

	Humanities Honors Program
	HON 1002 – Introduction to Philosophy Number of Units - 3
Spring 2023	

Meeting days: Tuesday-Thursday	Instructor title and name: Dr. Walter Augustine
Meeting times: 9:30-10:45am	Phone: (619) 849-2417
Meeting location: Rohr Hall 108	Email: waugusti@pointloma.edu
Final Exam: (day/time): Thursday, May 4, from 10:30am-1:00pm	Office location and hours: Mieras Hall 203. Office hours are by appointment (you can use email to set up an appointment)
	Technology Requirements: Desktop or Laptop or Tablet access Internet connection Word Processing Software

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.

Honors Program Mission

The Humanities Honors Program seeks to foster a community of intellectually dedicated scholars who embody the Christian mission of the university through engaging in analysis and discussion of diverse intellectual traditions of self-awareness and creativity. Examining these traditions in light of the Christian faith and various methods of learning, Humanities scholars develop their abilities to interpret and critically but charitably discuss written, visual, and auditory texts within theological and interdisciplinary frameworks. Scholars also take their education beyond the classroom into extracurricular activities, as well as through works of service and mercy as informed by the Wesleyan tradition.

COURSE DESCRIPTION

This course will help students develop an openness toward the pursuit of wisdom; nurture creative and reflective thinking by reading significant primary texts within the Western philosophical tradition; examine what it means for us to be human; examine the nature of language and meaning formation; examine ethical issues, such as the nature of courage and humility; 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; and wrestle with these issues as they relate to their lives.

Professor's Supplemental Course Description

This course will introduce students to the philosophical discipline of Moral Philosophy, which is also commonly called ethics. The introduction will frame Moral Philosophy through the main historical and contemporary philosophical ethical theories; examine the theories in light of their various critiques and alternative theories as presented through a variety of mediums; explore how the concepts of God (and particularly Christian conceptions of God) interact with Moral Philosophy; and gauge how the various theories of Moral Philosophy address a range of practically important contemporary moral questions as well as the timeless question of Moral Philosophy – what is a good life?

Particular attention will be given to the exploration and development of each student as an independent, yet communal, moral agent. Students will analyze and evaluate particular forms of moral and ethical argument, learning through class projects, lectures and discussion. Topics addressed may include but are not limited to the following: individual and social moral formation, cultural participation, economics and morality, our responsibility to/for others, virtues and natural law, etc.

COURSE LEARNING OUTCOMES

As a result of the course, you will be able to:

- Explain the basic theories of Moral Philosophy.
- Assess the strengths and weaknesses of each theory.
- Compare and Contrast at least one Christian approach to Moral Philosophy to the other basic theories of Moral Philosophy.
- Develop a personal plan for applying Moral Philosophy to at least one area of the student's life.

FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES

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: Reading reports, Creative Moral Philosophy Project, God & Moral Philosophy Project, Personal Moral Philosophy Development Project).

- FELO #1b. Oral: Students will be able to effectively express ideas and information to others through oral communication (Assessment: Class discussion).
- 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: Reading reports, Creative Moral Philosophy Project, God & Moral Philosophy Project, Personal Moral Philosophy Development Project).
- FELO #1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions (Assessment: Reading reports, Creative Moral Philosophy Project, God & Moral Philosophy Project, Personal Moral Philosophy Development Project).

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: Personal Moral Philosophy Development Project).
- FELO #2b. Students will understand and appreciate diverse forms of artistic expression (Assessment: Creative Moral Philosophy Project).
- FELO #2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (Assessment: Class Discussion, Reading reports, Creative Moral Philosophy 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: God and Moral Philosophy Project, Personal Moral Philosophy Development Project).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. *Good Life Method*. Megan Sullivan, Paul Blaschko, 9781984880307
2. *The Moral Life, 7th Edition*. Louis P. Pojman, Lewis Vaughn, 9780197610060
3. *Christian Ethics: A Very Short Introduction*. D. Stephen Long, 9780199568864

Throughout the academic term, any number of additional documents, articles or various other resources may be made available by the instructor to students registered for this course. The instructor will make it clear to the students whether the resources are required or optional. Any such resources will be provided to students via upload to the course Canvas page or email.

SUGGESTED TEXTS:

While the required readings for the course contain a good overview of the Western Moral Philosophic tradition, other traditions from different cultures are also helpful in understanding and developing your own moral perspective. In addition, though the required texts contain reading excerpts from original sources, the reading of original sources in their entirety can add context that is beneficial in understanding the author's argument. Below is a short list of suggested, though not exhaustive, texts to consider.

