# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Arts and Letters</th>
<th>Academic Organization (Department):</th>
<th>Philosophy</th>
<th>Date:</th>
<th>April 9, 2010</th>
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</thead>
</table>

| Type of Course Proposal: | New **X** Change **X** Deletion **X** | Department Chair: | Thomas Pyne | Submitted by: | Thomas Pyne |

| Does this course fulfill a requirement for single-subject or multiple subject credential students? | Yes **X** No **X** | For Catalog Copy: | Yes **X** No **X** | Semester Effective: | Fall **2010**, Spring **X** |

| CCE (Extension): | Yes **X** No **X** |

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This course replaces experimental course Subject Area *(prefix)* and Catalog Nbr *(course number)*: Yes **X** No **X**

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**Change from:**

<table>
<thead>
<tr>
<th>Subject Area <em>(prefix)</em> &amp; Catalog Nbr <em>(course no.)</em></th>
<th>Title:</th>
<th>Units:</th>
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**Change to:**

<table>
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<tr>
<th>Subject Area <em>(prefix)</em> &amp; Catalog Nbr <em>(course no.)</em></th>
<th>Title:</th>
<th>Units:</th>
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| PHIL 127 | History of Ancient Philosophy | 3 |

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**JUSTIFICATION:**

Phil. 127: History of Ancient Philosophy is course required for all philosophy majors. The Department considers the previous required course in ancient philosophy, PHIL 25, to be insufficiently detailed and rigorous.

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**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Examination of the origins of Western philosophy, with emphasis on the works of the Pre-Socratics, Plato, and Aristotle.

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**Note:**

Prerequisite: 3 units in philosophy  
Enforced at Registration: Yes **X** No **X**

**Corequisite:**

Enforced at Registration: Yes **X** No **X**

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<tr>
<th>Graded:</th>
<th>Letter <strong>X</strong> Credit/No Credit</th>
<th>Instructor Approval Required?</th>
<th>Yes <strong>X</strong> No <strong>X</strong></th>
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**Course Classification** *(e.g., lecture, lab, seminar, discussion)*: Title for CMS (not more than 30 characters)

**Lecture/ Discussion**

**Cross Listed?**

| Yes **X** No **X** | If yes, do they meet together and fulfill the same requirement, and what is the other course. |

**How Many Times Can This Course be Taken for Credit?**

| **Once** |

Can the course be taken for Credit more than once during the same term? Yes **X** No **X**
Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:
1. Demonstrate a precise and detailed understanding of the views and arguments of the philosophers studied.
2. Distinguish closely resembling but non-equivalent views, and to state clearly how those views differ.
3. Draw out the consequences of those views.
4. Trace where possible the developments from the earlier philosophers (the Pre-Socratics) to the later systematic theories of Plato and Aristotle.
5. Maintain and defend with reasons a variety of their own views not only on interpretations of the philosophers themselves but also on the philosophical questions those philosophers took up, and how their work contributed to progress in answering those questions.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Students will be assessed on:
The depth and sophistication of their understanding of the relevant philosophic readings as measured by:
   a. Contributions to class discussion;
   b. Depth and accuracy of answers to essay exams;
   c. Responses in class to assigned questions on the readings;
   d. Judicious use of secondary sources.

For whom is this course being developed?
Majors in the Dept. X  Majors of other Depts.  Minors in the Dept. X  General Education  Other  
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X  No  
If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  No X  
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).  

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:  

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
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<tr>
<td>[Signature]</td>
<td>4/19/10</td>
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<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
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<tbody>
<tr>
<td>[Signature]</td>
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<th>CPSP (for school personnel courses ONLY)</th>
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<tr>
<th>Associate Vice President and Dean for Academic Programs</th>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
College of Arts and Letters Curriculum Committee
CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department: Philosophy
Effective Date: Fall 2010
Proposed Course Number: 127
Course Name: History of Ancient Philosophy
Contact Person: Thomas Pyne
Instructor: Open
Projected Enrollment: 35
Units of Credit: 3
Has the course been offered before? No
If yes, under what number?
Suggested Course Classification: Lecture/Discussion Unit distribution: lecture ___ lab ___ activity ___

List the prerequisite(s) for the proposed course. 3 units in philosophy

For which students or programs is the course designated?

