ourse information:

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1. Course name: History of Western Philosophy: Ancient

2. Department: Philosophy

3. Number: 221

4. Cluster requirement: Human Questions and Contexts

Faculty information:

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5. Name: Maureen Eckert

6. Email: [meckert@umassd.edu](mailto:meckert@umassd.edu)

7. Phone: 9177748092

Required components:

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8. Master syllabus: [http:///webroots/www.umassd.edu/genedchecklist/holding/phl221usmastersyllabus.doc](http://webroots/www.umassd.edu/genedchecklist/holding/phl221usmastersyllabus.doc)

9. Course overview statement:

University Studies Course Rationale

Cluster 4 A

PHL 221 History of Western Philosophy: Ancient

PHL 221 is a survey course of Ancient Greek philosophy covering the Pre-Socratics, Plato, and Aristotle. The course begins with Hesiod’s Theogony and Homeric Hymns as examples of the religious/mythic worldview in and against which Ancient Greek philosophy emerges in the 6th century B.C.E. The arch of the course follows the development of increasingly complex metaphysical theories about the nature and structure of the world, appearance in contrast to reality, the status of moral values and virtues, as well as the nature of truth and knowledge. Students are asked to consider the multiple views covered as an “intellectual Petri dish” in which historical distance permits them to observe cases of problem solving, taking into account the conceptual and cultural limitations of the ancient Hellenic world. Theoretical responses to critique are presented as the motor for the development of new viewpoints and new problems requiring new solutions.

These features of PHL 221 align the course with the University Studies Cluster 4 A: Human Questions and Contexts with emphasis on option c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them. Given that the course texts cover the topics of reality, truth, goodness, justice, and beauty, material supporting option (a) is also included in this course: a) what it means to be human and how the significance of human existence has been understood. The foundational sources of Western ethical theory, Plato and Aristotle and their battles against the Sophists, are covered in this course, providing students with an opportunity to see ethical issues in complex contexts and evaluate them. Plato’s dialogues depicting Socrates trial, imprisonment and execution serve as an anchor for evaluation of ethical ideas of virtue, justice and moral goodness.

Primary source material is used in this course—not digested material. Students are taught about the variety of sources that constitute scholarly source material. Contemporary media is also utilized to help students identify the lasting impact of the historical ideas they learn. They are able to locate, analyze, summarize, paraphrase and synthesize material from a variety of sources in their work in PHL 221.

PHL 221 typically enrolls 45-50 students and is taught as an enhanced lecture course—“enhanced” (1) with respect to a “blended” format in which online components supplement readings and lectures, providing access to media outside the classroom and asynchronous discussion and assignments, (2) with respect to assignments designed to spark discussion during class sessions. Assessments ensure that students learn to evaluate arguments made in support of different perspectives on human questions and contexts. Assessments include exams, written assignments and media-related assignments. Exams are in the short answer format (hand graded) assessing mastery of basic terminology and the application of theoretical perspectives to specific cases. Written assignments challenge students to consider the ideas they have studied evaluatively, presenting their reasons for thinking viewpoints stronger or weaker, persuasive or less persuasive

10. Signed faculty and chair sponsor sheet: sent separately.

11. Official course catalog description for the course:

PHL 221 - History of Western Philosophy: Ancient

3 credits C, W

A study of philosophy from its origin with the pre-Socratics to the middle ages. The major portion of the course will be devoted to the philosophies of Plato and Aristotle.

University Studies: Master Syllabus

**Cluster 4 A**

PHL 221 History of Western Philosophy: Ancient

**Course Overview:**

PHL 221 is a survey course of Ancient Greek philosophy covering the Pre-Socratics, Plato, and Aristotle.  The course begins with Hesiod’s *Theogony* and Homeric Hymns as examples of the religious/mythic worldview in and against which Ancient Greek philosophy emerges in the 6th century B.C.E.  The arch of the course follows the development of increasingly complex metaphysical theories about the nature and structure of the world, appearance in contrast to reality, the status of moral values and virtues, as well as the nature of truth and knowledge.  Students are asked to consider the multiple views covered as an “intellectual Petri dish” in which historical distance permits them to observe cases of problem solving, taking into account the conceptual and cultural limitations of the ancient Hellenic world. Theoretical responses to critique are presented as the motor for the development of new viewpoints and new problems requiring new solutions.