- *The Nichomachean Ethics*. Aristotle, 9780140449495
- *Groundwork for the Metaphysics of Morals*. Immanuel Kant, 9780198786191
- *The Basic Writings of John Stuart Mill*. John Stuart Mill, 9780375759185
- *The Spirituality of African Peoples*. Peter J. Paris, 9780800628543
- *The Argumentative Indian*. Amartya Sen, 9780312426026

ASSESSMENT AND GRADING

ASSIGNMENTS

- All assignments should be typed and double spaced and should be original to this class (not used for an assignment in another course).
- Assignments are due at the end of the day (i.e. 11:59 p.m.) on which they are due. Late assignments will be docked a half grade level (e.g. an A paper submitted one day late will become an A-minus paper, etc.) Late assignments will be returned with a grade but no comment and may be graded late in turn as keeping with the disruption of the grading schedule.
- Assignments will be submitted on the course Canvas site at <https://canvas.pointloma.edu>. Students are responsible to keep their own digital copies of any work submitted until final grades are posted in case of technological submission failure.
- If a student is going to be out of town or is sick preceding class, when an assignment is due, they should submit their assignment via Canvas by the end of the day on which the assignment is due. Incompletes will only be assigned in extremely unusual circumstances.
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GENERAL REQUIREMENTS FOR WRITTEN PROJECTS

Point Loma Nazarene University desires to maintain the highest standards with respect to the composition of all work, whether written, oral, or otherwise performed. As such, student projects should follow the recommended procedures and be presented in the required format(s). Citations for Written Projects should be written in [MLA style](#). Students seeking help developing their writing skills may make an appointment at the [PLNU Writing Center](#), which is located on the ground level of Ryan Library.

ASSIGNMENTS AT-A-GLANCE

Assignment	Description	Possible Points
Book Reading & Reports	Students will read the assigned reading for each week and complete ten 1-2 paragraph responses to the assigned readings. The responses will be based on the prompts for each reading assignment as posted on Canvas.	100
Creative Moral Philosophy Project	Students will choose one cultural expression (i.e. a movie, documentary, TV show, play, song/album, book, podcast, art piece, etc.) outside of those assigned in class and write a 2-3 page paper which analyzes the expression's approach to morality and moral philosophy. The paper will be based	125

	upon the prompts for the assignment which are posted on Canvas.	
God & Moral Philosophy Project	Students will write a 2-3 page paper based upon class readings and discussions on God and Moral Philosophy which addresses the student's own perspective on the topic. The paper will be based upon the prompts for the assignment which are posted on Canvas.	125
Personal Moral Philosophy Development Plan (Final Exam)	Students will work on developing and articulating their own approach to Moral Philosophy. Utilizing the assigned topics from the book <i>The Good Life Method</i> , students will write a 3-4 page paper which lays out their own moral and philosophical approach to the good life, along with their reasons for using this approach. The paper will be based upon the assigned topics and prompts which are posted on Canvas.	200
Class Participation	Class participation is a key element of this course, as students will be expected to learn from both the instructor and from one another. Therefore, students are expected to engage with the instructor and one another in all class discussions.	50

GRADE STRUCTURE:

Book Reading & Reports 17% (100 Points)

Creative Moral Philosophy Project 21% (125 Points)

God and Moral Philosophy Project 21% (125 Points)

Personal Moral Philosophy Development Plan 33% (200 Points)

Class Participation 8% (50 Points)

Total Possible Points: 600 Points

**GENERAL GRADING RUBRIC
(for written work, but spirit carries across to other tasks)**

A	Excellent to Exceptional. Assignment is completed with exceptional clarity of expression. Originality, invention and resourcefulness beyond simple compliance will characterize the highest grades. This may be in terms of exceptionally clear analysis in lucid prose, skilled employment of philosophical/theological/literary/integrative terms, articulating insightful application questions, linking ideas from across the course, drawing in extra material from your own reading or integrating well with other interests, including academic. Where required, sources are well used and clearly cited and referenced, all with a definite academic orientation and skilled selection.
B	Good to Very Good. Assignment is completed well with solid adherence to task description. Writing is mostly clear with few errors and meaning is conveyed in individual sentences and wider logical structure of presentation. Good use of sources, without much imaginative or deep research beyond guidelines evidenced

C	Mediocre to Average. Assignment is completed in a rushed or haphazard manner that demonstrates insufficient comprehension of the material or ability to articulate clearly a logical train of argument. Compositional errors distract from and impede effective communication.
D	Poor. Assignment is barely completed, with clear misunderstanding of material or disregard for task description and supplemental classroom instruction. The writing is poor, difficult to understand due to persistent compositional errors. Writing may disregard proper academic register or appropriate civility of expression.
F	Fail. Assignment does not meet even bare minimum requirements, of length, format, focus, intellectual effort or basic contours of task set. No sources are used or cited when otherwise required. Effort is fundamentally misapplied to work that is not asked for.
0	Plagiarism.

GRADING SCALE FOR THE COURSE

Grade	Percentage Range	Point Range
A	94 – 100 %	4.00 points
A-	90 – 93.99 %	3.66 points
B+	87 – 89.99 %	3.33 points
B	84 – 86.99 %	3.00 points
B-	80 – 83.99 %	2.66 points
C+	77 – 79.99 %	2.33 points
C	74 – 76.99 %	2.00 points
C-	70 – 73.99 %	1.66 points
D+	67 – 69.99 %	1.33 points
D	64 – 66.99 %	1.00 points
D-	60 – 63.99 %	0.66 points

Final grades are not rounded up. The professor does not post, calculate, nor provide final grades to individual students. Final grades are delivered by the Registrar's Office, whose responsibility it is to perform that task.

