Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification:
     - in credits
     - in title
     - in number or alpha
     - in prerequisites or co-requisites
     - Other Course Description (click to specify)

2. New Alpha, Number and Title
   - Phil 211

3. Credits
   - *3

4. Old Alpha, Number and Title
   - Phil 200

5. Credits
   - *3

6. New Catalog Description
   - The philosophical traditions of Greece and Rome between the 5th century BCE and the 5th century CE. Important works by four representative figures (two from Classical Greece and two from the Roman tradition).

7. Select box and type specific information in text box.
   - Prerequisites
   - Recommended Preparation

8. Student Contact Hours Per Week
   - Lecture: 3
   - Lecture/Lab: 0
   - Lab: 0

9. Proposed Date of First Offering
   - Semester: Spring
   - Year: 2007

10. This course * is proposed for the * Program. * can fulfill * If Other, specify DH

11. This course * the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

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<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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<tbody>
<tr>
<td>UH Manoa</td>
<td>PHIL 211</td>
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<td>HonoluluCC</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with UH Manoa
   - Appropriate for Articulation
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - Changing old numbering and title and prerequisites to mirror UH Manoa's revised course number, title, and prerequisite requirement.

Requested by: ____________________________ Date: 11/02/06

Approved by: ____________________________ Date: November 28, 2006

Dean of Instruction: ______________________ Date: 12/04/06

Dean of Instruction: ______________________ Date: 1/2/05/07

CCCM #6100 (Amended for WCC use October 2002)
# Levels of Review of Course Proposal at Windward Community College

**Course Alpha, Number, and Title:** Phil 211

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<th>Signatures</th>
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<td>1. Department Area (more than one departmental instructor’s signature required)</td>
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<td>Gloria J. Thileman</td>
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<tr>
<td>Elizabeth Ashley</td>
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<td>4. Curriculum Committee Review</td>
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<td>November 28, 2006</td>
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University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Course Modification Form – Go to next page for Articulation Form

WCC Form for Course Modifications

Course Phil 200
Submitted by Ron Loo
Date November 22, 2006

1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.

   Change course number from Phil 200 to Phil 211.
   Delete Phil 100 as a prerequisite and add recommended preparation of English 100 or equivalent.
   Change the course description to mirror UH Manoa's course description of the same course.
   Change the course title to mirror UH Manoa's new course title.

2. What is the rationale for the change?

   UH Manoa recently made the same changes that I am proposing above. The rationale is to bring the course number, prerequisites, course title, and course description in line with UH Manoa.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

   No.

4. Is the course articulated with any 4-year program? Yes

   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

   It is articulated with UH Manoa, just as the old course was. No impact.

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

   No new changes.

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? No

   If yes, provide details and justification for these alterations.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (Go to next page for transfer course criteria.) Yes
Philosophy 211  Ancient Philosophy
3 Credits

INSTRUCTOR: Ron Loo
OFFICE: Palanakila 144
OFFICE HOURS:
TELEPHONE: 236-9144
EFFECTIVE DATE: Spring 2006

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

The philosophical traditions of Greece and Rome between the 5th century BCE and the 5th century CE. Important works by four representative figures (two from Classical Greece and two from the Roman tradition).
Recommended Preparation: English 100 or equivalent.
WCC: DH

Activities Required at Scheduled Times Other Than Class Times

None.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Discuss terms and concepts like the “doctrine of homo mensura” and the “doctrine of ideas or forms” and evaluate their relevance (significance) for modern times.

2. Identify and discuss contributions of selected philosophers and the influence of each on the other through a historical perspective.

3. Trace some of the roots of present day thought through the application of concepts and points of view forwarded in this class.
4. Discuss the major tenets of the “classical mind” as well as those that made up the “medieval mind” in order to characterize these periods of time in an orderly and meaningful pattern.

COURSE CONTENT

Concepts or Topics

- Realm of forms
- Doctrine of recollection
- Doctrine of the mean
- Eudaimonism
- Negative hedonism
- Summum Bonum
- Doctrine of homo mensura
- Stoicism
- Ataraxia
- Pyrrhonian Skepticism
- Suspension of judgment
- Neoplatonism

Skills or Competencies

1. Understand, analyze, assess and use subject-specific concepts and arguments.
2. Grasp, interpret, and critique relevant texts.
3. Analyze and evaluate ancient philosophical problematics with critical reasoning and logical arguments.
4. Interpret contemporary philosophical problems by appealing to the philosophical categories of the ancients.
5. Clearly, concisely, and carefully express ideas and opinions orally and in writing.

