

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course Title: Philosophy and Integrated Thought of the Classic World

Course code: PHIL 3100

Total contact hours & credits: 48 hours 3 credits

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.

This is a theoretical-practical course and it seeks to clarify the following question:

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

The course will promote the following skills:

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

Values and attitudes

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

Competencies, criteria and evidence

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

| Competencies | Key competences | Evidence of learning |
|--|---|---|
| Discipline 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. | Analyzes philosophical concepts as ethics, moral, epistemology, politics and integrated thought considering the different views of the Ancient World. | Reading comprehension Reports Documentaries and Movie Analysis Round Table |
| | Recognizes the main schools of Thought of the Classic World considering their main philosophers and ideas. | Problem Resolution (PBS) |

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|---|--|-----------------------------------|
| | Determines similarities and contrast of the different philosophies from Occidental, Oriental and Egyptian ethics considering their main thought in Ethics, Politics and History. | Essay Short Oral Presentations |
| 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 |

CONTENTS

I. 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)
3. Heraclitus (535-475 BC)
4. 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)
5. Pluralist School
Empedocles (490-430 BC); Anaxagoras (500-428 BC)
6. 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

II. Classical Period:

A. Socrates:

1. "Know thyself"
2. Majeutics

B. Plato:

1. Introduction to topics on Ethics and Socio-politics
2. Personality
3. Timaeus
a. Cosmology
4. The Republic:
a. individual, society and State
b. Government systems and leadership
c. Myth of the Cavern
5. Plato's concept of Love: The Banquet

C. Aristotle

1. Logics: Organon

2. 4 grades of knowledge
3. Nicomachean ethics
4. Metaphysics: Aristotelian view of God

D. Eastern Philosophy:

1. Buddhism: Sidharta Gautama and the path of enlightenment
 - a. Chan/Zen
2. Taoism:
 - a. Lao-tzu (604?-531?)/Zhuanqzi
 - b. Daodying (Tao te king)
3. Confucianism:
 - a. Kong Qiu-zi (Confucius)
 - b. The Great Harmony: Li Order, Ju
 - c. Analects: Ethics

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

A. Stoic School: (some representations)

1. Zeno of Citium
2. Seneca the Younger
3. Marcus Aurelius
4. Epictetus

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

A. Neo-Platonism

1. Plotinus

A. Augustine of Hippo (354-430)

B. Scholastic School: Thomas Aquinas (1224-1274)

Eastern Philosophy

E. Japan and the origins of Bushido : The Kojiki, The Sho

I. Philosophy of History:

- A. Mythology and History: The Hero concept
- B. Herodotus
- C. Historical Methods

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.

Learning strategies

The following learning strategies will be executed:

- **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.
- **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.
- **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".
- **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.
- **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.
- **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.

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 own ship. 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. 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 Presocratics/ The Republic) | 20% |
| Essay: -Similarities and Constrast Between Eastern and Western Thought (Egyptian Morals, Confucianism, Aristotelianism, Neoplatonism) | 15% |
| Reading Comprehension Report (2 per student) (The Symposium / The Brevity of Life) | 20% |
| Round Table: Socratic Discussion | 10% |

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| Problem Resolution Group Project Class work Classic Integrated Thought in Ethics and Politics applied to the Modern World | 35% |
| Total | 100% |

Rubrics

Rubric to evaluate Oral Presentation

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 Presocratics) 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)

| Indicator | Excellent | Good | Insufficient | % | Observations |
|--|-----------|------|--------------|---|--------------|
| <u>Content:</u> General concepts, and information required was included in the presentation | 4 | 2.5 | 1 | 4 | |
| <u>Contributions:</u> Consistent, serious and convincing personal contributions are presented on the presentation. | 2 | 1.35 | 0.65 | 2 | |
| <u>Bibliography and citation:</u> in APA format at least 3 resources. | 2 | 1.35 | 0.65 | 2 | |

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|--|---|------|------|----|--|
| <u>Oral Presentation</u> There is mastery of concepts and these are transmitted effectively. Expressed with visual aids, presentation is fluent and professional. | 2 | 1.35 | 0.65 | 2 | |
| Total | | | | 10 | |

Rubric to Evaluate a 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 and 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.

| Indicator | Excellent | Good | Insufficient | % | Observations |
|--|-----------|------|--------------|---|--------------|
| 1. <u>Content:</u> Depth and novelty of the contents of the roundtable | 3 | 2 | 1 | 3 | |
| 2. <u>Preparation of generating questions</u> for discussion during the roundtable: generate richness in the discussion. | 3 | 2 | 1 | 3 | |

