Dr. Murphy’s Syllabi for Spring 2016

Dear students,

This file contains all my syllabi for Spring 2016: REL 1300, IFS 2099, PHI 2010 and REL 2240. You are probably only taking one of these, unless you are very brave. I trust you are capable of scrolling down to find your syllabus, printing only the pages that you need, and that none of you will e-mail me saying “I’m taking PHI 2010, why did you send me the syllabus for REL 1300?”
REL 1300 Introduction to World Religions Spring 2016

Class Time: Monday and Wednesday, 1:00-2:15pm

Room: 207

Instructor: Dr. Benjamin Murphy, bmurphy@fsu.edu, 317-0367 ext. 230, Office A

Web-site: http://myweb.fsu.edu/bmurphy/

Office Hours: Mon-Thurs, 2:15-4:00pm

Prerequisites: None. The course is suitable for all students, from the first semester of university study onwards.

Liberal Studies for the 21st Century:

FSU’s Liberal Studies for the 21st Century Program is designed to help you to thrive intellectually and professionally and to support yourself, your family, and your community through a broad and critical engagement with the world in which you live and work. Liberal Studies thus offers a transformative experience. This class has been designed to help you become a thoughtful patron of and participant in cultural practice, and, as a cross-cultural class, it is designed to help you become a culturally conscious participant in a global community.

Course Description: An introduction to the major religious traditions of the world, with attention to their origins in the ancient world and traditional beliefs and practices.

Course Objectives: Most people in the world practice some form of religion, and most of these religions originated hundreds or even thousands of years ago. By the end of this course, you will know the basic facts about the origins of the world’s most influential religions. You will also start to learn some of the skills that are needed in the study of religions and, indeed, of ancient history in general. You will learn how to seek good sources of information, how to distinguish good sources from bad sources, and how to make the maximum use of ancient sources by careful study. You will also learn some of the skills that enable us to turn factual knowledge into understanding, such as how to assess the influence of environmental and political factors on religious history, and how to evaluate the role of religion in shaping civilizations. You will compare and interpret intellectual and artistic expressions of a variety of cultures, and interpret cultural artifacts that function as widely varied reflections of human perspectives.

Primary Sources: You will receive five pdf files containing primary source material. You do not need to read these before class, but you must bring the appropriate file to class – you may print the files up or bring in a laptop or other portable reading device.

Grading:

94+ A
90+ A-
86+ B+
82+ B
78+ B-
74+ C+
70+ C
66+ C-
64+ D+
60+ D
56+ D-

So, you want an A? Here’s what you need to do:

Papers: 60%
Quizzes: 20%
Final Examination: 20%

Note that since 60% of the grade depends on written work, it is impossible to get a passing grade (C- or higher) without getting at least a C- for the written work.

Since 60% of the grade depends on the papers, it is impossible to get a grade of

Quizzes are there to make sure you keep up with your reading, and that you acquire a basic knowledge about the religions we are studying. Each quiz will be in multiple choice format, questions taken from the text-book. The purpose of the quiz is to check that you are reading; questions will not be limited to material that I have mentioned in class.

Papers are divided into three categories, historical, cultural and comparative. The best paper that you submit in each of those categories will be counted towards the final grade. You will have the chance to submit up to 3 historical papers, 2 cultural papers and 1 comparative paper during the semester.

All papers should be printed on plain white paper, stapled, with no binding, cover or folder. All papers should have proper citations. I provide on the web-site a more detailed guide to citations: please remember that giving a list of sources cited is not enough. You will find, in the library, a folder of useful readings for each paper, and links on the web-site.
All papers will receive a mark out of 30.

5 marks will be given for grammar. Remember that you are expected to be able to communicate ideas clearly in flawless English. By the time you graduate, you should be able to write English as well as any native speaker. This is for all papers.

5 marks will be given for composition, that is, organization. Do not repeat yourself unnecessarily. All information should be relevant to your thesis. Think carefully about the proper order to present your ideas. This is for all papers.

The remaining 20 marks will be assigned in different ways for each type of assignment. I have indicated below the kind of questions you should be thinking about as you prepare these papers, but getting a good grade does not mean writing one paragraph answering each of the questions I’ve set out below – these are meant to be starting points, to set your minds rolling.

**Cultural Papers:**

The cultural papers give you an opportunity to respond to a film/television program that tells a religious story, and which was made for an audience in a different culture, either India or Japan.

10 marks will be given for the knowledge that you display of the other culture. You will need to demonstrate that you have done some research that will enable you to understand the religious and cultural environment in which this work was produced. What gods/goddesses/saints appear? What rituals are used? What elements of the story may have been surprising to the original audience and why?

10 marks will be given to your own response to the film/television program. Did it hold your attention, and if so, why? Was the story told with skill? How did elements such as music and dance contribute to the experience?

Cultural papers should be 1000-1500 words long.

**Historical Papers**

10 marks will be given for your use of source material. You must exercise good judgment in choosing secondary sources (they should be reliable, academic sources) and you should show some first-hand knowledge of primary sources.