These features of PHL 221 align the course with the University Studies Cluster 4 A: Human Questions and Contexts with emphasis on option (***c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them***. Given that the course texts cover the topics of reality, truth, goodness, justice, and beauty, material supporting option (a) is also included in this course: ***a) what it means to be human and how the significance of human existence has been understood****.*  The foundational sources of Western ethical theory, Plato and Aristotle and their battles against the Sophists, are covered in this course, providing students with an opportunity to **see ethical issues in complex contexts and evaluate them**. Plato’s dialogues depicting Socrates trial, imprisonment and execution serve as an anchor for evaluation of ethical ideas of virtue, justice and moral goodness.

The course is divided into six modules that group thinkers together into sets that have proven most manageable for students. Each module covers the following material:

**Module 1**: Ancient Greek Religion and Cultural Background

Homeric Hymns

Hesiod’s *Theogony* (Creation Myth)

Ancient Greek Pantheon

**Module 2**: Pre-Socratic Philosophers Part 1

Milesian Thinkers: Thales, Anaximander, Anaximenes

Pythagoreans

Xenophanes

**Module 3**: “Battle of the Giants” Heraclitus and Parmenides

Heraclitus

Parmenides

**Module 4**: Pre-Socratic Philosophers Part 2

Pluralism: Empedocles and Anaxagoras

Atomism: Leucippus and Democritus

Sophists: Gorgias, Protagoras, Critias

**Module 5**: Plato

*Euthyphro*

*Apology*

*Crito*

*Meno* (excerpts)

*Republic*—Divided Line and Myth of the Cave

**Module 6**: Aristotle

Criticisms of Plato’s Theory of Forms (*Metaphysics*)

Doctrine of Terms and Syllogism (*Categories* and *Posterior Analytics*)

Four Causes (*Physics*, *Metaphysics*)

Eudaimonia, Virtue Ethics and the Golden Mean (*Nichomachean Ethics*)

Only primary sources are used in this course—not digested material. Students are taught about the variety of ancient sources that must be combined in order to constitute scholarly source material of the ancient world. Contemporary media is also utilized to help students identify the lasting impact of the historical ideas they learn. They are able **to locate, analyze, summarize, paraphrase and synthesize material from a variety of sources** in their work in PHL 221.

PHL 221 typically enrolls 45-50 students and is taught as an enhanced lecture course—“enhanced” (1) with respect to a “blended” format in which online components supplement readings and lectures, providing access to media outside the classroom and asynchronous discussion and assignments, (2) with respect to assignments designed to spark discussion during class sessions. **See Example 1 in Example Assignments Section.**

Assessments include exams, written assignments and media-related assignments. Exams are in the short answer format (hand graded) assessing mastery of basic terminology and the application of theoretical perspectives to specific cases. **See Examples 2 & 3 in Example Assignments Section.** Written assignments challenge students to consider the ideas they have studied evaluatively, presenting their reasons for thinking viewpoints stronger or weaker, persuasive or less persuasive. Assessments ensure that students learn to **evaluate arguments made in support of different perspectives on human questions and contexts**. **--See Example Assignments, Examples 5 & 6.**

PHL 221 History of Western Philosophy: Ancient has a distinct focus on understanding primary sources from the ancient world.  Starting with the textbook selected for this course, students do not encounter summaries by scholars but encounter the primary sources used by scholars. The textbook does not conceal the diversity of sources that scholars compile to create the body of knowledge that is called "ancient Greek philosophy."  Scholars use standardized pagination systems to navigate between translations of the texts and the ancient Greek source material.  Students are taught how to use these scholarly paginations and what they do for the global scholarly community.

    Assessments: Students are taught how to utilize the Perseus Digital Library website to locate primary ancient Greek sources.  The Perseus Digital Library, like the Philosopher's Index, is a major research tool that students of the history of philosophy must be familiarized with.  Assessments in the form of "treasure hunts" to search for passages in our source material based on using key terms and pagination numbers/letters familiarize students with the Perseus Digital Library.

http://www.perseus.tufts.edu/hopper/

   Sample Assignment:

   Plato's Dialogues: Stephanus Number & Letter Challenge

   You have been given your Stephanus Number and Letter.  Using only this information, search the Perseus Digital Library Plato Collection to locate your passage.  Copy the passage you have found.  Explain, in your own words, how this passage relates to any one of the concepts we have covered so far in our course (this can include Appearance/Reality, Being/Becoming, One/Many, Change/Stasis, etc.).  Bring a hard copy (printed copy) of your assignment to our next class for discussion.

