



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Subject:</b>	PHIL
<b>Course Number:</b>	111
<b>Descriptive Title:</b>	History of Ancient and Medieval Philosophy
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Philosophy
<b>Course Disciplines:</b>	Philosophy
<b>Catalog Description:</b>	This course offers a chronological examination of Western philosophical thought developed between 600 B.C.E. and 1300 C.E., including the principal ancient and medieval philosophies of this time period. Topics include Greek and Roman thought, and the rise and development of Christianity. The course also evaluates the impact of philosophical ideas on the history of Western civilization, and how they might apply to the student's own personal lives.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	English 1 or eligibility for English 1A or qualification by appropriate assessment
<b>Enrollment Limitation:</b>	
<b>Course Length:</b>	Full Term
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>General Education: ECC</b>	Area 3 - Humanities
<b>Term:</b>	
<b>Other:</b>	Approved
<b>CSU GE:</b>	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
<b>Term:</b>	
<b>Other:</b>	Approved
<b>IGETC:</b>	Area 3B - Humanities

<b>Term:</b>	Fall 1991
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Pre-Socratic Philosophers</b></p> <p>Students will be able to demonstrate an understanding of the various beliefs of and disagreements between the pre-Socratic philosophers.</p> <p><b>SLO #2 Influence on Modern Day Philosophy</b></p> <p>Students will be able to demonstrate an understanding of the various beliefs and views of Socrates, Plato, and Aristotle, and how those beliefs influenced modern day philosophy.</p> <p><b>SLO #3 Major Threads of Medieval Philosophy</b></p> <p>Students will be able to show a command of the major threads of medieval philosophy, such as contained in the writings of Saint Thomas Aquinas, and how medieval philosophy was influenced by ancient Western philosophy and impacted the later Western philosophical traditions.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Analyze the philosophical ideas of the individual Greek pre-Socratic philosophers beginning with Thales and ending with the Sophists.</li> <li>2. Compare and contrast the classical Greek philosophies of Socrates, Plato, and Aristotle.</li> <li>3. Compare and contrast the philosophies of the Greco-Roman period, including the Epicureans, the Stoics, the Sceptics, the Neo-Platonists, and other selected schools of thought.</li> <li>4. Analyze the factors which led to the rise of Christianity, the philosophical contributions of such early Christian apologists as Justin Martyr, Origen, and Irenaeus, and the first real philosophical articulation of Christian thought in the work of St. Augustine.</li> <li>5. Identify and articulate the central philosophical problems of the early Middle Ages, including the nature of Scholasticism, the problem of universals, and other selected ideas of the Medieval Weltanschauung.</li> <li>6. Analyze the great synthesis achieved by St. Thomas Aquinas during the apogee of Scholasticism in the thirteenth century.</li> <li>7. Identify and assess the ideas that contributed to the decline of Scholasticism and the dawn of the modern era.</li> <li>8. Evaluate the apparent reasons for the rise of scientific and rationalistic aspects within Western thought.</li> <li>9. Trace the historical development and continuity of the ideas that constitute the Western spiritual heritage from the early mystery religions and Judaism to their fruition in the philosophies of Augustine and Aquinas.</li> <li>10. Assess selected philosophical presuppositions that undergird and constitute the intellectual heritage of Western civilization.</li> <li>11. Evaluate some of the roles of philosophical ideas both in the history of Western civilization as well as in the student's own personal life.</li> </ol>
<b>Major Topics</b>	<p><b>I. Introduction (2 hours, lecture)</b></p> <p>A. Definition of Philosophy</p>