10 marks will be given for your level of understanding. You must demonstrate the ability to make reasonable judgments of the available evidence, to consider more than one point of view, and provide good reasons for choosing the best theory, and an ability to understand deep explanations of the history of religions – connecting religious change to economic and political factors, for example.

Historical papers should be 1000-1500 words long.
**Comparative Paper:**

The comparative paper gives you an opportunity to reflect on at least three answers to the problem of evil – why do bad things happen to good people, and how should we respond?

10 marks will be given for demonstrating an understanding of writers from three different religions. This means that you must learn to understand their technical terminology and consider how their environment shaped their way of thinking about evil. Are they more concerned with comforting people who have suffered, or scaring people who are prone to misbehavior, or are their concerns more theoretical than practical – demonstrating that the existence of evil does not undermine their basic beliefs?

10 marks will be given for your evaluation of the writers you have studied. Do they provide helpful responses to the issue of evil? You need to explain what you think makes for a helpful response. At the very least, it should be consistent with our experience, and with what we know about human nature. It should also help people to find a way to cope with such situations – by giving us hope, or by helping us find the inner resources to handle such situations with dignity. The evaluation should involve a comparative element – did all three writers basically say the same thing? Or was one of them more helpful than the others, and if so, why? Were they all a waste of time, and if so, is that because they all shared some assumption that you reject?

The comparative paper should be at least 2000 words long. This is the most challenging assignment, and I suggest that you work on it throughout the semester.

**Final Examination:** The first section of the final will consist of 30 multiple choice questions, covering the same sections of the text-book that you studied for the quizzes. The second section will consist of an essay. I will give a set of essay titles, most of which will ask you to compare two of the religions we have studied. You will choose one essay. The marks for the exam will be evenly divided between those two sections.

**Writing Center:**

You are required to take a first draft of *any one of the first three historical papers, or else any one of the cultural papers* to the writing center, where you will work through a check-list to make sure you are meeting certain basic requirements. *If you fail to do this, you will receive a 2% penalty on your final grade.*
Provisional Schedule:

11th January: Introduction to the class
13th January: Start packet 1
18th January: Quiz 1, pp.83-106
22nd January, 10am: screening of Jai Santoshi Ma
25th January: Quiz 2, pp. 106-140

27th January Is Jai Santoshi Ma a Feminist Film? [Cultural Paper] Start packet 2
1st February: Quiz 3, pp.145-187
15th February: Quiz 4, pp.187-205
19th February, 10am, special screening of Monkey?
22nd February: Quiz 5, pp.263-279

26th February: Last day to drop without special permission
29th February: Quiz 6, pp.279-307
7th March: Quiz 7, pp.341-367
14th March: Quiz 8, pp.367-394
19th March: Quiz 9, pp.403-421
21st March: Quiz 10, pp.421-451

30th March: Explain why Judaism and Christianity became two separate religions. [Historical Paper]
Start packet 5
4th April: Quiz 11, pp.462-488
11th April: Quiz 12, pp.488-509,
20th April: Paper 5 due: Was Muhammad responsible for a move from economic to ideological warfare, and, if so, was this a positive development? [Historical Paper]
25th April: Final Exam, 12:30. Hand in Comparative Paper: Evaluate the response of writers from three different religions to the fact that, sometimes, bad things happen to good people.

Due to the unpredictable nature of public holidays in Panama, this schedule is subject to revision.

Policies: So, you want to receive an F? Just ignore the following rules.

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
I allow 6 excused absences. I assume that all absences are excused – I will not ask to see any documentation: if you miss a class or arrive late, I assume it is for a good reason and ask for no explanation. If you miss 7-9 classes, for whatever reason, you will lose 5% of your grade. If you have compelling reasons for missing more than one third of the course, then you should drop the class: if you miss 10 or more classes, you will automatically fail.

At the start of the class, I will close the door and then call roll. If you arrive when the door is closed, please wait patiently and quietly. Do not disturb the class. After one hour, I will open the door, giving a chance for latecomers to enter and early-leavers to depart – in each case, receiving a half-credit for attendance.
Clocks on this campus are unreliable: I set my watch by the computer in my office – this is the same time as is displayed on computers in classrooms and in the library. (Administrative computers, e.g. in the Student Affairs Office are on a different server, although the time-difference is only a few seconds.) Remember, you should always aim to be the classroom before the lesson begins. By the time I call roll, you should be sat at your desk waiting.
Cell phones must be switched off in class. You will be penalized for breaking this rule. Food is prohibited, but you may quietly imbibe non-alcoholic drinks.

**Late Work:** Work must be handed in during class on the date given. If you know that you will be unable to make a class, you may arrange for a friend to deliver the work to me, but the responsibility is yours. I will only consider grading late work in exceptional cases (e.g. serious illness, with a doctor’s note). If I consider it appropriate, I will penalize late work. Unless you have a very good reason for presenting the work late, it will receive an F.

**Highlights/Lowlights:** To help all students in the class produce better papers, I intend to select the best and worst pieces of work that are submitted on the web-site along with my comments. These extracts will be presented anonymously. Please indicate on every paper you submit whether you are willing for parts of it to be used in this way. “Y” indicates “Yes”, “N” indicates “No”.