**Learning Outcomes**

**1) Course specific learning outcomes:**

PHL 221 is a survey course covering a variety of philosophers as a comprehensive and inclusive view of ancient Greek thought over a fairly long historical period.  One could take individual courses dedicated solely to any one the thinkers covered.  The purpose of this class is to provide an overview of an intellectual practice over within a historical time period.  This course, overall, provides several benefits:

(a) It serves as an Introduction to Philosophy: the movement of this course, from simple to complex philosophical theories, provides a level field for all students interested in learning about philosophy and what philosophy is like.

(b) It can set the stage for more advanced work in philosophy, including work on specific ancient Greek philosophers and later historical and contemporary interpretations and applications of their ideas.

(c) At the end of the course students will have working knowledge of two of the most important philosophers of the Western philosophical tradition, Plato and Aristotle. Their ideas, as well as the ideas of their predecessors, will relate to ideas you encounter in other courses in the humanities, social sciences and even the history of the hard sciences and mathematics.

Course Objectives:

(1) Specific Philosophical Viewpoints: Understanding Philosophical Theories: One of our objectives is to understand each point of view philosophers articulate—to grasp differences and similarities between their ideas and the manners in which they argue for their views. We will acquire vocabularies specific to each thinker we study.

*Overlapping University Studies Objective--* ***Cluster 4A. Objective 1c:*** *Explain different perspectives on: c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.*

(2) Dialogue: How do Philosophies/theories Change and Grow?

Another aim is to understand the ways in which each philosopher builds upon and responds to the ideas of other philosophers.  We want to better understand the ways that philosophical ideas and theories change, and the ways they were interpreted in their own time—and by us.

*Overlapping University Studies Objective--* ***Cluster 4A. Objective 1c:*** *Explain different perspectives on: c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.*

(3) Critical Assessment: How Do We Interpret and Analyze Philosophical Theories?

We will master basic philosophical concepts that provide us with tools for evaluating philosophical positions, such as 1) The Appearance/Reality distinction, 2) The One over Many, 3) Being verses Becoming (Stability verses Change), 4) Nature verses Culture, 5) Narrative/Dialogue verses Prose, 6) The Unity of Opposites verses The Law of Non-Contradiction, and Moral Relativism verses Moral Objectivity. We will master the basics of argument—how philosophical arguments are built and how we can test them.

*Overlapping University Studies Objectives --* ***Cluster 4A. Objective*** *4. Evaluate arguments made in support of different perspectives on human questions and contexts;* ***Cluster 4A. Objective 1:*** *Explain different perspectives on: a) what it means to be human and how the significance of human existence has been understood.* ***Cluster 4A. Objective*** *3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources and* ***Cluster 4A. Objective*** *2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others.*

(4) What Makes Western Philosophy “Western”?

A goal of this course is to provide us with insight as to what is distinctively “Western” about the Western philosophical tradition.

*Overlapping University Studies Objective--* ***Cluster 4A. Objective 1a:*** *Explain different perspectives on: a) what it means to be human and how the significance of human existence has been understood.*

**2) US learning outcomes: Cluster 4 a**

**Cluster 4 –The Social World: Humanity and Society**

Cluster 4 focuses on the individual in relation to the world and to others. Students are challenged to consider how their perspectives and beliefs are formed and how differing perspectives come together to create the complex social world in which we live. Our curriculum considers these processes within the context of personal experience and as a member of both US society and the global community.

