

.VĒRITAS

S T U D Y A B R O A D

Center For International Programs & Sustainability Studies

Course Title: Philosophy and Integrated Thought of The Classic World

Course Code: PHIL- 3100

Total Contact Hours: 48

Pre-Requisites: None

COURSE DESCRIPTION

This course is an overview of the thoughts and selected concepts in major eastern and western philosophical movements and systems from ancient to the middle age periods. Students will reflect on certain topics such as mind-body, Concept of God, knowledge of self and others, predestination and freewill, cause and effect and other fundamental ideas in classical knowledge.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How to apply the most relevant philosophical concepts and thoughts common to several philosophical systems in the eastern and western classic world, to the analysis and understanding of different human issues?

In order to respond the query, we will study the following **generative topics**:

- Main concepts and theories about classic philosophy.
- The studies of Ethics, Socio-Politics and Philosophy of History in the Classic World.
- Important Philosophical Movements of Western Philosophy of Ancient Civilizations.
- Eastern Philosophy and Religion of Ancient Civilizations.

Along the course, the following **skills** will be fostered:

- The ability to recognize the main schools of Thought of the Classic World.
- The ability to compare views from Occidental, Oriental, and Egyptian ethics.
- The ability to analyze philosophical concepts as ethics, moral, epistemology, politics, and integrated thought.
- The ability to develop critical thinking and culture through philosophy.

Among the **values** and **attitudes** that will be promoted among students are the following:

- Teamwork and leadership.
- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.
- Empathic and reliable negotiation.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical

commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

| Competencies | Key competences | Learning Assessments |
|---|---|--|
| <p>Discipline</p> <p>Integrates the most important philosophical concepts and thoughts common in the classic world to analyze different human issues, considering the most important Philosophers and schools of thought.</p> | <p>Analyzes philosophical concepts as ethics, moral, epistemology, politics and integrated thought considering the different views of the Ancient World.</p> | <p>Reading comprehension</p> <p>Reports</p> <p>Documentaries and Movie Analysis</p> <p>Round Table</p> |
| | <p>Recognizes the main schools of Thought of the Classic World considering their main philosophers and ideas.</p> | <p>Problem Resolution (PBS)</p> |
| | <p>Determines similarities and contrast of the different philosophies from Occidental, Oriental and Egyptian ethics considering their main thought in Ethics, Politics and History.</p> | <p>Essay</p> <p>Short Oral Presentations</p> |

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| Core/Generic | | |
| Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society. | Learning to learn | Problem Resolution (PBS) |
| Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum. | Communicate thoughts of the discipline orally, in an iconic way, and in written form. | Round Table |
| Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques. | Execute teamwork and leadership. | Problem Resolution (PBS) |
| Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques. | Relate well to others Manage and solve conflicts Negotiate reliably and empathetically Speak responsibly Listen attentively | Short Oral Presentation |

COURSE CONTENT

I. Introduction

- a. What is Philosophy.
- b. Ethics and Socio-politics.
- c. Wisdom and the Meaning of Life.

II. Ancient Philosophy: from Myth to Logos

a. Presocratic Philosophy:

1. Milesian school:
 - Thales of Miletus (c. 624-547 BC); Anaximander (610-546 BC)
 - Anaximenes of Miletus (585-525 BC)
2. Pythagorean School
 - Pythagoras (582-496 BC) ; Alcmaeon of Croton ; Archytas (428-347 BC)
 - Heraclitus (535-475 BC).
3. Eleatic School:
 - Xenophanes (570-470 BC) ;Parmenides (510-440 BC)
 - Zeno of Elea (490-430 BC); Philolaus (480-405 BC)
 - Melissus of Samos (C.470 BC-Unknown)
4. Pluralist School:
 - Empedocles (490-430 BC); Anaxagoras (500-428 BC)
 - Atomist School of Pluralists.
 - Leucippus (5th century BC, dates unknown); Democritus (460-370 BC)

b. Eastern Philosophy:

1. Hindu philosophy: the six main schools of thought: Samkhya, Vaisheshika, Nyaya, Yoga, Purva Mimamsa, Uttara Mimamsa Vedanta, Mahabharata, Baghavat Gita.
2. Caste system, mantras.

c. Bases of Egyptian Mythology:

1. Cosmogony myths.
2. Theological symbolism.
3. Concepts.

III. Classical Period:

a. Socrates:

1. "Know thyself".
2. Majeutics.

b. Plato:

1. Introduction to topics on Ethics and Socio-politics.
2. Personality.
3. Timaeus:
 - Cosmology
4. The Republic:
 - Individual, society and State.
 - Government systems and leadership.
 - Myth of the Cavern.

c. Aristotle

1. Logics: Organon.
2. Four grades of knowledge.
3. Nicomachean ethics.
4. Metaphysics: Aristotelian view of God.

d. Eastern Philosophy:

1. Buddhism: Siddhartha Gautama and the path of enlightenment:
 - Dhammapada.

2. Taoism:

- Lao-tzu (604? -531?)/Zhuangzi

3. Confucianism:

- Kong Qiu-zi (Confucius).
- The Great Harmony: Li Order, Ju.
- Analects: Ethics.

