



PHI 400 – WORLD PHILOSOPHY

Spring Semester 2014

Jan Boville, Instructor website: profboville.com

Tuesday/Thursday 4:30 to 5:45 PM

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Room: SAC 221 Office Hours by Appointment

COURSE DESCRIPTION [Pre-requisite: PHI 101]

An in-depth exploration of the most important world philosophies from ancient to ‘postmodern’ times. *Western* perspectives, religious and secular, will be compared to the most influential *Eastern* traditions. The course also investigates many prevalent ideologies, including Neo-Paganism, Religious Syncretism and Globalism. The question of Ultimate Truth will remain paramount throughout the entire study.

COURSE OBJECTIVES

The diligent student will:

1. Become conversant with **the history and scope of Philosophy**: Be able to grasp philosophical concepts -- Identify perennial problems, and be familiar with the most influential thinkers in their cultural context.
2. Refine and expand awareness of **Worldviews**: Be adept at detecting their under-girding assumptions. Evaluate them for validity, meaning, and veracity. Appraise the Eastern influences on western culture.
3. Critique philosophical and religious movements **impacting the world** today: Discern their agendas -- Recognize their ideological backgrounds, and formulate appropriate responses.
4. Learn to use philosophical tools to clarify and express the most authentic **Biblical Worldview**:
Judeo-Christian **Historic-Revelatory Ethical-Communal Redemptive Monotheism**

TEXTBOOKS and MANUALS [You are responsible for printing and assembling *your own* Manuals.]



THE **TEXTBOOK** for *surveying* Western Philosophy:

LOOKING AT PHILOSOPHY, 5th ed. Donald Palmer. McGraw Hill, 2010. [ISBN 978-0-07-340748-7](https://www.isbn-international.org/product/978-0-07-340748-7)



YOUR **MANUAL** for the **History of Philosophy in Eight Eras** is obtainable at: profboville.com



THE **TEXTBOOK** for *categorizing* Worldviews:

THE UNIVERSE NEXT DOOR, 5th ed. James Sire. IVP, 2009 [ISBN 978-0-8308-3850-9](https://www.isbn-international.org/product/978-0-8308-3850-9) [The 4th ed. is preferable.]



YOUR **MANUALS** for the **Worldview Critique** (+ a **Logic Supplement**) are obtainable at: profboville.com



THE **TEXTBOOK** for *integrating* history and world philosophies: (*All your manuals do this too.*)

A PASSION FOR WISDOM. Robert Solomon and Kathleen Higgins, 1998. [ISBN 0-19-511209-1](https://www.isbn-international.org/product/0-19-511209-1)

The Course Manuals, especially the **Worldview Critique**, contain outlines you'll need *in class*.




Form the good habit of preparing for each scheduled class by studying *that unit* ahead of time.

COURSE REQUIREMENTS

1. ATTEND ATTENTIVELY. *THAT* means arriving on time, fully prepared...*and* being alert and **respectful**.

It should go without saying that ACU students are expected to exhibit mature CLASSROOM CONDUCT!

Absences, Tardiness, and *any discourteous behavior* will impede your learning *and* hurt your grade.

 Attend with: an open mind, manuals, pen & paper only!   **NO** 'exocortical' devices are permitted.

Laptops, *i*-Pads, BlackBerries, and cell-phones are **banned** from the classroom, *unless* part of a prescribed activity!

This class is for honing **THINKING SKILLS** (imagining, memory, analysis, vocabulary), **not** technological abilities.

Attendance Policy is non-negotiable: For each absence, a % of points will be subtracted from your final point tally.

2. READ TEXTBOOKS AND MANUALS STRICTLY ACCORDING TO THE COURSE SCHEDULE!

There will be **REAMS** of difficult reading for this course. Do not fall behind! Manuals are required reading!

3. ORGANIZE YOUR MANUALS CAREFULLY. KEEP THEM UP-TO-DATE. SPEND TIME WITH THEM!

The manuals contain **assignments** for you to do. There are quizzes, study guides, and 'hidden hints.'