**A. Human Questions and Contexts**

After completing this course, students will be able to:

1. Explain different perspectives on: *c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them*. Material supporting option (a) is also included in this course: *a) what it means to be human and how the significance of human existence has been understood.*

**See Course Overview and all Example Assignments**

2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others. **See Example Assignments section: Example 8: Apology Vote Discussion**

3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

**See Example Assignments section: Example 6: Short Paper and Example 7: Media Assignment**

4. Evaluate arguments made in support of different perspectives on human questions and contexts. **See Example Assignments section, Example 4: Comparative Charts and** **Example 5: Written Assignment “Contest”**

**Examples of Texts and/or Assigned Readings**

(1) The textbook for this course is comprehensive and contains the best, latest translations of all the material covered in the course. The textbook is designed so as to show explicitly the sources scholars use to piece together otherwise fragmentary texts from the ancient world. In this respect, the textbook itself serves as an opportunity to explain the transmission of ancient sources, their histories and the lacunae scholars encounter. It does not conceal in any way the difficulties involved in gaining knowledge about the ancient world.

Readings in Ancient Philosophy from Thales to Aristotle, Fourth Edition, eds. M. Cohen, P. Curd and C.D.C. Reeve, Indianapolis: Hackett Publishing 2011.

(2) *COURSE WEBSITE*: The course website is NOT OPTIONAL. It contains additional required reading material, participation assignments, instructions for Exam Preparation as well as notes and media.

Website Media links examples:

Plato’s Myth of the Cave Animated Film Version

https://www.youtube.com/watch?v=UQfRdl3GTw4&feature=related

Plato’s Apology (film)

https://www.youtube.com/watch?v=3bVBpLjh13E

Interview: Martha Nussbaum on Aristotle

https://www.youtube.com/watch?v=uNIPAwZVqb4

**Example Assignments**

**Example 1: Creative Online Assignment Building In-Class Engagement**

***Cluster 4A. Objective*** *3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.*

**Homeric Hymn Participation Assignment**

This assignment counts towards your participation grade in this course. Have fun creating your own God/Goddess, copying the pattern of a Homeric Hymn.

You do not need to write a rhyming hymn. Simply a) present a god/goddess explaining what his her domain of power is, b) what other gods/goddesses may be allies, c) whatever gods/goddess may be enemies. Your objective is to show your understanding of how a polytheistic pantheon operates. You may invent a pantheon of gods and goddesses from scratch or you may use the ancient Greek pantheon—your choice.

Submit your hymn online (below)

Note: There will be a Homeric Hymn Contest in class—consider whether or not you might want to prove yourself the greatest poet of PHL221!

**Example 2: Vocabulary Mastery Short Answer Questions Sample**

***Cluster 4A. Objective 1:*** *Explain different perspectives on: c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.*

1. What could be said to be Heraclitus’ Arche? (2 points)

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2. What is involved in the “Unity of Opposites”? (3 points)

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3. What is Heraclitus’ Logos? (3 points)

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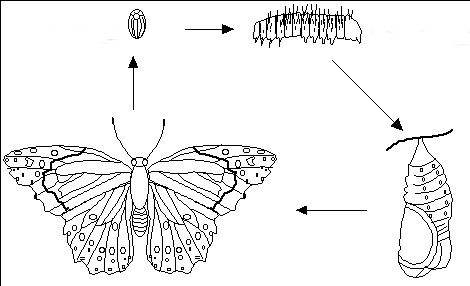
4. What is the form (style) of Heraclitus’ writing? (3 points)

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**Example 3: Applied Concepts**

***Cluster 4A. Objective*** *3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.*

An example from nature: The lifecycle of the butterfly



6. (5) How might a Pythagorean explain the natural process depicted above?

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**Example 4: Comparative Charts**

***Cluster 4A. Objective 1:*** *Explain different perspectives on: c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.* ***Cluster 4A. Objective*** *4. Evaluate arguments made in support of different perspectives on human questions and contexts.*

Ancient Greek Religion                                                                       Thales

Chaos                              Disorder                               **Arche** (First Principle: *origin*):

**Reality** = Water

    ↓                                      ↓

Nature/Titans               Order                                  **Appearance** = Other Elements:

    ↓                               (Cosmos)

Culture

(Olympian Pantheon)

The world we experience (**Appearance**)

is explained by the **Reality**of the Gods,

their coming to be (Theogony), and

activities thereafter.

 Fill in the rest of this Chart for the next three philosophers:

Anaximander

**Arche:**

**Reality:**

**Appearance:**

Anaximenes

**Arche:**

**Reality:**

**Appearance:**

Pythagoras

**Arche:**

**Reality:**

**Appearance:**

**Example 5: Written Assignment “Contest”**

***Cluster 4A. Objective*** *4. Evaluate arguments made in support of different perspectives on human questions and contexts.* ***Cluster 4A. Objective 1:*** *Explain different perspectives on: c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.*

Exam # 1: Long Answer Component

Bring this written component to the exam this coming Tuesday 2/12. It counts as part of your exam grade!

