



School of Theology and Christian Ministry

PHL2001-1 Spring 24 - Introduction to Philosophy

3 Units

Spring 2024

January 8 – April 26

Meeting days: TR	Instructor: Dr. Eric Morelli
Meeting times: 9:30am-10:45am	Phone: (619) 961-5272
Meeting location: Taylor 106	Email: emorelli@pointloma.edu
Final Exam: April 30, 10:30am-1pm	Office hours: BAC 120 by appt.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

The study of right and wrong in principle, character, and conduct; practical moral issues analyzed from the basis of sound moral theory; characteristics of an adequate, consistent code of ethics.

What is myth and mythic consciousness? What is enlightenment? Why does mythic consciousness persist? What is its allure? What does its persistence mean for enlightenment? Is there something mythic about enlightenment? In what ways are we ourselves living mythically, in school and career, among friends, in our inner lives? In what ways, for us, might meaning, objectivity, truth, knowledge, reality, and value be myths. How might this affect us in our pursuits? How might it affect others? In this course we will explore the nature of philosophy as that which mediates the transition from myth to metaphysics. We will examine particular fixations of mythic consciousness to gain insight into what they reveal about philosophy and about us. We will explore our potential perhaps to enlighten the corresponding dimensions in ourselves.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- *discern* the nature of ethical self-knowledge and its relation to everyday living (Assessment: participation, integrative assignments, midterm, final exam, course project);
- *appropriate* the basic questions with which ethicists are concerned (Assessment: participation, integrative assignments, midterm, final exam, course project);
- *realize* what it means to live heroically (Assessment: participation, integrative assignments, midterm, final exam, course project);
- *understand* the relationship between philosophical self-knowledge and the pursuit of value (Assessment: participation, integrative assignments, midterm, final exam, course project);
- *demonstrate competence* in philosophically ethical reflection and philosophically ethical reflection on their own living (Assessment: participation, integrative assignments, midterm, final exam, course project).

FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES (FELOs)

Context #1: Learning, Informed by our Faith in Christ

Institutional Learning Objective (ILO) #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.

- FELO #1a. Written: Students will be able to effectively express ideas and information to others through written communication (Assessment: participation, integrative assignments, midterm, final, course project).
- FELO #1b. Oral: Students will be able to effectively express ideas and information to others through oral communication (Assessment: participation, integrative assignments, midterm, final, course project).
- FELO #1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information

from a variety of sources (Assessment: participation, integrative assignments, midterm, final, course project).

- **FELO #1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions (Assessment: participation, integrative assignments, midterm, final, course project).**

Signature Assignment: Analyzing and Explaining Anselm's Ontological Argument

Context #2: Growing, In a Christ-Centered Faith Community

ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.

- FELO #2a. Students will develop an understanding of self that fosters personal well-being (Assessment: participation, integrative assignments, midterm, final, course project).
- FELO #2b. Students will understand and appreciate diverse forms of artistic expression (Assessment: participation, integrative assignments, midterm, final, course project).
- FELO #2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (Assessment: participation, integrative assignments, midterm, final, course project).

Context #3: Serving, In a Context of Christian Faith

ILO #3: Students will serve locally and/or globally in vocational and social settings.

- FELO #3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy (Assessment: participation, integrative assignments, midterm, final, course project).

REQUIRED TEXTS

Adorno, Theodor. *The Stars Down to Earth and Other Essays on the Irrational in Culture*. London: Routledge, 2002.

Additional readings will be distributed on Canvas.

CLASS DECORUM

To enhance participation and avoid disruption, except in cases of emergency or in accordance with official accommodations, students are to **arrive on-time**; and there will be **no eating or drinking** (besides water), **no going in and out of class** (plan ahead so you can be present and participate throughout the entire class), and **no use of electronic**

devices, including phones, laptops, tablets, smartwatches, etc. (bring your pens, pencils, textbooks, notebooks, and hard-copies of assigned readings to every class).

Additionally, students are expected to conduct their in-class **dialogue charitably and respectfully, listen attentively**, show they **understand the other** before responding, and **contribute relevantly and considerately** so others may respond and participate.