There are blank "Seven Basic Questions" for each Worldview that need to be filled in. Some units even contain the

Lecture Outline that you will need *in class*. It is up to you to adhere to the schedule and **know what to bring** to class.

4. ACCOUNTABILITY. *THAT means:* alertness, preparedness, participation, and enthusiasm. These qualities are hard to quantify, but the instructor reserves the discretionary right to assess students personally.

For **any** transgression of classroom etiquette, or for inattentiveness, *at least 10* points will be deducted.

Chatting, disrupting, texting, and eating in class are a few examples of inconsiderate and unacceptable behavior.

We will have unannounced exercises and **tests**. It is recommended that you have a study partner to help with

accountability. If you stay prepared and discuss the material outside of class, you will certainly do better in class (and

will 'get more' out of each session!) Your average score on all the 'pop-quizzes' (written *and* oral) will be tallied.

5. TAKE TWO EXTENSIVE EXAMS.

Your comprehension will be tested by a Mid-Term and Final Exam. These tests help you review **all** course

materials. They contain several types of questions and exercises. Find them in the Worldview Manual.

You can be working on them as you do the reading. Due dates are in the schedule and late work will not be accepted.

6. WRITE A THOUGHTFUL ESSAY. [You MAY propose and conduct a SPECIAL PROJECT instead.]

Writing is hard work. Writing *philosophically* is even harder. You will be given several good suggestions and

guidelines for your paper. But I'm looking for clarity as well as creativity. Any shoddy or poorly edited work will be

returned ungraded and you will receive a zero. I recommend that you read your essay aloud to someone and rewrite it

if they grimace by the second paragraph. All topics and project ideas should be approved by the Instructor.

GRADING: [**NOTE:** IF non-academic activities impede attendance, you need to make special arrangements.]

100 points *for* the **Accountability Score** (Includes: An assessment of your conduct *and* your **Pop-Quiz** average.)

400 points *for* the **Mid-Term Exam** (Includes **Memorization Test** taken IN class!)

400 points *for* the **Final Exam** (May include **Inspection** of selected Manual Assignments.)

100 points *for* the **Philosophical Essay or Special Project** (10 pages. Guidelines and Suggestions will be given.)

1000 points *possible*. (Remember that each absence penalty is automatically taken *from* this total online.)

A Checklist ✓ of the Minimal Requirements to meet Our Objectives

1. Define **PHILOSOPHY**. Define the main sub-disciplines. See how they ‘grasp a world’!
Memorize the general Chronology of the **Eight Great Eras** of the “History of Philosophy.”
2. Define **WORLDVIEW**. Understand what a ‘Basic Assumption’ is and how one functions.
Memorize (and fathom the perplexing depths of) our Seven Basic Questions. “**7BQs**”
3. Understand our manifold (5-point!) **CRITERIA** for any intelligibly meaningful Philosophy or Worldview.
Utilize the **7BQs** as a method for ‘critiquing’ (comparing/contrasting/analyzing) all major WVs.
4. **Memorize**, AND contemplate the meaning of, the ‘**3 LAWS OF LOGIC**’ from Unit I.
All of the above WILL be tested in the Midterm MEMORIZATION Portion. You’ve been warned!
5. **READ** (and re-read if necessary, which it likely is) all three **TEXTBOOKS** strictly according to our schedule.
Pay close attention to the given Content Guides to help aim your highlighter! ✍
6. Carefully maintain your **MANUALS**. (Printed out from **profboville.com** and assembled in nice binders.)
 - a. Answer the 7BQs according to each WV. (You may use Sire’s lists of tenets/propositions.)
 - b. Read the extra articles and study the lists & charts in the Ten **WV** Units and Eight **H of P** Eras.
 - c. Fill out any Study Guides completely. 📄 They can be collected **any time**, especially at Midterm! hint!!
 - d. Take all Quizzes embedded in the Era Summaries. ✍ They help you prepare for ‘pop’ quizzes in class!
 - e. Always be thinking of how to correlate our WV critique with Philosophy’s history.
 - f. **Enjoy the Notebooks!** ADD to them! Spend time with them! [It reinforces the massive content.]
7. Truly **PONDER** over the issues. Don’t be afraid to **DOUBT**. Experience sheer **WONDER** !
Please **THINK** more than you ever have before! Try to deepen your **contemplation of**:

