“The philosophers have only interpreted the world in various ways; the point is, to change it”

--------Karl Marx, 1845, Theses on Feuerbach

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

Course Information
Phil 325 History of 19th & 20th Century Philosophy
MW 2:45-4:10 pm in Duke 116
Final Exam: Mon. May 3rd, 12:15-2:15 pm
3 Units
Spring 2009

Instructor Information
Teri Merrick
Office: Duke 240
Hours: MW 1:00-2:00 pm, F 12:00-1:00 pm & by appt.

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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.

Philosophy Program 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, training them in advanced philosophical topics, analytical, reflective and expressive skills.

Course Description (from the Course Catalogue)
This course offers a study of the significant philosophical movements and figures from late modernity to the turn of the 21st century. Prerequisite: Phil 220 or departmental approval.

Assignments Designed to Assess Outcomes & IDEA Objectives
- 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 critiques and final paper measure analytical skills in detecting, formulating, and critiquing philosophical issues and arguments so as to apply these issues to the student’s own chosen field of study and vocation. Objectives: Learning to analyze and critically evaluate ideas, arguments, and points of view; Developing clearer understanding of and commitment to personal values

“Philosophy is to be studied, not for the sake of any definite answers to its questions since no definite answers can, as a rule, be known to be true, but rather for the sake of the questions themselves....”

-- Bertrand Russell, 1912, The Problems of Philosophy
Required texts
- Other required readings online at [http://groups.apu.edu/theophil](http://groups.apu.edu/theophil), unless otherwise specified.

Recommended online secondary resources
- Databases: Philosopher’s Index, JStor, ProjectMuse, Poesis, and ATLA just to name a few.
- The Church and Postmodern Culture: Conversation at [http://churchandpomo.typepad.com/](http://churchandpomo.typepad.com/). This is especially helpful for those interested in evaluating current attempts to synthesize postmodern philosophy and practical theology.

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 primarily on the amount and quality of your in-class engagement with the texts, instructor, and fellow students. Attendance is taken sporadically and may involve students turning in questions/comments related to that day’s reading. So please come prepared.

**Text Summaries (10%)** – This assignment is designed to encourage your own, no pressure engagement of the material. Text summaries are one-page, double-spaced, type-written critiques of the assigned reading. Specific questions to direct your reading and prompt your thinking may be sent via email or made available on the course website. In general, however, students are expected to clarify key terms, state the primary thesis under consideration, summarize any arguments given to support or refute that thesis, and present their own questions or reflections for that day’s assigned reading. Summaries are graded on a credit/no-credit basis. To receive credit, students must demonstrate they have read the text and made a serious attempt to critically evaluate the issue(s) at hand. Each summary 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. The window of opportunity for submitting a Text Summary on the reading under consideration is closed once the reading has been discussed in class. No exceptions!

**In-class Midterm on 19th Century Philosophers (25%)** – Format may include multiple choice, short answer (several sentences to one paragraph) and long answer (several paragraphs) to questions covering assigned readings and class discussions.

**In-class Exam on 20th Century Philosophers (25%)** - Format may include multiple choice, short answer (several sentences to one paragraph) and long answer (several paragraphs) to questions covering assigned readings and class discussions.

**4-6 pp. critical analysis paper (10%)** – For this paper, you will focus on one, narrowly circumscribed line of argumentation presented in the course texts. Prior to the deadline, I will suggest a list of potential paper topics. Papers must contain a thorough exposition of the author’s argument and your own detailed analysis. The aim of this paper is to demonstrate your own critical engagement with an issue and position presented and discussed in the course prior to the due date. Thus no outside source should be cited or consulted. You will also be expected to structure your analysis around a research question and thesis that can be expanded to incorporate the views of a 20th or 21st century philosopher.
8-10 pp. fully documented, thesis oriented essay (20%) – The aim of this assignment is to refine and expand on your previous critique, defending your own narrowly defined thesis on an issue or argument presented in the course. Here you must include at least one article from a well-recognized academic journal or a well-recognized book either in philosophy or your own discipline. However, as with all philosophical essays, the emphasis should be on developing your own unique argumentative or interpretive contribution to the ongoing dialectic. Besides presenting a cogent grasp of the issue and a well-defended, original response, papers must demonstrate all usual writing virtues such as clarity, smooth transitions, points that build on one another in a logically coherent fashion, lack of grammatical or typographical errors, and appropriate citations of all sources used in developing paper. Please use an APA format for citations. Citation guides for APA format can be found at http://www.apu.edu/library/help/guides/citation/. For information on my grading criteria, some exceedingly common mistakes in philosophical writing and sample A papers, see ‘Grading Rubric’ and ‘Seven Deadly Sins of Argumentative Writing’ and ‘Sample Papers’ posted on http://groups.apu.edu/theophil. Papers from majors will be further assessed as part of the university’s mandated program review.

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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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 interest 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 APA style citations can be found on http://www.apu.edu/library/help/guides/citation/.
   - 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.