic thinkers from such thinkers as Pythagoras, Heraclitus, Parmenides, the Pluralists and the Atomists. Topic also cover the philosophies of Socrates and Plato. We will further examine the figure of Socrates and a few of the key dialogues of Plato, in order to come to some understanding of Plato's philosophy, his Theory of Ideas, belief in the immortality of the soul, the theory of knowledge as recollection, his concern with virtue and justice, and the problematic relationship between art and truth. the philosophy of Aristotle in order to come to some understanding of how his thought both carried on and departed from that of his teacher Plato, and also how it left such a lasting impression upon the development of Western civilization will also be mentioned.

### **Learning Objectives:**

By the end of the course students will:

- 1.gain a historical and critical understanding of a number of the conceptions, questions, and discussions that concerned the ancient Greek philosophers whose thought lay the foundations for Western civilization
- 2.understand both the differences and similarities between the various ancient Greek conceptions of nature and humanity, as well as the differences and similarities between these ancient Greek conceptions and our own conceptions of the world and ourselves
- 3.seek to develop the necessary critical faculties to deal with philosophical problems in both written and verbal format
- 4.gain an understanding and appreciation for the importance of philosophical thinking in both one's personal life and in the life of our society
- 5.develop the critical thinking skills that enable the development of the "whole person,"
- 6.become better prepared to deal with the challenges faced in both one's personal and professional life.

### **Course Materials:**



1. **In-class Handouts:** most readings and viewing assignments are in-class handouts.
2. **Required Texts:**  
*The Arts of China*, Michael Sullivan, 6<sup>th</sup> Edition
3. **Optional Texts:**  
*Chinese Art and Culture*, Robert L Thorp and Richard Ellis Vinograd, 1<sup>st</sup> Edition

**Course Format and Requirements:**

**Readings in ancient Greek philosophy: from Thales to Aristotle**, by Cohen, S. M., Curd, P., & Reeve, C. D. C. (Eds.). (2016). Hackett Publishing.

A New History of Philosophy: Volume I Ancient & Medieval, Wallace I. Matson. Harcourt Brace Jovanovich Publishers, 1987.

**Course Assignments:**

**Quizzes:**

There will be 5 quizzes administered through the whole semester. Quizzes will always be completed in the first ten minutes of class. The quiz problems will be similar to problem sets and examples on slides. There will be no make-up quizzes.

**Exams:**

Midterm Exam

There will be one midterm exam in this course. The midterm exam will be based on concepts covered in class. They will be in-class, close-book and non-cumulative.

Final Exam

The final will be cumulative and close-book. Note that the final will not be taken during the normal class times. Exact time and location for final will be announced later.

**Debate:**

This activity scheduled for Week 3 requires preliminary work before the class on this topic. You will work on this activity with a peer (from your permanent group). Two people within each group are responsible to locate scientific evidence that supports the practice of tracking or grouping according to ability. The other two members are assigned to locate material that opposes this practice. You are expected to come to Week 4 with a prepared set of arguments for the position you were asked to adopt. Each dyad will submit these arguments and their reflection on the actual debate as a formal assessment for this activity.

The goal of this exercise is to provide students deeper understanding of this course.

**Homework:**

There will be weekly homework related to that week’s topic. Students are required to finish it by the end of that week. The exams will be related to the homework so it is important that students engage into them.

**Attendance:**

More than three unexcused absences will result in an automatic reduction in your participation grade, for instance from A- to B+. Your active participation in the class is expected and constitutes part of your grade.

**Course Assessment:**

Quizzes 5	15%
Attendance	5%
Midterm Exams	20%
Homework	15%
Debate	20%
Final Exam	25%
<b>Total</b>	<b>100%</b>

**Grading Scale (percentage):**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-	93-	90-	88-	83-	80-	78-	73-	70-	68-	63-	60-	<60
100	97	92	89	87	82	79	77	72	69	67	62	

**Academic Integrity:**

Students are encouraged to study together, and to discuss lecture topics with one another, but all other work should be completed independently.

Students are expected to adhere to the standards of academic honesty and integrity that are described in the Chengdu University of Technology's *Academic Conduct Code*. Any work suspected of violating the standards of the *Academic Conduct Code* will be reported to the Dean's Office. Penalties for violating the *Academic Conduct Code* may include dismissal from the program. All students have an individual responsibility to know and understand the provisions of the *Academic Conduct Code*.