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|--|---|------|------|----|--|
| 3. <u>Participation of members</u> of the group with complementary opinions over the discussion, critical thinking and an attitude of respect. *This point will be evaluated by the students, not the teacher. | 2 | 1.35 | 0.65 | 2 | |
| 4. <u>Conclusions:</u> The moderator as a representative of the group generates the relevant conclusions / synthesis | 2 | 1.35 | 0.65 | 2 | |
| Total | | | | 10 | |

Rubric to evaluate an essay

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.

| Indicator | Excellent | Good | Insufficient | % | Observations |
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| <u>The introduction:</u> includes the purpose, general presentation of the subject, main idea and clear objectives. | 2 | 1.35 | 0.65 | 2 | |
| <u>Comparison and contrast:</u> Consistent, serious and convincing comparison and contrasts where included. At least 3 similarities and 2 contrasts. | 5 | 3 | 1 | 5 | |
| <u>Arguments and secondary ideas</u> are presented in a logical order that makes the author's ideas easy and interesting to follow. | 2 | 1.35 | 0.65 | 2 | |
| <u>Topics</u> All topics are included in the essay. All ideas presented are related to the topic and presented with clarity and objectivity. These are not repeated nor are there any gaps. | 3 | 2 | 1 | 3 | |
| <u>Conclusion:</u> is solid and leaves the reader with an absolutely clear idea of the author's position by summarizing the main ideas of the essay. | 1 | 0.5 | 0.35 | 1 | |
| <u>Bibliography:</u> Compulsory use of the reading sources provide in class and the power points. At least 1 external source should be included as well. | 1 | 0.5 | 0.35 | 1 | |
| <u>Format:</u> Includes all the aspect required by the teacher. Attention to spelling and composition. | 1 | 0.5 | 0.35 | 1 | |
| Total | | | | 15 | |

Rubric to evaluate Reading Comprehension Report

The analysis of Philosophy Book (2 reports: The Symposium 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 (points of views, assumptions and inferences) 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 accomplish 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.

| Indicator 5 points | Excellent | Good | Insufficient | % | Observations |
|---|-----------|------|--------------|---|--------------|
| <u>Summary:</u> Determines purpose, main ideas and supporting facts | 4 | 2.5 | 1.35 | 4 | |
| <u>Critical thinking of the information:</u> Analyses points of views, inferences, assumptions and implications. | 2 | 1.35 | 0.65 | 2 | |

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| <u>Contributions:</u> Provides personal opinion, support or opposing arguments to the information presented by the author . At least 3 supporting or opposing arguments are presented. | 2 | 1.35 | 0.65 | 2 | |
| <u>Format and structure:</u> Includes all the aspect required by the teacher. -Is 1-3 aspect are missing it is good -If 4-6 aspect are missing is insufficient. | 2 | 1.35 | 0.65 | 2 | |
| Total | | | | 10 | |

Rubric for evaluating the resolution of problems (PBS)

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 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.

| Indicator | Excellent | Good | Insufficient | % | Observations |
|--|-----------|------|--------------|----|--------------|
| <u>Definition of Problem:</u> A real sustainable problem of the modern world is defined and its philosophical issue is described . | 5 | 3 | 1 | 5 | |
| <u>Developing a Plan to Solve the Problem:</u> A strategy is defined to solve the problem: The solution to the design problem is well thought out. With a higher level of thinking New ideas have been explored to solve the problem. The strategy described supports the results. | 5 | 3 | 1 | 5 | |
| <u>Collect and analyze information:</u> Collecting and analyzing information from multiple sources and analyzes the information in- depth. | 10 | 6 | 3 | 10 | |

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| <u>Present the Solution:</u> The solution is presented with creativity, using engaging ideas and allowing classmates to participate and collaborate. | 5 | 3 | 1 | 5 | |
| <u>Oral Presentation</u> There is mastery of concepts and these are transmitted effectively. The resolution to the problem is expressed with visual aids, presentation is fluent and professional. Oral presentation presented on time | 5 | 3 | 1 | 5 | |
| <u>Team Work</u> The team works in a collaborative fashion and shows tolerance, conflict resolution, and respect towards partners. *This point will be evaluated by the students, not the teacher. | 5 | 3 | 1 | 5 | |
| Total | | | | 35 | |

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.

Audience

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

Attendance

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

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

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.

Electronic devices

The use of cell phones, smart phones, 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.

