PHL 2001-2

Fall 2025

3 units

T/R 11:00-12:5

Heather Ross, Associate Professor of Philosophy

Rohr 109

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.

General Education 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

This course is a historical survey of selected philosophical ideas, systems, and methods, especially as these have developed in Western civilization. Our objectives for the course are as follows:

1. To develop and widen an openness towards the pursuit of wisdom.

2. To nurture creative and reflective thinking by reading significant primary texts within the Western philosophical tradition.
3. To examine what it means for us to be human.
4. To examine the nature of language and meaning formation
5. To examine ethical questions like courage and humility.
6. To introduce several philosophical issues found in the Western tradition including human knowledge, the relationship of the soul to the body, and the meaning of human existence.
7. To wrestle with these issues as they relate to our lives.

Course Learning Outcomes

1. Students will engage in the disciplined practices of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers. (Learning, Growing)
2. Students will differentiate among interrelated movements or figures in the history of philosophy. (Learning)
3. Students will evaluate the strengths and weaknesses of human reasoning or experience to provide adequate accounts of significant issues that relate to our human condition, the world, ethics and Christian life. (Learning, Growing, Serving)

General Education Learning Outcome of PHL 2001

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Required Texts

- Plato, Five Dialogues ISBN 0-87220-633-5
- Plato, Symposium ISBN 978-0872200760
- Aristotle, De Anima ISBN 9781605204321
- Anselm, Proslogion ISBN 978-0872205659
- René Descartes, Meditations On First Philosophy ISBN 0-87220-192-9
- Martin Heidegger, Discourse on Thinking ISBN 0-06-131459-5
- James Baldwin, The Fire Next Time ASIN B0014EAHHM (Audible #),ISBN 978-0679744726
- Søren Kierkegaard, Fear and Trembling ISBN 0-140-44449-1

Note: All supplemental materials posted on this course site (including articles, book excerpts, recorded videos, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Lomabooks Instructions for Students:

This course is part of our course material delivery program, **LomaBooks**. *The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks,** *please go: HERE*

Course Credit Hour Information

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 (an average of 7.5 hours per week).

Procedures and Requirements

1. We will be reading from some of the most significant texts in the history of Western thought. It is vitally important that you become acquainted with the primary material in order that you get a feel for not simply what the writer says, but how they make you think. I want you to be thoughtful and critical of what each of the thinkers writes, as well as of what I say in class.
2. Regular and punctual attendance in our class discussion is required for the full benefit of this class. If you are late it is your responsibility to talk to me after class in order that your attendance may be recorded. Dialogue tends to spawn new ideas and creativity, so discussion will also be important. Therefore, each student will be expected to enter into class discussion. The extent to which this occurs, along with attendance will be considered in your final grade.
3. You will be completing six philosopher assignments throughout the semester.

4. You will write 6 reading reflections

The first two will be on Heidegger's "Memorial Address" from Discourse on Thinking. The 4th and 5th will be on Simone de Beauvoir's Introduction to 2nd Sex. And the 6th and 7th will beon James Baldwin's The Fire Next Time. They should be250 words each. The first of each will be a reflection on the reading -due the Tuesday of the week we discuss the figures -and the second of each will be due the Friday after class discussion and will be a reflection on the class periods and the reading. They are meant to be informal reflections on your reading and interpretation of the texts. See the Module page on Canvas for the precise due dates.

1. There will be one 4-page typed, double-spaced essay on Kierkegaard's Fear and Trembling. It will function as the final exam. This will be explicative and formal (please follow guidelines given in the M.L.A. Handbook, Chicago Manual of Style or any manual of style). I will discuss my expectations for this further in class and on Canvas. Plagiarism will not be tolerated and will result in either zero credit for the assignment and a full grade reduction for the class or failure of the course all together. Both will result in a letter to the Provost.