IV. Hellenic Period (320 BC to aprox. 100 AD):

a. Stoic School: (some representations)

- Zeno of Citium.
- Seneca the Younger.
- Marcus Aurelius.
- Epictetus.

b. Middle Ages (395 ac to aprox. 1500 ac):

- Neo-Platonism.

V. Mythology and History: The Hero concept

- History.
- Mythology.
- Monomyth.
- The Heroes Journey.

METHODOLOGY

The methodology utilized in this course is conceived as an analysis and synthesis process that will use each activity to obtain an understanding of the historic importance of philosophy in ancient civilizations and the integrated thought of the Eastern and Western Civilizations.

Essays, reading comprehension of philosophical text and the research project will serve to corroborate learning. Sharing with other students and providing bases for the importance of philosophy in the development of human thought will serve to develop the competency-based education skills of learning to learning, investigation, comparison, communication, and teamwork.

Teamwork is promoted through class discussion, presenting techniques, and the resolution of a problem, where learning is developed via teacher guidance. Individual work like essays allow to practice skills of analysis, reflection, and synthesis. The role of the teacher will be as a moderator and facilitator of the learning and teaching process, allowing the build-up and autoregulation of the learning from the students

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus. The online learning resource platform (Canvas) is provided with the sources, assignment, calendar and grading of the class.

<https://veritascr.instructure.com/profile>

LEARNING EVALUATION

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

| RUBRICS | PERCENTAGE VALUE |
|---|------------------|
| Short Oral Presentation (2: The Pre-Socratics/ The Republic) | 20% |
| Essay: -Similarities and Contrasts Between Eastern and Western Thought (Egyptian Morals, Confucianism, Aristotelianism, Neoplatonism) | 15% |
| Reading Comprehension Report (2 per student) (The Dhammapada/ The Brevity of Life) | 20% |
| Round Table: Socratic Discussion | 10% |
| Problem Resolution Group Project Class work Classic Integrated Thought in Ethics and Politics applied to the Modern World | 35% |
| Total | 100% |

LEARNING STRATEGIES

The following learning strategies will be executed:

1. Documentaries or Movies

Documentaries and movie analysis about philosophical topics will be seen during class time. Groups Discussion will help students determine the documentary or movie core theme and related it with the concepts studied in class.

2. Reading Comprehensions

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about reading resources.

The analysis of Philosophy Book (2 reports: The Dhammapada and the Brevity of Life) will allow to understand the different ideologies or ideas of Classical Philosophers. A written essay with a critical analysis of the following points:

- 1) Purpose and main objectives of the document (the reason the writer wrote the text)
- 2) Summary: Main Ideas and supporting facts presented by the philosopher
- 2) Critical analysis of the thoughts and ideas and point of views offer by the philosopher
- 4) Own contributions to the ideas presented: How does the information compare to what you already know? Based on what you already know and believe, do you agree?
- 5) If the document accomplishes it purpose.

* Format and Structure: Times New Roman 12, 1.5 spacing, include introduction and conclusion. 8-10 paragraphs long. Attention to composition and spelling.

3. Essays

One argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly. The essay is an individual and original piece of writing about “Similarities and Contrasts Between Eastern and Western Thought”.

The essay aim to determine the differences and similarities of the different philosophical concepts of the Ancient World.

Description:

An essay with the following topic: Similarities and Contrast Between Eastern and Western Thought (Egyptian Morals, Confucianism, Aristotelianism, Neoplatonism) would be presented. Three similarities and two contrast should be included.

Structure: The essay should include an introduction, main ideas, contributions and conclusions. Add a bibliography (APA) with at least 3 resources (3 compulsory and 1 external). Attention to composition and spelling

Format: The essay should be at least 8 paragraphs long, in times new roman 12 with 1.5 spacing.

4. Round Table

A round table dedicates to promote oral expression and investigation about different themes. The idea is that a group of students prepares the topic “Socratic Discussion: Finding Truth” to produce ideas y points of view that either agree or disagree in order to generate new learning.

Groups can be formed by 3 to 4 people; they will sit forming a round table panel. The members of the group must choose a moderator. The moderator begins the round table discussion, indicates when each member of the round table will intervene; asks previously planned questions, and takes notes that might work as conclusions. The moderator must be emotionally strong, must be unbiased, and must keep the group united. Ideally, a round table should last no longer than 60 minutes – 45 minutes to discuss the topics and 15 minutes to draw conclusions.

5. Oral Presentations

Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments.

