



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Historical, Philosophical and Religious Studies Department Philosophy

Subject PHI Number 328 Title History of Ancient Philosophy Units: 3

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_  
Course description: \_\_\_\_\_

**Requested designation:** Historical Awareness-H

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

Name Cindy Baade Phone 5-7183

Mail code 4302 E-mail: cynthia.baade@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Matthew J. Garcia Date: 2/3/15

Chair/Director (Signature):

## Lauren Leo

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**From:** Phyllis Lucie  
**Sent:** Wednesday, March 18, 2015 3:37 PM  
**To:** Lauren Leo  
**Subject:** FW: PHI 328 History of Ancient Philosophy (Mandatory Review)

fyi

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**From:** Julia Sarreal  
**Sent:** Wednesday, March 18, 2015 2:48 PM  
**To:** Catherine O'Donnell  
**Cc:** [julie.holston@southmountaincc.edu](mailto:julie.holston@southmountaincc.edu); Eileen Diaz McConnell; Phyllis Lucie  
**Subject:** RE: PHI 328 History of Ancient Philosophy (Mandatory Review)

Dear Catherine,

Thank your message. I apologize for the delay in our response. I wanted to make sure to include the other subcommittee members (one of whom is currently on spring vacation) in this conversation.

The H subcommittee agrees that PHI 328 should pursue a H designation. We think the course is a good fit. What we would like is a more concise description in the schedule section of the syllabus. As it stands, the schedule lists different events or ideas but without summarizing the goal of these points. It is hard for us, as non-specialists in ancient philosophy, to understand the goals of these points and how they (or some of them) meet the H criteria. Note, Unit 1 and Unit 2 do a better job than the other units in conveying this information.

Please let me know if you have any further questions or concerns.

Best,

### Julia Sarreal

*Assistant Professor of Latin American History*

New College of Interdisciplinary Arts & Sciences  
Arizona State University  
Office: 602.543.6328

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**From:** Catherine O'Donnell  
**Sent:** Sunday, March 15, 2015 5:54 PM  
**To:** Julia Sarreal  
**Subject:** FW: PHI 328 History of Ancient Philosophy (Mandatory Review)

Hi, Julia! I hope you enjoyed break. I'm writing at Phyllis Lucie's suggestion with a question about this PHI 328's getting an R and R for the "historical awareness" label. Another SHPRS course did as well, but the comments there were pretty clear. For this one, it almost reads as if the committee thought the criteria were indeed met, but that the syllabus didn't reflect it? (So, perhaps, the readings did?) Or is this also simply saying that the committee wasn't convinced the course merited the label? If you have any insight, that's great, and if not, I understand. I should add that I also completely understand the value of not having every course with materials set in the past or a syllabus organized chronologically, allotted an HA; the wording of this rejection, though, left me wondering how PHI should proceed.

Thanks,  
Catherine

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**From:** Phyllis Lucie  
**Sent:** Monday, March 09, 2015 3:21 PM  
**To:** Cynthia Baade  
**Cc:** Matthew Garcia  
**Subject:** PHI 328 History of Ancient Philosophy (Mandatory Review)

I am sorry to inform you, that your course PHI 328 History of Ancient Philosophy was **not approved** to retain the Historical Awareness (H) general studies designation at the General Studies Council meeting on Tuesday, March 3, 2015.

The Historical Awareness subcommittee provided the following rationale with a request to **revise and resubmit** your course:

**Rationale:** While the four criteria to appear to be met, the course syllabus suggests only chronological organization. Please provide more information demonstrate that this is not the case.

If I can be of further assistance, please do not hesitate to contact me.

Regards,

*Phyllis Lucie*  
Coordinator, Curricular Activities & Actions  
Office of the University Provost  
Arizona State University  
Phone - 480-965-0739

Arizona State University Criteria Checklist for

**HISTORICAL AWARENESS [H]**

**Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus, table of contents of primary text
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus, table of contents of primary text
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, table of contents of primary text
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus, table of contents of primary text
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses in which there is only chronological organization.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses whose subject areas merely occurred in the past.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
PHI	328	History of Ancient Philosophy	CS