“Top Sage: PHL221 Edition”

Describe a contest in which three ancient sages we have covered so far battle to earn the title of “Top Sage.” Each contestant must make a speech in which he (1) explains his views and (2) explains why he believes he deserves to win the title. Present the speeches of each of the three contestants. Then, after presenting the three speeches, provide your judgment, explaining who has won the title and why you decided as you did. Below, you will find instructions broken down into 4 major steps.

**Step-by-step Instructions**:

**Step 1**: Select \*one\* poet from the list below.

a) Hesiod (author of the *Theogony* selection found in the textbook introduction)

b) Homer (author to whom the Homeric Hymns found on our course website are attributed, and also the epic poems, the Iliad and the Odyssey)

**Step 2**: Select \*two\* of the Pre-Socratic thinkers from the list below:

a) Thales

b) Anaximander

c) Anaximenes

d) Pythagoras

e) Xenophanes

**Step 3**: Write a speech for each sage you have selected: Remember there are two components to each speech—the sage (1) explains his views and the (2) explains why he believes he deserves to win the title.

Part (1): Make your best effort to present each contestant’s views as completely and accurately as possible. Use your notes, study guides, and textbook to generate this part of the speech.

Part (2) Each philosopher must also appeal to the judge (YOU) explaining why his view is preferable. You can be as clever and imaginative as you like. Sages are free to disparage, tease or otherwise compare their views to those of their competitors. Staying “in character” (given what you know about the thinker’s ideas) is a good idea.

**Step 4**: Write a speech for yourself as the judge of the contest. Declare a winner and explain your selection criteria and why you selected the winner you did. You may adopt a persona for writing this component, if it helps. Or just be yourself.

**Format**: Typed, double-spaced, 1 inch margins, no funky fonts.

**Example 6: Short Paper Topics**

***Cluster 4A. Objective 1:*** *Explain different perspectives on: a) what it means to be human and how the significance of human existence has been understood.* ***Cluster 4A. Objective 1:*** *Explain different perspectives on: c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.* ***Cluster 4A. Objective*** *4. Evaluate arguments made in support of different perspectives on human questions and contexts.* ***Cluster 4A. Objective*** *3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.*

PHL 221 Paper #2 Topics

Below is a list of paper topics for the second paper.  The paper is due on the day of the final exam.  The paper is to be approximately 5 pages, typed, double spaced, with one inch margins (no more or less).   You are expected to consult the primary source in developing your ideas, and need to provide a citation for quoted and closely paraphrased material (Cohen, page #), and you must provide citations for any other sources you utilize in your work.

**1)**  In Plato’s Apology, Socrates presents himself as a man who will speak the truth, unlike his accusers.  If you were a jury member, how would you decide what the truth is in his case?  What would you take as evidence?  What would you question?  How would you have voted in the first phase of the trial (the defense) and in the penalty phase (the counter-penalty proposal.

a. You must be sure to regard the different sections of the trial, demonstrating you have read and mastered the different parts of the Apology.  The handout provided will be helpful.

b. You may utilize the material on the Sophists and other Pre-Socratic philosophers, Plato’s Crito and Meno and Republic (myth of the cave) we have covered in your reflections on this situation at his trial.

**2)** In Plato’s Meno and Crito, Socrates engages in the “Socratic Method” of question and answer.  This method is the essence of what Socrates takes philosophy to be.  How does this idea of doing philosophy compare with other Pre-Socratic philosophers we have covered?  Is it a method that is superior in form to other ways of philosophizing? Explain in detail whether or not you think it is.  Explain how this method may relate to Plato’s use of the dialogue form.

a.  You must be sure to provide examples of this method, and assess its benefits and/or drawbacks.

b.  You may utilize any of the material from any of the thinkers covered in class to develop your essay, contrasting their manner of engaging in philosophy with that depicted in Plato’s dialogues.

