

SPRING 2020

Meeting Days: MWF  
Meeting Times: 8:30-9:25 A.M.  
Meeting Location: RH 109  
Final Exam: Monday, May 4<sup>th</sup>, 7:30 A.M.-10:00 A.M.

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Office Hours: 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.

#### COURSE DESCRIPTION

*A historical survey of selected philosophical ideas, systems, and methods, especially as these have developed in Western civilization.*

It's easy to get turned around in life. It's tempting to just go with the flow, drift, submerge. Eventually, though, one has to come up for air. A nagging sense of dissatisfaction or unease, a restless desire for more, a sneaking suspicion that one's off course, the imperious demands of living, or another's care forces one out – impels one to withdraw from ordinary life and take stock, reorient oneself, and regroup for reentry.

This reflective, reorienting, and restorative withdrawal will be our goal and theme for this course. In the West it's developed as philosophy. Extricating ourselves as best we can from our transient concerns, we will study its history in the West and undertake it ourselves, read the works of its key practitioners and bring as many of their methods and insights as we can to bear on ourselves and our social, academic, practical, creative, and interior living. In the course of our inquiry, besides philosophy itself and other things, we will investigate human nature; the notions of meaning, objectivity, knowledge, truth, and reality; intellectual conversion; God; faith and reason; wonder and doubt; soul and subject.

#### REQUIRED TEXTS

Mark D. Morelli, *Self-Possession: Being at Home in Conscious Performance*. Second Edition. Los Angeles, CA: Encanto Editions, 2019 (hereafter, *SP*).

Additional Readings will be distributed on CANVAS.

#### COURSE LEARNING OUTCOMES (CLOs)

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

- *describe* and *explain*, in outline, the history of Western philosophy and, in greater detail, the philosophies of several of its pivotal figures (Assessment: participation, experiential assignments, 2 quizzes, final exam);
- *analyze* and *criticize* philosophic texts (Assessment: participation, experiential assignments, 2 quizzes, final exam);
- *identify* philosophy, philosophic questions, philosophic positions, and philosophic ways of life and *distinguish* these from other kinds of pursuits, questions, positions, and ways of life (Assessment: participation, experiential assignments, 2 quizzes, final exam);
- *apply* philosophy to their experiences and lives within and beyond the academy (Assessment: participation, experiential assignments, 2 quizzes, final exam);
- *inquire, speak, converse, and write* with philosophic significance and precision (Assessment: participation, experiential assignments, 2 quizzes, final exam).

#### GENERAL EDUCATION LEARNING OUTCOMES (GELOS)

*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 cultures.*

#### Learning: Informed by Our Faith in Christ

Students will:

- *effectively express* ideas and information to others through oral and written communication individually and in groups (Assessment: participation, experiential assignments, 2 quizzes, final exam);
- *examine, critique* and *synthesize* information to arrive at reasoned conclusions. (Assessment: participation, experiential assignments, 2 quizzes, final exam);
- *demonstrate* the effective and responsible use of information from a variety of sources (Assessment: participation, experiential assignments, 2 quizzes, final exam);

#### Growing: In a Christ-Centered Faith Community

Students will:

- *understand* and *develop a greater respect* for the diversity of human nature and the array of philosophic interests, concerns, questions, and positions (Assessment: participation, experiential assignments, 2 quizzes, final exam);

- *examine* the complexity of human nature and philosophy in light of the reconciling work of God in Christ (Assessment: participation, experiential assignments, 2 quizzes, final exam);

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

Students will:

- *engage* in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor in and beyond the classroom (Assessment: experiential assignments).

#### ASSESSMENT AND GRADING

Attendance/Participation:	5%
4 Experiential Assignments:	45%
2 Quizzes:	30%
Final Exam:	20%

#### GRADING SCALE

A: 100-93	C+: 79-77	D-: 62-60
A-: 92-90	C: 76-73	F: 60-0
B+: 89-87	C-: 72-70	
B: 86-83	D+: 69-67	
B-: 82-80	D: 66-63	

#### GRADEBOOK

A gradebook for the course will be available on CANVAS. Please note, that the CANVAS gradebook is a working gradebook, that it may change unexpectedly as it is being updated, that its grades are unofficial, that it is being provided only as a courtesy to help you keep track of your progress in the course, and that it is only being offered as a rough guide. It is your responsibility to keep track of your performance in the course.

