

RECEIVED

APR 17

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 4/16/2015

Current Prefix and Number: PHI - Philosophy , PHI 260 HIS PHI IGRK BEGINNINGS TO THE MID AGES

Other Course:

Proposed Prefix and Number: PHI 260

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Philosophy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Alan Perreiah

Email: pera@uky.edu

Phone: 257-7108

Responsible Faculty ID (if different from Contact)

Name: Brandon Look

Email: look@uky.edu

Phone: 257-3071

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: HISTORY OF PHILOSOPHY I: FROM GREEK BEGINNINGS TO THE MIDDLE AGES

Proposed Title: History of Philosophy I: From Greek Beginnings to the Middle Ages

c. Current Transcript Title: HIS PHI IGRK BEGINNINGS TO THE MID AGES

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

LECTURE: 3 credit hours

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An introductory study of the development of Western philosophy from ancient through late medieval times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Plato, Aristotle, Augustine and Aquinas.

Proposed Course Description for Bulletin: Western philosophy from ancient through late medieval times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Plato, Aristotle, Augustine and Aquinas.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The existing PHI 260 course is being modified to conform to UK CORE specifications.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|LOOK|Brandon C Look|PHI 260 CHANGE Dept Review|20141028

SIGNATURE|ACSI222|Anna C Harmon|PHI 260 CHANGE College Review|20141119

SIGNATURE|JALLISO|Jonathan M Allison|PHI 260 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 260 CHANGE UKCEC Review|20150417

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 260 CHANGE Undergrad Council Review|20150417

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

ID	Attachment
Delete 3913	HUM Course Review Form for PHI 260.docx
Delete 4880	Phi 260-001syllabusFall2014 CORE PROPOSAL.doc

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		PHI - Philosophy PHI 260 HIS PHI IGRK BEGINNINGS TO THE MID AGES	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	PHI 260
What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major -- Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptio 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimin or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 4/16/2015
b. Department/Division:		Philosophy		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.* * Contact Person Name:		Alan Perreiah		Email: pera@uky.edu Phone: 257-7108
* Responsible Faculty ID (if different from Contact)		Brandon Look		Email: look@uky.edu Phone: 257-3071
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR		Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed chan not affect DL delivery.				
b. Full Title:		HISTORY OF PHILOSOPHY I: FROM GREEK BEGINNINGS TO THE MIDDLE AGES		Proposed Title: * History of Philosophy I: From Greek Beginnings to the Middle Ages
c. Current Transcript Title (if full title is more than 40 characters):		HIS PHI IGRK BEGINNINGS TO THE MID AGES		
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-Listing:		OR		

	<input type="checkbox"/> N/A	Currently ³ Cross-listed with (Prefix & Number):	none		
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture _____	Laboratory ⁵ _____	Recitation _____	Discussion _____	Indep. Study _____
	Clinical _____	Colloquium _____	Practicum _____	Research _____	Residency _____
	Seminar _____	Studio _____	Other _____ Please explain: _____		
Proposed: *	Lecture 3 credit hours	Laboratory ⁵ _____	Recitation _____	Discussion _____	Indep. Study _____
	Clinical _____	Colloquium _____	Practicum _____	Research _____	Residency _____
	Seminar _____	Studio _____	Other _____ Please explain: _____		
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
*	Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
i.	Current Course Description for Bulletin:				
	An introductory study of the development of Western philosophy from ancient through late medieval times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Plato, Aristotle, Augustine and Aquinas.				
*	Proposed Course Description for Bulletin:				
	Western philosophy from ancient through late medieval times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Plato, Aristotle, Augustine and Aquinas.				
j.	Current Prerequisites, if any:				
*	Proposed Prerequisites, if any:				
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience	

	<input type="radio"/> Service Learning <input type="radio"/> Both	
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If YES, explain and offer brief rationale:		
The existing PHI 260 course is being modified to conform to UK CORE specifications.		
5. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES ² , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establish different grading criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation Accept <input type="checkbox"/> Revisions Needed <input type="checkbox"/>

Course:

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Critical Discussion: 9/02, 9/09, 9/16, 10/02 through 11/20 and 12/04

Brief Description:

Students argue opposing sides on the main issues raised by each reading assignment.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Daily quizzes, critical discussions, lectures, examinations and the final paper.

