

# PHIL R105: HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY

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**Originator**  
chorrock

**College**

Oxnard College

**Discipline (CB01A)**

PHIL - Philosophy

**Course Number (CB01B)**

R105

**Course Title (CB02)**

History of Ancient and Medieval Philosophy

**Banner/Short Title**

Hist of Ancient/Medieval Philo

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This historical introduction to philosophy traces the development of Western philosophy from early Greece through the Middle Ages, with emphasis upon works of Plato and Aristotle. In addition, philosophical ideas which influenced the Roman Empire and helped shape the rise and development of Christianity and Medieval Europe will be explored.

**Taxonomy of Programs (TOP) Code (CB03)**

1509.00 - Philosophy

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

0

**Maximum Contact/In-Class Laboratory Hours**

0

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- 1 Students will interpret, analyze, and evaluate ancient and medieval (primary) philosophy texts.
- 2 Students will demonstrate familiarity with principal concepts, values and worldviews emphasized by ancient Greek thinkers.
- 3 Students will recognize and assess the methods of argumentation applied by nearly all ancient and medieval philosophers, such as deductive and inductive reasoning.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- 1 Identify the historical causes and conditions that led to the development of philosophy and led to methods used by philosophers.
- 2 Recognize, compare, and contrast core questions and answers investigated by Pre-Socratic philosophers.
- 3 Explain how Socrates fundamentally shifted the discussion and debate away from early science and toward a rational approach to ethics.
- 4 Analyze how the key questions raised by Socrates helped shape the future direction of Western philosophy.
- 5 Explain how Plato transforms Socrates' investigations of human nature into a broader systematic theory of metaphysics and epistemology.
- 6 Assess the significance of Aristotle's reaction to Plato's thought in metaphysics, epistemology, ethics, and logic.
- 7 Compare and contrast Plato's idealism with Aristotle's naturalism.
- 8 Compare and contrast Plato's rationalism with Aristotle's empiricism.
- 9 Describe the transition from ancient Greek philosophy to the Hellenistic and Roman focus on practical and ethical matters.
- 10 Identify the sources for and influences upon the life and work of St. Augustine, and in particular the influence of Plato upon Augustine.
- 11 Characterize the contributions of Islamic and Jewish philosophers during the Middle Ages upon the Christian Scholastic tradition and identify, in particular, the influence of Plato and Aristotle.

- 12 Critique the arguments put forth by Scholastic Christian philosophers as proofs for the existence of God.
- 13 Describe how, alternately, mysticism and natural science impact the ideas of medieval Christian philosophy.

## Course Content

### Lecture/Course Content

1. General Introduction to Philosophy
  - a. Philosophical questions and content
  - b. Philosophical methods of analysis
2. Pre-historical Background
3. Pre-philosophical Sources
  - a. Hesiod and cosmogonical myths (of origin and creation)
  - b. Homer
4. The Milesians and the Beginning of Ancient Greek Philosophy and Science
  - a. Logos versus mythos
  - b. Rational discourse and (the) dialectic
  - c. Thales: All is water
  - d. Anaximander: Reality is the indefinite
  - e. Anaximenes: All is air
  - f. Search for causes, principles, unchanging being, and unchanging knowledge
5. The Ionians
  - a. Pythagoras and Pythagoreans: Reality is number
  - b. Heraclitus: Change alone is unchanging
6. The Eleatics
  - a. Parmenides: What is, is (change is impossible)
  - b. Zeno of Elea: The illusion of motion
7. The Pluralists and Atomists
  - a. Empedocles
    - i. Four elements
    - ii. Love and strife
  - b. Anaxagoras
    - i. Mind
    - ii. Imperishable elements
  - c. Democritus: Atoms in the void
8. The Sophists
  - a. Protagoras: Mind as measuring stick of all things
  - b. Gorgias: Nothing can be known
9. Socrates (and Plato)
  - a. Historical background: Socrates
  - b. Socrates in the Euthyphro: grappling with holiness
  - c. Socrates in the Apology: The philosopher on trial
  - d. Socrates in the Crito: The philosopher in prison
  - e. Socrates in the Phaedo: The philosopher facing death
10. Plato's Metaphysics: Divine Forms
  - a. Historical Background: Plato
  - b. Plato's answer to the Pre-socratics and the sophists: the theory of forms
  - c. The Republic: Books III, VI-VII (the rule of wisdom and the escape from relativism)
  - d. The Symposium: selections/(the ladder of Beauty)
  - e. The Phaedrus: selections/ (erotic love)
11. Plato's Epistemology: Remembering truths that you already know
  - a. The Republic: Books IV-V (organizing the three-part soul: mind, heart, body)
  - b. The Meno: selections/(Socrates helps the slave-boy to remember geometric proofs and innate ideas)
  - c. The Theaetetus: selections/(What is knowable?)
12. Plato's Ethics: The Riddle of the Loved Tyrant and the Hated Philosopher
  - a. The Republic: Book II ("The Ring of Gyges")
  - b. The Republic: Book VIII-IX (Corrupt regimes and philosopher kings)
  - c. The Republic: Book X (Dangerous poets and concluding thoughts about the afterlife)
13. Aristotle: Early/Proto-Scientific View of Reality