**Students With Disabilities:**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrsc@admin.fsu.edu

http://www.disabilitycenter.fsu.edu/

**Sexual Harassment Policy:**

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form.
http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

**Student eligibility for an incomplete grade:**

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

**THERE IS A FATE WORSE THAN F!**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://dof.fsu.edu/honorpolicy.htm.)

If you deliberately violate the Academic Honor Code, you are trying to get more credit for your work than you deserve by deceiving your instructor. I do not tell my students lies, and it makes me angry when students try to deceive me. Furthermore, you are attempting to gain an unfair advantage over honest students. Taking steps to deal with plagiarism takes up a lot of my time, and slows down the whole process of grading. So, please read the following instructions and follow them carefully.
If you are using *any* words taken directly from any book, or web-site, or CD-ROM, they must be enclosed in inverted commas - “...”, or else clearly indicated by an indented margin and change of format:

As with this piece of text, which clearly stands apart from the rest of this paragraph. This is how a quotation from another source should appear in your paper when printed, unless it is just a “couple of words” that you want to mention.

You must state from which book they were taken, preferably including a page number. The reference must be given in the text, when the quotation is used, so that I can see when grading your paper exactly what is your work and what is taken from another source. Use either footnotes¹, or (parentheses). It is *not* sufficient to list sources at the end of the paper, although you should also do this.

If you are using ideas or information taken from a book, a web-site, a lecture or a conversation with a friend, acknowledgement must be given in the text, at the point in which the idea or information is used. Even if you are not quoting directly, there should still be a clear acknowledgement of your sources: this is known as paraphrasing – you explain someone else’s ideas in your own words. By giving a footnote, you give credit to the person whose information you are using. You also advertise to the professor that you have been reading about the subject.

If you have any doubts about meeting these requirements, contact me as soon as possible. Further notes are available on my web-site.

Papers must be written by you in English. If you write it in Spanish, you must translate it yourself: you are being graded, in part on your ability to communicate effectively in English. You are allowed to have help with “proof-reading” – i.e. you may ask someone to read what you have written in English and point out any mistakes. You must acknowledge your gratitude to your proof-reader at the start of the paper.

Plagiarism also includes the use of illicit material in closed book quizzes and final examinations. If I discover that you are guilty of plagiarism, you will receive an F for the piece of work in question, and it will be counted towards your final grade. As required by the General Bulletin, I will inform the Vice-Rector in writing, and this will remain on your file. Repeated offenses may result in your being expelled from the university. If I discover a second offence, you will receive an F for the entire course.

¹ This is a footnote. It would state the exact source of the quotation. If you are using Word, you can Insert footnotes and they will automatically be numbered. Footnotes are numbered consecutively throughout the paper. If you refer twice to the same book, you do not repeat the same number.
I have read and understood the syllabus for REL 1300, Spring 2016. If I fail to follow the instructions given here, particularly those which relate to violations of the Academic Honor Code, I accept responsibility.

Signed:

Name (print):
Class Time: Mon and Wed, 4:00-5:15  Room: 202

Instructor: Dr. Benjamin Murphy, bmurphy@fsu.edu, 317-0367 ext. 230, Office A

Web-site: http://myweb.fsu.edu/bmurphy/

Office Hours: Mon-Thurs, 2:15-4:00pm

Course Description:

The Republic of Panama is proud of its reputation as a Crisol de las Razas – Melting Pot of the Races. It is also a Crisol de las Religiones, a Melting Pot of Religions. In this class, students will collaborate to produce a website that will be a useful and objective guide for anyone trying to understand religious worship in Panama City in the 21st Century.

The website will not simply offer random facts about religious worship in Panama, it will promote a deep understanding, based on a theory about what religious worship is. Religious worship may incorporate many elements than can be seen as artistic – music, architecture, costumes, sermons and moments of silence can all be part of religious worship. What is distinctive about religious worship is that participants in an act of worship are signaling that they are members of a community that is bound together by commitment to a set of values. Typically, someone who participates in religious worship in Panama today is a member of a concrete community of believers living in Panama City, and that Panamanian community, in turn, is part of an older and larger community. A deep understanding requires an explanation of how acts of worship incorporate artistic elements to demonstrate a commitment to values that arise from a community’s history and are applied in the present day. This means it is necessary to know something of the origins of the religion being studied, the history of that religion in Panama, and the way that members of the community attempt to put its values into practice, whether through community projects, or simply in the way they lead their everyday lives.

The website must combine accurate historical information, interviews with worshippers and reflections on the significance of religion in Panama in the 21st century.
LIBERAL STUDIES FOR THE 21st CENTURY:

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the requirements for the E-Series and thus is designed to help you become an interdisciplinary and flexible thinker; a lifelong learner; and a team builder. In addition, this course has been approved for the Liberal Studies disciplinary requirement of Humanities/Cultural Practice:

1) Compare and interpret a variety of intellectual and/or artistic works within their cultural milieu(x).
2) Compare, interpret, and create or model cultural artifacts that function as widely varied reflections of human perspectives and/or practices.