Brief Description:

Daily reading assignments represent a full spectrum of ancient and medieval philosophies. The course proceeds chronologically through the Ancient and Medieval periods that lead up to the beginnings of Modern Philosophy in the fifteenth century Italian Renaissance. Lectures will locate each philosophical approach within its appropriate cultural context, including the linguistic, conceptual and normative factors that are essential to understanding each philosophy.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Starting Film and Pro/Contra Critical Discussion, e.g. 8/28

Brief Description:

Ancient Greek Philosophy begins with Ancient Greek Cosmology. In the first class, students view the Nova film "The Birth of Earth," that gives a modern astro-physical account of the origin of the earth 4.5 billion years ago. In the second class, after having studied several origin myths from different cultures, students discuss similarities and differences between mythological and scientific accounts of the

world's origin. This sets the stage for study of early Greek speculations about the origin of the world. As thinkers notice differences between appearances and reality, new explanations arise, and Greek philosophy is born. During the Hellenistic age when cynicism, stoicism, epicureanism, scepticism and neoplatonism thrive, medieval philosophy arises. Philosophical problems are transformed as thinkers attempt to reconcile their Jewish, Christian or Islamic beliefs with secular learning. Study of ancient and medieval philosophy exposes students to the foundations of modern western science and culture.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Daily reading assignments, graded quizzes, Pro/Contra discussions, Study of, and examinations on, the principal concepts of each philosopher 9/04 through 12/04

Brief Description:

Students in philosophy courses soon learn that each philosophy requires learning a new vocabulary or a conventional vocabulary but with newly-defined words. Although familiar words may be used, philosophers often use them with new, special meanings, and learning how to use these words accurately is tantamount to learning a new language.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Final Paper

Brief Description:

The Final Paper requires a sustained analysis and argumentation to demonstrate at least five ways in which one or more medieval philosophies (selected by the student) are both similar to and different from one or more Greek philosophies (selected by the student). In other words, the paper calls for critical comparison and contrast between Ancient Greek and medieval philosophies on one or more topics.

Information literacy component:

Students will be required to consult at least five appropriate scholarly sources in support of their arguments in the Final Paper.

Reviewer's Comments:

Department of Philosophy Syllabus
PHI 260-001 History of Philosophy I: From Greek Beginnings to the Middle Ages
Fall 2014 - TR 9:30-10:45 Barker Hall Room 303

Dr. Alan Perreiah
1425 Patterson Office Tower

Office Hours:
Phone: 257-7108 E-mail: pera@uky.edu

DESCRIPTION: An introductory study of the development of Western philosophy from ancient through late medieval times including systematic work in logic, metaphysics, epistemology and ethics by such philosophers as Plato, Aristotle, Augustine and Aquinas.

COURSE GOALS: This course will introduce students to some of the basic problems and issues of ancient and medieval philosophy. We will study the ideas of several major philosophers and try to understand how the Western Philosophical tradition was born and has developed. We will aim to see how philosophical questions are raised, what counts as a good philosophical question and most importantly how various philosophers have answered them. What is the origin of the physical world? What exists? What is real? Is the world at bottom chaotic or is it orderly? What is knowledge? What is opinion or belief? What is ignorance? Is it possible to know anything? How should we live our lives? Are our actions determined by forces outside ourselves? Or are we free agents? What is freedom? What is necessity or fate? What is fortune or luck? Is there a god? Are there many gods? What have people meant by the word "god?" How does knowledge or reason differ from religious belief or faith? One goal of the course is to learn how to raise these questions precisely and to appreciate their importance for everyday life. A second goal is to know how different thinkers have thought about them and the reasons for and against their answers to them. A third goal is to become through time, conversant with philosophical issues; in other words, to become comfortable and confident in discussing them and in expressing one's ideas in writing. Students are expected to do the assigned reading before class, and to have some sense of the arguments an author offers for her or his position. Daily quizzes will be about some prominent detail in the reading; they will not be "analytical" questions that would require you to command the depth of the reading although you should strive to do this as well as you can.