#### TECHNOLOGY

The use of electronic devices will not be permitted in class. Students are expected to bring a notebook, pen or pencil, and hard copies of the assigned texts to class. If a disability prevents a student from taking notes by hand, the Disability Resource Center may facilitate accommodations (See "PLNU Accommodations Policy" below).

#### 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.

#### 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. No requests for early examinations or alternative days will be approved.

#### 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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

#### PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

#### INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges 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 or she” better acknowledge women as full persons.

#### CALENDAR

##### January

14	Tuesday	Introduction
15	Wednesday	No Reading Authenticity; Philosophy as Self-Knowledge
17	Friday	SP, “Prologue” Identity; A Basic Commitment
22	Wednesday	SP, “Prologue” Relativism; Reductionism; The Basic Commitment
24	Friday	SP, “Chapter One” The Basic Notions; Performative Self-Contradiction
27	Monday	SP, “Chapter Two” Adverting to Consciousness
29	Wednesday	SP, “Chapter Three” Purifying the Language of Self-Possession
31	Friday	SP, “Chapter Four” Discerning Order in Conscious Performance

## February

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|----|-----------|---|
| 3  | Monday    | SP, "Chapter Five," pp. 111-127<br>Order in Conscious Performance   |
| 5  | Wednesday | SP, "Chapter Five," pp. 127-153<br>The Four Moods   |
| 7  | Friday    | SP, "Chapter Five," pp. 153-170<br>The Four Modes   |
| 10 | Monday    | No Reading<br>CPA Workshop: Attentiveness and Intelligence  |
| 12 | Wednesday | No Reading<br>CPA Workshop: Reasonableness and Responsibility   |
| 14 | Friday    | No Reading<br><b>Assignment Due: Designing and Using a Heuristic Image</b><br>CPA Workshop: Designing and Using a Heuristic Image |
| 17 | Monday    | No Reading<br><b>Quiz</b>   |
| 19 | Wednesday | "The Presocratics" (On CANVAS)  |
| 21 | Friday    | "Socrates and Plato" (On CANVAS)  |
| 24 | Monday    | "Aristotle" (On CANVAS)   |
| 26 | Wednesday | "Aristotle" (On CANVAS)   |
| 28 | Friday    | SP, "Chapter Six"<br><b>Assignment Due: Identifying the Moods</b><br>Motifs of Conscious Performance                              |

## March

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| 2 | Monday    | SP, "Chapter Seven"<br>The Practical Motif |
| 4 | Wednesday | SP, "Chapter Eight"                        |

## The Intellectual Motif

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| 6  | Friday    | No Reading<br><b>Assignment Due: Dinner with Friends</b><br>CPA Workshop: Dinner with Friends  |
| 16 | Monday    | SP, "Chapter Nine"<br>The Aesthetic Motif  |
| 18 | Wednesday | SP, "Chapter Ten"<br>The Dramatic Motif  |
| 20 | Friday    | SP, "Chapter Eleven"<br>The Mystical Motif   |
| 23 | Monday    | SP, "Chapter Twelve"; "Anselm" (On CANVAS)<br><b>Assignment Due: A Night at the Museum / Into the Mystic</b><br>Mixing and Blending Motifs; The Ontological Argument |
| 25 | Wednesday | No Reading<br><b>Quiz</b>  |
| 27 | Friday    | "Augustine" (On CANVAS)  |
| 30 | Monday    | "Augustine" (On CANVAS)  |

## April

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| 1  | Wednesday | "Aquinas" (On CANVAS)  |
| 3  | Friday    | "Aquinas" (On CANVAS)  |
| 6  | Monday    | SP, "Chapter Thirteen"<br>The High Drama; Major and Minor Authenticity |
| 8  | Wednesday | "Descartes" (On CANVAS)  |
| 15 | Wednesday | "Descartes" (On CANVAS)  |
| 17 | Friday    | "Lonergan" (On CANVAS)   |
| 20 | Monday    | "Lonergan" (On CANVAS)   |

- 22 Wednesday SP, "Chapter Fourteen," pp. 265-279  
Spontaneous and Unreflective Performance
- 24 Friday SP, "Chapter Fourteen," pp. 279-295  
Reflective and Deliberate Performance
- 27 Monday SP, "Chapter Fourteen," pp. 295-303  
Defining the Basic Notions Heuristically
- 29 Wednesday SP, "Chapter Fourteen," pp. 304-309  
The Reflective and Deliberate Commitment
- 1 Friday Review
- 8 Monday **Final** from 7:30-10:00 A.M.