**3)** In the Crito, we find Socrates justifying why he must stay in prison and accept his execution.  Explain whether you agree or disagree with his reasoning, being sure to include and assess the arguments on both sides (Crito’s and Socrates’).

a.  You must be sure to refer extensively to the Crito, but may utilize passages from theApology and any other of Plato’s works to make your case.  You may also utilize the ideas of Pre-Socratic philosophers and/or the Sophists in your position.

b. You may refer to Dr. Martin Luther King Junior’s “Letter from a Birmingham Jail” to develop your case.  This work is available widely online and I can provide a copy to you upon request.

**4)** The divided line and myth of the cave from Plato’s Republic represent his view of knowledge—the way we can truly know anything.  Aristotle is critical of this view. Explain why Aristotle finds problems with Plato’s ideas, and determine if you agree more with Aristotle or Plato.

a. You must be sure to explain all the relevant material form Plato and Aristotle.

b. You may consider the way that change and stasis has been a problem for the philosopher we have studied throughout the semester and discuss Plato and Aristotle in light of the general problem of providing an account of change and stasis (Being and Becoming).

**5)**  In the Crito, we find Socrates justifying why he must stay in prison and accept his execution.  Explain whether you agree or disagree with his reasoning, the principles he articulates, being sure to include and assess the arguments on both sides (Crito’s and Socrates’).

a.  You must be sure to refer extensively to the Crito, but may utilize passages from theApology and any other of Plato’s works to make your case.  You may also utilize the ideas of Pre-Socratic philosophers and/or the Sophists in your position.

b. You may refer to Dr. Martin Luther King Junior’s “Letter from a Birmingham Jail” to develop your case or other cases in which non-violence has been advocated.  Dr. M.L. King’swork is available widely online and I can provide a copy to you upon request.

**6)**  In Aristotle’s Nicomachean Ethics, we find the doctrine of “the golden mean.” Explain the distinguishing features of Aristotle’s ethical view and consider how it contrasts with Plato’s theory of Forms and the Good.  Would Socrates be better described by Plato’s Forms and the Good or with Aristotle’s Golden Mean?  Decide which view better applies and explain why you find it does.

a.  You must be sure to refer to Aristotle’s Ethics and to Plato’s theory of Forms and the Good (Divided Line, Myth of the Cave).

b.  You may refer to Socrates as he is presented in Apology, Crito and/or Euthyphro.

**7)**Original Paper idea: You may write a paper concerning Plato and/or Aristotle based on you own thoughts.  You MUST check with me first for approval of an independent paper idea.

**Example 7: Media Assignment**

***Cluster 4A. Objective*** *3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.*

**"Gift" Heraclitus Participation Assignment**

Here is your challenge: Go through Heraclitus' aphorisms and choose ONE aphorism to give to other people--friends, relatives, a significant other, etc. Choose an aphorism you think might be interesting or spark reaction.   
  
Then figure out a method you want to use to share this aphorism and do so. You might tweet or post the aphorism to facebook/myspace. You could send it out as an email, post it on a blog you already have, or just tell it to friends face-to-face. Pay attention to the reactions. Write down the aphorism you chose and explain the reactions your audience had.   
  
Note the responses, whatever they may be.  
  
Then, return here--write out the aphorism, explain how you delivered it and explain what responses you received--if any. Even if no one responds, that is then what you explain has happened.

**Example 7: Apology Vote Discussion**

***Cluster 4A. Objective*** *2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others.*

**Apology: Vote to Convict**

(1) Provide two (2) separate claims that Socrates makes in the Defense (not the counter-penalty proposal or final speech) that might irritate, insult, anger, upset or otherwise create a bad feeling against Socrates.  
  
(2) Why might jurors feel justified to vote to convict Socrates? Would you agree?  
  
Remember to rate at least five posts from your classmates.