SPIRITUAL CARE

PLNU strives to be a place where students 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 if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

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.

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. 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.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support 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, it is 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

NON-DISCRIMINATION POLICY:

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 and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status parentage, political or religious beliefs, race, sex, or sexual orientation. 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 invitation.

Avoid the use of stereotypes or terminology that demeans persons or groups based on age, disability, ethnicity, gender, race, language or national origin. Avoid drawing attention to irrelevant identifiers of race or gender. Avoid gender-specific language when referencing people in general. Avoid terms that assume the universality of human experience, and in particular presume the normativity of the socially dominant group.

Finally, if you (or someone you know) experience any form of discrimination or bias incident at PLNU, you can report the incident and find help and support through the following: [Bias Incident Report](#) or biasincident@pointloma.edu

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 drop date or, after that date, receive the appropriate grade for their work and participation.

Course Calendar

While the course calendar is intended to provide an overview of the semester's schedule, the professor reserves the right to make adjustments to the schedule to meet responsively the needs of this class.

Dates	Topics Presented	Assignments Due (Task Number and Name)
January 12	Introduction	
January 17	What is Moral Philosophy, and Why Should We Care, Part 1?	Reading: <i>The Moral Life</i> , Pages 9-38 Task: Reading Report #1 Due
January 19	What is Moral Philosophy, and Why Should We Care, Part 2?	Reading: <i>MLK Essay: A Tough Mind and a Tender Heart</i>
January 24	Moral Relativism, Part 1	Reading: <i>The Moral Life</i> , Pages 53-75
January 26	Moral Relativism, Part 2	Reading: <i>The Moral Life</i> , Pages 76-109 Task: Reading Report #2 Due
January 31	Utilitarianism/Consequentialism, Part 1	Reading: <i>The Moral Life</i> , Pages 183-209
February 2	Utilitarianism/Consequentialism, Part 2	Reading: <i>The Moral Life</i> , Pages 210-226 Task: Reading Report #3 Due
February 7	Deontology, Part 1	Reading: <i>The Moral Life</i> , Pages 229-278
February 9	Deontology, Part 2	Reading: <i>The Moral Life</i> , Pages 279-296 Task: Reading Report #4 Due
February 14	Ethical Egoism, Part 1	Reading: <i>The Moral Life</i> , Pages 469-484

February 16	Ethical Egoism, Part 2	Reading: <i>The Moral Life</i> , Pages 485-504 Task: Reading Report #5 Due
February 21	Ethical Subjectivism	Reading: Selected Readings
February 23	Social Contract Theory	Reading: <i>The Moral Life</i> , Pages 39-48 Task: Reading Report #6 Due
February 28	Feminist Ethics, Part 1	Reading: <i>The Moral Life</i> , Pages 411-436
March 2nd	Feminist Ethics, Part 2	Reading: <i>The Moral Life</i> , Pages 437-462 Task: Reading Report #7 Due
March 7 & 9	No Class – Spring Break	
March 14	Virtue Ethics, Part 1	Reading: <i>The Moral Life</i> , Pages 299-367
March 16	Virtue Ethics, Part 2	Reading: <i>The Moral Life</i> , Pages Task: Creative Moral Philosophy Project Due
March 21	God and Moral Philosophy, Part 1	Reading: <i>Christian Ethics</i> , Introduction; Tertullian, <i>Prescription Against Heretics</i>
March 23	God and Moral Philosophy, Part 2	Reading: <i>The Good Life Method</i> , Chapter 6 Task: Reading Report #8 Due
March 28	Good and Evil, Part 1	Reading: <i>The Moral Life</i> , Pages 51-75
March 30	Good and Evil, Part 2	Reading: <i>The Moral Life</i> , Pages 76-109 Task: Reading Report #9 Due
April 4	God and Virtue	Reading: <i>Christian Ethics</i> , Chapters 1-2
April 6	No Class – Easter Break	
April 11	Moral Philosophy & Economics	Reading: <i>The Good Life Method</i> , Chapter 2 Task: God & Moral Philosophy Project Due

April 13	Moral Philosophy & Work	Reading: <i>The Good Life Method</i> , Chapter 4 Task:
April 18	Moral Philosophy & Responsibility	Reading: <i>The Good Life Method</i> , Chapter 3 Task:
April 20	Moral Philosophy & Purpose	Reading: <i>The Good Life Method</i> , Chapter 9 Task: Reading Report #10 Due
April 25	Moral Philosophy & Death	Reading: <i>The Good Life Method</i> , Chapter 10 Task:
April 27	Moral Philosophy & Love	Reading: <i>The Good Life Method</i> , Chapter 5 Task:
May 4, 10:30am – 1:00pm	Finals	Task: Personal Moral Philosophy Development Plan Due