For Scholarship In Practice:

1) select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.
2) articulate the process of producing a work, from initial plan, to critique, revision, and completion.
3) critique existing applications of scholarship in order to learn from past success and failures.

Objectives:

By the end of the class, students will be able to:

- Select relevant historical information for interpretation of a contemporary act of worship, and predict likely points of interest, demonstrating a knowledge of the original cultural milieu. (Tested in Group Presentation)
  This combines Cultural Practice Requirement 1, and Scholarship In Practice Requirement 1.
- Collaborate to produce a plan, to study a religious community. (Tested in Weekly Group Progress Reports)
  This combines flexibility and teamwork (E-series requirements), and planning and documenting the scholarly process. (Scholarship In Practice)
- Report on acts of worship, interview religious believers, interpret the information, considering the contemporary cultural milieu. (Tested in Weekly Group Progress Reports)
This combines the interdisciplinary requirement of the E-series, since the task is to evaluate the religious role of artistic activity, with the first requirement of the Cultural Classes.

- Summarize your discoveries and organize information. (Tested in First Paper)
  This is essential for the Writing Requirement.
- Compare forms of worship and ways of life from different communities, expressing and justifying your conclusions. (Tested in Second Paper)
  This completes the Writing Requirement, and Cultural Practices (2), since you must reflect on the different religious perspectives that you have encountered, and consider whether your own perspective has been transformed.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Presentation:</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Group Progress Reports:</td>
<td>20%</td>
</tr>
<tr>
<td>First Paper (Research Summary):</td>
<td>30%</td>
</tr>
<tr>
<td>Second Paper (Comparative Reflections):</td>
<td>30%</td>
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</tbody>
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Note that since 60% of the grade depends on written work, it is impossible to get a passing grade (C- or higher) without getting at least a C- for the written work.

**Schedule:**

**11th January – 3rd Feb: Preliminary Phase.**

On the second day of class (13th January), you will be divided into 5 groups, and each group will be assigned to a religious community. I will give you contact details for a leader from that community, who will function as a point of contact throughout your research.

However, you cannot begin your research until you have some idea what to look for. In the first phase of the class, we will spend time discussing scholarly articles that deal with the nature of religion and in particular, the nature of religious rituals. Also, each group will have the opportunity to carry out some preliminary research into the history of the religious community it is going to study. When you sit down with a religious leader, you do not want to waste time by asking basic questions that anybody could answer using an introductory textbook.

On the 1st and 3rd February, immediately before Spring Break, each group will give a presentation that will last about twenty minutes. These presentations are meant to demonstrate that you are ready to work as a team researching a religious community.
Points I will be looking for when grading the Presentations:

Do you know the basic facts about the religion you are about to study? Can you select those facts that are most relevant to understanding the religion in Panama today? Have you already found anything out about the type of rituals that are commonly used in this religion? Are you prepared with interesting questions to ask during your research? What expectations do you have about what you might find? (It is interesting to look back, after you have done some research and see whether those expectations were right or wrong). Do you know each other’s strengths and weaknesses (e.g. skill in language, experience in photography, good background knowledge of Panama City), so that you will be able to work together effectively?

Your grade will reflect the performance of the group as a whole, but I do expect each member of the group to make an individual contribution to the group presentation. If you fail to participate at all in your group’s presentation your grade will suffer.

15th Feb – 23rd March: Research Phase

By the 15th February, each team must have ready a plan for their research, and signed approval from the religious leader they have been designated to work with for this plan. The plan must also be signed by all members of the team. I will be maintaining contact with all six religious leaders throughout the project. Please bear in mind that these communities are doing us a favor by co-operating with us, and they should be treated with respect at all times. Any behavior that damages the reputation of FSU will also have a negative impact on your final grade.

The plan should include:

Interview with religious leader.

Interviews with worshippers.

Description of acts of worship, with photographs and recordings if that is permitted.

Investigation into community activities.

It is important to indicate in the plan which team member will be responsible for which activity, and by what date the activity should be completed.
Each class, three of the six teams will be submit a report on their progress, so that we can all see whether things are progressing according to plan. You will submit a written report to me, signed by all members of the team, giving information about who has done what, and present the information that you have gathered to the whole class, for discussion and follow up questions.

Throughout the research phase, I expect you to demonstrate flexibility. Different lines of investigation will be appropriate for each community. In some cases, there may be restrictions on whether you can attend and take photographs during acts of worship: you must be respectful of any limits that are imposed, and you will not be penalized for this. Also, you may need to make revisions in your initial plan for all sorts of reasons. A student may be unable to carry out a task assigned to them due to illness, or it may be necessary to cancel interviews for reasons beyond your control. You must make sure that, every week, you have new information to present to the class. You can be creative going beyond the basic requirements.

**Points I will be looking for when evaluating Weekly Group Research reports:**

At the end of the research period, I will use the weekly reports to assign everyone an individual grade, based on their contribution to the group. This is why it is important that every member of the group signs the weekly report, agreeing on which group member should be credited for which work. You are all being evaluated for team-work, and if you cannot even agree who was responsible for doing what, none of you are working well as a team. You will not be graded down just because there was one week where you did nothing – I will be looking at your contribution over the whole period: perhaps all your effort was concentrated in a couple of weeks. Also, if something prevents the group from achieving its goals for the week, just be honest in reporting the problems. These reports are meant to be a record of work in progress, including your mistakes and what you learned from them.

