

COURSE IMPLEMENTATION DATE:	September 1998
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	September 2002
(Four years after implementation date)	(MONTH YEAR format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	PHILOSOPHY & POLITICS	
PHIL 250		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
History of Western Philosophy: Foundations: The Greco-Roman and Medieval Worlds		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Ancient and medieval thinkers have had a huge impact on the development of modern western society and therefore on the world. In this course we will examine the extent of this impact, with particular emphasis on issues relevant to contemporary society. We will also explore some of the non-western influences (e.g., Islam) that have helped shape our intellectual traditions.

PREREQUISITES: 15 credit hours in Arts, Applied or Science Programs
COREQUISITES:

SYNONYMOUS COURSE(S) (a) Replaces: _____ (Course #) (b) Cannot take: _____ for further credit. (Course #)	SERVICE COURSE TO: _____ (Department / Program) _____ (Department / Program)
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TOTAL HOURS PER TERM:	45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures:	15 Hrs	HOURS PER DAY: _____
Seminar:	30 Hrs	
Laboratory:	Hrs	
Field Experience:	Hrs	
Student Directed Learning:	Hrs	
Other (Specify):	Hrs	

MAXIMUM ENROLLMENT:	28
EXPECTED FREQUENCY OF COURSE OFFERINGS:	
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____	Chairperson: _____
Peter Jones	E. Davis (<i>Curriculum Committee</i>)
Department Head: _____	Dean: _____
Jeffrey Morgan	J.D. Tunstall
PAC Approval in Principle Date: _____	PAC Final Approval Date: _____
	March 25, 1998

COURSE NAME/NUMBER**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

1. To give students a critical insight into the intellectual heritage of western society, especially in the Greco-Roman and early medieval periods. The course forms the first of a three-course series that, taken together, will cover the entire span of the western intellectual tradition.
2. To encourage students to understand contemporary issues (e.g., ecology) in the light of their origins in the past.
3. To encourage students to read and understand some of the classics of western thought.
4. To assist in understanding the contributions made by non-western intellectual traditions (e.g., Arabic science and philosophy).
5. To enable students to integrate analytical and philosophical thinking into the structure of their own lives.
6. To enable students to come to a clearer understanding of contemporary societal and personal values and beliefs in the light of their historical origins.

METHODS:

The period will be divided into three major segments; (a) the Greek world view, (b) Rome and the emergence of Christianity, and (c) Medieval Europe, the foundations of the modern mind. Introductory lectures, audio-visual presentations and discussion will begin each segment. Art and architecture will be used to provide students with visual perspectives on values and ideals inherent in each era. These presentations will be followed by a seminar-style approach to a number of key themes within each era. Students (or groups of students) will be expected to participate by preparing presentations and involving themselves in discussion. Latitude will be given to students to select themes that are of personal interest.

Students will be expected to meet regularly with the professor to discuss the selection and evolution of a major paper or presentation.

Depending on student interest and expertise, parts of the course as well as group discussion may be conducted via e-mail or the Internet.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) Yes No

METHODS OF OBTAINING PLAR:**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Students will be expected to become familiar with a selection of primary resources from ancient and medieval writers in translation (supplied via Coursepack).

If satisfactory arrangements can be made through the bookstore, no single text will be required. Rather each student will be required to select and become familiar with at least one of a short-list of works, each offering a different perspective on the history of western thought. Upon registering for the course students will be supplied with brief comments on each book in order that they may make an intelligent choice.

If this is not possible, Richard Tarnas' text "The Passion of the Western Mind" (1991) will be the text.

List of texts (students to choose one):

Tarnas, Richard, *The Passion of the Western Mind*, Harmony Books, NY, 1991.

Kenny, Anthony, *The Oxford Illustrated History of Western Philosophy*, Oxford University Press, Oxford, 1994.

Note: this text may also be used for Phil 251, Hobbes to Kant.

Dawson, Christopher, *Religion and the Rise of Western Culture*, 1991.

Greaves, R.L., *Civilisation of the West: the Human Adventure from Antiquity to 1500*, 1991.

Copleston, Frederick, *History of Philosophy*, Volumes 1 and 2.

SUPPLIES / MATERIALS:

The course will require only a standard UCFV academic classroom with access to overhead projector and video player. Computer graphics will also be used from time to time – requiring digital projector.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Evaluation procedures will vary, but students will be evaluated on a variety of performances that may include essays, contribution to class, book reviews, presentations, papers and projects. A typical evaluation would be: 40% of the final mark given on the basis of a major paper or presentation, 20% on a written review of the chosen text, 20% on classroom participation, and 20% on a final survey examination.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

A. The Greek World View

- Homer and Greek mythology
- Archetypal ideas and Gods
- Socrates, Plato and politics
- Aristotle and the birth of science
- Plotinus – mystic philosopher

B. Rome and the emergence of Christianity

- The psychology of Empire: law and military might
- Cicero and Virgil – the art of rhetoric
- Judaism and Christianity
- Paul's synthesis of Greek and Jewish thought
- Differences between eastern and western Christians

Medieval Europe – the foundations of the modern mind

- Christianity triumphant – Constantine
- Augustine of Hippo – the first western thinker
- The Christian establishment – Charlemagne
- The rediscovery of Greek thought and the impact of Arabian and Jewish philosophies.
- The role of women in the medieval synthesis
- The intellectual world – view of Thomas Aquinas and its opponents
- Francis of Assisi – the mystical/romantic tradition – origins of ecology?
- The birth of the modern age: Scotus, Ockham and Plutarch