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

Course Information  Phil 220 Introduction to Philosophy, Sect. 14     3 Units  
MWF 10:40 am – 11:35 pm, Duke 117  
Final Exam: Wed. May 6th, 9:45-11:45 am  

Instructor Information  Teri Merrick  
Office: Duke 240  
Hours: W (4:30 – 6:00 pm) & F (11:45 - – 1:45) & by appt.

University Mission and Purpose  
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.

Course Description (from the Course Catalogue)  
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 general studies requirement in Philosophy and core requirement in Heritage and Institutions.

Desired Learning Outcome  
All students will demonstrate increased ability to understand, construct, and reflect critically on philosophical arguments, calling upon the best of the philosophical tradition and their own analytical and expressive skills towards application of such reflection to a current social or moral issue.

Desired Faith Integration Outcome  
All students will demonstrate increased confidence in the compatibility of sincere Christian faith and robust philosophical reflection, growing into a greater awareness of the intellectual depth, strength, and coherence that is possible for construction of a comprehensive Christian worldview.

Assignments Designed to Assess Outcomes & IDEA Objectives

- Midterm and final exams measure understanding of the questions posed, answers proposed, and methods adopted by key figures in the philosophical tradition. Exams also measure ability to reconstruct and critically evaluate the arguments advanced by these figures. Objectives: Gaining factual knowledge; learning fundamental principles and theories
- Through written reflections and in-class discussion, students will demonstrate increased confidence as thoughtful readers of primary philosophical texts sure to raise issues of significant concern to those in and outside of the Christian community. Increased confidence will manifest itself in increased powers of expressing a nuanced understanding and appreciation of the Christian faith. Objectives: Developing skill in written & oral expression; Developing clearer understanding of and commitment to personal values
- The justice essay tests the ability to reconstruct a philosopher’s argument supporting a definition of justice, apply it to a hypothetical ethical situation, and argue for their own, hammered-out resolution of the issue. Objectives: Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing clearer understanding of and commitment to personal values
- The philosophical film review measures analytical skills in detecting, formulating, and critiquing philosophical issues and arguments presented in a non-traditional format. Alternative essay measures analytical skills in critiquing classic positions in the philosophical tradition and defending a position reflective of the student’s intellectual, moral and spiritual integrity. Objectives: Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing clearer understanding of and commitment to personal values

"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato.”  Alfred North Whitehead
Required Texts
- Course pack of selected readings purchased through the APU Bookstore
- Other required reading materials obtained online at http://groups.apu.edu/theophil

Recommended sources for overview of philosophers’ thought and jargon
- The Internet Encyclopedia of Philosophy, online at http://www.iep.utm.edu/
- Several of the classic texts from which assigned excerpts are drawn are available online at http://www.sparknotes.com

Course Requirements
Participation (10%) – You should come to class having read the assignments and prepared to ask questions, raise objections, and/or defend the author’s position. This portion of your grade will be based on attendance, and the amount and quality of your in-class engagement with the texts, instructor, and fellow students.

Reflections (10%) – This assignment is designed to encourage your own, no pressure engagement of the material. Reflections are one-page critiques of the assigned reading to be written prior to discussing the material in class. Specific questions to prompt your thinking through the material will be made available online. In general, however, students will be expected to state the primary thesis under consideration, summarize arguments supporting or refuting that thesis, present their own critique of arguments and thesis. Reflections are graded on a credit/no-credit basis. To receive credit, each entry must demonstrate that you have read the text and attempted to critically evaluate the issues at hand. Each reflection is worth 10 points. So, to obtain the maximum value (100%) for this portion of your course grade, you must receive credit for ten reflections.

Midterm and Final Exams (20% each) – The format will include multiple choice, short answer (one to two sentences), and long answer (one to two paragraphs). A study guide will be provided a week prior to each exam. Final exam is not comprehensive.