B. The Religious and Ethical Backgrounds of Greek Philosophy

**II. The Cosmological Period (14 hours, lecture)**

A. Ionian Natural Philosophy

1. Thales
2. Anaximander
3. Anaximenes
4. Xenophanes
5. Heraclitus

B. Eleatic Philosophy

1. Parmenides
2. Zeno
3. Melissus

C. Pythagoreanism

1. Dionysian and Orphic Mystery Religions
2. Number and Cosmos

D. Later Natural Philosophy

1. Empedocles
2. Anaxagoras
3. Leucippus
4. Democritus

**III. The Anthropological Period (18 hours, lecture)**

A. The Search for Universal Knowledge

1. Sophistic Philosophy
2. Socratic Philosophy

B. Platonic Philosophy

1. Theory of Forms
2. Dialectic

3. Natural Philosophy

4. Ethics

5. Politics

C. Aristotelianism

1. Metaphysics

2. Logic

3. Natural Philosophy

4. Ethics

5. Politics

**IV. The Period of Systems (7 hours, lecture)**

A. Stoicism

1. Metaphysics

2. Logic

3. Ethics

B. Epicureanism

1. Metaphysics

2. Ethics

C. Skepticism

**V. Hellenistic Theological Philosophy (4 hours, lecture)**

A. Heresies

B. Neo-Platonism

**VI. The Rise of Christian Philosophy (9 hours, lecture)**

A. The First Century C.E.: The New Testament

B. The Late Patristic Period: After 325 C.E.: Augustinian Philosophy

1. Concept of God

2. Metaphysics

	<p>3. Evil</p> <p>4. Ethics</p> <p>5. Science</p> <p>6. History</p> <p>C. Scholasticism</p> <p>1. Nominalism Versus Realism</p> <p>D. Peripatetic Scholasticism: Thomas Aquinas</p> <p>1. Philosophy and Revelation</p> <p>2. Proofs for the Existence of God</p> <p>3. Physics</p> <p>4. Theology</p> <p>5. Psychology</p> <p>6. Ethics</p> <p>7. Politics</p> <p>8. Grace</p> <p>E. Decline of Scholasticism</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	In a three- to five-page essay, analyze and critique Parmenides' argument that there cannot be any change in reality; that is, change is impossible. Be sure to begin with an exposition of his argument.
<b>Critical Thinking Assignment 1:</b>	In a three- to five-page essay, compare and contrast Plato's and Aristotle's theories of the Forms. Begin with a brief presentation of the theories of both philosophers.
<b>Critical Thinking Assignment 2:</b>	In a three- to five-page essay, using Plato's <i>Divided Line</i> , analyze the relationships among each segment of Plato's ontology and epistemology. Illustrate how, for each level of being, there is a corresponding level of mental awareness.
<b>Other Evaluation Methods:</b>	Essay Exams, Multiple Choice, Term or Other Papers, True/False, Written Homework
<b>Instructional Methods:</b>	Discussion, Lecture, Multimedia presentations
<b>If other:</b>	

<b>Work Outside of Class:</b>	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	<p>Forrest E. Baird, <u>Philosophic Classics, Volume I Ancient Philosophy</u>, 7th edition, Routledge, 2019.</p> <p>Peter Adamson, <u>Classical Philosophy: A History of Philosophy Without Any Gaps, Volume 1</u>, Oxford University Press, 2015. Discipline Standard</p> <p>Peter Adamson, <u>Philosophy in the Roman and Hellenistic Worlds: A History of Philosophy Without Any Gaps, Volume 2</u>, Oxford University Press, 2015. Discipline Standard</p> <p>Peter Adamson, <u>Medieval Philosophy: A History of Philosophy Without Any Gaps, Volume 4</u>, Oxford University Press, 2019.</p>
<b>Alternative Textbooks:</b>	<p>Peter Adamson, <u>Classical Indian Philosophy: A History of Philosophy Without Any Gaps, Volume 5</u>, Oxford University Press, 2020. (Addresses the current trend of widening the canon so as to allow for non-western voices).</p> <p>Peter Adamson, <u>Philosophy in the Islamic World: A History of Philosophy Without Any Gaps, Volume 1</u>, Oxford University Press, 2016. (Addresses the current trend of widening the canon so as to allow for non-western voices).</p>
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):</b> <b>Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>Requisite course:</b>	English 1 or

<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	<b>This course involves reading college level textbooks, developing written reports, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</b> ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Requisite:</b>	eligibility for English 1A or qualification by appropriate assessment
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, writing assignments, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Robert C. Patch
<b>Date:</b>	02/01/1956
<b>Board Approval Date:</b>	
<b>Last Board Approval Date:</b>	12/15/2014
<b>Last Reviewed and/or Revised by:</b>	Randall Firestone
<b>Date:</b>	03/26/2014