

PHIL-133: WORLD PHILOSOPHY

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

N/A

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Philosophy (Master's Degree)	

Subject Code

PHIL - Philosophy

Course Number

133

Department

Philosophy (PHIL)

Division

Arts and Humanities (ARAH)

Full Course Title

World Philosophy

Short Title

World Philosophy

CB03 TOP Code

1509.00 - Philosophy

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

Introduces students to the major themes in philosophy such as metaphysics, epistemology ethics, determinism and freedom, and ontology. Major philosophers from every continent of the globe will be presented on each issue. The course develops the students' critical-thinking and problem-solving skills.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Examine, compare and evaluate culturally divergent philosophical systems from around the world.
2.	Critically analyze the ontological efficacy of culturally divergent philosophical systems comparing and contrasting the most salient elements between and among all systems.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Define, identify and give examples of deductive and inductive reasoning; syllogisms; the major arguments; analytic a priori and synthetic a posteriori propositions.
2.	List, define and give examples of the major argumentative methods for coming to a logical conclusion on a given philosophical question.
3.	Continue to develop critical, logical, philosophical thought.
4.	Apply the logical tools of critical thinking listed above to each argument presented in class.
5.	Read and interpret original philosophical texts from around the world.
6.	Develop his/her own judgments on the basis of a critical- thinking approach to the issues of philosophy.
7.	Sharpen the intellect and find material from which to construct guidelines for a healthy, joyful lifestyle.
8.	List and describe each major philosophical theme covered in class
9.	Identify author, title and major philosophical theme of each essay read in the textbook.
10.	Compare and contrast critically the logical and experiential merits of the diverse philosophical viewpoints of the world philosophers on any given topic.
11.	Integrate the philosophical arguments from the culturally diverse philosophers demonstrating knowledge and understanding of each argument and identifying the universal truths in each argument.
12.	Evaluate the significance of these ontological truths expressed in divergent ways.

Course Content

PHILOSOPHY OF MIND AND SELF

1. African Philosophy of Mind
 - a. The Akan Conception of Mind and Self
 - b. African Perspectives on Personal Identity
 - c. Amo's Critique of Descartes
 - d. STOLEN LEGACY Controversy
2. The Self in Indian Philosophy
 - a. The Upanishads on a Higher Self
 - b. Vedanta, Samkhya, and Yoga: Hindu Paths to Self-Awareness
 - c. Indian Buddhism: No-Self, Bundle Self, and Impermanence
 - d. Exegesis, Logic, and Materialism: The Everyday Self
3. The Self in Chinese Buddhism
 - a. Chinese Buddhism: The Consciousness-Only School
 - b. Tibetan Buddhism: The Self as Transcendent
 - c. Zen Buddhism: The Self as Empty
4. Ancient Greek Philosophy of Mind
 - a. Plato: The Eternal, Tripartite Soul
 - b. Aristotle on the Self and Human Function
5. Mind and Body in Early Modern Philosophy
 - a. Descartes' Dualism of Mind and Body
 - b. Princess Elizabeth's Critique of Descartes' Dualism
 - c. Locke on Criteria of Personal Identity
 - d. Hume: The Constructed Self

EPISTEMOLOGY

1. Indian Theories of Knowledge
 - a. Indian Realism: Nyaya and Vaisheshika
 - b. Nagarjuna's Skeptical Regress
 - c. New Logic Responses to Skepticism
2. Chinese Theories of Knowledge
 - a. Daoist Skepticism
 - b. The Empiricism of Wang Chong
3. Ancient Greek Theories of Knowledge
 - a. Plato's Internalism
 - b. Aristotle on Thought and Inference
 - c. Sextus Empiricus' Skepticism
4. Jewish, Christian, and Islamic Theories of Knowledge

- a. The Skepticism of Philo of Alexandria
- b. Augustine’s Foundationalism
- c. Avicenna (ibn Sina) on Logic and Science
- 5. Modern Theories of Knowledge
 - a. Descartes’ Foundationalism
 - b. John Locke’s Empiricism
 - c. Leibniz’s Rationalism
 - d. Hume’s Empiricism
- 6. Spanish, Portuguese, and Latin American Theories of Knowledge
 - a. The Skepticism of Francisco Sanches
 - b. The Contextualism of Miguel de Unamuno

METAPHYSICS

- 1. Classical Indian Metaphysics
 - a. Classical Realist Ontology
 - b. Hindu Idealism
 - c. Buddhist Idealism
 - d. Jainist Perspectivism
- 2. Ancient Greek Metaphysics
 - a. Plato’s Forms (Universals)
 - b. Aristotle: Categories and Causes
- 3. Metaphysics in Early Modern Philosophy
 - a. Primary and Secondary Qualities
 - b. The Idealism of Berkeley and Hume
- 4. Metaphysics in Kant and Post-Kantian Philosophy
 - a. Kant’s Copernican Revolution
 - b. Hegel’s Historicism
 - c. Peirce’s Pragmatism
 - d. Nietzsche’s Perspectivism
 - e. Russell’s Rejection of Idealism
- 5. Spanish and Latin American Metaphysics
 - a. The Logic of Peter of Spain
 - b. The Perspectivism of Ortega y Gasset
 - c. The Metaphysical Labyrinths of Jorge Luis Borges

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	
Other	Lecture, discussion, films, podcasts. Lectures provide course content found in text, and films and podcasts provide enhanced understanding of the content through visual imagery and different voices. To practice competency in the content, class and/or group discussion will follow for 10 - 15 minutes.

Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards
- E-mail Communication
- Telephone Conversations
- Video or Teleconferencing

Student-Initiated Online Contact Types

- Chat Rooms
- Discussions
- Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Other	GRADE WILL BE BASED UPON: 1. 3 Midterms (objective and essay), one test every 4-5 weeks. SAMPLE OBJECTIVE QUESTIONS: 1.) Name two books written by J. Krishnamurti. 2.) In what century did Dogen write? SAMPLE ESSAY QUESTIONS: 1.) Compare and contrast the major philosophical themes of Dogen and Meister Eckhart. 2.) Describe the Dalai Lama's explanation of "dependent origination". 2. 1 Comprehensive Final Exam (objective and essay). SAMPLE FINAL EXAM QUESTION: 1.) Describe one philosophical idea from the Upanishads and critique its ontological efficacy. 2.) Describe Miguel de Unamuno's phenomenology of art and critique his theory. 3. Other written work. EXAMPLE: Briefly summarize St. Thomas Aquinas' 5 proofs for the existence of God in your own words. Give examples of each proof.

Assignments

Reading Assignments

Parts II, III and IV in Bonevac's text.

Various handouts.

Writing Assignments

1. Read the entire text, *The Philosophical Quest: A Cross-Cultural Reader*, Chapters 1 - 19.
2. Write two 10–15-page essays (typed, double-spaced) demonstrating application of critical thinking skills to an analysis of the subject matter.

Examples:

- a) Compare and contrast the views of two philosophers from diverse regions of the world;
- b) Choose a theme such as Berkeley's "Subjective Realism," describe it and then conjecture on how a philosopher of the Upanishads would critique Berkeley's idea.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Bonevac, D. and Phillips, S.

Title

Introduction to World Philosophy: A Multicultural Reader

Publisher

Oxford University Press

Year

2009

Material Type

Textbook

Author

Fraenkel, Carlos and Walzer, Michael

Title

Teaching Plato in Palestine: Philosophy in a Divided World

Publisher

Princeton University Press

Year

2016

Material Type

Other required materials/supplies

Description

Access to TV, radio and internet.

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000071421

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No