

## Ancient Greek Philosophy

<b>Section A: Headline Information</b>	
<b>Module title</b>	Ancient Greek Philosophy
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	7/8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr Noel Kavanagh
<b>Parent programme(s)</b>	BA (Honours) in Arts and Humanities
<b>Stage of parent programme</b>	1
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, tutorials
<b>Entry requirements (statement of knowledge, skill and competence)</b>	College Entry Requirements must be satisfied for entry onto Stage 1.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
<b>Maximum number of learners per module</b>	60
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall, tutorial room
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:10	4	1:6				97: Assessment 17 Directed study and other reading 40 Self-directed study and reading 40			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				100%				100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	The philosophy pathway at Stages 1 and 2 within the Humanities and Arts degree programme is centred on a historical and chronological overview of the development of Western philosophy. Therefore, the inclusion of a semester I Ancient Greek thought module is the logical first step on that pathway. Allied with the inclusion of a semester II Medieval Philosophy module this provides a solid year I History of Philosophy grounding. MIPLO's 1, 2, 3, 5, 8.
<b>Module Aims and Objectives</b>	This module is a Stage 1 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 key thinkers of the period and situate them in the context of the progression of ideas through the key themes of the separation between appearance and reality, the

	development of an increasingly sophisticated metaphysical account of the nature of things and the relationship between this emerging philosophy and existing religious beliefs. The overall emphasis will be to situate these thinkers and themes within the social, historical and cultural contexts of their time.
<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand each thinker as part of the development of key issues within the period of philosophy looked at and identify consistent themes. (MIPO 1, 3, 6, 8)</li> <li>2. Be able to critically assess the contribution of a thinker to the progression of ideas in the period explored. (MIPO 2, 3, 6)</li> <li>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. (MIPO 1, 2, 3, 6)</li> </ol>
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<ul style="list-style-type: none"> <li>• Introduction. Ancient Greek society before philosophy. Tragedy and the meaninglessness of human existence in the face of the Gods. The emergence of rational thinking.</li> <li>• The pre-Socratics: Thales and the Milesians.</li> <li>• Parmenides and Heraclitus.</li> <li>• Plato's Theory of Forms: the grand synthesis.</li> <li>• The turn towards the self: Socrates and the Sophists.</li> <li>• Aristotle: universals and particulars and the critique of Plato's theory of Forms.</li> </ul> <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. The module will centre the ideas of each thinker around the central themes of: 1. The increased sophistication of thought and the progression of ideas from philosopher to philosopher. 2. The emergence of the key idea of the separation between appearance and reality.</p>
<b>Module Teaching and Learning Strategy</b>	The teaching and learning strategy will utilise formal lectures with PowerPoint slides and guided topic readings. Lectures will be constructed to consciously set up debate questions that will allow interrupted QandA throughout the lecture delivery time and facilitate a dedicated end session to provide recapping and clarification of issues raised.

	<p>Learners will have four one-hour tutorial sessions where group discussion, formative feedback on summative tutorial assignments and peer group topic discussion will take place. Pop quiz, reading comprehension and oral presentations will encourage the learner to contribute and develop critical thinking.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	N/A
<b>Specifications for Module Staffing Requirements</b>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer and 1 tutor</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p><b>Essay:</b> 1,750-2,000 words. The essay title will be thematic and broad, necessitating the inclusion of two or more thinkers across the module. This will encourage the learner to critically assess the overall themes of the module and avoid the possibility of regurgitated, philosopher specific responses. The essay will comprise 70% of the module mark. This will assess MIMLO's 1,2,3</p> <p><b>Continuous Assessment:</b> this will be assigned and delivered within the space of the tutorial sessions and will comprise 30%. This will be broken down into reading comprehension 20% and Pop Quiz 10%. This will assess MIMLO's 1, 2, 3.</p>
<b>Sample Assessment Materials</b>	<p><b>Sample essay questions:</b></p> <ol style="list-style-type: none"> <li>1. As the Period of Ancient Greek philosophy progresses there is an increased sophistication to the attempt to rationally account for the nature of the universe. Write an essay outlining this attempt, referring to <b>at least two</b> thinkers you have encountered on the course.</li> <li>2. Plato's Theory of Forms can be said to be an incorporation of the ideas of both Heraclitus and Parmenides. Critically assess this view. In what sense is Plato more comprehensive than previous thinkers?</li> </ol> <p>Sample Continuous Assessment:  Continuous Assessment comprises 30% of the overall module grade. It is broken down as follows:  Reading comprehension 20%  Pop Quiz 10%</p> <p>Continuous assessment is conducted within the space of the tutorial framework that allows for both summative performance in terms of presented work and formative assessment as the learner receives feedback on discussion and progresses through the module.</p>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b>  Adamson, Peter, <i>Classical Philosophy: A History of Philosophy without any gaps Vol.1</i> (Oxford: O.U.P, 2013)</p>

	<p>Aristotle, <i>Metaphysics</i> (London: Penguin Classics, 1998)</p> <p>Graham, Daniel, <i>Texts of Early Greek Philosophy: The Complete Fragments and Selected Testimonies of the Major pre-Socratics</i> (Cambridge: Cambridge University Press, 2010)</p> <p>Plato, <i>Symposium</i> (Oxford: O.U.P., 2008)</p> <p><b><u>Other Reading:</u></b>  Readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Large lecture hall</p> <p>Small room suitable for group work</p> <p>Moodle VLE</p> <p>Library resources</p>