Fear and Trembling Essay

In great detail, please compare the Knight of Infinite Resignation to the Knight of Faith from Kierkegaard's work Fear and Trembling. Make sure to include a discussion of Abraham's silence.

- The paper should be approximately 1000 words, typed and double-spaced.
- Plagiarism will result in failure of the class. Please follow M.L.A., Chicago or any formal manual of style.
- Please include your thesis in bold print.
- The paper is due by Noon, Tuesday of Finals week by 11:59 p.m. via Canvas

Assessment and Grading

Grades will be distributed thusly:

Video Response	5 points (.5 % each video response)
Socrates/King Assignment	8 points (8%)
Plato Assignment A	8 points
Plato Assignment B	10 points
Aristotle Assignment	10 points

Anselm Assignment	7 points
Descartes Assignment	8 points
Heidegger Reflection A	4 points
Heidegger Reflection B	4 points
DeBeauvoir A Reflection	4 points
DeBeauvoir B Reflection	4 points
Baldwin A Reflection	4 points
Baldwin B Reflection	4 points
Fear and Trembling Essay	20 points
TOTAL	100 points (100%)

Grade Scale Based on Percentages

A	B	C	D	F
A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 or lower
A- 90-93	B 84-86	C 74-76	D 64-66	
	B- 80-83	C- 70-73	D- 60-63	

Discrimination/Harassment

Discrimination or harassment related to race, gender, gender identity, ethnicity, sexual identity or orientation, differences in ability, religious choice, or any other type of behavior that

dehumanizes human beings or dismisses difference, is not conducive to a good learning environment and is harmful to human vitality and healthy community. These behaviors will not be tolerated. We encourage all students to be open to any honest, respectful, and tactful discussion of issues that might arise in the context of our learning.

Inclusive Language:

The School of Theology and Christian Ministry is committed to the equality of all people. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women and gender-diverse individuals, we urge students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "people," "humanity," "humans," and "he, she or they" better acknowledge individuals as full persons**.**

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Land, Labor and Life Acknowledgement

As students and scholars at PLNU, we acknowledge our presence on the traditional, ancestral, and unceded territories of the Kumeyaay Diegueño Indian Tribe

Links to an external site.

. May we be good guests to the people, the stories, the wisdom, the fruits of the land and dwell with one another with peace.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited. Further, if you plan to record any of the classroom discussion, you must receive explicit permission from the professor.

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 on State Authorization to view which states allow online (distance education) outside of California.

Late Assignments and Incompletes

All assignments are to be submitted/turned in to Canvas when they are due. Any excused late assignment must be completed within one week of the original due date and must be approved via email by me. Incompletes will only be assigned in extremely unusual circumstances.

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.

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 Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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.

Note: The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

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

Sexual Misconduct and Discrimination:

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions,

supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar
- Links to an external site.
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- Website
- Email: writingcenter@pointloma.edu

Use of Technology

Please do not use laptops in class unless you have been given an exception via email.

In order to be successful in the online or hybrid 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, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

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

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are

discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

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Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

If you find you have violated the policy above, please see below for ways to alert me to your usage. Your usage of these "tools," while harmful for your philosophical education and outside the bounds of any assignment given in this class, will be considered in calculating your grade and will result in a 50-100% reduction for each violation, depending on the degree of severity.

MLA Style Center: Citing Generative AI

Links to an external site.

APA Style: How to Cite ChatGPT

Links to an external site.

Chicago Manual of Style: Citing Content Developed or Generated by AI

Links to an external site.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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.

