1. **Title of the module**

CLAS7080 (CL708) – Ancient Philosophy

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient, Medieval and Modern History (Joint Honours); BA Philosophy.

Also available as an elective module choice.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Articulate answers to key questions in ancient philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?);

8.2 Understand the importance and implications of central issues of ancient philosophy within their historical context, the field of philosophy, and modern scholarly literature;

8.3 Comprehend the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge;

8.4 Demonstrate critical, specific and in-depth analyses of these issues;

8.5 Engage reflectively with other people’s analyses and interpretations of primary and secondary sources.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate skills in critical analysis and argument, both through their reading and through listening to others;

9.2 Make complex ideas understandable in their philosophical writing;

9.3 Make complex ideas understandable by developing appropriate communication skills;

9.4 Work autonomously and to take responsibility for their learning.

1. **A synopsis of the curriculum**

This module introduces some of the major works in ancient philosophy in relation to ethics, aesthetics, political theory, ontology and metaphysics. Students will study substantial portions of primary texts by the Presocratics, Plato, Aristotle the Epicureans, Stoics and/or the Skeptics. The emphasis throughout will be on the philosophical significance of the ideas studied. The module will concentrate on understanding key philosophical arguments and concepts within the context of the ancient intellectual tradition. This means that students will gain a critical distance from normative and modern definitions of philosophical terms in order to understand how ancient philosophy generally approached questions and problems with different suppositions and conceptions of reality, reason, and the purpose of human existence.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aristotle. (2009). *Nicomachean Ethics*. Ed. Lesley Brown. Oxford: Oxford World’s Classics.

Kirk. G.S., J.E. Raven & M. Schofield (eds) (1983). *Presocratic Philosophers*. Cambridge: Cambridge University Press.

Long, A.A. & D.N. Sedley (eds). (2008). *The Hellenistic Philosophers*. Cambridge: Cambridge University Press.

Plato. (2002). *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*. Ed. J. Cooper. Indianapolis, IN: Hackett Publishing Company.

Plato. (1992). *Republic*. Ed. C.D.C. Reeve. Indianapolis, IN: Hackett Publishing Company.

Sophocles. (2001). *Antigone*. Ed. P. Woodruff. Indianapolis, IN: Hackett Publishing Company.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (2,000 words) – 50%
* Exercises (2,000 words) – 40%
* Seminar Participation – 10%

13.2 Reassessment methods

* 100% Coursework (3,000 words)
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Exercises | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module deals with renowned European philosophers whose ideas have global influence and reach. Students will understand how ancient philosophy approached questions and problems, many of which are pertinent today throughout different societies.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/12/19 | Major | September 2020 | 1, 7, 10-14 | No |
| 14/01/21 | Minor – removal of level 6 version | January 2022 | 1, 3, 8-9, 13-14 | No |

|  |
| --- |
| Revised FSO Feb 2020 |