- a. Historical Background: Aristotle
  - b. Influence on Christianity, Europe, and Western Civilization
  - c. Categorical thought, classification by divisions, and systematic reasoning
  - d. Metaphysics: material substance and its natural forms
  - e. The problem of change, (and its solution: the four causes)
14. Aristotle: Science of the Good
    - a. Nichomachean Ethics: (selections) (Happiness and the mean)
    - b. Politics: (selections)/(the balanced constitution)
    - c. Poetics: (selections)/(Theory of art and Greek tragedy)
  15. Concluding thoughts on the enduring influence of Socrates, Plato and Aristotle
  16. Hellenistic and Roman Philosophy
    - a. Hedonism
      - i. Unreflective hedonistic indulgence (Arristipus)
      - ii. Epicurus: Life's purpose is the wise pursuit of pleasure
    - b. Stoicism
      - i. Epictetus: Life's purpose as virtuous indifference
      - ii. Marcus Aurelius: Meditations, (selections)
    - c. Sextus Empiricus: The influence of skepticism
  17. Early Medieval Philosophy
    - a. Plotinus and Neo-Platonism: Enneads, (selections)
    - b. Boethius: The Consolation of Philosophy, (selections)
  18. Christian Philosophy
    - a. Augustine and the early Christian Church
      - i. Historical background
      - ii. Confessions, (selections)
      - iii. City of God vs. City of Man, (selections)
    - b. Anselm: Proslogion (innate proof of God) (selections)
    - c. Thomas Aquinas and the high Middle Ages
      - i. Historical background of Aquinas and his contemporaries
      - ii. Summa Theologica, (selections)
        - 1. Giving Aristotle "a baptism"
        - 2. Five Proofs (based on logic and empiricism)
  19. Islamic and Jewish Philosophy
    - a. Avicenna (Ibn Sina): "Essay on the Secret of Destiny"
    - b. Al-Ghazali: The Incoherence of Philosophers," (selections)
    - c. Averroes: "Commentaries on Aristotle, (selections)
    - d. Maimonides: Guide for the Perplexed, (selections)
  20. Late Medieval Philosophy
    - a. Early modern science
      - i. Roger Bacon
      - ii. William of Ockham
    - b. Religion
      - i. Bonaventure
      - ii. Duns Scotus
    - c. Religious mysticism
      - i. Meister Eckhart
      - ii. Catherine of Siena
      - iii. Nicholas of Cusa

### Laboratory or Activity Content

None

### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays  
Group projects  
Objective exams  
Quizzes  
Reports/papers  
Research papers

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Computer-aided presentations  
Class activities  
Distance Education  
Field trips  
Instructor-guided interpretation and analysis  
Lecture

### Describe specific examples of the methods the instructor will use:

1. Instructor will direct interactive instructional activities asking students to compare and contrast ancient philosophical perspectives with mythic/-al, non-philosophical literature/counterparts (of/within the same era).
2. Guided and focused class discussions of representative philosophical subject areas, topics, questions, and theories. These discussions would elicit student opinions on the relationship between a theory (e.g. atomism/atomic theory) relative to a larger topic (e.g. metaphysics); a theory (e.g. Parmenidean "Being") relative to another theory (e.g. Heraclitean "becoming"); and/or a theory (e.g. sophistry) relative to (ordinary) practice/s/perspectives, (e.g. politics).
3. Instructor will show video/s distinguishing the relationship between current philosophy and its contemporary methods of experience and reasoning, with that of ancient philosophy and its early/antecedent influence upon the rise and development of (academic Western) philosophy.

## Representative Course Assignments

### Writing Assignments

- a. (Analyze a pair of philosophical quotes from an ancient debate): 1) "Change alone is unchanging." –Heraclitus, 2) "Whatever is, is; whatever is not, is not." –Parmenides (3-5 pg.)
  - i. Describe the intellectual/historical context in which such statements were made.
  - ii. Analyze what each philosopher probably meant by this statement (giving reasons for your views).
  - iii. Discuss what you think about the respective arguments/explanations provided.
  - iv. Criticize/critique/defend your own analysis against possible objections (e.g. what are the assumptions you make, the strengths and weaknesses of your argument, etc.).
- b. (Short-answer writing for a quiz): Recount one or more of Socrates' (ethical/spiritual) arguments for not escaping from jail in 100 words or less.
- c. Compare and contrast the similarities and differences between Plato's and Aristotle's views on two to three of the following areas: ethics, metaphysics, epistemology, social and political philosophy, logic, and/or aesthetics/theory of art. Discuss the methodology used by each, and develop/discuss/defend your own views along the way or in conclusion. (7-10 pg.)

