



COURSE OUTLINE : PHILO 119

D Credit – Degree Applicable

COURSE ID 004130

Cyclical Review: May 2019

Revision: October 2021

COURSE DISCIPLINE : PHILO

COURSE NUMBER : 119

COURSE TITLE (FULL) : History Of Philosophy: Ancient Period

COURSE TITLE (SHORT) : Hist Philo-Ancient

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : PHIL 130 – History of Ancient Philosophy

ACADEMIC SENATE DISCIPLINE: Philosophy

CATALOG DESCRIPTION

PHILO 119 is a critical study of the philosophic systems of the ancient Greeks and Romans, with special emphasis on the Pre-Socratics, the Sophists, Plato, Aristotle, and post-Aristotelian philosophical thinkers.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

| | Subject | Number | Title | Description | Include |
|----|----------------|---------------|---------------------------|---|----------------|
| 1 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone; | Yes |
| 2 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence; | Yes |
| 3 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form; | Yes |
| 4 | ENGL | 100 | Writing Workshop | write a summary of a contemporary article or story with correct citation techniques; | Yes |
| 5 | ENGL | 100 | Writing Workshop | write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization; | Yes |
| 6 | ENGL | 100 | Writing Workshop | write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations; | Yes |
| 7 | ENGL | 100 | Writing Workshop | write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques; | Yes |
| 8 | ENGL | 100 | Writing Workshop | write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author’s ideas) related to the topic and the readings; | Yes |
| 9 | ENGL | 100 | Writing Workshop | write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist; | Yes |
| 10 | ENGL | 100 | Writing Workshop | proofread and edit essays for content, language, citation, and formatting problems. | Yes |
| 11 | ESL | 151 | Reading And Composition V | read and critically analyze various academic readings; | Yes |
| 12 | ESL | 151 | Reading And Composition V | summarize readings; | Yes |
| 13 | ESL | 151 | Reading And Composition V | organize fully-developed essays in both expository and argumentative modes; | Yes |



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| 14 | ESL | 151 | Reading And Composition V | compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion; | Yes |
| 15 | ESL | 151 | Reading And Composition V | revise writing to eliminate errors in syntax, and grammatical constructions; | Yes |
| 16 | ESL | 151 | Reading And Composition V | employ basic library research techniques; | Yes |
| 17 | ESL | 151 | Reading And Composition V | compose one research paper (1,000 words) or two short research papers (500-700words each) with citations. | Yes |

EXIT STANDARDS

- 1 Read short primary texts and then summarize their main points and arguments;
- 2 write discursive/exploratory essays which summarize and critically evaluate a philosophical position;
- 3 identify and cogently summarize some of the philosophical theories of the Pre-Socratics, Sophists, Socrates, Plato, Aristotle, and Post-Aristotelian thinkers;
- 4 describe significant ways in which ancient Greek philosophies were precursors to modern thought;
- 5 explain ways in which ancient Greek philosophical theories are still relevant to contemporary debates about the nature of human happiness and morality.

STUDENT LEARNING OUTCOMES

- 1 apply ancient philosophical concepts and arguments to present-day issues, practices, and debates;
- 2 sustain informed, engaged, and tolerant critical discussions.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

| | Description | Lecture | Lab | Total Hours |
|---|---|---------|-----|-------------|
| 1 | Introduction to Ancient Philosophy <ul style="list-style-type: none"> • Historical periods of philosophy and major ancient figures • Major conceptual advances of each figure | 2 | 0 | 2 |



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| 2 | Pre-Socratics <ul style="list-style-type: none"> • The Milesians • Heraclitus and the Eleatics • Pluralism and Atomism | 7 | 0 | 7 |
| 3 | Sophism <ul style="list-style-type: none"> • Cultural relativism • Rhetoric • Subjective view of happiness | 4 | 0 | 4 |
| 4 | Socrates <ul style="list-style-type: none"> • Eudaimonism • Arguments against subjectivism | 13 | 0 | 13 |
| 5 | Plato <ul style="list-style-type: none"> • Tripartite soul • Forms of psychological immaturity and unhappiness | 10 | 0 | 10 |
| 6 | Aristotle <ul style="list-style-type: none"> • On happiness • On virtue • Ancient moral psychology | 13 | 0 | 13 |
| 7 | Post-Aristotelian Schools <ul style="list-style-type: none"> • Stoicism • Epicureanism | 5 | 0 | 5 |
| | | | | 54 |



OUT OF CLASS ASSIGNMENTS

- 1 two-to-six-page papers attempting to solve a philosophical problem (e.g., describe “What is happiness?”);
- 2 rethinking and rewriting papers in response to criticism from instructor and/or peers (i.e., consider a given counterexample, draw out its implications, and revise the theory or argument in response);
- 3 group presentations (e.g., divide essays amongst groups, meet to discuss arguments for each position, present as a debate; for example, arguments from Aristotle on anger vs. Seneca’s arguments about anger).

METHODS OF EVALUATION

- 1 regularly scheduled in-class essays;
- 2 final examination assessing course exit standards.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

| Title | Type | Publisher | Edition | Medium | Author | IBSN | Date |
|------------------------|----------|-----------|---------|--------|---------------|------------|------|
| Classics of Philosophy | Required | Oxford | 3 | Print | Pojman, Louis | 0195116453 | 2010 |