Bibliography

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

Course Schedule

| Days | Sub competency | Contents | Learning strategies |
|------|---|--|---|
| 1 | Analyzes philosophical concepts as ethics, moral, epistemology, politics and integrated thought considering the different views of the Ancient World. | Class Welcome | Course presentation and Reading the syllabus. -Organizing group assignments -Assigns reading comprehensions |
| 2 | | Introduction and general concepts <ul style="list-style-type: none"> • Philosophy • Ethics • Moral • Virtues | -Magisterial class -Video Documentary |
| 3 | | I. Ancient Philosophy : from Myth to Logos A. <u>Presocratic philosophy</u>: 1. Milesian school 2. Pythagorean 3. SchoolHeraclitus (535-475 BC) 4. Eleatic School 5. Pluralist School 6. Atomist School of Pluralists | -Magisterial class -Video Documentary |

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| 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. Bagavad Gita | <p>-Magisterial class -Video Documentary</p> <p>*<u>Oral Presentation:</u></p> <ul style="list-style-type: none"> • The Presocratics |
| 5 | | <p>I. Ancient Philosophy : from Myth to Logos.</p> <p>B. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Bagavad Gita | Movie |
| 6 | | <p>I. Ancient Philosophy : from Myth to Logos.</p> <p>B. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Bagavad Gita | Group Discussion Movie Analysis |
| 7 | Recognizes the main schools of Thought of the Classic World | <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 -Topic Discussion</p> |
| 8 | considering their main philosophers and ideas. | <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 -Video Documentary</p> <p>*<u>Round Table: Socratic Discussion</u></p> |

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| 9 | | <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 5. Plato's concept of Love: The Banquet | <p>-Magisterial class</p> <p>-Group Exercise (Society and State)</p> |
| 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 5. Plato's concept of Love: The Banquet | <p>-Magisterial class</p> <p>-Group Discussion</p> <p>-Video Documentary</p> |

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| 11 | | <p>II. Classical Period: 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 -Video Documentary</p> <p>*<u>Oral Presentation:</u></p> <ul style="list-style-type: none"> ● The Republic |
| 12 | | <p>II. Classical Period: D. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Buddhism: Sidharta Gautama and the path of enlightenment | <p>-Magisterial Class -Video Documentary</p> <p>* <u>Reading Comprehension Report: The Symposium</u></p> |
| 13 | | <p>II. Classical Period: D. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Buddhism: Sidharta Gautama and the path of enlightenment | <p>Movie</p> |
| 14 | | <p>II. Classical Period: D. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 1. Buddhism: Sidharta Gautama and the path of enlightenment | <p>Movie Discussion</p> |
| 15 | | <p>II. Classical Period: D. <u>Eastern Philosophy:</u></p> <ol style="list-style-type: none"> 2. Taoism: 3. Confucianism: | <p>Magisterial Class -Video Documentary</p> |
| 16 | | <p>III. Hellenic Period 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 -Video Documentary</p> |

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| 17 | | <p>IV. Middle Ages</p> <p>A. Neoplatonism</p> <p> 1. Plotinus</p> <p>A. Augustine of Hippo (354-430)</p> <p>B. Scholastic School: Thomas Aquinas (1224-1274)</p> <p>C. Japan and the origins of Bushido : The Kojiki, The Sho</p> | <p>-Magisterial Class</p> <p>-Video Documentary</p> <p><u>*Reading Comprehension Report: The Brevity of Life</u></p> |
| 18 | | <p>V. Philosophy of History:</p> <p>A. Mythology and History: The Hero concept</p> <p>B. Herodotus</p> <p>C. Historical Methods</p> | <p>Magisterial Class</p> <p>Group Discussion</p> |
| 19 | <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>Problem Resolution Group Project</p> | <p>Definition of Problem</p> <p>Developing a Plan to Solve the Problem</p> |
| 20 | | <p>Problem Resolution Group Project</p> <p>Classic Integrated Thought in Ethics and Politics applied to the Modern World</p> | <p>Collecting and Analyzing Information</p> <p><u>*Similarities and Contrast Between Eastern and Western Thought (Egptian Morals, Confucianism, Aristotelism, Neo-Platonism)</u></p> |
| 21 | | <p><u>Problem Resolution Group Project</u></p> <p>Classic Integrated Thought in Ethics and Politics applied to the Modern World</p> | <p>Working on Oral Presentations</p> <p>Checking Drafts and working on conclusions</p> |
| 22 | | <p><u>Problem Resolution Group Project</u></p> <p>Classic Integrated Thought in Ethics and Politics applied to the Modern World</p> | <p>Oral Presentations</p> |
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| 23 | | Conclusions | Grades |
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General Observations

The student must comply with the provisions of the CIPSS Academic Policies Regime. To consult it you must go to the Veritas website to the CIPSS page to the Home Menu and download it.