### Critical Thinking Assignments

1. Participate in class and small group discussions which engage in dialogue on the place of ethics in the conduct of life, for example, Socrates/Plato versus Aristotle.
2. Compare and contrast Ancient and Medieval views of reality, and their relationship/s to/with corresponding views of knowledge.

### Reading Assignments

Students read texts from primary sources, such as:

- a. Philosophical "Fragments" (by a variety of Pre-Socratic philosophers)
- b. Plato's early dialogues
- c. Excerpts from Plato's middle period dialogues
- d. Excerpts from Aristotle's Nicomachean Ethics
- e. Essays/letters from Epicurus and Epictetus
- f. Excerpts from Augustine's City of God
- g. Excerpts from Aquinas' Summa Theologica
- h. Chapters from a text describing the development of intellectual history in the West

### Skills Demonstrations

None

**Other assignments (if applicable)**

- a. Review video lectures on topics in philosophy (ex. university professor lecture on Plato's dialogue, The Symposium)
- b. Research electronic databases for additional material on philosophy (ex. Yale University website on the topic of "The pre-Socratics")
- c. Identify modern examples related to ancient inquiries.

**Outside Assignments****Representative Outside Assignments**

1. Completing reading/s of primary source materials in Ancient philosophy.
2. Completing reading/s of secondary source materials in Ancient philosophy, including textbook materials, and other forms of interpretation.
3. Reviewing video of, for example, open-source university lectures on topics in Ancient philosophy
4. Searching for video related to course topics, but not included in the syllabus, and/or course bibliography
5. Research electronic databases, e.g., Standard Encyclopedia of Philosophy, for additional material on a subject
6. Reviewing content found on university/4-yr. college philosophy department websites, including philosophy program features, instructor web pages (of recent work, professional background), student web pages, insofar as they are indicative of professional work within the field of Ancient philosophy.
7. Weekly short essay assignments related to class lecture.
8. Library/Learning resource search-inquiries and assignments.
9. (Self)-Reports/-ing of searches/inquiries, outcomes of searches, interpretation/analysis of searches.

**Articulation****C-ID Descriptor Number**

PHIL 130

**Status**

Approved

**Comparable Courses within the VCCCD**

PHIL M13 - The Classical Mind

PHIL V06A - History Western Philosophy I

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

Fall 1999

## CSU GE-Breadth

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

### UC TCA

UC TCA

Approved

### IGETC

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 3B: Humanities**

Approved

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

### Textbooks and Lab Manuals

**Resource Type**

Textbook

**Description**

Baird, Forrest E. and Kaufmann, Walter (2011). *Ancient Philosophy Volume I*. Prentice Hall Publishing; Englewood Cliffs, NJ

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**Resource Type**

Textbook

**Description**

Rheins, Jason (2010). *Text of Early Greek Philosophy: The Complete Fragments*. Cambridge University Press; NY, NY

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**Resource Type**

Textbook



**Description**

Baird, Forrest E. and Kaufman, Walter (2011). *Medieval Philosophy: Volume II*. Prentice Hall Publishing; Englewood Cliffs, NJ

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, the difference between an Ancient absolute/-ist and/or an objective position, (e.g. Plato/Socrates), and an Ancient relativist/-ic and/or skeptical position, (e.g. the sophists, Ionian physicists, Greek poets, such as Homer and Hesiod, etc.), (in a philosophical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, ethics, logic, social and political philosophy, theology, philosophy of science, and/or axiology in so far as it relates to subjects from Ancient (Western) philosophy.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, the difference between an Ancient absolute/-ist and/or an objective position, (e.g. Plato/Socrates), and an Ancient relativist/-ic and/or skeptical position, (e.g. the sophists, Ionian physicists, Greek poets, such as Homer and Hesiod, etc.), (in a philosophical discussion/debate)
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Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, the difference between an Ancient absolute/-ist and/or an objective position, (e.g. Plato/Socrates), and an Ancient relativist/-ic and/or skeptical position, (e.g. the sophists, Ionian physicists, Greek poets, such as Homer and Hesiod, etc.), (in a philosophical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, ethics, logic, social and political philosophy, theology, philosophy of science, and/or axiology in so far as it relates to subjects from Ancient (Western) philosophy.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

**Examinations**

**Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

PHILOSOPHY

**Review and Approval Dates**

**Department Chair**

11/16/2020

**Dean**

11/16/2020

**Technical Review**

11/25/2020

**Curriculum Committee**

11/25/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

12/09/2020

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000119053

**DOE/accreditation approval date**

MM/DD/YYYY