The end product of your research will be Paper 1.

Paper 1 should be approximately 1500 words long, and in it you will summarize what you learned throughout your research. You should explain the history of the community that you have studied, their forms of worship, the way that these forms of worship reveal the values of the community, and what it means for the community to practice those values.

I will be using extracts from these papers on the website, and what I am looking for here is information that is both accurate and useful for any outsider trying to gain a deep understanding of religious worship in Panama.
On 23rd March, you should have ready the first draft of Paper 1. I will return these drafts with comments by the 28th March. The final draft of Paper 1 should be ready by the 4th April.

**Points I will be looking for when evaluating Paper 1:**

In your research, you encounter facts. In this paper, you have to present the facts in such a way as to interest the reader. This means you cannot simply present a list of facts – you should be looking for some idea that ties everything together, remembering that we want to understand the values that unite a community. Also, you need to think about what interested you, and why it might interest someone reading the website. Did you find that there are commonly held prejudices about this religion that are mistaken? Is there anything distinctively Panamanian about the way the religion is practiced here in Panama?

**28th March – 20th April: Comparative/Editorial Phase**

In the final four weeks, we will have a series of class discussions in which you will be encouraged to engage in comparative reflections. This involves considering not only what you learned in your own research, but what lessons can be drawn from the research carried out by other groups. Do all the religions we have studied share the same values, or do some of them have distinctive systems of value? Do acts of worship really help orient people towards a set of values? On balance, does religious worship make a positive contribution to life in Panama City today? An e-series class is supposed to be a transformative experience. Has studying a variety of religions transformed you, and has it in any way changed the way you think about your own culture, or has it simply confirmed your expectations?

This will provide you with raw material for Paper 2, which you will hand in on the 20th April.

**What Will I Be Looking For When Evaluating Paper 2?**

Paper 2 should be 1500 words long. You will reflect on what you have learned throughout the project. You might, at this stage, look back over your initial Group Presentation. Did you answer the questions that you set out to answer? Did you discover new questions? Were you surprised by what you found, or did it match your expectations. I will be using extracts from these papers on the website. What I am looking for here are your personal reactions to the material that we studied, and your ability to explain the process of research.
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Policies: So, you want to receive an F? Just ignore the following rules.

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As with this piece of text, which clearly stands apart from the rest of this paragraph. This is how a quotation from another source should appear in your paper when printed, unless it is just a “couple of words” that you want to mention. You must state from which book they were taken, preferably including a page number. The reference must be given in the text, when the quotation is used, so that I can see when grading your paper exactly what is your work and what is taken from another source. Use either footnotes, or (parentheses). It is *not* sufficient to list sources at the end of the paper, although you should also do this.

If you are using ideas or information taken from a book, a web-site, a lecture or a conversation with a friend, acknowledgement must be given in the text, at the point in which the idea or information is used.

Even if you are not quoting directly, there should still be a clear acknowledgement of your sources: this is known as paraphrasing – you explain someone else’s ideas in your own words. By giving a footnote, you give credit to the person whose information you are using. You also advertise to the professor that you have been reading about the subject.

If you have any doubts about meeting these requirements, contact me as soon as possible. Further notes are available on my web-site.

Papers must be written by you in English. If you write it in Spanish, you must translate it yourself: you are being graded, in part on your ability to communicate effectively in English. You are allowed to have help with “proof-reading” - i.e. you may ask someone to read what you have written in English and point out any mistakes. You must acknowledge your gratitude to your proof-reader at the start of the paper.

Plagiarism also includes the use of illicit material in closed book quizzes and final examinations. If I discover that you are guilty of plagiarism, you will receive an F for the piece of work in question, and it will be counted towards your final grade. As required by the General Bulletin, I will inform the Vice-Rector in writing, and this will remain on your file. Repeated offenses may result in your being expelled from the university. If I discover a second offence, you will receive an F for the entire course.

Except for changes that substantially affect implementation of the evaluation (grading) this syllabus is a guide for the course and is subject to change with advance notice.

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1 This is a footnote. It would state the exact source of the quotation. If you are using Word, you can Insert footnotes and they will automatically be numbered. Footnotes are numbered consecutively throughout the paper. If you refer twice to the same book, you do not repeat the same number.
I have read and understood the syllabus for IFS2009, Spring 2016. If I fail to follow the instructions given here, particularly those which relate to violations of the Academic Honor Code, I accept responsibility.

Signed:

Name (print):
PHI 2010  Introduction to Philosophy Spring 2016

Class Time:  Tuesday and Thursday, 1:00-2:15pm

Room:  207

Instructor:  Dr. Benjamin Murphy, bmurphy@fsu.edu, 317-0367 ext. 230, Office A

Web-site:  http://myweb.fsu.edu/bmurphy/

Office Hours:  Mon-Thurs, 2:15-4:00pm

Prerequisites:  None. The course is suitable for all students, from the first semester of university study onwards.