The oral presentations will promote the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments by presenting a School of Thought or philosopher (The Pre-Socratics) and a Book of The Republic of Plato. A PowerPoint with 5 to 10 slides will be presented with the following requirements:

- 1) School of Thought or Philosopher: Short Description of the School, short biography of the philosopher, main ideas, most important philosophical theory.
- 2) The Republic: The most important ideas and thought present of the book
- 3) Bibliography: At least 3 sources (APA format)

6. Workshop for Problem Resolution (PBS or Project Based Learning)

The workshop for problem resolution (PBS) has the purpose of resolving actual problems with solutions for the history of ancient civilizations. The workshop itself as a didactic technique is an activity that allows the development of group work for the study of a determined topic.

Topic: Classic Integrated Thought in Ethics and Politics applied to the Modern World

The Problem Based Learning methodology promotes three basic aspects in students: knowledge management, reflective practice, and the ability to adapt to change.

Knowledge management seeks that the student acquires strategies and techniques to learn by him/herself. This implies to become aware of the assimilation, reflection, and interiorization of knowledge in order to value and deepen from a personal perspective. This process allows students to take responsibility, develop a critical attitude, and to apply decision making abilities during the process of learning how to learn.

Students should:

- 1) Propose a Ethical or Political problem. The problem should be concrete and relate to the present world. Submit the problem to the teacher (justified why solving this problem is important)
- 2) Develop a Plan to Solve the Problem using at least two to three Schools of Thought or Philosophies studied in class. Present an essay where the Plan Solution is described and the strategies to solve the problems.
- 3) Present a written report with the collection and analysis of data related to the topic. Use at least 5 sources of information (Include an APA format Bibliography).
- 4) Create a video, dramatization, a discussion, or a game to present the problem resolution. Be creative and use engaging ideas and activities that allow classmates to participate and collaborate.

Punctuality: All assignment should be present on time for a complete evaluation. Only one extra day will be allowed for late submissions with a 50% of evaluation in grading.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

BIBLIOGRAPHY

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Aurelius, Marcus. (2005) Meditations; Maxwell Staniforth (translator) USA: Dover Thrift Editions.

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Iamblichus. (1991) On the Pythagorean Way of Life. Atlanta: Scholars Press. Inwood, Brad. (editor) (2003) The Cambridge Companion to the Stoics. USA: Cambridge Press.

Kahn, CH. (1994) Anaximander and the origins of Greek cosmology, Indianapolis: Hackett Publishing Company.

Kingsley, Peter. (1997). Ancient Philosophy, Mystery and Magic: Empedocles and Pythagorean Tradition. U.S.A.: Oxford University Press.

Plato. (2000). The Republic. (Jowett translation). USA: Dover Publications. Plotinus. (1975) The Essential Plotinus. Representative Treatises from the Enneads. Elmer O'Brien (translator)

Putnam, James; Pemberton Jeremy. (1994) Amazing facts about Ancient Egypt. USA: Abrams Publisher.

Silverman, Allan. (2000). The Dialectic of Essence: A Study of Plato's Metaphysics. USA: Princeton University Press.

Vander Waerdt, Paul. (1995) The Socratic Movement. USA: Cornell University Press.

CHRONOGRAM

| Week | Sub competency | Contents | Learning strategies |
|------|--|--|---|
| 1 | Analyzes philosophical concepts as ethics, moral, epistemology, politics and integrated thought considering the different views of the | Class Welcome | Course presentation and reading the syllabus. -Organizing group assignments -Assigns reading comprehensions |
| 2 | Ancient World. | Introduction and general concepts <ul style="list-style-type: none"> ○ Philosophy ○ Ethics ○ Moral ○ Virtues | -Magisterial class -Video Documentary |

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| 3 | | <p>I. Ancient Philosophy: from Myth to Logos</p> <p>A. <u>Pre-Socratic philosophy:</u></p> <ol style="list-style-type: none"> 1. Milesian school 2. Pythagorean 3. School Heraclitus (535-475 BC) 4. Eleatic School 5. Pluralist School 6. Atomist School of Pluralists | <p>-Magisterial class</p> <p>-Video Documentary</p> |
| 4 | | <p>I. Ancient Philosophy: from Myth to Logos.</p> <p>B. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Hindu philosophy: the six main schools of thought 2. Caste system, mantras 3. Bhagavad Gita | <p>-Magisterial class</p> <p>-Video Documentary</p> <p>*<u>Oral Presentation:</u></p> <ul style="list-style-type: none"> ○ The Pre-Socratics |
| 5 | | <p>I. Ancient Philosophy: from Myth to Logos.</p> <p>B. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Bhagavat Gita | <p>Movie</p> |
| 6 | | <p>I. Ancient Philosophy: from Myth to Logos.</p> <p>B. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Bhagavad Gita | <p>Group Discussion</p> <p>Movie Analysis</p> |