STUDENT LEARNING OUTCOMES: At the end of this class, each student should be able to:

- demonstrate an understanding of some basic problems of Western philosophy in the ancient and medieval periods
- demonstrate an understanding of how Western philosophers have formulated and attempted to resolve those problems
- demonstrate skill in the accurate representation of philosophical ideas
- demonstrate skill in the analysis and assessment of philosophical arguments both orally in class discussion and in written form
- have an improved ability to write a good philosophical essay

ACCOMODATIONS DUE TO DISABILITY: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu for coordination of campus disability services available to students with disabilities.

ATTENDANCE POLICY: Daily quizzes will create a record of attendance. Quizzes will be given at the start of class. If you do not know the answer to the quiz question, sign your name on the appropriate line on the quiz card or you will be marked "Absent". The handbook *Student Rights and*

Responsibilities states acceptable reasons for excused absences. Students may be asked to verify their absences in order for them to be excused. These include: (a) serious illness, (b) illness or death of family member, (c) university authorized trips, (d) major religious holidays. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. More than two unexcused absences will reduce a final grade at the rate of one-half a letter grade for each absence in excess of two. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observation of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754) <jkarnes@email.uky.edu>.

It is expected that everyone will read the assigned text before class. Although you may not understand a text fully, you should know its vocabulary and strive to understand its central points. Skill at reading and discussing philosophical ideas will develop as you apply yourself to the course. ***Presence in class, participation, and completion of all written assignments are required for a passing grade in this course.*** If, for a serious reason you cannot attend a class, it is your responsibility to make up the class work missed.

ACADEMIC INTEGRITY/ PLAGIARISM: The University Policy on Grades and Plagiarism (Section 6.3.1 of *Student Rights and Responsibilities*) defines plagiarism as follows:

“All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where, and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.”

Complete information can be found at <http://www.uky.edu/Ombud>. The minimum penalty for plagiarism is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Students should read and understand Sections 3 and 4 of the above document including penalties for Plagiarism (3.1) and Cheating (3.2).

Grading Policy and Requirements:

A= 90-100. This level of work reflects not only a very good understanding of the material, but also a creative and critical response to the material in written and oral form.

B= 80-89. This level of work reflects a good understanding of the material but could use more work in the area of a critical and creative response to the material. For example; an accurate and complete regurgitation of the themes, ideas, and issues, discussed might be worth a B but not an A.

C= 70-79. This level of work shows potential and effort but does not measure up to the expectations of a 300 level course.

D= 60-69. At this level, the student has done all of the assignments and has shown that he or she has some understanding of the material. However, there is little critical and creative engagement.

E= 60 or below. This grade results when a student fails to turn in or do assignments, has demonstrated through his or her writing and oral presentations that he or she has not comprehended the material of the course.

Final grades will be based on five units of work: daily quizzes and participation in discussion (20%), three hourly exams (20% each), and a final paper (20%).

ELECTRONIC DEVICES: Philosophy is born and lives in human conversation; hence, all electronic gear including laptops and cellphones must be OFF. Outside of class I am happy to meet with you or reply to your questions and queries via e-mail.