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	History is a major focus of PHI 328 (History of Ancient Philosophy), where "history is understood as a narrative to represent the relationships between events and change over time. In the case of PHI 328, the intent of the narrative is first and foremost to represent how certain events that occurred in the Mediterranean Basin in the rough time period of 585 BCE to 529 CE gave birth to the ancient institution of philosophy and changed this institution in various fundamental ways over time.	Syllabus: course description, Unit 1
2	PHI 328 examines and explains human development as a sequence of events influenced by a variety of factors. The concentration is on human development in the areas of physical science, philosophy, psychology, ethics and politics, and well-being and happiness.  The course examines and explains the development of the science of	Syllabus: Course description

	<p>physics, beginning with the Milesian revolution in the Presocratic Period and continuing with the theory of "nature" in the work of Plato and Aristotle in the Period of Schools.</p> <p>The course examines and explains the development of the conception of human beings as psychological beings. This begins with the Socratic conception of the "soul", its reinterpretation first in Plato and then in Aristotle, and with the attempt in the Stoics to clarify and develop the conception of the soul they associated with the historical Socrates.</p> <p>The course examines and explains developments in the theoretical understanding of ethics and politics, beginning with the subversive forms of education and conceptions of the good life associated with Socrates and the Sophists, with Plato's interpretation of the Socratic conception and the way Plato's interpretation figures in his famous theory of justice, with Aristotle's attempt to remove the excesses from and preserve the insights in the Platonic interpretation, and finally with the interpretations of the good life and happiness in the Epicureans and Stoics.</p>	
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<p>3</p>	<p>PHI 328 is a disciplined and systematic examination of human institutions as they change over time. The focus is on the ancient institution of philosophy, primarily in its first five hundred years. The course examines the birth of this institution in the Milesian revolution in the Presocratic Period and the way this institution developed and changed in the context of Plato's Academy, Aristotle's Lyceum, and in the Hellenistic schools (Epicurus and the Garden, the Stoics, and Academic Skeptics).</p>	<p>Syllabus: Course description, Unit 1, Unit 2, Unit 4, Unit 5, Unit 6</p>
<p>4</p>	<p>PHI 328 examines the relationship among events, ideas, and artifacts and the broad social, political and economic context of the Mediterranean Basin in the rough time period of 585 BCE to 529 CE. In the historical narrative, the birth of the institution of philosophy is contextualized within the broad framework of the social and political conditions in the area in the 6<sup>th</sup> century BCE. The narrative places the new education and conceptions of the good life associated with Socrates and the Sophists in the aftermath of the Greek victory over the Persians and in the rebuilding of Greece in the golden age of Pericles. The narrative situates Plato and the Academy within the frame of Socrates' execution and</p>	<p>Syllabus: Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p>



	<p>the downfall of Athens. The narrative places Aristotle and the Lyceum within the rise of Macedon power and the eventual death of Alexander the Great. Finally, the historical narrative contextualizes the Hellenistic schools (the Epicureans, the Stoics, and the Academic Skeptics) within the ancient world after the death of Alexander in 323 BCE until about the time of the death of Cleopatra in 30 BCE.</p>	
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PHI 328 **History of Ancient Philosophy**

3 HU & H

History of Western philosophy from its beginnings through the Hellenistic period.

**Allow multiple**

**Primary course**

**enrollments: No**

**component: Lecture**

**Repeatable for credit: No**

**Grading method: Student Option**

**Offered by:** College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch

**Pre-requisites:** ENG 102, 105 or 108 with C or better; Minimum 25 hours

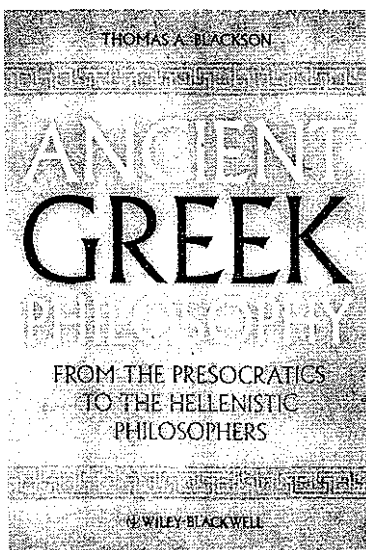
# History of Ancient Philosophy

PHI 328 (Fall 2014, Session A, 7.5 Weeks, Combined i- and o-course)

Thomas A. Blackson  
School of Historical, Philosophical, and Religious Studies  
Arizona State University

COOR 3356  
blackson@asu.edu

PHI328 satisfies H (historical awareness) and HU (humanities, arts and design) of the University Undergraduate General Studies Requirement. It also satisfies a requirement for the Philosophy Major.