**Sample Course Outline:**

Class Calendar

**Week 1**

**Tuesday** January 22: Introduction: Course Topics/Objectives, Ancient Greek Culture/History

Textbook: pp. 1-7 & Ancient Greek Mythology and Culture Module (course website)

**Thursday** January 24: Introduction: Course Topics/Objectives, Ancient Greek Culture/History

Textbook: pp. 1-7 & Ancient Greek Mythology and Culture Module (course website)

**Week 2**

**Tuesday** January 29: Begin Pre-Socratic Philosophers: Milesians: Thales

Textbook: pp. 8-23 & The Pre-Socratic Philosophers Part 1 Module (course website)

**Thursday** January 31: Milesians: Thales, Anaxagoras, Anaximenes

Textbook: pp. 8-23 & The Pre-Socratic Philosophers Part 1 Module (course website)

**Week 3**

**Tuesday** February 5: Pythagoras & Xenophanes

Textbook: pp. 8-23 & The Pre-Socratic Philosophers Part 1 Module (course website)

**Thursday** February 7 Xenophanes and Exam Review

Textbook: pp. 8-23 & The Pre-Socratic Philosophers Part 1 Module (course website)

**Week 4**

**Tuesday** February 12: **Ancient Greek Culture and Pre-Socratics #1 Exam**

**Note: Written Component Due at Exam—bring a hard (printed) copy!**

**Thursday** February 14: Heraclitus

Textbook: pp. 24-41 & Heraclitus and Parmenides Module (course website)

**Week 5**

**Tuesday** February 19: Follows Monday Schedule

**Thursday** February 21: Heraclitus & Parmenides

Textbook: pp. 24-41 & Heraclitus and Parmenides Module (course website)

**Week 6**

**Tuesday** February 26: Parmenides

Textbook: pp. 24-41 & Heraclitus and Parmenides Module (course website)

**Thursday** February 28: The Pluralists: Anaxagoras and Empedocles

Textbook: pp. 42-58, 80-82, 85-88 & Pre-Socratic Philosophers Part 2 Module (course website)

**Week 7**

**Tuesday** March 5: The Sophists & Brief Exam Review

Textbook: pp. 42-58, 80-82, 85-88 & Pre-Socratic Philosophers Part 2 Module (course website)

**Thursday** March 7: **Pre-Socratics Exam # 2 Note: Written Component Due at Exam—bring a hard (printed) copy!**

**Week 8**

**Tuesday** March 12: Plato’s Euthyphro

Textbook: pp. 97-114 & Plato’s Euthyphro Module (course website)

**Thursday** March 14: Plato’s Euthyphro

Textbook: pp. 97-114 & Plato’s Euthyphro Module (course website)

**Week 9**

Tuesday March 19: **Spring Break** --Apology Assignment

Thursday March 21: **Spring Break**—Apology Assignment

Textbook: pp. 115 -140 & Plato’s Apology Module (course website)

Plato’s Apology  
Textbook: pp. 115 -140 & Plato’s Apology Module (course website)

**Week 10**

**Tuesday** March 26: Plato’s Apology  
Textbook: pp. 115 -140 & Plato’s Apology Module (course website)

**Thursday** March 28 Plato’s Crito

Textbook: pp. 141-153 & Crito Module (course website)

**Week 11**

**Tuesday** April 2: Plato: The Divided Line and Myth of the Cave

Textbook: pp. 498-508 & Divided Line and Myth of the Cave Module (course website)

**Thursday** April 4: Plato: The Divided Line and Myth of the Cave and Exam Review

Textbook: pp. 498-508 & Divided Line and Myth of the Cave Module (course website)

**Week 12**

**Tuesday** April 9: **Plato Exam Note: Written Component Due at Exam—bring a hard (printed) copy!**

**Thursday** April 11: Aristotle’s Criticisms of The Theory of Forms

Textbook: pp 767-771 & Handout & Aristotle Module Section1 (course website)

**Week 13**

**Tuesday** April 16: Aristotle’s System

Textbook: pp. 656-660, 758-760 & Aristotle Module Sections 2 and 3 (course website)

**Thursday** April 18: Aristotle The Four Causes

Textbook: pp. 707-709 & Aristotle Module Section 4 (course website)

**Week 14**

**Tuesday** April 23: Aristotle Nichomachean Ethics

Textbook: pp. 832-863 & Aristotle Module section 5 (course website)

**Thursday** April 25: Aristotle Nichomachean Ethics

Textbook: pp. 832-863 & Aristotle Module section 5 (course website)

**Week 15**

**Tuesday** April 30 LAST DAY OF CLASS: Aristotle Exam Review

**Wednesday** May 8

**11:30 AM – 2:30 PM Final Exam = Aristotle Exam Note: Written Component Due at Exam—bring a hard (printed) copy!**