Course Description:

This course is intended to make you think about how to think and in particular, to think about how to think about values, focusing on problems such as the self, free will, equality and utilitarianism. If this class is successful, you will at least be able to say that you made your own mistakes in life.

Course Objectives:

“He chose a certain path in life, it proved to be a misguided one, but there, he chose it, he can say that at least. As for myself, I cannot even claim that. You see, I trusted. I trusted in his lordship's wisdom. All those years I served him, I trusted I was doing something worthwhile. I can't even say I made my own mistakes. Really - one has to ask oneself - what dignity is there in that?” (From The Remains of the Day, by Kazuo Ishiguro).

If this class is truly successful, then you will at least be able to say that you made your own mistakes in life. However, if anyone is able to stand in judgement over you, it will certainly not be I. So, here are some abilities that I can and will measure in order to assign you a grade.

- Whatever you say, say it clearly.
- Compare different philosophical theories, probing their strengths and weaknesses.
- Explain the importance of historical context in understanding and evaluating ethical positions.
- Analyze and evaluate philosophical arguments step by step, identifying points of contention.
- Articulate views on the nature of social responsibility and its importance.

These will be evaluated through in-class writing, your term paper and discussions. There are also regular quizzes, whose purpose is simply to make sure that you all keep up with the reading.
Grading:
94+ A
90+ A-
86+ B+
82+ B
78+ B-
74+ C+
70+ C
66+ C-
64+ D+
60+ D
56+ D-

So, you want an A? Here’s what you need to do:

Term Paper: 40%
Discussion: 20%
Quizzes (best 5 of 7): 10%
In-class writing (10% for each of the 3): 30%

70% of the grade depends upon written work, so it is impossible to get a grade of C- for the class without getting at least C- for the written work (in-class writing and term-paper). That is why you get a W on your transcript if you pass the class.

Term Paper:

The title of your term paper is: *In your opinion, can we make objective judgements about values?*
Length: 4000 words.

On the 15th and 17th February, you will each have the chance to make a brief presentation outlining your thoughts on the matter up until that point in the semester. You will be graded not so much for your own presentations, as for your comments on the presentations of your class-mates (this will be the biggest factor in setting the grade for discussion. Helpful comments help improve a paper). On the 22nd February, you will submit a rough draft. If you do not submit a rough draft by that date, you will lose 5% of your final grade. In your rough draft, please include thanks for the most helpful comments you received during the discussion. I will return these drafts with comments and suggestions by the 24th February, including my estimate of whether the rough draft would receive a passing grade (A-C) or a failing grade (D-F). This is so that you can then make a decision about whether to continue with the class by the 26th February, which is the last day to drop without special permission. Please note that since this does not give me much time to read the rough drafts. I will make sure you receive some information about points that could be improved, but *do not assume that because I make no comment about a particular part of the paper, it therefore needs no improvement, my comments are just the starting point for further work.*  My goal in commenting on the rough drafts is to point out the priorities – I cannot necessarily tell you all of the problems you need to fix, but I will give you an idea of the biggest problems.
Expression: marked out of 10.

A good paper must be clearly expressed. The English must be flawless, and you should not try to impress me by using words that you do not fully understand. The tone should be that of a formal, academic piece of writing.

Organization: marked out of 10.

Do not waste a single word with irrelevant personal anecdotes, irrelevant information about the lives of great philosophers, jokes, or pretentious opening statements like “Since the start of time…” The paper should be well structured, like a well-written episode of a television series – when I get to the end, it must be clear that every single paragraph was essential, and that I was being directed all along to what appears to be an inevitable outcome. (When you are revising your first draft, think very carefully about how the material might be re-arranged).

Understanding: marked out of 10.

You will need to give some examples of judgements that we would clearly consider to be objective, for example that judgement that the Earth moves around the Sun, and judgements that we clearly consider to be value judgements, for example the judgement that Hitler was evil. (But please, try to think of your own examples). Then you will need to consider carefully what reasons there are for supposing that we cannot arrive at objective opinions on matters of value. Are these obstacles that could be overcome with hard work, or insuperable barriers? Think very carefully about how someone might respond to your arguments, bearing in mind what other philosophers have said about such matters. Feel free to make use of points that were discussed in class as well, but always look for added value – add something of your own to the discussion. If your friend said something useful in class, you can mention it, but try to take the debate a step further. If you quote a well-known philosopher, explain whether you agree or disagree, and why. You must show that you have made an attempt to engage with people whose opinions you disagree with. It is important that you demonstrate an appreciation that, whatever you say on this topic, you are disagreeing with some of the most intelligent people who have ever lived.

Argumentation: marked out of 10.