COURSE TASKS

1. Grading and Point System
   Final grades are determined on a 1000 point scale.
   A= 900-1000 points = Outstanding work.
   B= 800-899 points = Good work.
   C= 700-799 points = Average work.
   D= 600-699 points = Below average work.
   F= 599 points or less = Unsatisfactory work.

   Note: ‘N’ grades are given only in highly unusual and extraordinary circumstances. An ‘N’ grade is not a substitute for an ‘F’ grade.

2. Attendance and Class Participation (200 points):
   A. For each class, everyone should be prepared to comment, raise questions, and answer questions on both the assigned readings and previous class discussions. This means that everyone must do the assigned readings, come to class with the appropriate text, and contribute to the discussion in an intelligent manner that respects both the text and others in the class. Remember, while there are a number of possible interpretations of any philosophical text or idea, some interpretations are stronger or better than others.
   B. You will be required to regularly complete in-class assignments; these assignments, such as occasional quizzes, will count toward your class participation grade.
C. I will take attendance, so come to every class. You get one ‘sick’ day. After that, I will deduct ten points from your final grade for each class that you miss, regardless of the reason for your absence. You may make up a maximum of 30 points from missed classes by completing extra-credit assignments. Throughout the term I will offer extra-credit assignments worth a total of 50 points.
D. If you miss more than ten classes you will automatically receive a failing course grade.
E. Do not come to class late.
F. Turn off all cell phones.

3. Take-Home Assignments (200 total points):
Once a week I will require you to complete a short take-home assignment that responds to either the required reading or to a class discussion. Each of these assignments will be worth between ten and twenty points. You should be prepared to submit the assignment to me on the day that it is due at the beginning of class. Assignments submitted late will receive half credit. Messy or incomplete work will be returned to you and will receive no credit.
You should expect to do about two hours of homework for every hour that is spent in class.

4. 3 Papers (200 points each): Each 3-5 page argumentative essay will carefully develop and defend a position on the readings and the class discussions. I will give you the option of rewriting the first paper. I will deduct one letter grade for every day (not class) that the paper is received after the due date. Papers are due at the beginning of the class period.

LEARNING RESOURCES

1. Required Texts To Purchase
   --Against the Academicians and The Teacher, Augustine
   --Five Dialogues, Plato
   --Hellenistic Philosophy: Introductory Readings, tr., Inwood and Gerson
   --Nicomachean Ethics, Aristotle

2. Required Texts as Handouts
   -“Cave Allegory,” Plato
   -“Philosophy as a Way of Life,” Hadot

Additional Information
1. Academic Integrity
Students are required to adhere to accepted standards of academic integrity. Violations of academic integrity include cheating, plagiarism, and complicity in academic dishonesty. It is your responsibility to be aware of behavior that constitutes academic dishonesty.
I take these policies very seriously; so, if I find a student to be in violation of academic integrity, I will notify the department chairperson and the appropriate dean, the result of which may be expulsion from the college.

2. Learning is Your Responsibility
You are responsible for your own learning. Ask questions and seek clarification when things are not clear to you. Stop by and see me or e-mail me if you are having difficulty. Free tutoring is available for those who qualify for STAAR, a federally funded program; request a tutor early. The contact number for the STAAR office is 235-7487. Also, The Learning Center (Manaleo building) provides free workshops, drop-in help, and computer access.

3. Philosophical Questions To Keep in Mind Throughout the Course
A) What exactly is the good life and how is philosophy related to such a life?
B) Is the good life the maximization of pleasure? Is there a difference between mental and physical pleasures? Which ones are better? Why?
C) Is there a relation between living well and dying well? If so, what? Is the good life nothing more than a preparation for death?
D) Does the good life lie in living virtuously? What exactly is ‘virtue’?
E) What is the significance of wisdom? What exactly is wisdom and what is the relation between (1) knowledge and wisdom and (2) wisdom and the good life.
F) Is living the good life having the correct beliefs about god and living according to god’s wishes? Is there any good reason to believe in the existence of god or gods?
G) Or perhaps the best life is simply the one that is most tranquil or without anxiety?

We will consider numerous and alternative answers to the above questions, which is to say that there are no clear and easy answers. Ultimately, you will decide for yourself what the best answers to these questions are, for I do not know the indisputable answers to any of these questions. It is not my intention to convince you of anything in the class, except perhaps, that the above questions are significant and deserve thoughtful and critical consideration.