   X  Majors in the department
   X  Minors in the department
     Majors of other departments  (e.g., An A&L course designed for Business Administration majors)
     General service
   ___ Other (specify) __________________________

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program? Yes ___ No X ___

Method of Presentation:

   ___ Lecture   ___ Lecture/Activity   X  Lecture/Discussion   ___ Lecture/Laboratory
   ___ Activity   ___ Laboratory       ___ Seminar       ___ Films and/or other visuals
   ___ Performance   ___ Other (specify) __________________________

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than once time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? PHIL 25. PHIL 127 is upper division, PHIL 25 was lower division.

Can the course be implemented within the existing departmental allocation? Yes

If this is a new course, how will it be integrated into your present allocation: The Department plans to eliminate PHIL 25. There will also be a reduction in the frequency with which certain other courses are offered.
List the objectives/goals/expected learning outcomes.
Students will be able to:
1. Demonstrate a precise and detailed understanding of the views and arguments of the philosophers studied.
2. Distinguish closely resembling but non-equivalent views, and to state clearly how those views differ.
3. Draw out the consequences of those views.
4. Trace where possible the developments from the earlier philosophers (the Pre-Socratics) to the later systematic theories of Plato and Aristotle.
5. Maintain and defend with reasons a variety of their own views not only on interpretations of the philosophers themselves but also on the philosophical questions those philosophers took up, and how their work contributed to progress in answering those questions.

What student assessment tools will be used? (e.g., exams, papers, portfolios.)
Students will be assessed on a selection of the following:
The depth and sophistication of their understanding of the relevant philosophic readings as measured by:
a. Contributions to class discussion;
b. Depth and accuracy of answers to essay exams;
c. Clarity and cogency of essays;
d. Responses in class to assigned questions on the readings;
e. Judicious use of secondary sources.

In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:

I. Course Content and Objectives
   (Brief discursive overview of major topics and goals)

II. Required Texts
    (e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.)

III. Course Format
     (e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.)

IV. Course Requirements
    A. Class Participation
    B. Examinations
    C. Research Paper or Term Project or Short Papers, etc.
    D. Attendance
E. Other Policies

V. **Student Evaluation**: How are the requirements in IV weighted in determining the course grade? (e.g., attendance 10%, midterm 23%, etc.)

VI. **Semester Outline**
(Course topics ordered weekly)
History of Ancient Philosophy

Catalogue Description
Examines the origin of Western philosophy, with emphasis on the works of the Pre-Socratics, Plato, and Aristotle.

Course Content
This course will introduce students to philosophy through studying its founders. We shall study the very first Western philosophers, known as the Pre-Socratics, as well as Socrates, Plato, Aristotle and the Roman Stoic, Epictetus. Through these philosophers, we shall encounter a wide spectrum of philosophical questions, ranging from the question of the origin and composition of the universe to questions about the nature of ethics and politics. In the course of studying the responses of ancient philosophers to these perennial questions, we shall also have opportunity to consider the nature of philosophic inquiry in its own right.

Course Goals
This course emphasizes the reading and doing of philosophy, through helping students to:

1. understand the ancient philosophers’ positions on those subfields of philosophy that were their main concern.
2. distinguish and state clearly the main ideas that comprise each philosopher’s position.
3. relate and draw inferences from the ideas that comprise each philosopher’s position.
4. trace, where possible, genuine development from the earliest views of the Pre-Socratics to the later systematic theories of Plato and Aristotle.
5. maintain and defend with reasons a variety of one’s own theses concerning facets of each philosopher’s position.