The goal is to present your thinking on the matter. So, the whole paper must be defending your point of view – do not wait until the final paragraph to mention which side you happen to agree with, state and defend your position from the start. But remember, you are presenting not just your opinion on the matter, but your thinking – there must be some attempt at argument. Throughout the class, I will be trying to teach you techniques of argument as we evaluate the work of other philosophers. The most important feature of a good argument is that you need to find a way to use points of consensus to settle points of controversy. For example, which is the greatest soccer club in English history, Liverpool or Manchester United. That is a point of controversy. Manchester United have won the English top-flight championship (formerly known as Division One, now known as the Premiership) more than any other club. That is a point of consensus that nobody can deny, and evidence in favor of their being the best. But then Liverpool have won the top European trophy (formerly the European Cup, now the Champions’ League) more than any other club. That too is a point of consensus, and evidence in favor of Liverpool. So now we need to know which trophy matters more – a controversial question. Liverpool have won five European cups and eighteen English league titles, United have won twenty English titles and three European cups – point of consensus. Those figures suggest that the European trophy is harder to win, and therefore is a better indication of greatness. If the European Cup is the greater trophy, then we have evidence that Liverpool is the greatest club. Notice how finding the right questions at each stage leads us step by step to an answer to the original question – we use facts about which there is a consensus to get an answer to a controversial question. (I hate admitting that Liverpool have been more successful, but good arguments force people to admit that something is true even if it is not what we want to believe).
In-Class Writing:

For the in-class writing assignments, you are welcome to use your copies of the text-book, and to bring along other reading materials that we may have used, and these may be contain your annotations. (If you underline sections, or add notes by hand, for example defining unfamiliar words or reminding yourself of useful objections, those are annotations). You may also bring a dictionary of your choice. However, you may not communicate during the in-text writing session, and you may not access the internet. I will give you a prompt, based on the material that we have been discussing, and you will write an essay. Although I will not expect the same standard as in the term paper, I will be looking for the same qualities – expression, organization, understanding and argumentation. In the prompt, I will also explain what skills you are expected to demonstrate in this particular piece of writing, based on the class objectives.

If you have a documented absence for in-class writing, I will allow you to make it up. But this is very inconvenient for me, and I would appreciate it if you make a particular effort to arrive on time for these classes. (The final in-class writing session is the final exam, but it is not comprehensive, nor does it carry any extra weight in determining your final grade).

Quizzes:

Quizzes are there to make sure you keep up with the reading. No books or notes are allowed during quizzes, which will consist of brief multiple choice questions based on everything that we have read since the previous quiz, and everything that I have said during class. If you miss a class, please check with your classmates to find out what you have missed. The best five out of seven quizzes will be used to determine the final grade. If you miss a quiz, even for a documented absence, it will become one of the two quiz grades that you drop. My assumption is that you would never miss a quiz except for a really good reason, and even for good reasons, you would not miss more than two quizzes.
Text Book:


There will be readings from other sources, usually available using FSU’s extensive digital library.

Schedule:

Please note that this schedule is subject to change, particularly because of the unpredictable nature of public holidays in Panama. However, I would appreciate it if you make a note of the days when in-class writing assignments are scheduled, and make an effort to arrive on time for those days.

12th January – 4th February, Unit 1: Doubt, Self and Identity. (Chapters 1, 2 and 6)
19th January: Quiz 1
2nd February: Quiz 2
4th February: In-class writing assignment 1.

18th February – 24th March, Unit 2: Dilemmas and Social Responsibility (Chapters 4 and 5)
25th February: Quiz 3
16th February: Presentations (briefly tell the class what you plan to say in your term paper)
18th February: Presentations (briefly tell the class what you plan to say in your term paper)
23rd February: Rough draft due. (If you fail to hand in a rough draft of at least 3000 words, you will be penalized).
25th February: Rough drafts returned.
26th February: Last day to drop class without special permission
1st March: Guest Lecturer, Gregory House MD will explain ‘The Last Temptation.’ (Dr. House, Season 7, episode 19, script by David Foster and Liz Friedman).
8th March: Quiz 4
17th March: Quiz 5
24th March: In-class writing assignment 2.

29th March – 26th April, Unit 3: Causality. (Chapter 8)
5th April: Quiz 6
19th April: Quiz 7
21st April: Final Draft of Term-Paper Due.
26th April, In-class writing assignment 3, 12:30-3:00
Students With Disabilities:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) ssrc@admin.fsu.edu http://www.disabilitycenter.fsu.edu/

Sexual Harassment Policy:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form.
http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

Student eligibility for an incomplete grade:

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

Policies: So, you want to receive an F? Just ignore the following rules.

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
I allow 6 excused absences. I assume that all absences are excused – I will not ask to see any documentation: if you miss a class or arrive late, I assume it is for a good reason and ask for no explanation. If you miss 7-9 classes, for whatever reason, you will lose 5% of your grade. If you have compelling reasons for missing more than one third of the course, then you should drop the class: if you miss 10 or more classes, you will automatically fail.

At the start of the class, I will close the door and then call roll. If you arrive when the door is closed, please wait patiently and quietly. Do not disturb the class. After one hour, I will open the door, giving a chance for latecomers to enter and early-leavers to depart – in each case, receiving a half-credit for attendance.
Clocks on this campus are unreliable: I set my watch by the computer in my office – this is the same time as is displayed on computers in classrooms and in the library. (Administrative computers, e.g. in the Student Affairs Office are on a different server, although the time-difference is only a few seconds.) Remember, you should always aim to be the classroom before the lesson begins. By the time I call roll, you should be sat at your desk waiting.