Prescribed Texts:

R.E. Allen, *Greek Philosophy from Thales to Aristotle* (Free Press, 1991) (GP)

Johnny Print Packet. (JP) [includes J. Owens, *A History of Ancient Western Philosophy* (HA);
J. Whippel & A. Wolter, *Medieval Philosophy* (MP)]

PHI 260-001 Tentative Schedule

August TR 28 Introduction to the Course: Modern Cosmology “Earth is Born” (Nova Film)

September TU 02 Critical Discussion: Mythology vs. Science? JP “D”, “E”

TR 04 Ancient Cosmology: Searches for an origin (*arke*) Thales to Heraclitus GP 25-42

TU 09 Critical Discussion: The origin is one Parmenides, Zeno and dialectic GP 43-48

TR 11 The origin is multiple: Empedocles, Anaxagoras, Leucippus, Democritus GP 49-54

TU 16 Critical Discussion: Plato, The Good & the Forms- *Republic* V, VI, VII GP 208-245

TR 18 Plato: The Origin of the world – *Timaeus* and **Review** GP 270-281

September TU 23 First Examination

TR 25 Aristotle, *Metaphysics* Selections GP 307-320

TU 30 Aristotle, *Physics* and *On the Soul* GP 413-433, 285-306

October TR 02 Critical Discussion: *Metaphysics* Selections GP 320-324, 345-347, 361-363, 374-383

TU 07 Critical Discussion: Hellenistic Philosophies: Peripatetics & Cynics JP: HA 363-368

TR 09 Critical Discussion: Hellenistic Philosophies: Epicureans & Stoics JP: HA 378-394

TU 14 Critical Discussion: Hellenistic Philosophies: Sceptics & **Review** JP: HA 368-377

TR 16 **Second Examination**

October 20 Monday – Midterm-Grades will be posted this week

TU 21 Critical Discussion: Hellenistic Philosophies: Neoplatonists JP: HA 395-416

TR 23 Critical Discussion: Scepticism: Augustine against the sceptics JP: “A”

TU 28 Critical Discussion: Determinism vs. Freedom: Aristotle & Boethius JP: MP 82-96

TR 30 Critical Discussion: Does a God exist? Aristotle & Aquinas JP: MP 335-339

November TU 04 Critical Discussion: Does God exist? The “Ontological Argument” JP: MP 153-163

TR 06 Critical Discussion: God as non-entity: John Scotus Eriugena HANDOUT

TU 11 Critical Discussion: What is time? Augustine vs. Aristotle GP 436-438 + HANDOUT

TR 13 Universals & Particulars: Aristotle, Porphyry & Boethius JP: “B” & MP 187-203

TU 18 Critical Discussion: Universals & Particulars: Peter Abelard JP: “B” & MP 187-203

TR 20 Critical Discussion: Aquinas and Ockham on universals & **Review**

TU 25 **Third Examination**

TR 27 **Thanksgiving Holiday**

December TU 02 William Ockham & Modern Philosophy JP: “C”

TR 04 William Ockham & Modern Philosophy continued ***PAPERS DUE*** JP: “C”

TU 09 Third Examination returned, TR 11 **OPEN**

Department of Philosophy

PHI 260-000

Final Paper

Professor X

Medieval philosophers both followed Greek philosophers and disagreed with them. This paper is a critical examination of differences between medieval and Greek philosophers on one or more topics. You may select both the philosophers and the topic or topics. In other words, the paper calls for critical comparison and contrast between Ancient Greek and medieval philosophies on one or more topics.

Your paper should state clearly 1) The philosophers that you are comparing and the problem or problems that they address. (1-2 pages); 2) Five or more points on which the philosophers disagree. This is the central part of the paper where you demonstrate your ability to accurately represent, analyze, and argue for the comparisons that you are making. (4 pages); 3) A conclusion that summarizes what you have claimed and believe that you have accomplished in the paper. (1 page)

Papers will be typed 12 pt., double-spaced, paginated (250 words/page), and stapled with a proper title and author page. They will be free from mechanical errors, viz. typos, spelling, punctuation, and verbal expression will be at university level. No quotations (brief citations only in parenthesis) Consult only appropriate primary or authoritative secondary texts in philosophy. Caution: the internet contains both reliable and unreliable sources; in any case, no internet material is to be used in the paper.

Papers will be evaluated on the basis of originality, clarity of expression, quality of argumentation, overall coherence and command of the subject.