## Course Description

The ancient Greek philosophical tradition begins in 585 BCE with Thales of Miletus. It ends in 529 CE when the Christian Emperor Justinian prohibited pagans from teaching in the Schools. This thousand year period in the history of philosophy subdivides into the three periods of unequal duration and importance: the Presocratic Period, the Period of Schools, and the Period of Scholarship. The focus in this course is on the first two periods, or roughly the first five hundred years of ancient philosophy. Within this focus, the concentration is on Socrates, Plato, Aristotle, and the Hellenistic philosophers (the Epicureans, the Stoics, and the Academic Skeptics). This focus and concentration is standard in the sequence of history courses required for the philosophy major in most American universities.

The history of ancient philosophy is a study in history. The aim is to understand what the ancient philosophers thought, why they had these thoughts, and how these thoughts figured in major areas of human development. The method is to consider what they wrote and what others wrote about them.

At the completion of this course, students will be familiar with the institution of philosophy in the ancient world and with some of the most important developments in the institution from its beginnings in 585 BCE with Thales and his fellow Milesian inquirers into nature to the end of the Period of Schools in 100 BCE, when the critical attitude that united the Hellenistic philosophers gave way to a resurgence of interest in non-skeptical forms of Platonism and to the eventual rise and dominance of Christianity. Students will know how ancient philosophy influenced the development of physics, beginning with the Milesian revolution in the Presocratic Period and continuing with the theory of "nature" (*physis*) in the work of Plato and Aristotle in the Period of Schools. Students will know how ancient philosophy influenced the development of psychology, beginning with Socrates' conception of the "soul" (*psyche*), its reinterpretation first in Plato and then in Aristotle, and with the attempt in the

Stoics to clarify and develop the Socratic conception. Students will know how ancient philosophy influenced ethics and politics, beginning with the subversive forms of education and conceptions of the good life associated with Socrates and the Sophists, with Plato's interpretation of the Socratic conception and the way this interpretation figures in his theory of justice, with Aristotle's attempt to move the excesses from and preserve the insights in the Platonic interpretation, and finally with the interpretations of the good life and happiness in the Epicureans and the Stoics.

This knowledge in the history of ancient philosophy is valuable in several important ways. It provides essential background for more advanced studies in the field philosophy. It illuminates many present-day institutions and ways of thinking because so much of modern life has its origins in the pioneering and now long-lived work of the ancient philosophers. In addition, because so many modern ways of thinking about human beings and their place in the world have their origins in ancient philosophy, a historical understanding of these developments in antiquity puts one in a good position to consider whether some of these ways of thinking have outlived their usefulness and have become a burden and no longer help us understand ourselves, what we do, and our place in the world.

## Reading

The primary text for this course is *Ancient Greek Philosophy: From the Presocratics to the Hellenistic Philosophers*, by Thomas A. Blackson (Wiley-Blackwell, 2011). We will also read selected passages from the source material for the period of study. For the most part, they are available for free in translation on the internet in the Perseus Digital Library and the MIT Classics Library.

In addition to this reading, I have developed an extensive website for the course (<http://tomblackson.com/Ancient/syllabus.html>). The pages on this site highlight some of the more important points in the course. The website supplements the reading. It is not intended as substitute for reading either the text or the ancients themselves.

## Grading

The final grade (A+, A, A-, B+, B, B-, C+, C, D, E) is determined by your grade on 5 quizzes, 10 writing assignments, and 5 debriefing sessions. There is a quiz for each major unit of the course (Presocratics, Socrates, Plato, Aristotle, Hellenistic Philosophers). Each quiz consists of ten multiple-choice questions. Each quiz is worth 10% of your total grade. There are writing assignments for each of the major units of the course. Each assignment should be one to two pages in length and is graded on a pass/fail basis. Each writing assignment is worth 4% of your total grade. There is a "debriefing" session for each of the major units of the course. In the debriefing sessions, you share your experiences in the course with the class. Each debriefing session is worth 2% of your total grade.