An initial breach of decorum will result in a warning. Repeated breaches will result in the student being marked absent, asked to leave the class session, or de-enrolled from the course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Defined

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See <http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278> for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE POLICY

The use of Artificial Intelligence tools (e.g., ChatGPT, etc.) is not permitted. The use of these tools will be treated as academic dishonesty and plagiarism.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

ASSESSMENT AND GRADING

Grade Breakdown and Scale

Your final grade will be based on the following:

Assessment	Weight
Attendance and Participation	10%
Integrative Assignments	30%
Midterm	20%
Course Project	20%
Final	20%

Grades will be earned according to the following grade scale:

Grade Scale				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due. Late assignments and incompletes will only be accepted and assigned in extremely unusual circumstances.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate

accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY INCLUSIVE LANGUAGE POLICY

The use of inclusive language is now prevalent, even expected, throughout most sectors of our society (e.g., academia, government, business, religious organizations). Further, inclusive language is very often a more accurate and fair representation of the intended meaning of a person's communicative content. As such, everyone is expected to make use of inclusive language in all written work. In addition, everyone is expected to make use of inclusive language during classroom discussions.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map at <https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures> to view which states allow online (distance education) outside of California.

CALENDAR

Week 1 Introduction to Introduction to Philosophy

T (1/9) An Introduction to the Course I

R (1/11) An Introduction to the Course II

Week 2 Myths and Mythic Consciousness I

T (1/16) CANVAS: "Selected World Myths"

R (1/18) CANVAS: "The Axial Age and Discovery of Mind"; "Selections from the Presocratics"

Week 3 Myths and Mythic Consciousness II

T (1/23) CANVAS: Plato, "The Apology of Socrates"

R (1/25) CANVAS: Plato, "The Allegory of the Cave" [Video]; Dodds, "Selections from *The Greeks and the Irrational*"

Week 4 God and the Gods I

T (1/30) CANVAS: "Homer, the Presocratics, and Plato on the Gods"

R (2/1) CANVAS: St. Augustine, "Selections from the *Confessions*"

Week 5 God and the Gods II

T (2/6) CANVAS: St. Anselm, "The Ontological Argument"

R (2/8) CANVAS: St. Thomas Aquinas, "Faith and Reason"

Week 6 Ghosts I

T (2/13) CANVAS: Plato, "Selections from the *Phaedo*"

R (2/15) CANVAS: Descartes, *Meditations 1 and 2*

Week 7 Ghosts II

T (2/20) CANVAS: "Bentham on Ghosts"

R (2/22) CANVAS: "Aristotle on the Soul"

Week 8 Astrology I

T (2/27) CANVAS: "St. Augustine on Astrology"

R (2/29) Adorno, *The Stars Down to Earth*

MIDTERM

Week 9 Spring Break

Week 10 Astrology II

T (3/12) Adorno, *The Stars Down to Earth*

R (3/14) Adorno, *The Stars Down to Earth*

Week 11 Astrology III

T (3/19) Adorno, *The Stars Down to Earth*

R (3/21) Adorno, *The Stars Down to Earth*

Week 12 Aliens I

T (3/26) CANVAS: "The Atomists, Nicolas of Cusa, and Kant on Aliens"

R (3/28) **Easter**

Week 13 Aliens II

T (4/2) CANVAS: "The Twilight Zone: The Monsters are Due on Maple Street" [Video]

R (4/4) CANVAS: Aliens (Hesse)

Week 14 The Double II

T (4/9) CANVAS: Homer, "Selections from the *Odyssey*"; Plato, "Selection from *Gorgias*," Heidegger, "*Das Man*"

R (4/11) CANVAS: Lonergan, "The Drifter"; Fromm, "The Authoritarian Personality"; "Alain de Botton on Romanticism" [Video]

Week 15 The Hero I

T (4/16) CANVAS: "The Monomyth"; The Hero's Journey [Diagram]

R (4/18) CANVAS: Lattimore, "Achilleus and Odysseus"

Week 16 The Hero II

T (4/23) CANVAS: Plato, "Selections from the *Republic*," "The Myth of Er" [Video]; Aristotle, "Greatness of Soul"

R (4/25) CANVAS: Lonergan, "Self-Transcendence"; The Cycle of Personal Development [Diagram]; The High Drama [Diagram]; Heroic Integrity [Diagram]

COURSE PROJECT DUE

Finals Week

R (4/30) **FINAL** 10:30-1