

AZUSA PACIFIC UNIVERSITY
Undergraduate Division of Religion and Philosophy
School of Theology
Course Instruction Plan

Course:	Introduction to Philosophy PHIL220-01(11:50), 04(1:00)	3 Units Fall 2009
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Office Hours:
MW-2:00-4:00 PM
Other times by appointment

Mission Statements:

University Mission Statement: Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Philosophy Mission Statement: The philosophy program exists to help undergraduate students become complete people who reason and think reflectively about responses to the world, liberated from inadequate concepts and actions. In specific, the program equips its majors to become effective and faithful philosophers, well prepared for further philosophical education as well as for a range of professional careers, by exposing them to the history and methods of philosophy, inspiring them to see philosophy as a tool for the discipleship of the mind, motivating them to explore philosophy further, and training them in advanced philosophical topics and analytical, reflective, and expressive skills.

Description: This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present--the major concerns of philosophy. *Meets Philosophy requirement in Heritage and Institutions.*

Relationship to General Studies: As a General Studies core course, this course encourages each student's development as a person of wide and clear vision as well as master of a body of information. "Liberal" means freeing from prejudice and ignorance as preparation for whole, self-reliant, purposeful living. This course emphasizes a Christian World View and is both integrative and intercultural. The professor will make specific, deliberate references to the way

subject matter is informed by a Christian world view, explain the relationship between the specific subject and other academic disciplines, and draw comparisons, suggest parallels, cite examples that increase awareness and appreciation of different cultures.

Course Student Learning Outcomes:

1. increase ability to use abstract concepts in thinking and conversation.
2. identify the major areas of study in philosophy, define those areas, and explain one issue within each area
3. compare basic Christian convictions to the major concepts about the physical world, human existence, and Ultimate Reality.

The following table connects the course, Heritage and Institutions, and Philosophy student learning outcomes:

Course Student Learning Outcome	Heritage and Institutions Student Learning Outcome	Philosophy Student Learning Outcome
Increase ability to use abstract concepts in thinking and conversation.	Identify and describe connections between contemporary life and the human experience of other times and cultures	Identify and critique key figures and themes in the history of philosophy, especially from the perspective of those marginalized by this history
Identify the major areas of study in philosophy, define those areas, and explain one issue within each area	Recognize and explicate certain patterns, processes and structures of human life, community and meaning, and cultural interaction	Formulate philosophical questions with precision and clarity
Compare basic Christian convictions to the major concepts about the physical world, human existence, and Ultimate Reality	Develop and articulate constructive ways to interact with and influence social structures	Identify and critique key figures and themes in the history of philosophy, especially from the perspective of those marginalized by this history Critically analyze societal problems and proposed resolutions from a Christian perspective Demonstrate continual intellectual growth through personal research and scholarship

The following table identifies evaluation objectives and assignments that will be used to assess student mastery of these objectives:

IDEA Objective	Assignments Used to Assess
2. Learning fundamental principles, generalizations, or theories	class discussion of readings, unit exams, comprehensive final exam
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	class discussion, reflection papers, unit exams
10. Developing a clearer understanding of, and commitment to, personal values	research assignment, revision of a reflection paper

Schedule:

1. What's this all about? Sept. 9-11
2. What's fair and just? Sept. 14-21
3. Is beauty real or just dependent on you? Sept. 23-25
EXAM: Sept. 28
4. How can you decide what's the right thing to do? Sept. 30-Oct. 12
EXAM: Oct. 16
5. How do we know anything? Oct. 19-Nov. 2
EXAM: Nov. 4
6. So, what is real? Nov. 6-20
Exam: Nov. 23
7. What about God? Nov. 25-Dec. 9
EXAM: Dec. 11
8. FINAL EXAM: sec. 1-Mon., Dec. 14, 9:45-11:45 AM
sec. 4-Wed., May 6, 12:15-2:15 PM

Requirements:

1. TEXT: Kit R. Christensen, *Philosophy and Choice*, Second Edition (McGraw-Hill, 2002).
2. 5 tests and a comprehensive Final Exam; 350 points.
3. Participation in class by attendance and contribution to class discussion.
4. 8 written response papers:
 - a. Must be typed, submitted by e-mail, or carefully handwritten in ink,
 - b. Will be graded on a credit or no-credit basis,
 - c. Each paper will be worth 10 points for a total of 80 points.
 - d. One paper must be saved by the student and resubmitted in order to complete requirement 5 below.
 - e. Alternate papers may be done by answering a discussion question at the end of any assigned or unassigned reading and submitting the alternate paper before the assigned paper is due.