**Special Needs or Assistance:**

Please contact the Administrative Office immediately if you have a learning disability, a medical issue, or any other type of problem that prevents professors from seeing you have learned the course material. Our goal is to help you learn, not to penalize you for issues which mask your learning.

**Course Schedule:**

Week	Topics	Activities
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1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• The Pre-Socratic &amp; the Sophists</li> <li>• The Milesians: Thales, Anaximander, &amp; Anaximenes</li> <li>➤ From Mythos to Logos: The Origins of Philosophy and Science</li> <li>• Pythagoras and Xenophanes <ul style="list-style-type: none"> <li>➤ Mathematics and the World</li> <li>➤ The Immortality of Soul and Beans</li> </ul> </li> <li>• Heraclitus <ul style="list-style-type: none"> <li>➤ The Doctrine of Flux</li> <li>➤ Change &amp; Pluralism</li> <li>➤ The Concept of Universal Law</li> </ul> </li> <li>• Eleatics <ul style="list-style-type: none"> <li>➤ Parmenides: Change does not take place)</li> <li>➤ Zeno's paradoxes</li> <li>➤ Melissus</li> </ul> </li> <li>• Pluralists <ul style="list-style-type: none"> <li>➤ Anaxagoras</li> <li>➤ Empedocles</li> </ul> </li> <li>• Atomists</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quiz 1</li> <li>▪ Textbook reading</li> <li>▪ Chose two of Heraclitus's fragments and reflect on them.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Socrates &amp; the Sophists <ul style="list-style-type: none"> <li>➤ The Politics of Truth</li> </ul> </li> <li>• The Apology <ul style="list-style-type: none"> <li>➤ The Secret to Socrates' Wisdom</li> <li>➤ Socrates' Defense of Philosophy</li> <li>➤ Why the Unexamined Life is Not Worth Living</li> </ul> </li> <li>• Protagoras,</li> <li>• Euthyphro</li> <li>• The Phaedo <ul style="list-style-type: none"> <li>➤ Arguments for the Immortality of the Soul: The Theory of Recollection</li> <li>➤ The Theory of Ideas</li> </ul> </li> <li>• Meno <ul style="list-style-type: none"> <li>➤ Theory of Recollection</li> <li>➤ Is virtue teachable?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Quiz 2</li> <li>▪ Textbook reading</li> <li>▪ Writing a reflection: What is the theory of recollection? How does Socrates prove this theory in his discussion with the slave? Raise one critical question for his "proof."</li> <li>▪ Debate</li> </ul>
3	<ul style="list-style-type: none"> <li>• Introduction to Plato</li> <li>• The Euthyphro</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quiz 3</li> </ul>



	<ul style="list-style-type: none"><li>• Socratic Dialogue</li><li>• Apology: No one knowingly does wrong</li><li>• The Republic: Book I&amp;II Selections: The Problem of Justice</li><li>• Plato's Politics</li><li>• The Sun Analogy</li><li>• The Myth of the Cave</li><li>• Plato and Arts</li><li>• Plato on the Human Good</li></ul>	<ul style="list-style-type: none"><li>▪ Midterm</li><li>▪ Textbook reading</li><li>▪ Writing a reflection about Plato's politics</li></ul>
4	<ul style="list-style-type: none"><li>• Aristotle</li><li>• Introduction to Aristotle</li><li>• Physics, The Four Causes</li><li>• Metaphysics<ul style="list-style-type: none"><li>➤ Substance, Matter, Form God: the Unmoved Mover</li></ul></li><li>• What is First Philosophy?</li><li>• Aristotle's Philosophy of Nature</li><li>• Aristotle's Psychology</li><li>• Happiness &amp; Human Good Aristotle's Ethics</li><li>• The Nature of Moral Virtue</li></ul>	<ul style="list-style-type: none"><li>▪ Quiz 4</li><li>▪ Presentation</li><li>▪ Textbook reading</li><li>▪ Writing a reflection of the debate</li></ul>
5	<ul style="list-style-type: none"><li>• Justice &amp; Happiness</li><li>• Aristotle's Politics</li><li>• Nichomachean Ethics</li><li>• De Anima I &amp; II</li><li>• Post-Aristotelian Philosophy<ul style="list-style-type: none"><li>➤ Doctrines of the Stoics</li><li>➤ Epicureans</li><li>➤ Skeptics</li><li>➤ Neoplatonist Plotinus</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Quiz 5</li><li>▪ Writing a reflection about Post-Aristotelian Philosophy</li><li>▪ Textbook reading</li><li>▪ Final</li></ul>