...The Brute Fact of Existence Itself....Ultimate Reality?....The Character of God....Divine Intent & Disclosure...
...The Astonishing Complexity of the Cosmos....The Human Disease & Quandary....The “Meaning of Life?” ...
...The Unlearned Lessons of History....The Abandonment of the Search for Truth....The Groan for World Redemption...

Your work, and your conduct, shows how seriously you’re involving yourself in all this:

Does the Judeo-Christian Biblical Worldview Truly Have all the Right Answers?

How profoundly does your life and discourse ‘speak’ that truth in love?

How purely do you reflect God’s Character and His Holiness?

Do you strive to ‘love Him with all of your mind’?

How mature is your mental discipline?

How passionate are you for Truth?

<p>Tuesdays and Thursdays 4:30 - 5:45 PM</p>	<p>ATTEND CLASS HAVING READ: <u>Sire & Palmer TEXTBOOKS</u> <u>AND WV & H of P MANUALS</u> (See profboville.com)</p>	<p>ARRIVE PREPARED, Having Read and Studied The SUBJECT MATTER BELOW: What you see in Brackets is: [How the H of P Eras <i>relate</i> to our WV Discussions]</p>
<p>Jan 28 and 30</p>	<p>Sire, Ch. 1 & WV Unit 1 Palmer, Ch. 1 & 2 (first part of) HofP Eras 1 and 2</p>	<p>What is Philosophy? What is a Worldview? [The Pre-Socratics; Athenian Sophists, Socrates] Basic Qs and Assumptions, [Philosophical Dilemmas]</p>
<p>Feb 4 and 6</p>	<p>Sire, Ch. 1 & WV Unit 1 Palmer, Ch. 2 (rest of) Ch. 3 (all) HofP Eras 2 and 3</p>	<p>LOGIC - Laws of Thought and Meaning How to Set CRITERIA for Examining Worldviews [Plato and Aristotle] [Hellenistic Philosophies]</p>
<p>Feb 11 and 13</p>	<p>Sire, Ch. 2 & WV Unit 2 Palmer, Ch. 4 (all) HofP Eras 4 and 5</p>	<p>THEISMS - Biblical vs. Other 'Gods' [The "Medieval Christian Synthesis"] [Universals & Particulars; Faith & Reason] [The <i>Renaissance</i> challenges Medieval Theism]</p>
<p>Feb 18 and 20</p>	<p>Sire, Ch. 3 & WV Unit 3 Palmer, Ch. 5 (all) HofP Era 6</p>	<p>DEISM - A Reasonable Religion [Enlightenment Epistemology] [Rationalists vs. Empiricists] [The Kantian Revolution]</p>
<p>Feb 25 and 27</p>	<p>Sire, Ch. 4 & WV Unit 4 Palmer, Ch. 6 (first part of) HofP Era 7</p>	<p>NATURALISMS - Nature is All in All [The 19th Century Upheavals - World Changes] [EVOLUTIONISM] [Dialectical Idealism and Materialism]</p>
<p>Mar 4 and 6</p>	<p>Sire, Ch. 5 & WV Unit 5 Palmer, Ch. 6 (rest of) HofP Era 7</p>	<p>NIHILISM - A <i>Dead</i> End [Nietzsche - God is Dead (<i>job is open!</i>)] [Schopenhauer - <i>The World is My Will</i>] [Utilitarianism] [Frege - Modern Logic]</p>
<p>Mar 11 and 13</p>	<p>Sire, Ch. 6 & WV Unit 6a Palmer, Ch. 7 HofP Era 8</p>	<p>ATHEISTIC EXISTENTIALISM An Attempt to 'Transcend' Nihilism <i>"My Freedom is Anguished..."</i> [Phenomenology; Heidegger; Jean Paul Sartre]</p>
<p>Mar 18 and 20* *MidTerm Due</p>	<p>Sire, Ch. 6 & WV Unit 6b Palmer, Ch. 6 (reread) HofP Eras 7 & 8 (reread)</p>	<p>THEISTIC EXISTENTIALISM The Attempt to Revitalize Dead Theism [Kierkegaard's <i>"Leap of Faith"</i>] ['Subjective' Truth, Religious 'Feelings', False Prophets]</p>