The 5 quizzes (10 points each), 10 writing assignments (4 points each), and 5 debriefing sessions (2 points each) sum to 100 points. The point total determines the final letter grade: A+ (100-97), A (96-94), A- (93-90), B+ (89-87), B (86-84), B- (83-80), C+ (79-77), C (76-70), D (69-60), E (59-0).

There is no possibility for extra credit, but I am more than happy to help students with independent projects. Late work will not be accepted without good reason. Incompletes are given only to accommodate serious illnesses and family emergencies, which must be adequately documented.

## Schedule

### Unit 1: Introduction (*AGP*, introduction)

- The major figures and lines of thought in the period of study
- Methodology in the History of Philosophy

### Unit 2: The Presocratic Period (*AGP*, chapter 1)

This unit contextualizes the birth of the institution of philosophy by placing its development within the broad framework of the social and political conditions in the area in the 6<sup>th</sup> century B.C.

- The social and political conditions in the Mediterranean Basin in the 6<sup>th</sup> century BC
- Enlightenment thinking, the Milesian Revolution, the beginnings of physics and philosophy
- Parmenides and the methods for knowledge, reason versus experience
- The inquiry into “nature” (φύσις), Democritus and ancient atomism
  
- Reading from the *Hanover Historical Texts Collection*
  
- Quiz, two writing assignments, debriefing

### Unit 3: Socrates, the historical figure and the character (*AGP*, chapters 2 and 3)

Students examine how new education approaches and conceptions of the good life associated with Socrates and the Sophists are connected to the aftermath of the Greek victory over the Persians and in the rebuilding of Greece in the golden age of Pericles. The concept of the ‘soul’, which is central to the development of the understanding of human beings as psychological beings, arises during this period.

- The Age of Pericles
- The trial and execution of Socrates
- The Sophistical movement
- Socrates, “love of wisdom” (φιλοσοφία), the “soul” (ψυχή), and “happiness” (εὐδαιμονία)
- Socrates against the Sophists
  
- Reading from the *Perseus Collection: Greek and Roman Materials*
  
- Quiz, one writing assignment, debriefing

### Unit 4: Plato and the Academy (*AGP*, chapters 4 and 5)

This unit situates the development of Platonic thought and Plato’s Academy within the framework of Socrates’s execution and the downfall of Athens. It also traces the development of the concept of the

‘soul’ and the introduction of Plato’s theory of justice.

- The Peloponnesian War and the end of the Golden Age
  - Plato's interpretation of Socrates
  - A new conception of the soul, its relation to the body, and the good life
  - The theory of justice in the *Republic*
  - The renewed interest in nature in the *Timaeus*, the teleological perspective
- 
- Reading from the *Perseus Collection: Greek and Roman Materials*
- 
- Quiz, three writing assignments, debriefing

### Unit 5: Aristotle and the Lyceum (AGP, chapters 6 - 9)

In this unit, students are asked to examine the works of Aristotle and his school, the Lyceum, in the context of the rise of Macedon power and the eventual death of Alexander the Great. Building on and critiquing the work of Plato, work at the Lyceum contributes to advancements in understanding political forms, human psychology, and the natural world.

- The rise of Macedon, Alexander the Great, a new school is established in Athens
  - The first great Platonist and the first great Platonic critic
  - Physics is second philosophy, becoming like the unmovable first mover
  - The soul is the form of the body
  - Ethics and the good life in the *Nicomachean Ethics*
- 
- Reading from the *Perseus Collection: Greek and Roman Materials, ASU online Library*
- 
- Quiz, three writing assignments, debriefing

### Unit 6: The Hellenistic Philosophers (AGP, chapter 10)

In this unit, students explore how the death of Alexander impacted the rise of different Hellenistic schools of thought.

- The ancient world after the death of Alexander in 323 BCE to the death of Cleopatra in 30 BCE
  - Epicurus and the Epicureans
  - The Stoics
  - The Academic Skeptics
- 
- Reading from the *Perseus Collection: Greek and Roman Materials, MIT Classical Library*
- 
- Quiz, one writing assignment, debriefing

# Ancient Greek Philosophy

*From the Presocratics to the Hellenistic  
Philosophers*

Thomas A. Blackson

H1-4

 **WILEY-BLACKWELL**

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