



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Scien Department School of Humanities, Arts & Cultural Studies
Prefix PHI Number 422 Title God and the Problem of Suffering Units: 3
Is this a cross-listed course? Yes If yes, please identify course(s) REL 459 God and the Problem of Suffering
Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials N/A (Required)

Course description: Examines whether a Western theistic conception of God (that is, an omniscient, omnibenevolent, omnipotent being- the God of the three main Western religions) is compatible with the existence of what appears to be an abundance of pointless suffering in the world. Addresses the logical and evidential problem of (moral and natural) evil, as well as a variety of proposed theodicies through the study of philosophical texts, literature and film.

Requested designation:

Mandatory Review: No

Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Bertha Manninen E-mail bertha.manninen@asu.edu Phone 602-543-3433

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis Mendoza Date: 3/28/17



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Lundy

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	See syllabus course description and the readings list. These are highlighted in yellow.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	See syllabus, reading list, and also the assignments for the course. Reading list is highlighted in yellow, course assignments are highlighted in pink. I have also included a sheet that gives a more detailed explanation of the writing assignments.
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	See syllabus reading list; highlighted in yellow
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	

ASU - [HU] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.

Course Prefix	Number	Title	General Studies Designation
PHI	422	God and the Problem of Suffering	HU
REL	459		

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course is focused reading classical and contemporary texts from notable philosophers of religion. The course also, to a lesser extent, utilizes film, religious holy texts, and literature as a mechanism to discussing and analyzing the problem of evil.	Starting on page 6 of the syllabus, you will be able to see a detailed list of everyone we read in the class, including the philosophical and religious texts we will be discussing. In addition to addressing the problem of evil, there are other philosophical issues we address as "side issues", e.g., questions on free will and determinism, the classical nature of a theistic conception of God, and the efficacy of common theistic practices, like prayer.
2	Students are required to analyze and interpret philosophical material through three paper assignments (two critical papers and one argumentative paper), in addition to 10 reading responses throughout the semester.	Via class discussion, the students analyze and interpret the philosophical literature on the problem of evil, and its illustration in film, literature, and religious texts. Moreover, as you can see from in the assignments section (in pink), they are also required to do this via written work. The accompanying assignments sheet after the syllabus illustrates the nature of these assignments in more detail.
4a	Course is focused on studying different perspectives in the philosophy of religion, in epistemology, and in metaphysics.	Students are exposed to these ideas through several readings and corresponding films. See highlighted areas starting on p. 6.

PHI 422 / REL 459 - God and the Problem of Suffering
Spring 2016
Mondays and Wednesdays, 3:00 – 4:15 PM
CLCC 146

ARIZONA STATE UNIVERSITY WEST
Division of Humanities, Arts, and Cultural Studies

Dr. Bertha Alvarez Manninen
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Office Phone Number: 602-543-3433
Office Hours: Mondays and Wednesdays, 10:30 am – 11:30 am (and also by appointment if these times won't work for you).

Required Readings

God and the Problem of Evil, edited by William Rowe. Blackwell Publishing, 2005.

Additional readings available on the Blackboard and denoted as 'BB' throughout.

Course Description

This course examines whether a Western theistic conception of God (that is, an omniscient, omnibenevolent, omnipotent being – the God of the three main Western religions) is compatible with the existence of what appears to be an abundance of pointless suffering in the world. The course addresses the logical and evidential problem of (moral and natural) evil, as well as a variety of proposed theodicies. We will do so primarily through the study of philosophical texts, but also through literature and film.

Course Objectives and Learning Outcomes

Comprehension / Representation: Students will demonstrate an ability to accurately and appropriately articulate an understanding of philosophical and religious issues.

Application / Synthesis: Students will demonstrate an ability to employ critical thinking in applying philosophical theories and concepts to cases of present world issues via the analysis of argumentative and critical essays in philosophy, film, and literature.

Evaluation / Analysis: Students will demonstrate an ability to apply philosophical concepts and theories in order to provide rational arguments with clearly articulate premises that support a consistent conclusion.

Class Format

Classes will usually be conducted in a seminar format: the instructor and students will discuss the assigned readings together. The instructor will also utilize Power Points in order to emphasize the main points of the readings. *Although the instructor will use Power Points, the student is still expected to take his/her own notes in addition, since much of the elaboration of these main points will not be on the Power Points.* The instructor's role will primarily involve moderating and guiding the discussion, and answering technical questions about the readings, many of which are quite challenging. Students are *strongly* encouraged to contribute to discussions and to ask questions. All the Power Points will be available to the students and can be located under the "Course Information" section of the Blackboard.

Participation: This format of this course balances lecture with discussion and debate. Your preparedness and participation is vital. Participation includes reading, listening, and discussing. Disruptive behavior (e.g., talking out of turn, being disrespectful to others, conducting your own personal conversations during class) or distracted behavior (e.g., sleeping, completing work for other classes, reading a newspaper, texting etc.) will earn you a pass out of the class.

Computers: In the past, I have allowed students to use their computers to take notes in class. Given the massive amount of abuse this entailed, I have significantly curtailed this. If you need to use a computer to take notes in class please come talk to me about it personally, and understand that if I have reason to believe you are using the computer for any other purpose, I will ask you to put the computer away and leave class for the day. I will also please ask you to sit within the first two rows.

Attendance and Personal Responsibility

There is no mandatory attendance in this class. You are adults, and may choose to attend class as you see fit. However, keep in mind that, given the difficult nature of the material, missing a lecture may very well place you behind. Also, keep in mind that your attendance and effort in the class may come to be significant towards the end of the semester if you are borderlining on a higher grade.

Please see the university's policy on *excused absences due to religious observances/practices* (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) and the university policy on *excused absences due to university sanctioned events/activities* (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Also, please see here for the university's *policies against threatening behavior as per the Student Services Manual* (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>)

Course Requirements:

2 Critical Papers: (5-7 pages for undergraduate students; 7-10 for graduate students). Each student will write two shorter critical papers regarding any essay discussed in the class prior to the time that the paper is due (each paper must deal with a different essay). The assignment will be to identify a substantial argument made in one of the readings, clearly state that argument, and then illustrate the difficulties you believe the argument faces. Undergraduates will not be required to incorporate external sources, but graduate students are so required. I will pass out a more detailed assignment guide closer to the first due date (**100 points each; 200 points total**).

Argumentative Paper: (7-10 pages for undergraduate students; 10-20 pages for graduate students). Each student will write a final essay (in lieu of the final exam) where they will have the opportunity to argue their own point of view on the following question: Does the problem of evil pose a substantial objection to the belief in a theistic God? I will pass out a more detailed assignment guide closer to the paper's due date (**100 points**).

Reading Essays: You will have to turn in **10** reading questions/commentaries in total for the whole semester. **5** of these questions need to be handed in by **Feb. 17** and **5** of these questions need to be handed in **Feb. 17**. Please take note that if you have not turned in 5 questions by Feb. 17, then you lose those points; you cannot turn in more than 5 after Feb. 17 or before. Also note, you will have **9** reading opportunities before and on Feb. 17 and **10** reading opportunities after Feb. 17. This leaves you with plenty of opportunities (19 readings total) to complete your essays.

For these questions, you will type a **one full page single spaced** discussion question/commentary based upon the reading for that day. **You must be present to turn it in IN CLASS (not via email, this means you have to attend class that day) and the paper is due the day we are scheduled to go over the reading.** You will implement at the very least **2 citations** from the reading. These papers are supposed to be insightful, either posing a genuine challenge to the reading, or asking a question for clarification, or just expressing your overall thoughts and reactions. Those papers that do not illustrate genuine thoughtfulness or effort will not receive full credit. It is your responsibility to keep up with these essays and ensure you get all 10 done on time. Each question will be worth up to 10 points (**100 points total**).

Therefore, the total number of points possible for this class is **400** points.

Grading Scale: I use a +/- scale with the following breakdown:

A+ = 395+ (4.33)	C+ = 314 - 299 (2.33)
A = 394 - 379 (4.00)	C = 298 - 268 (2.00)
A- = 378 - 363 (3.67)	D = 267 - 237 (1.0)
B+ = 362 - 347 (3.33)	E = 236 and below
B = 346 - 331 (3.00)	
B- = 330 - 315 (2.67)	

I will not negotiate grades, either during or after the term is over. If you have a problem with the grade you are receiving in the class, or any other class policy, you need to speak with me early in the semester, and not at the last minute.

Writing Abilities: This is a senior level course, and thus, as soon-to-be graduates from Arizona State University, I expect my students to be able to write clear and intelligent papers and reading essays. I will strictly grade errors in grammar, spelling, punctuation etc. Moreover, I expect to be able to understand your writings. Do not use "text-speak" during a reading essay or paper, or in your formal e-mails to me. I will not tolerate essays with obvious and excessive mistakes and I will heavily penalize essays that have little structure, coherence, or fail to follow directions. I

expect my students to be good writers and take pride in their work. ***This goes double for graduate students!***

I expect college-level students to have a good grasp of basic grammar skills. It is inexcusable for a college level student not know, for example,

There vs. their vs. they're

Too vs. two vs. to

Possessives vs. plurals (e.g., dogs vs. dog's vs. dogs').

Any variation of these thereof.

Student Responsibility:

Students are responsible for all information given to them by me during this class. This includes all verbal communication that occurs during the class and all written communication provided in the form of handouts, such as this syllabus. Absence and/or tardiness are not excuses for ignorance of any of this information. Students are also responsible for keeping up with all assigned readings and for all of the information contained in the readings. It is vital that students come to class prepared to discuss the assigned material. **Please set your cell phones or pagers on silent or vibrate during the class lecture. There is also no texting, e-mailing, twittering, facebooking, or any variation thereof in class. If I suspect you of doing any of these, I will ask you to leave class and not return until you can illustrate proper respect to me and your classmates.**

I will also post several announcements and pertinent course information on the Blackboard. Students are responsible for frequently checking the Blackboard and their ASU e-mail in order to ensure that all information pertaining to the class is received.

I do NOT give extensions on papers, and no late papers will be accepted, unless there is some EXTREME circumstance, with documentation. Procrastination is not an extreme circumstance. If your computer or printer breaks down a few hours or minutes before the paper is due, then this is a consequence of procrastination and is not an acceptable excuse for a late assignment.

Academic Dishonesty:

In short, DON'T DO IT! I do not tolerate any form of academic dishonesty!

Any form of academic dishonesty, including any form of cheating or plagiarism, will be punished in accordance with University guidelines. Academic dishonesty includes, but is not limited to:

1. Copying someone else's work from ANY source (e.g., article, book, internet website, or a friend's paper) and passing it on as something that you wrote for this class.
2. Using a paper or assignment written for another class, written either by you or someone else. I expect all the work in the class to be original, specifically for this class, and written by you.
3. Directly quoting someone and not using quotation marks to denote that it is a direct quotation rather than a paraphrase.
4. Failing to properly cite ANYTHING that is not your idea, either within the text or in the bibliography page. You should use the Chicago Manual of Style, the APA style, or any other professional citing method to cite and create your bibliography. All styles can be found on the internet.

Students should familiarize themselves with the University guidelines:

<http://www.west.asu.edu/studentlife/forms/acadinteg.htm>

The minimum sanction for academic dishonesty will be a grade of *XE* (failure due to academic dishonesty) for the course, which will be permanently displayed on your transcript. I will also write a formal complaint to the Dean of the college and your dishonesty will be part of your permanent record. There will be no exceptions to this rule. If you are unsure as to what counts as academic dishonesty, please see instructor before turning in your assignment. Ignorance will not excuse you from an *XE* grade.

Statement of Disability: The Disability Resource Center (DRC) provides information and services to students with any documented disability. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students may also access specialized equipment and support services. Please contact me ASAP if you have a disability that will affect your learning in this course so that we can arrange suitable accommodations.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish discuss any concerns confidentially and privately.

Reading Schedule – Subject to revisions with ample notice; all reading assignments must be completed *before* you come to class. Remember that reading papers for a reading are due the day we are to go over that reading in class and BEFORE we do so.

Jan. 11 – Introduction to class; review syllabus and assignments.

Jan. 13 – The problem of evil in film

Read: A Cinematic Tour of the Problem of Evil - <http://www.strangenotions.com/cinematic-problem-of-evil/>

Signs (DVD clips shown in class)

Seventh Seal: <http://www.youtube.com/watch?v=nT2qRdffNik>

Crimes and Misdemeanors: <http://www.youtube.com/watch?v=bGxYZyAwaUg>

Shadowlands: <http://www.youtube.com/watch?v=2ya8SALaSL0>

Jan. 18 – NO CLASS, MLK Day

The Problem of Evil in Literature

Jan. 20 – Ivan Karamazov's *Rebellion* (BB).

Jan. 25 – Eli Wiesel's *Night* (BB).

Sophie's Choice: <http://www.youtube.com/watch?v=RaPBzhEsCL0>

The Arguments Against God

Jan. 27 - J.L. Mackie's *Evil and Omnipotence*, pp. 77-90.

Feb. 1 – David Hume's *Dialogues Concerning Natural Religion*, pp. 38-46.

Feb. 3 – David Hume's *Dialogues Concerning Natural Religion*, pp. 46-56.

Feb. 8 – William Rowe's *The Problem of Evil and Some Varieties of Atheism* (BB).

Feb. 10 – Joseph J. Lynch's *Theodicy and Animals* (BB).

Feb. 15 – Mark Vuletic's *The Tale of the Twelve Officers*:

http://infidels.org/library/modern/mark_vuletic/five.html

Feb. 17 - Paul Draper's *Seeking But Not Believing: Confessions of a Practicing Agnostic* (BB).