<p>Tuesdays and Thursdays 4:30 - 5:45 PM</p>	<p>YOU HAVE READ And are all ready to be QUIZZED on:</p>	<p>PLEASE ARRIVE FULLY PREPARED TO Discuss and to RECEIVE MORE Information ON THE FOLLOWING SUBJECTS:</p>
<p>Apr 1 and 3</p>	<p>Sire, Ch. 7 WV Unit 7 A Passion for Wisdom - Part I</p>	<p>EASTERN PANTHEISTIC MONISM Eastern Thoughts in Western Minds [Which <i>Western</i> Philosophers were most 'Oriented' to the East?]</p>
<p>Apr 8 and 10</p>	<p>Sire, Ch. 7 WV Unit 7 Passion for Wisdom - Part II</p>	<p>EASTERN WORLD PHILOSOPHIES AND RELIGIONS <i>Deeper Answers to Our Basic Questions?</i></p>
<p>Apr 22 and 24</p>	<p>Sire, Ch. 7 WV Unit 7 Passion for Wisdom - Part III</p>	<p>ALL ROADS LEAD TO THE SAME GOD 'Ways To <i>Reach</i> the Infinite Must <i>Be</i> Infinite'</p>
<p>Apr 29 and May 1</p>	<p>Sire, Ch. 8 WV Unit 8</p>	<p>THE NEW AGE MOVEMENT Harmonizing <i>All</i> World Philosophies and Religions</p>
<p>May 6</p>	<p>WV Unit 8 has a lot of Required Readings You better keep up!</p>	<p>THE HISTORICAL ROOTS OF THE N.A.M. Founders and 'Inspired' Scriptures [Review the 19th Century – <i>Why</i> so Open to 'New Revelation'?]</p>
<p>May 8* *Project DUE!</p>	<p>WV Unit 8, continued</p>	<p><i>The Panoramic Influence of New Age Ideology</i> <i>Christian Heresy and Apostasy</i></p>
<p>May 13 Final Exam DUE!</p>	<p>Sire, Ch. 9 & WV Unit 9 Palmer, Ch. 7 (relevant pages) Era 8 [History of Philosophy] Passion for Wisdom - Part III</p>	<p>POST MODERNISM <i>Truth About the World is ? Not Possible</i> [20th c. Pragmatism; Linguistic-Analytic Philosophies]</p>
<p>May 15 Discussion and Class Party</p>	<p>Sire, Ch. 10 WV Unit 10</p>	<p>CONCLUSION: PASSION FOR TRUTH <i>Philosophy of</i> – (but not <i>of</i>?) – <i>the World</i></p>