Texts

Reading Schedule

Week 1  "Sources," Introduction to Greek Philosophy [Introduction] p. 25.
Milessians (Thales, Anaximander, and Anaximenes), Introduction, pp. 27-34
Pythagoras and Pythagoreanism, Introduction, pp. 35-39

Week 2  Heraclitus, Introduction, pp. 40-42.
Eleatics: Parmenides and Zeno, Introduction, pp. 43-48

Week 3  Pluralists: Anaxagoras and Empedocles, Introduction, pp. 49-52
Pluralists: The Atomists, Leucippus and Democritus, pp. 53-54

Week 4  Catch up and Review

**Exam I Due**

Week 5  Sophists, *Introduction*, pp. 15-17
Week 6  *Apology, Introduction*, pp. 74-84
*Apoloy, con’d, Introduction*, pp. 84-95
Week 7  *Euthyphro, Introduction*, pp. 57-67
*Euthyphro, con’d., Introduction*, pp. 67-73
Week 8  *Introduction*, bottom p. 18-20
*Meno, Introduction*, pp. 110-128
*Meno, cont’d., Introduction*, pp. 128-41
Week 9  *Rep. IV and V, Introduction*, pp. 197-216

Week 10  **Exam II Due**

*Introduction*, pp. 20-21
*Parmenides, Introduction*, pp. 262-69
*Nicomachean Ethics, I and II, Introduction*, pp. 384-408


Week 12  *Metaphysics, Book XII, Introduction* par. IX, p. 380 - p. 381, through second par. (“til “with the object of thought”).
*Physics*, Book II, pp. 413-432

Week 13  Epictetus, *Manual*

**Exam III is due at the time scheduled for the final exam.**

**Course Requirements**

3 Exams – 30% each  90%
Class Participation and Attendance  10%
100%

1. Each exam will consist of two parts: an essay (roughly 3-4 pages) and five short answer questions. With the exception of the short answer questions associated with Exam III, both parts of each exam are to be completed at home and then handed in. Further information on the short answer part of Exam III will be given later. **Both the essay part of Exam I and the essay part of Exam II may be rewritten, if they are handed in on time.**

2. All written work must be typed or word-processed. The papers must follow my guidelines for writing philosophy. These guidelines can be accessed from the course materials page of this course. The paper must exhibit a detailed comprehension of the philosophic issues involved in the topic on which you are writing and must display a solid grasp of ordinary English. **No email submissions of written work will be accepted unless I have antecedently given you permission to submit your work in this manner.**
3. With respect to class participation students must have read the material before class, and be prepared to answer questions on the assigned reading. Students who do not participate in discussion or who are repeatedly unable to answer questions concerning the reading will receive a B- for class participation. Students who participate in class discussion will receive credit towards class participation. The quality of the participation counts.

The marking scale upon which letter grades are assigned is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>70-74</td>
</tr>
<tr>
<td>A-</td>
<td>89-92</td>
<td>C-</td>
<td>65-69</td>
</tr>
<tr>
<td>B+</td>
<td>85-88</td>
<td>D+</td>
<td>60-64</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>D</td>
<td>55-59</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
<td>D-</td>
<td>50-54</td>
</tr>
<tr>
<td>C+</td>
<td>75-77</td>
<td>F</td>
<td>below 50%</td>
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**Attendance**

Students are allowed 3 unexcused absences without having their class participation grade affected. After 3 absences, unless you have a reasonable excuse, the class participation grade will be lowered for each absence. If you know you will be missing class, let me know in advance and we can make arrangements to avoid the penalty. It is the student’s responsibility to get information about the class you missed from one of the other students in the class. If you have specific questions about the material that we covered you can email me for an appointment.

**Assignments:**

Students whose assignments are late will be penalized at a rate of 10% per calendar day (not merely class period) beginning with the due date. If you know that you will not be able to complete an assignment on time, it is your responsibility to consult with me before the assignment is due.

**Courtesy:**

Students need to follow standard rules of classroom courtesy. This includes being focused on classroom activities and materials, not on private conversations, cat naps, messaging or burying your head exclusively behind your lap top. This also means not entering and leaving the classroom while the class is in session. You need to take care of personal matters before and after class. Students whose cell phones or beepers go off...
during class **must** bring cookies or an appropriate treat for the whole class during the next period (or you will be counted absent).

**Students with Disabilities or Other Special Needs**

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me early in the semester.

**Academic Honesty**

Do not copy another person’s work. Do not use unacknowledged sources. Even if you form study groups to share ideas, the work that you turn in must be your own work. All incidents of cheating in any form will earn you a 0 on the assignment or an F in the course. See the policy on academic honesty: [http://www.csus.edu/umanual/studentUMA150.htm](http://www.csus.edu/umanual/studentUMA150.htm)