5. reflection paper:
 - a. 1-3 pages in length typed, submitted by email, or carefully handwritten in ink.
 - b. reflection on how the course has affected your thinking about one of the response papers.
 - c. purpose of the paper is to demonstrate ability to use the course to reflect on the topic of the original response paper.
 - d. paper will be evaluated according to the number of specific ideas cited from the course.
 - e. due at the beginning of the final exam period for your section.
 - f. value is 25 points.
6. Reserve readings and activities as assigned by the instructor.

Policies:

1. Questions, comments, and discussion of readings or class discussions by means of e-mail are encouraged. Questions and comments about the readings can contribute to the class session if e-mailed prior to class time. My e-mail address is jculp@apu.edu.
2. Grades: Final grade is based on total points (455 point are possible) with class participation being used to decide borderline cases.
3. Attendance:
 - a. When an unavoidable absence occurs, the instructor must be notified before class time if at all possible. Any work that will be missed must be turned in before the absence if possible. Failure to notify the instructor prior to the absence will mean the absence was unexcused even in the case of University activities. No work, including exams, may be made up in the case of an unexcused absence.
 - b. Students are responsible for any announcements, assignments, or activities during an absence.
 - c. Because this course involves a great deal of student participation, more than 3 unexcused absences indicates that the student is not benefiting fully from, nor contributing to, the course. The fourth unexcused absence requires making an appointment with the instructor prior to the next class session. Failure to meet with the instructor may result in a deduction of 25 pts. from the student's total points.
 - d. Arriving late or leaving early will count as 1/2 an absence.
4. Students with disabilities:

Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure

one's full participation in the successful completion of course requirements.

5. Azusa Pacific University Academic Integrity Policy which is followed in this course: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor, but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.
6. Papers:
 - a. Must be grammatically correct and respond to the assignment or it will be necessary to redo them.
 - b. Due at the beginning of the class period.
 - c. Papers one class session late will result in a loss of 50% of the points for that paper.
 - d. Papers more than one class session late will not be accepted.

Resources:

1. Textbook: Kit R. Christensen, *Philosophy and Choice*, second edition.
 - a. introductory materials on how to read philosophy.
 - b. description of the author of each selection.
 - c. terms to note while reading.
 - d. questions to use while reading.
 - e. questions to think about after reading
2. ecompanion site for Introduction to Philosophy at containing a "daily summary" which has the major points of each day's class session and any visual presentations.
3. Other class members
 - a. ideas about reading.
 - b. questions about meaning of reading.
4. Learning Enrichment Center: tutorial help is available by appointment.
5. Instructor: John Culp; email at jculp@apu.edu, voice mail at 815-6000 ext 5243, contact through the departmental secretary at 815-5469.
 - a. explanation of difficult readings.
 - b. explanation of difficult concepts.
 - c. identification of learning difficulties.

Assignments:

Date and Day	Assignment with Discussion Question
11, F	<p>Assign: 1) Christensen, one of the following essays assigned in class: a) #3, Sarvepalli Radhakrishnan, "The Spirit of Indian Philosophy," 44-50; b) #4, Nancy Tuana, "Woman and the History of Philosophy," 50-57; c) #6, Bertrand Russell, "On the Value of Philosophy," 65-69. 2) Paper #1: According to the author, what do you think that philosophy is in your own words?</p> <p>Come prepared to tell in your own words what is your author's answer to the question, "What is philosophy?" Have quotes from the author to support your statement of the author's answer. You will be asked on the first exam to give the author's name and to evaluate the adequacy of your author's definition.</p>
14, M	<p>Assign: 1) Paper #2: Think of a time when some one was treated unfairly. In your paper a) briefly describe the situation, b) identify what was not fair, c) explain why it is not fair. 2) #60, Hartsock, "Money, Sex, and Power: Towards a Feminist Historical Materialism," 501-506. Pp. 494-501 provides the theoretical basis for her position and would be helpful to read.</p> <p>Question: What does she think is not fair to women in our society?</p>
16, W	<p>Assign: #58, Martin Luther King, Jr. "Letter from Birmingham Jail," 473-482.</p> <p>Questions: How do you know when a law is just? What is the best response to injustice? Why is nonviolent protest the best response?</p>
18, F	<p>Assign: #56, J. S. Mill, "On Liberty," 454-461.</p> <p>Question: What are the three meanings of liberty that Mill describes and which does he think is the most adequate?</p>
21, M	<p>Assign: #61, Kibujjo M. Kalumba, "The Political Philosophy of Nelson Mandela: A Primer," 507-513.</p> <p>Questions: What is the difference between negative and positive natural rights? Do you think that people have positive natural rights? Why are there positive rights rather than just negative rights?</p>
23, W	<p>Assign: definitions of art on pp. 590f, 595, and in essay #73, Morris Weitz, "A Nonessentialist Approach to Art," 599-606.</p> <p>Question: What makes something art or a work of art?</p>
25, F	<p>Assign: 1) Paper #3: Explain why a work of art that you enjoy is, or is not, good art, 2) evaluation of art: Ducasse#75 and Beardsley#76.</p> <p>Question: How do you know when art is good art?</p>

28, M	Test covering the definition of philosophy, political philosophy and aesthetics. A scantron sheet and separate bluebook are required.
30, W	Assign: #41, Ruth Benedict, "Ethical Relativism, 333-337; and #42, Mary Midgley, "Trying Out One's New Sword," 337-341. Questions: How do you deal with people who have different moral values than you hold? What are the arguments for and against ethical relativism?
Oct. 2, F	Assign: Paper #4: Tell 1) what is the right thing to do and 2) how you decided that was the right thing to do in the following situation: You drive to campus to go to a class. In this class the professor deducts points for each time you are late. You cannot afford to have any points deducted because that would drop your grade below C which you need to keep your scholarship and stay in school. A quick cruise through the parking lot shows that there is only 1 space open and that is a handicapped parking space.
5, M	Assign: #50, Jeremy Bentham, "On the Principle of Utility," 395-403. Questions: How would you use Bentham's approach in the following situation: You have known your roommate for several years and he/she has never drunk alcohol. Last night he/she came in and you smelled alcohol on them. You ask if they had any thing to drink and they ask you not to tell but yes they had some jello shots. The new APU code of conduct requires answering when questioned about underage use of alcohol, would it be right to follow the rule and report him/her? Can you identify any of the pleasures or pains that Bentham listed as present in this situation?
7, W	Assign: #51, Immanuel Kant, "Nonconsequentialist Ethics," 403-411. Kant spends a great deal of time establishing the importance of reason for moral reflection. His concrete application is expressed in the "categorical imperative" stated in one form on p. 408 as a "principle of the will" and on p. 410 as a "practical imperative." Question: How would the categorical imperative work in the following situation: In your research for an assignment on your freshman writing paper, you find a crucial article in a journal that no one else will need. You find it just as the library is closing and your paper is due the next day before the library opens. You cannot check the journal out but if you take the journal, you can finish your paper and return the journal the next day.

