

Course Information

Date Submitted: 9/26/2016

Current Prefix and Number: PHI - Philosophy , PHI 700 SEM IN ANCIENT PHI

Other Course:

Proposed Prefix and Number: PHI 700

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Philosophy

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: David Bradshaw

Email: DAVID.BRADSHAW@UKY.EDU

Phone: 8592577107

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SEMINAR IN ANCIENT PHILOSOPHY

Proposed Title: SEMINAR IN ANCIENT PHILOSOPHY (SUBTITLE REQUIRED)

c. Current Transcript Title: SEM IN ANCIENT PHI

Proposed Transcript Title: SEM IN ANCIENT PHI (SUB)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

SEMINAR: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 15

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Intensive study of original works of such major classical philosophers as Plato and Aristotle. May be repeated to a maximum of six credits.

Proposed Course Description for Bulletin: Intensive study of original works of such major classical philosophers as Plato and Aristotle. May be repeated to a maximum of fifteen credits under different subtitles.

2j. Current Prerequisites, if any: Prereq: PHI 260 or equivalent.

Proposed Prerequisites, if any: Prereq: Graduate standing in PHI or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

PHI 700 SEMINAR IN ANCIENT PHILOSOPHY

Instructor: Prof. Eric Sanday
Office Address: POT 1401
Email: eric.sanday@uky.edu
Office Phone: 257-1234
Office hours: Monday and Wednesday, 2 to 3:30 PM

Course Description

Intensive study of original works of such major classical philosophers as Plato and Aristotle. May be repeated to a maximum of fifteen credits under different subtitles.

Student Learning Outcomes

After completing this course, the student will be able to:

1. Describe key themes in Plato's *Parmenides*.
2. Analyze key themes in Plato's *Parmenides*.
3. Deliver a seminar presentation on Plato's *Parmenides*.

Plato's *Parmenides*

This course is designed to be a close reading and shared reflection on Plato's *Parmenides*. We will pore over the text and read a significant amount of scholarly work on the subject. The aim will be to complete what Socrates in the *Republic* calls the "turning of the soul" from becoming to being. This means, as I understand it, that we will be attempting to see why the Platonic account of intelligibility falls inevitably into a two-world dualism of things subject to space/time and forms in another world. Understanding the reasons for two-world dualism, we will then be in a position to see why forms must be here in this world, immanent to the things of perception. Seeing that, we will then want to ask what implications this "turning of the soul" has for our understanding of part/whole complexity of spatio-temporal things, for knowledge, and for appearance. It is my belief that a solid study of the *Parmenides* will give you access to all Plato and much of Aristotle and, through them, the philosophical tradition.

Course plan:

One person will be held responsible to answer questions about the reading for the week from a panel of two interrogators. Those questions, once asked and answered, will lead organically into a group discussion. Three other people will be acting as "footnoters," each primarily responsible for one of the assigned secondary source readings for the week, and they will explain to the class when relevant what they take to be the position of the source author on the week's reading (this can happen once during seminar or several times, but it should be succinct); a synopsis and critique of the secondary position is due in class (auditors are exempt from the written portion of that exercise). Everyone is encouraged but not required to attend the Greek reading group in which the text for the week is read over and discussed.

Requirements:

- 1) Being interrogated (40%): ability to represent not only the text but to draw out its lessons and clarify it in light of the questions being asked.
- 2) Interrogation (30%): quality and effectiveness of your questions and ability to steer conversation toward relevant insights, textual specifics, analytical distinctions.

3) Footnoting (30%): contribution to discussion and written evaluation of the source. Written portion (750-1250 words): Explicate no more than a few points in the reading with minimal citations/quotes. Give your own evaluation of these points with precise reference to the text, either extending, strengthening, refuting, qualifying, etc., the position(s) taken by the author. The model for the exercise is scholarly footnotes in which you define yourself with respect to other positions.

Schedule

17-Jan 126a1-130a2
24-Jan 130a3-131e8
31-Jan 132a1-133a10
7-Feb 133a11-137c3
14-Feb 137c4-139b3
21-Feb 139b4-142a8
28-Feb 142b1-147b7
7-Mar 147c1-155d3
21-Mar 155e3-157b5
28-Mar 157b5-160b4
4-Apr 160b4-164b4
11-Apr 164b4-166c5
18-Apr *Theaetetus*
25-Apr *Sophist*

Secondary source readings TBA.

Grading scale for graduate students (no D for Grad Students):

90-100% = A
80 - 89% = B
70 - 79% = C
Below 70%= E

Submission of Assignments

All assignments are to be turned in by hardcopy. No late work accepted except for excused absences.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization,

content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.