

Note: this syllabus, all other religious studies syllabi, and much other helpful information are available at religion.georgefox.edu.

PHL 150 A
Spring 2012
Hoover 206

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**Introduction to Philosophy:
analytical, critical & synthetic thinking**

The work of philosophy--analytical, critical, synthetic thinking--opens the door to intellectual life.

Purpose: This course is intended to introduce students to the discipline of philosophy by acquainting them with ideas of representative western thinkers and by challenging them to develop their own critical and constructive thinking skills.

Objectives

1. Students will demonstrate understanding of core concepts of important philosophies through correct use of basic philosophical terms and effective use of accepted patterns of thought in speech and writing.
2. Students will show that they have thoughtfully engaged some of the central issues of the human condition through written assignments.
3. Students will refine and extend their philosophical skills, demonstrating progress by writing and rewriting a series of essays.

Texts

Honer, Stanley M., Thomas C. Hunt and Dennis L. Okholm. *Invitation to Philosophy*. 10th ed. Belmont, California: Wadsworth Pub. Co. 2006.

McLeod-Harrison, Mark and Philip Smith. *Being at Home in the World*. Eugene, Oregon: Wipf & Stock, 2011.

Plato. *Apology, Crito, Phaedo*.

(Note: the Plato texts may be found in countless collections. The bookstore has inexpensive copies of a short book with the required dialogues.)

Evaluation Criteria

Plato papers	300 pts
Medium length term paper	300 pts
Two tests	300 pts
Attendance/participation	<u>100 pts</u>

Grading

A=861-940, A-=801-860,
B+=771-800, B=731-770, B-=701-730,
C+=641-700, C=561-640, C-=501-560,
D+=471-500, D=431-470, D-=401-430

Plato Papers

Write three short (3 pages, 12 point type, double-spaced) responses, one to each of the required dialogues. Each paper should address the following questions. What philosophical issue is raised by Socrates' situation? How did Socrates respond to that issue? What are the strengths and weaknesses of his view? What do you think about the issue, in the light of your modern situation? What are the implications of your position, including your agreement or disagreement with Socrates?

Answering these questions will require three interrelated kinds of thinking. *Analysis* is the effort to understand the text in depth. *Criticism* involves evaluation of the text's argument in terms of logic, evidence, and philosophical method. *Synthesis* addresses the issue(s) raised by the text in creative and insightful ways.

Note deadlines in the assignment schedule.

Term Paper

Write a short or medium length (8-12 pages, 12 point type, double-spaced) term paper on a topic of your choice. Term papers may, but need not, expand on the topic of a Plato paper. State a clear thesis and develop your argument in the light of at least two other (other than Plato) thinkers' written contributions regarding your topic. *Quality* of philosophical work (analytic, critical, synthetic thought) is more important than *quantity* (number of words, sources or pages). Use standard documentation.

Attendance/Participation

Preparation (read the material *before* class; even better, *discuss* it with other students before class) will help you benefit from class lectures and discussion. Attendance points: everyone starts with 100 points. Each unexcused absence loses 5 points, but no one will score less than 0.

Examinations

The two 150-point tests are non-cumulative and strictly objective.

Documentation

There is a standard citation system for Plato texts, which will be explained in class. Do not cite Plato texts by page number, but by section and letter. Example:

". . .that life without this sort of examination is not worth living. . ." (Apology 38a)

In academic work it is MANDATORY that students cite sources for material taken from other scholars. Obviously, this includes all quotes. But it also includes paraphrases of others' work or any passage in which the student refers to important ideas taken from others. Lack of proper citations will negatively affect grades.

Due Time/Late Policy

All written work is late if received after 5 pm on the listed date. Late work loses 10% of the possible points on the assignment each week it is late. Thus, if an assignment is due on the 1st, it loses 10% on the 2nd, 20% on the 9th, and so on.

Proofreading

Students' written work should not contain avoidable formal errors. Students are strongly encouraged to check their work for spelling and grammatical errors before submitting it for a grade. Written work with **more than three errors** (from the handout, "Frequently Made Mistakes in Student Papers") **on any page** will be returned ungraded. Such errors must be corrected before the work will be assigned a grade. If this causes the work to be late, the late policy will apply.

Early Exams

Students will take exams at the time specified in the schedule unless they have medical or emergency reasons to take the exam at another time (following established university procedures), **OR** they may take an exam early with a 15 point deduction from their score.

Disability Services

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the semester so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, coordinator of Disability Services (ext. 2314 or rmuthiah@georgefox.edu), or go to www.georgefox.edu/offices/disab_services.

The **Academic Resource Center (ARC)** provides all students with free writing consultation, general tutoring, and learning enhancement strategies (e.g., techniques to improve reading, note-taking, study, time management). Students can make an appointment with the ARC Writing Center for guidance and feedback on written projects. ARC Consultants can also provide basic tutoring for many general education and other courses. The ARC hours of operation are from 3:00-10:00 p.m., Monday through Thursday, and 12:30-4:30 p.m. on Friday. Go to www.georgefox.edu/arc/ for information about Consultants' areas of study, how to schedule an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.

Schedule of Assignments

<u>Date</u>	<u>Reading</u>	<u>Assignments Due</u>
Jan 9-13	<i>Invitation</i> , "Prologue," chapter 1	Professor at conference Jan 13—No Class
Jan 16-20	<i>Apology</i>	MLK, Jr. Holiday Jan 16-- no class
Jan 23-27	<i>Invitation</i> , ch 2	<i>Apology paper due 1/27</i>
Jan 30-Feb 3	<i>Invitation</i> , ch 3	<i>Apology rewrite due 2/3</i> Q Day 2/3
Feb 6-10	<i>Crito</i> <i>Invitation</i> , ch 4	

Feb 13-17	<i>Invitation</i> , ch 5	Crito paper due 2/17
Feb 20-24	<i>Invitation</i> , ch 5 <i>Phaedo</i>	Crito rewrite due 2/24
Feb 27-Mar 2	<i>Phaedo</i>	Q Day 3/2
Mar 5-9	<i>Invitation</i> , ch 6	Test #1 3/5 Phaedo paper due 3/9
Mar 12-16	<i>Invitation</i> , ch 7 <i>Being at Home in the World</i>	Phaedo rewrite due 3/16
Mar 19-24	<i>Invitation</i> , ch 7 <i>Being at Home in the World</i>	Q Day 3/24
Apr 2-6	<i>Invitation</i> , ch 8	4/6 Good Friday—No class
Apr 9-13	<i>Invitation</i> , ch 9 <i>Invitation</i> , ch 10	
Apr 16-20	<i>Invitation</i> , ch 11	Term paper due 4/16 Q Day, 4/20 Final: 4/24—8 am