A SELECTED BIBLIOGRAPHY FOR WORLD PHILOSOPHY

- Blackburn, Simon. *THINK*. Oxford University Press, 1999. [Brilliant thematic discussion from author of the *Oxford Dictionary of Philosophy*.]
- Blocker, H. Gene. *World Philosophy: An East–West Comparative Introduction to Philosophy*. Prentice Hall, 1999.
- Bonevac, Daniel. *World Philosophy: A Multi-Cultural Reader*. Oxford University Press, 2009.
- Cooper, David E. *World Philosophies: An Historical Introduction*. Blackwell, 2003.
- Deutsch, Eliot. *Introduction to World Philosophies*. Prentice-Hall, 1997.
- Fieser, James. *A Historical Introduction to Philosophy with Interactive Guides*. Oxford University Press, 2002.
- Fogelin, Robert. *Walking the Tightrope of Reason: The Precarious Life of a Rational Animal*. Oxford University Press, 2003.
- Geisler, Norman L. *Come, Let Us Reason: An Introduction to Logical Thinking*. Baker Books, 1990.
- Gould, James A. *Classic Philosophical Questions, 10th Ed*. Prentice Hall, 2001.
- Groothuis, Douglas. *Are All Religions One?* Inter-Varsity Press (IVP), 1996.
Truth Decay: Defending Christianity Against the Challenges of Postmodernism. IVP, 2000.
- Guinness, Os. *The Dust of Death: A Critique of the Counter Culture*. IVP, 1973. [Os is highly recommended. See lectures on the Veritas Forum.]
- Hall, James. *Practically Profound: Putting Philosophy to Work in Everyday Life*. Rowman & Littlefield, 2005.
- Herrick, James A. *The Making of the New Spirituality: The Eclipse of the Western Religious Tradition*. IVP, 2003. [Essential reading!]
- Iannone, A. Pablo. *Through Time and Culture: Readings in Philosophy*. Prentice Hall, 1994.
- Kolak, Daniel. *From the Pre-Socratics to the Present*. Mayfield Publishing, 1998.
Lovers of Wisdom. Wadsworth, 2001. [Professor Kolak is challenging but always interesting.]
- Kolakowski, Leszek. *Why is There Something Rather Than Nothing? Questions from Great Philosophers*. Basic Books, 2007.
- Lewis, C. S. *Miracles: A Preliminary Study*. Fontana, 1987. [Classic! On my all-time favorite book list!]
- Magee, Bryan. *The Story of Thought: An Essential Guide to the History of Western Philosophy*. QPB, 1998. [Nicely illustrated!]
- Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*. Mayfield, 1999. [A superior textbook.]
- Miller, Ed. L. *Questions That Matter: An Invitation to Philosophy*, 2nd Shorter Ed. McGraw-Hill, 1998.
- Netland, Harold A. *Dissonant Voices: Religious Pluralism and the Question of Truth*. Eerdmans, 1991.
- Newport, John P. *The New Age Movement and the Biblical Worldview*. Eerdmans, 1998.
- Occhiogrosso, Peter. *The Joy of Sects: A Spirited Guide to the World's Religious Traditions*. Doubleday, 1994.
- Pals, Daniel L. *Seven Theories of Religion*. Oxford University Press, 1996.
- Penn, Lee. *False Dawn: United Religions Initiative, Globalism and the Quest for a One-World Religion*. Sophia Perennis, 2004. [Scary.]
- Percy, Walker. *Lost in the Cosmos: The Last Self-Help Book*. WSP, 1983. [Hilarious, but makes a profound point!]
- Price, Joan A. *Philosophy through the Ages*. Wadsworth, 2000.
- Pojman, Louis P. *Philosophy: The Pursuit of Wisdom*. Wadsworth, 2001.
Philosophy: The Quest for Truth. Oxford University Press, 2002.
- Rauhut, Nils. *Ultimate Questions: Thinking About Philosophy*. Pearson Education, 2004.
- Schaeffer, Francis A. *The Complete Works: Christian Worldview vol. I*. Crossway Books, 1982. [Dr. Schaeffer had a passion for truth.]
- Schlossberg, Herbert. *Idols for Destruction: The Conflict of Christian Faith and American Culture*. Thomas Nelson, 1983.
- Smith, Huston. *The Illustrated World's Religions*. Harper, 1994. [Read it again, now with WV-level discernment.]
- Sorensen, Roy. *A Brief History of the Paradox: Philosophy and the Labyrinths of the Mind*. Oxford University Press, 2003. [Witty and fun!]
- Soulen, R. Kendall. *The God of Israel and Christian Theology*. Fortress, 1996. [Indispensable for a WV based upon God's Character.]
- Wilson, Marvin. *Our Father Abraham: Jewish Roots of the Christian Faith*. Eerdmans, 1989. [Indispensable for true disciples!]
- Zacharias, Ravi. *A Shattered Visage: The Real Face of Atheism*. Wolgemuth & Hyatt, 1990.
Deliver Us From Evil: Restoring the Soul in a Disintegrating Culture. Word Publishing, 1997.