Justice Essay (20%) – Working alone or in groups of 2-3, students will turn in a 4-5 page, double-spaced, fully documented, thesis-oriented paper applying one (or at most two) of the conceptions of justice discussed in the course to a hypothetical ethical situation. Each group must also submit a proposal stating the members in the group and their primary responsibilities. The resulting paper will consist of three sections. The first section must present a thorough exposition of conception of justice discussed in the paper. The second section must present a thorough application of this conception of justice to the following scenario: Someone in your group has just inherited a piece of property. This property has been in their family for several generations. S/he has recently discovered that this property was initially obtained by force, without the consent of the previous owner. Using the conception of justice you have chosen, explain what a just resolution to this scenario would be. Note that if you are comparing two conceptions of justice, they may very well give two different resolutions. For this part of your essay, your grade will depend not so much on the resolutions that you provide, but on your reasoning in coming up with those resolutions. Make sure that the reader knows what questions are relevant in applying each notion of justice and how you answered those questions. Indeed, a very good essay might come up with two different resolutions, using the same notion of justice, but taking into consideration a different set of facts. Note too that you will most likely need to provide some additional facts to the scenario described above. That’s fine, feel free to use your imagination in considering different twists on the situation. You may also choose to treat an alternative hypothetical scenario, one that more closely resembles an issue of your immediate concern. However, all such alternatives must obtain my prior consent. The third section must present a well-supported defense of your own just resolution to the issue. This should include a critique of the conception of justice discussed in first and second sections of the paper. A copy of the proposal must be attached to the paper. Grades will be based primarily on the quality of the paper (see grading rubric and samples posted on http://groups.apu.edu/theophil). Group essays will most likely receive a group grade. However, individual contributions to the project may be a factor in determining each student’s final grade.
Philosophical Film Review (20%) – Working alone, each student will choose a film exploring one of the questions treated in the course. S/he will write a write a 5-7 page, double-spaced, fully documented, thesis-oriented paper, analyzing and critiquing how the film and one of the philosophers discussed in the course each treat this question. A list of suggested films will be made available. Students may also consult with instructor about choosing a film not on the list. Students may watch and discuss a film together. However, each student will turn in their own essay, with thesis and content representing the student’s unique analysis and philosophical insights.

As an alternative assignment, students may choose to write a 5-7 page, double-spaced, fully documented, thesis-oriented paper critiquing one of positions/arguments discussed in the course and presenting their own well-supported position on the topic. Students opting for the alternative assignment should first consult with instructor and plan on incorporating some additional textual resources in their paper.

Course and University Policies & Procedures

1. Attendance: An unexcused tardy will be treated as an unexcused absence. Absences will only be excused for personal illness, death in the immediate family, or required attendance at another college related event and only if the student notifies the professor before class. No absences will be excused after the fact. Any work that will be missed must be turned in prior to absence if at all possible.

2. Grading: Your grade will be determined by multiplying your raw score by the percentages allocated according to “Course Requirements” section above and then adding the scores together.

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<th>77-79</th>
<th>D+</th>
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A grading rubric is available online indicating how grades for the content and structure of the paper and essay questions will be determined. Late papers cannot be turned in without a valid excuse (see above) and, even with such an excuse, will be docked a third of a grade for every late day. For example, a ‘B+’ paper will automatically drop to a ‘B’ the day after it is due.

3. APU’s Final Exam Policy: “No final examination shall be given to individual students BEFORE the regularly scheduled time. No exception can be made to this rule without approval of the instructor, the department chair, and the Dean of the School of Theology.”

4. Academic Integrity Policy: 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 which 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.

5. Expectations for this course regarding academic integrity in this class:
   - Expectations are consistent with those outlined in the academic integrity policy available on http://www.apu.edu/provost/facultyResources/integrity/
   - Note especially III.B. Any paraphrasing of ideas or arguments obtained others, including fellow students and online sources, must be fully acknowledged and cited.
   - An assignment that consists primarily of paraphrases or quotes from other sources, even if properly cited, will result in a very low grade since it is the student’s attempt to express their own ideas and unique perspective that is of to this instructor. Evidence of the unacknowledged use of another’s work will result in a zero for that assignment and a report of the violation to the Office of the Provost.
   - Information regarding MLA style citations can be found on http://libweb.apu.ac.uk/subjects/reference/citation.php
   - Your instructor will make it clear those assignments where collaboration is permitted and encouraged. On those assignments, any student’s contribution should be acknowledged and there should be a good faith effort for each collaborator to make an equal contribution.
   - The student is responsible to discuss any questions concerning academic integrity with the instructor prior to turning in the assignment.

6. Consequences for violations of academic integrity in this class: Consequences are consistent with those outlined in the academic integrity policy.

7. Students with disabilities: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center (ext. 3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.