

Ancient Greek Philosophy

| 7.1 Module Overview | | | | | | | | | |
|---|---|---------------------------------------|--------------------------|-----------------|------------------------------------|--|-----------|-------------|----------|
| Module Number | | Module Title | Ancient Greek Philosophy | | | | | | |
| Stage of Principal Programme | | | 1 | Semester | 1 | Duration. <i>(Weeks F/T)</i> | 12 | ECTS | 5 |
| Mandatory / Elective | M | Hours of Learner Effort / Week | 2.3 | | | | | | |
| Analysis of required hours of learning effort | | | | | | | | | |
| Teaching and Learning Modalities | | | | | ✓if relevant to this module | Approx. proportion of total (hours) | | | |
| Contact Hours | | | | | | | | | |
| In person face-to-face | | | | | ✓ | 28 | | | |
| Synchronous | | | | | | | | | |
| Indirect/Non-Contact Hours | | | | | | | | | |
| Asynchronous | | | | | | | | | |
| Work Based | | | | | | | | | |
| Other (Identify): independent reading, engagement with VLE, research and preparation of assessments | | | | | ✓ | 97 | | | |
| Total | | | | | | 125 | | | |

| Pre-Requisite Module, if any. Module # and Title | N/A |
|--|---|
| Co-Requisite Module, if any. Module # and Title | N/A |
| Maximum number of learners per instance of the module | 120 |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. | |
| Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc. | Qualifications & experience required |
| Lecturer | A minimum level 9 qualification in Philosophy or closely cognate area |
| Tutor | A minimum level 9 qualification in Philosophy or closely cognate area |
| | Staff - Learner Ratio X:Y |
| | 1:120 |
| | 1:20 |

| Assessment Techniques – percentage contribution | | | | |
|---|-------------|-----------------------------------|--|-------------------------------|
| Continuous Assessment | 100% | Proctored Exam – in person | | Practical Skills Based |
| Project | | Proctored Exam - online | | Work Based |
| Capstone (Y/N)? | N | If Yes, describe | | |

| 7.2 Minimum Intended Module Learning Outcomes (MIMLOs) | |
|---|-----------------|
| MIMLO On completion of this module a learner will be able to: | Related MIPLO # |
| 1. Understand each thinker as part of the development of key issues within the period of philosophy looked at and identify consistent themes. | 1, 2, 3, 5, 8 |
| 2. Be able to critically assess the contribution of a thinker to the progression of ideas in the period explored. | 1, 2, 3, 4, 5 |
| 3. Understand the relationship between the philosophy of an individual thinker as emerging from its relationship to other thinkers of the period and as a reaction against or affirmation to key socio-historical, political and economic events of the time. | 1, 2, 3, 8 |

| 7.3 Indicative Module Content, Organisation and Structure |
|---|
| <p>This module is an introduction to Ancient Greek Philosophy that will acquaint the learner with the foundations of European philosophy and emphasise its importance in the history of ideas. Its aim is to introduce the learner to some of the central figures of Ancient Greek Philosophy under the themes of ‘appearance and reality’, ‘what is the Good life?’ and, ‘What is the best way to live?’ Throughout the delivery of the module the relevance of the themes of Greek Philosophy to the issues of contemporary society will be drawn out. The themes of equality and inclusion will be addressed in individual philosopher’s thinking. This thematic approach to the module endeavours to make ancient Greek thought relevant to a modern, diverse audience through our explorations of how individual thinkers were ultimately probing the questions of moral and cultural relativism, issues of gender and sexuality and the difference between appearance and reality.</p> <p>The chronological emphasis of the module enables the learner to understand the beginning of the western philosophical enterprise from within the context of early Greek thinkers. Below is an indicative structure of the module content:</p> <ul style="list-style-type: none"> • Introduction: Ancient Greek society before philosophy. Tragedy and the meaninglessness of human existence in the face of the gods. The emergence of rational thinking. • The pre-Socratics: Thales and the Milesians • Parmenides and Heraclitus • Plato’s Theory of Forms: the grand synthesis • The turn towards the self: Socrates and the Sophists • Aristotle: universals and particulars and the critique of Plato’s ‘Theory of Forms’ |

| 7.4 Work-based learning and practice-placement (if applicable) |
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| N/A |

| 7.5 Specific module resources required (if applicable) |
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| N/A |

| 7.6 Application of programme teaching, learning and assessment strategies to this module |
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| <p>The content of the module is delivered through the format of lectures. The lecturer focuses on the delivery of material through critical analysis and dialogue, drawing out the implications of central ideas and through text, video, PowerPoint, and dedicated Q&A end of lecture sessions. In line with the principles of UDL, all material relevant to the learner will be available at the appropriate time on the Moodle module page. The</p> |

final essay assessment will offer the learner the opportunity to demonstrate learning across the module both in terms of individual thinkers and also overall themes.

7.7 Summative Assessment Strategy for this module

| MIMLOs | Technique(s) | Weighting |
|---------|--|-----------|
| 1, 2, 3 | End of module Major essay: This major essay title will ask the learner convey their understanding of the overall theme(s) of the module. The essay title will be constructed in such a manner that allows the learner to indicate their understanding of individual thinkers within the overall theme(s) of the module material | 70% |
| 2, 3 | Reading Comprehension: Learners will be asked to summarise a brief section of primary text. This develops in stage one a familiarity with primary text and encourages the learner to synthesise and interpret meaning. | 20% |
| N/A | Attendance at lectures | 10% |

7.8 Sample Assessment Materials

Sample Essay Titles:

- One of the central themes of the module highlighted how different philosophers approached the problem of the separation between appearance and reality. Taking two philosophers we have studied on the module, outline and critically assess how they differed in their approach to this question.
- Plato's Theory of Forms can be seen as his attempt to reconcile the separation of appearance and reality in pre-Socratic philosophy. Critically assess this assertion.
- Socrates attempted to establish the truth of things against the Sophists and their assertion that all truth was fundamentally relative and subjective. Assess how both Socrates and The Sophists differed in their approach.

Sample Reading comprehension:

Having read the text by Bryan Magee's, ['An Invitation to Philosophy: Questioning the Fundamentals We Normally Take for Granted'](#) in *The Story of Philosophy* (2016), learners should outline *in their own words* Magee's views regarding the specific features of philosophical questions. The response should be approximately 500 words in length. It must not contain any quotations from Magee's work.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Adamson, Peter, *Classical Philosophy: A History of Philosophy Without Any Gaps Vol.1* (Oxford: O.U.P., 2013)

Aristotle, *Metaphysics* (London: Penguin Classics, 1998)

Graham, Daniel, *Texts of Early Greek Philosophy: The Complete Fragments and Selected Testimonies of the Major pre-Socratics* (Cambridge: Cambridge University Press, 2010)

Plato, *Symposium* (Oxford: O.U.P., 2008)

How to Be Queer: An Ancient Guide to Sexuality (Ancient Wisdom for Modern Readers), trans Sarah Nooter, (Princeton: Princeton University Press, 2024)

Other Reading:

Bernal, Martin, *Black Athena: The Afroasiatic Roots of Classical Civilization* ("I: The Fabrication of Ancient Greece, 1785-1985"; and "II: The Archaeological and Documentary Evidence" (NJ: Rutgers University Press, 1989).

Brill, Sara and Catherine McKeen, Eds, *The Routledge Handbook of Women and Ancient Greek Philosophy*, (UK: Routledge, 2024)

Readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.