PLEASE TAKE NOTE OF THESE ACU POLICIES:

Study Time:

Most University courses require that students spend a significant amount of time outside of class in individual study time. A guideline is to spend 2 – 3 hours per week for every credit hour. This means that in a 3 credit course 6 – 9 hours of outside study per week would be expected at a minimum. The actual in-class meeting time is short in University courses because it is expected that students work independently outside of class in order to meet the course requirements.

Accommodation and Special Needs:

Your instructor is willing to make any reasonable adaptations for limitations due to any disability, including learning disability, in keeping with ACU policies and the Student Handbook. Any student with documented certifiable special needs should contact the office of the Academic Advisor on campus and they will inform me of the proper accommodations you require. If you have a special need, even on a temporary basis, it is your responsibility to contact this office as soon as possible to disclose your disability information and discuss your accommodation needs. Students are required to make their requests in writing using the Accommodation Request and Documentation Form and document their disability in accordance with ACU policies and procedures. Documentation of the disability must be current (not older than 1 year) and provided by a qualified health care professional such as a diagnosing or current physician, psychiatrist or psychologist. It must comply with the requirements for documentation outlined on the Accommodation Request and Documentation Form. Accommodations are not retroactive. ACU reserves the right to verify all professional documentation and determine reasonable accommodation for any disability, including learning disability. Please see the Student Handbook for current detailed information regarding accommodation and special needs.

Retention of Examinations and Assignments:

Instructors will retain copies of student examinations and assignments not returned to students for one semester in case of dispute between a faculty member and a student in assigning or recording a grade. After that time, instructors may discard course materials in a manner that preserves student confidentiality.

E-mail Policy:

Students are issued an official Arizona Christian University student email address when they are admitted to the University. These addresses all have the same form: firstname.lastname@arizonachristian.edu. This is the only electronic mailing address recognized by the University. Students are responsible for all official University communications, including attachments, transmitted to this address.

Students are required to check their ACU email on a daily basis.

Academic Integrity:

Academic honesty is expected of all ACU students. Violations will result in disciplinary actions, which are documented and maintained in a permanent file. Procedures vary according to circumstances. Actions that may be taken include a reprimand, a written warning, a failing grade for the work involved, suspension from the course, failure for the course, and suspension or expulsion from the academic program or university. Incidents of academic dishonesty include, but are not limited to cheating, fabrication (making up information or sources), plagiarism (copying), alterations or misuse of university documents and records, facilitating academic dishonesty by knowingly helping or attempting to help another student commit an act of academic dishonesty and unauthorized collaboration, such as working together when doing so has been prohibited by the instructor.

University policy requires that whenever faculty or staff observe an act of academic dishonesty, a Student Academic Conduct Incident Report be completed and forwarded to the Academic Dean. Forms are stored in a confidential, secure file. When reports of academic dishonesty reach the Dean's office, they are checked for prior offenses. Repeat offenders are referred to the Academic Standards Committee for further review. If this is the first offense, it is up to the instructor in consultation with the Academic Dean to determine if the incident should be referred to the Academic Standards Committee for a more formal hearing.

Withdrawal from a Course:

To withdraw officially from a course, students must complete a Change of Class Schedule (Add/Drop) Form from the Registrar's Office or online and secure all required signatures. There is a \$15.00 processing fee for each Change of Class Schedule Form submitted. Withdrawals are not permitted after the 10th week of class. Withdrawals are considered official as of the date the completed Change of Class Schedule (Add/Drop) Form is filed with the Registrar's Office. Failure to follow these procedures will result in a grade of "F" and forfeiture of any refund. **WARNING:** The University is required to notify the VA or other financial aid provider of any reduction of course load below that which had been initially reported. They are notified of the number of hours dropped, date of drop, and the student's status after the reduction in course load.

This syllabus is subject to slight modifications, of which you will be informed by the instructor.