Schedule At A Glance

MODULE	WEEK	Dates	TOPICS	READING (TO-DO DATE)	ASSIGNMENT
I	1	9/2 to 9/7	King	• **9/4:** Read Letter From Birmingham Jail	
	2	9/8 to 9/14	Socrates	• **9/9:** Read Socrates Apology from The Project Gutenberg EBook of Apology, by Plato (Link for anyone having trouble getting your book.)	• WK2 | Video Reflection: Socrates • WK2 | Socrates and King Assignment
	3	9/15 to 9/21	Meno Plato	• **9/16:** Read 1st half of Meno (Plato) • **9/18:** Read 2nd half of Meno	• WK3 | Video Reflection: Meno • WK3 | Plato Assignment *A*
	4	9/22 to 9/28	Republic	• **9/23:** Read Book VII of Republic by Plato: Allegory of the Cave ○ Plato: The Allegory of the Cave, from The Republic Download	• WK4 | Video Reflection: Meno and Allegory of the Cave

				Plato: The Allegory of the Cave, from The Republic • **9/25:** Read the Symposium (Plato) pp. 13-31	
II	5	9/29 to 10/5	Symposium	• **9/30:** Read the Symposium (Plato) pp.32-47 • **10/2:** Read the Symposium (Plato) pp. 48-60	• WK5 | Video Reflection: Plato, Cave, Desire and the Beautiful • WK5 | Plato Assignment *B*
	6	10/6 to 10/12	Aristotle	• **10/7:** Read De Anima pp. 9-19 (Book 1.1-1.2) • **10/9:** Read De Anima pp. 19-29 (Book 1.3-1.4)	• WK6 | Video Reflection: Plato's Forms and Aristotle's Soul
	7	10/13 to 10/19	De Anima	• **10/14:** Read De Anima 29-35 (Book 1.5-end of Book 1) • **10/16:** Read De Anima pp. 54-71, pp. 80-88 (Book 2.7-2.12, Book 3.3-3.5)	• WK7 | Video Reflection: Aristotle Four Causes/Teleology • WK7 | Aristotle Assignment

	8	10/20 to 10/26	Augustine and Anselm	• **10/21:** Read Proslogion (Anselm)	• WK8 | Video Reflection: Early Christianity, Creatio Ex Nihilo and the Ontological Argument • WK8 | Augustine and Anselm Assignment
III	9	10/27 to 11/2	Descartes	• **10/28:** Read Meditation 1 (Descartes) • **10/30:** Read Meditations 2 and 3	• WK9 | Video Reflection: Descartes' Method and Meditations I, II and III • WK9 | Descartes Assignment
IV	10	11/3 to 11/9	Heidegger	• **11/4 & 11/6:** Read Heidegger's Memorial Address	• WK10 | Heidegger Reading Reflection *A* • WK10 | Video Reflection: Brief Overview of Being and Time • WK10 | Reading Reflection:

					Heidegger *B*
	11	11/10 to 11/16	DeBeauvoir	• **11/11 & 11/13:** Read The Second Sex: Author's Introduction	• WK11 | DeBeauvoir Reflection *A* Assignment • WK11 | DeBeauvoir Reflection *B* Assignment
	12	11/17 to 11/23	Baldwin	• **11/18:** Listen to the first Chapter of The Fire Next Time in Audible (See instructor if you need help with this.) • **11/20:** Listen to the (very long) second chapter in The Fire Next Time	• WK12 | Baldwin Reflection *A* Assignment • WK12 | Baldwin Reflection *B* Assignment
V	13	11/24 to 11/30 Thanksgiving Recess 11/27 to 11/29 (NO CLASS)		• **11/25:** Read Fear and Trembling (Kierkegaard) pp. 39-56	

	14	12/1 to 12/7	Fear and Trembling	• **12/2:** Read Fear and Trembling (Kierkegaard) pp. 57-82 • **12/4:** Read Fear and Trembling (Kierkegaard) pp. 83-95	• WK14 | Video Reflection: Fear and Trembling Lecture
	15	12/8 to 12/14	Kierkegaard	• **12/9:** Read Fear and Trembling (Kierkegaard) pp. 96-120 • **12/11:** Read Fear and Trembling (Kierkegaard) pp. 120-147	
	16	12/15 to 12/21	Essay		• WK16 | Fear and Trembling Essay