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**Highlights/Lowlights:** To help all students in the class produce better papers, I intend to select the best and worst pieces of work that are submitted on the web-site along with my comments. These extracts will be presented anonymously. Please indicate on every paper you submit whether you are willing for parts of it to be used in this way. “Y” indicates “Yes”, “N” indicates “No”. This applies to the rough draft and to the in-class assignments.

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I have read and understood the syllabus for PHI 2010, Spring 2016. If I fail to follow the instructions given here, particularly those which relate to violations of the Academic Honor Code, I accept responsibility.

Signed:

Name (print):
**REL 2240 Introduction to the New Testament, Spring 2016**

**Class Time:** Tuesday and Thursday: 4:00-5:15

**Instructor:** Dr. Benjamin Murphy, bmurphy@fsu.edu, 317-0367 ext. 230, Office A

**Web-site:** http://myweb.fsu.edu/bmurphy/

**Office Hours:** Mon –Thurs, 2:15-4pm

**Prerequisites:** None. The course is intended for students in their 2nd year. It presupposes no prior study of Christianity or any other religion, and should not be too difficult for freshers.

**Course Description:** An introduction to the writings of the New Testament in the context of the development of early Christianity.

**Course Objectives:** By the end of the course, students should be able to explain how it is possible to arrive at a better understanding of the New Testament, by paying attention to the broad context, and the theological agenda of particular writers. They should be able to demonstrate a working knowledge of historical methodology.

**Evaluation:** Regular quizzes will determine that you are acquiring a good knowledge of the ‘broad context’ – that is, awareness of the contents of the most important New Testament documents, and of the historical context in which it was written. You will have ten quizzes in class, but may drop the lowest two grades. No extra quizzes! By writing longer papers, you will demonstrate a working knowledge of historical methodology, applying such methods to selected texts. Papers must be written in a scholarly manner, as set out in my notes ‘Writing Papers for REL 2240’. I will choose the best two out of a possible four papers. Each paper should be at least 2000 words long – you receive a W for this class, and you have to earn it!

**Set Texts:** *The Oxford Annotated Bible*,

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Papers</td>
<td>60%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

94+ A
90+ A-
86+ B+
82+ B
78+ B-
74+ C+
70+ C
66+ C-
64+ D+
60+ D
56+ D-

_In order to fulfill FSU’s Writing Requirement (“W” Designation) credit, the student must earn a “C-” or better in the course, and in order to receive a “C-” or better in the course, the student must earn at least a “C-” on the required writing assignments for the course. If the student does not earn a “C-” or better on the required writing assignments for the course, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course._
Schedule:
For a more detailed schedule, including readings, check the web-site. Each quiz will be based on readings listed on the web-site, and topics discussed in class.

19th January: Quiz 1
28th January: Quiz 2
2nd February: Paper 1 Due: How does Mark use his skill as a storyteller to present Jesus as a Savior?
8th - 11th February: Spring Break
16th February: Quiz 3
23rd February: Quiz 4
26th February: Last day to drop without special permission
1st March: Quiz 5
3rd March: Paper 2 Due: What did Jesus mean by ‘the Kingdom of God’?
10th March: Quiz 6
17th March: Quiz 7
24th March: Quiz 8
29th March: Paper 3 Due: What did Paul mean by ‘faith’?
7th April: Quiz 9
14th April: Quiz 10
21st April: Paper 4 Due: Were any of the first Christians feminists?
26th April: Final Examination, 3:30-6:00pm.

Policies:

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footnotes¹, or (parentheses). It is not sufficient to list sources at the end of the paper, although you should also do this. If you are using ideas or information taken from a book, a web-site, a lecture or a conversation with a friend, acknowledgement must be given in the text, at the point in which the idea or information is used. Even if you are not quoting directly, there should still be a clear acknowledgement of your sources: this is known as paraphrasing – you explain someone else’s ideas in your own words. By giving a citation, you give credit to the person whose information you are using. You also advertise to the professor that you have been reading about the subject. If you have any doubts about meeting these requirements, contact me as soon as possible. Further notes are available on my web-site.

Papers must be written by you in English. If you write it in Spanish, you must translate it yourself: you are being graded, in part on your ability to communicate effectively in English. You are allowed to have help with “proof-reading” – i.e. you may ask someone to read what you have written in English and point out any mistakes. You must acknowledge your gratitude to your proof-reader at the start of the paper.

Plagiarism also includes the use of illicit material in closed book quizzes and final examinations. If I discover that you are guilty of plagiarism, you will receive an F for the piece of work in question, and it will be counted towards your final grade. As required by p.73 of the General Bulletin, I will inform the Vice-Rector in writing, and this will remain on your file. Repeated offences may result in your being expelled from the university. If I discover a second offence, you will receive an F for the entire course.

¹ This is a footnote. Your word-processor will automatically number your footnotes.
I have read and understood the syllabus for REL 2240, Spring 2016. If I fail to follow the instructions given here, particularly those which relate to violations of the Academic Honor Code, I accept responsibility.

Name (print):

Signed:

Date: