Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College): Arts and Letters</th>
<th>Academic Organization (Department): Philosophy</th>
<th>Date: 1-27-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Thomas Pyne</td>
<td>Submitted by: Matt McCormick</td>
</tr>
<tr>
<td>New <em>X</em> Change ___ Deletion ___</td>
<td>For Catalog Copy: Yes <em>X</em> No ___</td>
<td>Semester Effective:</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No __</td>
<td>CCE (Extension): Yes ___ No ___</td>
<td>Fall <em>X</em> Spring <strong>, 2011</strong></td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Change to:</th>
<th>Title: Seminar On the Problem of Evil</th>
<th>Units: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.): PHIL 192P</td>
<td></td>
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JUSTIFICATION:
The Philosophy department offers a variety of senior seminars each year on important subjects and philosophers in the discipline in order to fulfill several upper division, elective, and Honors course requirements for our majors. We vary the subject and the content of the courses regularly to be current in the discipline and in order to give a majors a range of courses to pursue their interests.

The problem of evil, or why an infinitely powerful and good God would permit so much apparently pointless, has been a major focus of philosophers and theologians for centuries. It is perhaps one of the ten most important topics in all of philosophy. Debates about the problem, its details, and proposed solutions have been central in philosophy discipline and have produces some of the most important developments in the discipline. This course will consider several accounts of the problem, both deductive and inductive, and several proposed solutions ranging Hick’s soul-building defense, skeptical theism, Plantinga’s Freewill Defense, and Rowe’s atheism.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should confrom to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

An analysis of the aspects of the problem of evil: why does an all powerful and good God allow so much pointless suffering? This course addresses the logical and inductive problems and a variety of the solutions that have been influential in philosophy and theology.

Note:

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Enforced at Registration: Yes X No Phil 131 or 6 units of Philosophy, or instructor permission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisite:</td>
<td>Enforced at Registration: Yes No</td>
</tr>
<tr>
<td>Graded:</td>
<td>Letter <em>X</em> Credit/No Credit ___ Instructor Approval Required? Yes ___ No X ___</td>
</tr>
<tr>
<td>Course Classification (e.g., lecture, lab, seminar, discussion):</td>
<td>Title for CMS (not more than 30 characters) PHIL 192P: Seminar on Prob Evil</td>
</tr>
<tr>
<td>Cross Listed?</td>
<td>Yes ___ No __</td>
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<tr>
<td>If yes, do they meet together and fulfill the same requirement, and what is the other course.</td>
<td></td>
</tr>
<tr>
<td>How Many Times Can This Course be Taken for Credit? 1</td>
<td></td>
</tr>
<tr>
<td>Can the course be taken for Credit more than once during the same term? Yes ___ No __</td>
<td></td>
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</tbody>
</table>
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Student Outcome Goals:
This course has several major goals for students.
1) To develop the ability to think critically, objectively, and carefully about the problem of evil, related religious claims, and the proposed solutions.
2) To familiarize students with the major issues and arguments in the problem of evil literature.
3) To equip students with a number of advanced skills of philosophical analysis involving writing, argumentation, logical analysis, textual analysis, criticism, and oral discussion/debate skills.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Student Assessment: These goals will be met and assessed with reading assignments, tests, vocabulary assessment, quizzes, paper assignments, class discussions, lectures, and philosophical research.

<table>
<thead>
<tr>
<th>Grading Structure</th>
<th>Number</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Papers</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Questions</td>
<td>6</td>
<td>6% (each)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>Google Groups Discussion Board</td>
<td></td>
<td>7%</td>
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For whom is this course being developed?

- Majors in the Dept. _X_
- Majors of other Depts
- Minors in the Dept._X_
- General Education
- Other _X_

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X_

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes _X_

The course will be offered in rotation with 190 level courses already being offered on a regular basis.

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). __none__

The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures: ___________________________ Date: Feb. 14, 2011

College Dean or Associate Dean: Nicholas F. Buchanan Date: 3/8/11
Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
Problem of Evil syllabus  
Professor McCormick  
Department of Philosophy  
Phil 192P  
Fall, 2011  
Tuesday, Thursday, 12-1:15

Catalog Description: An analysis of the problem of evil: why does an all powerful and good God allow so much pointless suffering? This course addresses the logical and inductive problems and a variety of the solutions that have been influential in philosophy and theology.

Required text: All readings (listed on the schedule) will be available online as direct links or in a SacCT folder labeled “Readings.” You will need a reliable computer and Internet access for SacCT.

The Course:

The problem of evil, or why an infinitely powerful and good God would permit so much apparently pointless suffering, has been a major focus of philosophers and theologians at least since Epicurus:

If God is willing to prevent evil, but is not able to then He is not omnipotent.
If He is able, but not willing then He is malevolent.
If He is both able and willing then whence cometh evil?
If He is neither able nor willing then why call Him God?

The controversy has led to important developments in the statement of the problem, its details, and the formulation of a variety of solutions. This course will consider the problem of moral evil, which focuses on the suffering that humans create. It will consider the problem of natural evil, which focuses on suffering that is produced by non-human sources. It will consider the suffering of humans and the suffering of non-human, sentient animals. The course will also consider the logical problem which alleges that the existence of God is logically impossible given the presence of evil. It will consider the inductive problem of evil which alleges that God’s existence is improbable given the existence of so much suffering. We will also consider theodicies and defenses such as Hick’s soul-building defense, Plantinga’s Freewill Defense, skeptical theism, and explanations of divine hiddenness.

Student Outcome Goals:

This course has several major goals for students.
1) To develop the ability to think critically, objectively, and carefully about the problem of evil, related religious claims, and the proposed solutions.
2) To familiarize students with the major issues and arguments in the problem of evil literature.
3) To equip students with a number of advanced skills of philosophical analysis involving writing, argumentation, logical analysis, textual analysis, criticism, and oral discussion/debate skills.

**Student Assessment:** These goals will be met and assessed with reading assignments, tests, vocabulary assessment, quizzes, paper assignments, class discussions, lectures, and philosophical research.

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**Course Policies:** All policies concerning office hours, attendance policies, being tardy, late and missed assignments, makeup policy, cheating, intellectual property rights, students with disabilities, and laptops are posted here.

**Google Groups Discussions:**

All students are required to make regular, constructive, and considered contributions to our discussion board on Google Groups:

**Problem of Evil-CSUS**

**Getting Started:** Create a Google Account:

1. Go to: [https://www.google.com/accounts/ManageAccount](https://www.google.com/accounts/ManageAccount) If you don't already have an account, create one with the link on the lower right. If you use a pseudonym that is not recognizable as your name, email me to tell me what it is and who you are—I won't be able to give credits for posts from a mystery student named "oNixJUmp3"

2. Once you have an account and you are logged in you can join the group at this address:

   **Problem of Evil CSUS**
3. Posting questions, comments, and ideas: Under "Discussions," there will be
different threads of conversation with questions and comments from Prof. McCormick
and other students. Choose topics and questions that you find interesting and make a
post, or ask new questions and start a thread of your own.

**Grading:** Students who make frequent, reflective, and helpful posts (at least 15 for the
semester) will receive a full 8% for this portion of the grade. Lesser contributions will be
graded proportionally lower. Students who neglect the discussion group during the
semester and then post a flurry of comments in the final two weeks will be graded
proportionately lower. Contributions will be evaluated on the basis of these criteria:

1. How frequently did the student post?
2. How constructive and thoughtful were the student's contributions?
3. To what extent did the student's posts reflect an engagement in the concepts,
   issues, and philosophical challenges focused on in the course?
4. To what extent did the student's posts reflect his or her familiarity with the assigned
   readings for the course?

**Rules of Engagement:**

A. Be polite and respectful of other views.
B. Don't post or email in anger. Reflect on it and cool off before you hit "Send."
C. Take some time to consider what's correct, helpful, or interesting in other people's
   posts.
D. Give reasons and arguments for conclusions, don't preach.
E. Quoting from the Bible or some other religious document, by itself, typically does not
   constitute giving an argument that some philosophical and religious claim is true. The
   question that would need to be addressed first is: why would someone take that claim
   in the Bible to be true?
F. Be prepared to change your mind if there are good grounds for it.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction: The problems: Natural and moral evil, logical and evidential problem</td>
<td>start on next week's readings below.</td>
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<tr>
<td></td>
<td>Topic</td>
<td>Reading Material</td>
<td>Reading Questions</td>
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<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>2</td>
<td>Moral Relativism and the PoE</td>
<td>TBA</td>
<td></td>
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</tbody>
</table>
| 3 | The Logical PoE                           | Mackie, J.L. Evil and Omnipotence *Mind*, 64: 200-12  
http://www.ditext.com/mackie/evil.htm  
| 4 | The Freewill Defense                      | Plantinga, A. excerpts from *God Freedom and Evil*.                              | Reading Questions #2 |                             |
| 6 | The Inductive PoE                         | Rowe, *The Problem of Evil and Some Varieties of Atheism*.                          |                   |                             |
| 7 |                                          | Review for Midterm                                                                |                   | Midterm Review sheet.       |
| 8 | Skeptical Theism                          | Wykstra, S. "The Humean Obstacle to Evidential Arguments from Suffering: On Avoiding the Evils of 'Appearance'," *International Journal for Philosophy of Religion*, 16: 73-93. | Reading Questions #4 |                             |
| 10| Rowe's response to ST                     | Rowe, W."Friendly Atheism, Skeptical Theism, and the Problem of Evil,"  
<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Reading Material</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Critical Responses</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Critical Responses and Course wrap up. Review</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

Final Exam
Office Hours, Spring 2011

Thursdays, 9:30-10:30, 1:30-2:30. Mendocino 3020
and by appointment or email: mccormick@csus.edu

Attendance: class attendance is mandatory for all of my classes.

In classes that meet 2 or 3 times a week, anyone with 5 or more unexcused absences will receive a 0 for class participation.

In classes that meet once a week, anyone with 3 or more unexcused absences will receive a 0 for class participation.

Everyone is expected to come to class prepared, having read the assigned materials, and ready to participate in the class discussions. Everyone who meets these requirements will receive the full portion of the course attendance and participation grade. Partial failure to meet these requirements will result in a proportional reduction of that grade.

If there are emergencies that force you to miss class, they may be excused in some rare cases. You must notify me that you will be missing class before it occurs. And I will require evidence in order to excuse the absence(s).

Being Tardy:
I take roll at the beginning of class and, if necessary, after break; students who are late will be counted absent and will miss assignments, important information, and as a result, will do poorly in the course. Three tardies count as an absence.

Late Assignments:
Each student may take one extension on a due paper or question set (but not on the final, any quiz or exam, or on an assignment due at the end of finals week) until the next class period. This is the only extension you will have, so use it wisely. You do not need to inform me when you choose to take your extension. All other late assignments will be penalized one letter grade per day (not per class period). Assignments turned in after class on the day they are due will be counted late.

Missed Assignments:
Be forewarned: A missed assignment will be entered as a 0 in the grade spreadsheet, and that has a substantial negative impact on your course grade. Even an F (55 points) has a less damaging effect on your grade. Every semester I get emails and calls from
distraught students after course grades are in complaining about their grades. They did well on some assignments, but failed to realize that by skipping 2 or 3 or 5 of the course assignments, they had conceded 20-40% of the course grade.

**Makeup Policy:** There will be no extra credit or make up assignments for any missed work. The midterm and final exams will not be rescheduled for anyone. Plan accordingly.

**Cheating:**
No cheating of any sort will be tolerated in this course. All sources in papers must be cited and given appropriate credit. The author of any information from the Internet must be given credit; using such information without indicating the source is stealing someone else's hard work and it is immoral. Students are allowed to discuss lectures and even assignments with each other, but they must do their own work. Be cautious of sharing your notes and ideas with someone who did not attend class; that person has must more to gain than you do.

Here is the university policy on academic honesty:

The attempt by a student to cheat on an exam or other academic assignment or to engage in plagiarism is a violation of a fundamental principle of academic honesty and integrity and will not be tolerated in the University. Formal procedures exist for dealing with these cases and penalties will be imposed on students who are found guilty of academic dishonesty. In the event of expulsion, suspension or probation, a notation is made on the student’s transcript. Suspension and probation notations remain on the transcript for the life of the suspension/probation. For information, contact the office of the Vice President for Student Affairs.

**All students will be responsible for reading and following the university honesty, plagiarism, and cheating policies.** They are posted at:

http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm

**Intellectual Property Right Policy:**
The development of websites and businesses that buy students' notes and papers and resell them to other students who are willing to cheat has made this policy necessary:

I do not give my permission for any materials presented in my courses, including but not limited to lectures, lecture notes, assignments, tests, and handouts, to be sold without my explicit written permission. Those materials also may not be given, or
otherwise transferred by anyone who is not currently enrolled in my courses to anyone who is. Nor can they be given or otherwise transferred to anyone who is currently enrolled in my courses to anyone who is not. They may not be used for any commercial purposes without my explicit written permission. Their use is educational and confined to use in my class. Anyone who violates these policies is in conflict with university intellectual copyright policy and will be subject to legal action.

**Students with Disabilities:**
If you have a documented disability and require accommodation or assistance with assignments, tests, attendance, note taking, etc., please see the instructor during the first week of the semester or sooner so that appropriate arrangements can be made to ensure your full participation in class. Also you are encouraged to contact the Services for Students with Disabilities (Lassen Hall) for additional information regarding services that might be available to you.

**Laptop Policy:**
Laptops are allowed in my classes. However, they can be a distraction to their users and students around them. Students with laptops should sit in the back of the room and only class related material should be on the screen. Likewise, cell phone use is strictly limited to use for class such as entering calendar dates.