



UNIVERSITÀ DI PAVIA

Anno Accademico 2009/2010

HISTORY OF ANCIENT PHILOSOPHY

Enrollment year	2009/2010
Academic year	2009/2010
Regulations	DM270
Academic discipline	M-FIL/07 (HISTORY OF ANCIENT PHILOSOPHY)
Department	DEPARTMENT OF HUMANITIES
Course	PHILOSOPHY
Curriculum	PERCORSO COMUNE
Year of study	1°
Period	1st semester (01/10/2009 - 13/01/2010)
ECTS	12
Lesson hours	60 lesson hours
Language	Italian
Activity type	ORAL TEST
Teacher	GASTALDI SILVIA (titolare) - 12 ECTS
Prerequisites	It is important that all students attending and not attending, know, at least in broad outline, the major historical events relating to the period between the birth of the "polis" and the end of the Roman Empire, in order to place the authors and philosophical movements studied in their chronological context.
Learning outcomes	The first part of the course (institutional part) will provide the basic framework for the study of ancient thought. The second part of the course (advanced part), introduces students to the reading of an ancient text of major importance in order to provide an introduction to reading strategies and comprehension.
Course contents	Part One

Introduction to the History of Ancient Philosophy

The lectures will introduce students to the main authors and major philosophical movements that characterize the development of ancient thought, from its origins to Neoplatonism. Lectures will be accompanied by the reading of passages from the most important philosophical texts.

Part Two

Platos"s //Gorgias//

In the //Gorgias, // Plato leads a critique of the political model and system of values in the contemporary city. The analytical reading of the dialogue will bring out its salient aspects. In the first part, Plato openly takes a stand against the practice of rhetoric, taught by the Sophists, which allows politicians to use persuasive speech, entirely separated from truth and morality, to achieve and maintain their positions of power. In the following dialogue, we assess the ethical implications of this mode of governingt: Plato stresses that the city, ruled by men driven only by ambition and the desire to dominate, is ill and as such should be cured. This therapy can be administered only by those who possess knowledge of values and, above all, justice. The character, which in the dialogue, represents the model of the true politician, is Socrates, whose life was dedicated to the welfare of his fellow citizens.

Teaching methods

Lectures.

It would be desirable that students participate actively in class with questions and requests for clarification.

Reccomended or required readings

Part One

G. Cambiano – M. Mori, Storia e antologia della filosofia, Laterza, vol. I, pp. 1 – 209.

In addition to the study of this part of the book, a good knowledge of the texts contained in the anthology of the same volume, read and commented on in class, is requested. The full list of these passages will be distributed during the course.

Students not attending will follow the same program and have to ask the teacher the list of the texts analysed in the classes.

Part Two

1. Greek Text

Plato, //Gorgias//.

2. Critical readings

S. Gastaldi, Introduzione alla storia del pensiero politico antico, Laterza,

Roma-Bari 2008, pp. 63-119.

A. Fussi, Retorica e potere. Una lettura del //Gorgia// di Platone, ETS, Pisa 2006.

Assessment methods

Students will sit an oral examination on the topics covered during the course.

Since the academic year 2009-2010, however, the test on the Part One (institutional part), can to be taken in written form. The test has to be passed before the examination concerning the Part Two (monographic part). Students are allowed to take the written test immediately after the end of the first trimester (beginning of November) or in three special sessions in February, in June/July and in September.

The test serves as one of the three papers requested to be admitted to the three-years degree, as established in the didactic disposition. Further information about arrangements for conducting the test will be provided during the lessons.

Further information

Sustainable development goals - Agenda 2030

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