**Welcome to Ancient Greek Philosophy**



**Course Objectives:**

At the end of this course, students will have learned:

* Major themes and arguments in early Greek philosophy
* Describe the historical development of Greek thought, as well as its global antecedents in Africa and Asia
* Participate in a Socratic Dialogue
* Demonstrate understanding of the Allegory of the Cave in various contexts/media
* Identify Greek philosophers and their particular schools/associations of thought
* Consider fundamental questions in Greek thought in contemporary contexts

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**Grade Breakdown + Assignments:**

**Discussions and Participation (20%)**

Students will contribute to weekly discussions (click here for DISCUSSIONS). Students are encouraged to start their own discussion threads, and use multimedia in their responses and postings. Instructors will assess contributions weekly on a scale 0-5 points.

**Allegory of the Cave Multimedia Project (25%)**

Students will work in small groups to make an artistic/design representation of Plato's famous Allegory of the Cave. Multimedia creations and performances should be accompanied by explanatory texts that discuss relationships with the expression and the Allegory. Visit the project rubric HERE

**Midterm Thought Piece (25%)**

Reflection as a knowledge-making practice is an essential part of Greek philosophy and being. In 3-6 pages, apply 2 of the key questions raised in the Socratic Dialogues to contemporary events or issues. Think about how your own experiences and history influences your perspective on these questions and events. Visit the Thought Piece rubric [HERE](http://disabilityservices.truman.edu/)

**Final Synthesis Paper (30%)**

In 8-10 pages, compare two Greek philosophers contrasting and complementary thoughts. Try to reproduce or even construct how the two thinkers would engage in dialogue with each other. Play out the arguments and add examples or illustrations to elaborate key points. In the end, take a side and argue this point to its conclusion. Visit the Synthesis Paper [HERE](https://adventurouseducators.wordpress.com/2018/08/19/classroom-dashboard/)

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**Grading Plan**

The grading scale is a scale of points possible and / or weighting of points that equate to a grade and what is acceptable for successful completion of the class.

I will make every attempt to return your assignments/papers/tests within

**Policies on late assignments and makeup tests:**

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| **Assignments and Assessments** | **Points per Activity or Percentage** | **# of Activities** | **Total Points Possible / Percentage** |
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**Statement on Academic Integrity and Accessibility**

Students will collaborate and work with each other often. It is important that students are respectful of others' perspectives and empathetic of each other's needs when working in groups online. When referencing the work of others in discussions, cite where you found materials, or if you are paraphrasing ideas of a peer. We also believe that all learners have a right to learn. All the content and activities in this course should be accessible to all students. If a student has difficulty accessing or completing any content or activities, please contact the instructor for either an accommodation or accessible content.