9, F	<p>Assign: Write out and turn in one question that you think is important enough to be on the exam. No reading assignment.</p> <p>Question: How do you know what God wants you to do in situations where you have to make a moral decision?</p>
12, M	<p>Assign: #48, Aristotle, "Virtue and Happiness," 379-387</p> <p>Questions: Since virtue aims at the median, what is the median in the following situation: while in the restroom before your next class, a student you know comes in, pulls a sheet of notes out of the waste basket, looks it over and walks out. As you wait for your class to begin, you see this same person coming out of a class talking about the exam they had just completed. What virtue should be put into practice here? Have you ever demonstrated that virtue before?</p>
16, F	Test covering ethics.
19, M	<p>Assign: #22, Plato, "The Intellectual World and the Visible World," 187-</p> <p>Question: Can you draw a picture of the story (p. 190) of the cave? How do the different levels of the divided line correspond to the story of the cave?</p>
21, W	<p>Assign: #12, Rene Descartes, "The Quest for Rational Certainty," 111-119.</p> <p>Questions: What does Descartes know that he cannot possibly doubt? What does that mean for what he is?</p>
23, F	<p>Assign: #13, John Locke, "Experience as the Basis for Knowledge," 119-124.</p> <p>Questions: What does Locke say is the basis for all knowledge? How does his foundation for knowledge compare to Descartes' foundation?</p>
26, M	<p>Assign: Paper #5: Is rationalism or empiricism the best way to know? How could you avoid the problem with the option that you think is the most adequate? No reading assignment.</p>
28, W	<p>Assign: #18, William Clifford, "The Ethics of Belief," 151-156, and #14, Ernest Nagel, "Scientific and Commonsense Knowledge," 125-133.</p> <p>Questions: Why does Clifford say that it is wrong to believe without evidence? After reading Nagel, what reasons support his claim that science is a better source of knowledge?</p>

30, F	Assign: #19, William James, "The Will to Believe," 156-168. The heart of his position is on pp. 163(VIII)-168. Question: What are the two major ways of knowing that James describes?
Nov. 2, M	Assign: #17, Uma Narayan, "The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist," 143-151. Questions: What are the major themes of feminist epistemology according to this essay?
4, W	Test covering epistemology.
6, F	Assign: #30, B. F. Skinner, "The Denial of Free Will," 247-252. Questions: Is the type of freedom in a society run by behavioral science satisfactory to you? Why or why not?
9, M	Assign: #32, Jean-Paul Sartre, "Existentialism and Freedom," 258-271. Question: Have you ever felt any of the difficulties Sartre described with freedom?
11, W	Assign: Paper #6 : What evidence can you give that you are free? or, are not free?
13, F	Assign: #24, Carvaka, "Materialism," 200-205. Questions: What is the basic source of all things?
16, M	Assign: #23, George Berkeley, "All Reality Is Mental," 192-198. Question: What is Berkeley's argument to prove that saying something "exists" means what is perceived about that object?
18, W	Assign: no reading assignment. Question: Are there any reasons why a Christian would not accept Idealism?
20, F	Assign: #25, Thomas W. Overholt and J. Baird Callicott, "On the Ojibwa Worldview," 206-216. Question: What differences do you notice between the Ojibwa "strange ideas," the way Christians think about those same ideas, and the way many other people today think about those ideas.
23, M	Test over metaphysics.

25, W	Assign: (1) Paper #7 : Explain why you do, or do not, believe that God exists. (2) #36, Thomas Aquinas, “The Cosmological Argument for God,” 286-288. Question: How would you illustrate the argument from motion or the argument from efficient causation?
30, M	Assign: no reading assignment. Work on take-home section of final exam.
Dec. 2, W	Assign: #35, Anselm, “The Ontological Argument for God,” 284-286. Questions: How would you put Anselm’s argument into your own words? What do you think of his idea about who God is?
4, F	Assign: no reading assignment. Work on reflection paper. Question: What bad things happen that could lead someone to doubt that there is a God?
7, M	Assign: #38, Feuerbach, “The Essence of Christianity,” 300-310. Question: What is God according to Feuerbach?
9, W	Assign: Paper #8 : How do you understand the relationship between faith and reason? No reading assignment.
11, F	Test over philosophy of religion.
Mon., Dec. 14, 9:45- 11:45	Sec. 1 Reflection Paper and Final Exam
Wed., Dec. 16, 12:15- 2:15	Sec. 4 Reflection Paper and Final Exam