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| 7 | | <p>I. Ancient Philosophy: from Myth to Logos.</p> <p>C. <u>Bases of Egyptian Mythology:</u></p> <ol style="list-style-type: none"> 1. Cosmogony myths 2. Theological symbolism 3. Concepts | <p>-Magisterial class</p> <p>-Topic Discussion</p> |
| 8 | <p>Recognizes the main schools of Thought of the Classic World</p> | <p>II. Classical Period:</p> <p>A. <u>Socrates:</u></p> <ol style="list-style-type: none"> 1. "Know thyself" 2. Majeutics | <p>-Magisterial class</p> <p>-Video Documentary</p> <p><u>*Round Table:</u> <u>Socratic Discussion</u></p> |
| 9 | <p>World considering their main philosophers and ideas.</p> | <p>II. Classical Period:</p> <p>B. <u>Plato:</u></p> <ol style="list-style-type: none"> 1. Introduction to topics on Ethics and Socio-politics 1. Personality 2. Timaeus <ol style="list-style-type: none"> a. Cosmology 3. The Republic: <ul style="list-style-type: none"> o Individual, society and State o Government systems and leadership o Myth of the Cavern | <p>-Magisterial class</p> <p>-Group Exercise (Society and Stade)</p> |

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| 10 | | <p>II. Classical Period:</p> <p>B. <u>Plato</u>:</p> <ol style="list-style-type: none"> 1. Introduction to topics on Ethics and Socio-politics 1. Personality 2. Timaeus <ol style="list-style-type: none"> a. Cosmology 3. The Republic: <ul style="list-style-type: none"> o Individual, society and State o Government systems and leadership o Myth of the Cavern | <p>-Magisterial class</p> <p>-Group Discussion</p> <p>-Video Documentary</p> |
| 11 | | <p>II. Classical Period:</p> <p>C. <u>Aristotle</u></p> <ol style="list-style-type: none"> 1. Logics: Organon 2. 4 grades of knowledge 3. Nicomachean ethics 4. Metaphysics: Aristotelian view of God | <p>-Magisterial Class</p> <p>-Video Documentary</p> <p>*<u>Oral Presentation</u>:</p> |

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| 12 | | II. Classical Period: D. <u>Eastern Philosophy</u> : 1. Buddhism: Siddhartha Gautama and the path of enlightenment | -Magisterial Class -Video Documentary |
| 13 | | II. Classical Period: D. <u>Eastern Philosophy</u> : 1. Buddhism: Siddharth Gautama and the path of enlightenment | Class Discussion Documentary |
| 14 | | II. Classical Period: D. <u>Eastern Philosophy</u> : 1. Buddhism: Siddhartha Gautama and the path of enlightenment | * <u>Reading Comprehension Report: The Dhammapada</u> |
| 15 | | II. Classical Period: D. <u>Eastern Philosophy</u> : 2. Taoism: 3. Confucianism: | Magisterial Class -Video Documentary |

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| 16 | | <p>III. Hellenic Period</p> <p>A. <u>Stoic School: (some representations)</u></p> <ol style="list-style-type: none"> 1. Zeno of Citium 2. Seneca the Younger 3. Marcus Aurelius 4. Epictetus | <p>-Magisterial Class</p> <p>-Video Documentary</p> |
| 17 | | <p>IV. Middle Ages</p> <p>A. Neoplatonism</p> <ol style="list-style-type: none"> 1. Plotinus | <p>-Magisterial Class</p> <p>-Video Documentary</p> <p><u>*Reading Comprehension Report: The Brevity of Life</u></p> |
| 18 | | <p>IV. Mythology and History: The Hero concept</p> <ol style="list-style-type: none"> a. History b. Mythology <ul style="list-style-type: none"> Monomyth The Heroes Journey | <p>Magisterial Class</p> <p>Group Discussion</p> <p>Movie: Agora</p> |

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| 19 | Determines similarities and contrast of the different philosophies from | Problem Resolution Group Project | Definition of Problem Developing a Plan to Solve the Problem |
| 20 | Occidental, Oriental and Egyptian ethics considering their main thought in Ethics, Politics and History. | Problem Resolution Group Project Classic Integrated Thought in Ethics and Politics applied to the Modern World | Collecting and Analyzing Information <u>*Similarities and Contrast Between Eastern and Western Thought (Egyptian Morals, Confucianism, Aristoteles, Neo-Platonism)</u> |
| 21 | | <u>Problem Resolution Group Project</u> Classic Integrated Thought in Ethics and Politics applied to the Modern World | Working on Oral Presentations Checking Drafts and |

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| | | | working on conclusions |
| 22 | | <u>Problem Resolution Group Project</u> Classic Integrated Thought in Ethics and Politics applied to the Modern World | Oral Presentations |
| 23 | | Conclusions | Grades |