DEADLINE FOR FIRST SET OF 5 READING ESSAYS

Feb. 22 - Catch-up; discussion day

FIRST CRITICAL PAPER DUE IN CLASS AND ON SAFE ASSIGNMENT

Feb. 24 – Film to end this section: *God on Trial*

Feb 29 - Finish movie and discuss

In Defense of God

March 2 - Richard Swinburne's *Some Major Strands of Theodicy*, pp. 240-261.

SPRING BREAK, March 7 & 9 – NO CLASS

March 14 – Richard Swinburne's *The Fact of Moral Evil and Free Will* (BB).

March 16 - Richard Swinburne's *The Range of Moral Evil and Responsibility* (BB).

March 21 - Richard Swinburne's *Natural Evil and the Scope for Response* (BB).

March 23 - Richard Swinburne's *Natural Evil and the Possibility of Knowledge* (BB).

March 28 - John Hick's *Soul-Making Theodicy*, pp. 265-281.

March 30 – Bertha Alvarez Manninen's *Suffering and Soul-Making in Disney/Pixar's Inside Out* (BB)

April 4 – Catch-up, discussion day.

SECOND CRITICAL PAPER DUE IN CLASS AND ON SAFE ASSIGNMENT

April 6 – Film to end this section: *Pleasantville*

April 11 – Finish movie and discuss

God Defends Himself

April 13 – The Book of Job: <http://ebible.org/kjv/Job.htm>

April 18- Rabbi Harold Kushner's *When Bad Things Happen to Good People* (BB).

April 20 - Bertha Alvarez Manninen's *The Problem of Evil and Humans' Relationship with God in Terrence Malick's The Tree of Life* (BB).

Film to end this section: *Tree of Life*.

DEADLINE FOR SECOND SET OF 5 READING ESSAYS

Tree of Life is a very difficult movie to understand and it is subject to an incredible amount of interpretations. I have assigned my article only because it interprets the film as an answer to the problem of evil and a re-interpretation of the Book of Job. I highly suggest you read the article BEFORE watching the film in order to help ensure you don't get too lost.

April 25 - Continue watching *Tree of Life*.

April 27 – Discuss movie, Manninen's article, or general discussion on the Book of Job.

FINAL ARGUMENTATIVE PAPER DUE IN CLASS AND ON SAFE ASSIGNMENT

Helpful Secondary Sources

[General Overview of the Problem of Evil \(SEP\)](#)

[Logical Problem of Evil \(from IEP\) - For Mackie's Article](#)

[Evidential Problem of Evil \(from IEP\)](#)

[Wikipedia Entry on the Problem of Evil](#)

[William Craig on The Problem of Evil](#)

[The Problem of Evil - Philosophy of Religion Info](#)

[Problem of Evil - Princeton Univ.](#)

PHI 422 / REL 459 - God and the Problem of Suffering
Spring 2016
Directions for Paper Assignments

- I. Critical Papers** (Paper 1 due Feb. 22, 2016 – may be on any article from the section “Arguments against God.” Paper 2 due April 4, 2016 – may be on any article from the section “In Defense of God.” Both papers are due in class and on Safe Assignment)

The goal of this paper is to familiarize students with the process of critically analyzing arguments, in particular an argument you may not agree with. In this paper you will pick ONE argument made in ONE essay (per paper), explain the argument charitably and as detailed as possible, and then critically analyze the argument, by which I mean tell me where you think the argument is weak (and strong as well, if there are some points you agree with).

The outline of both your papers should look like the following:

1. Introduction, where you will have a CLEAR THESIS STATEMENT (e.g., In this paper I will argue against Prof. X’s argument that ... [here you will say what his or her argument includes]. I will do so by arguing Y [a quick description of your arguments against him or her]).
2. Explaining the argument. Make sure you cite from the relevant text, that you explain the argument clearly and as charitably as possible.
3. Your critical analysis. Do you disagree with the argument? Why? What parts do you believe are logically flawed? Why do you think this? Is there anything you agree with? Why?
4. Conclusion.

Undergraduate students: 5-7 pages, 12 font, times new roman, double spaced. No outside source is necessary. Please submit a Works Cited page (does not count towards page requirement).

Graduate students: 7-10 pages, 12 font, times new roman, double spaced. You must research and incorporate 2 external philosophical sources from another philosopher who has also analyzed your chosen essay. You may use the sources either to help support your arguments against your chosen essay, or to further explain the thesis you are arguing against. Please submit a Works Cited page (does not count towards page requirement).

II. Argumentative Paper (due April 27, 2016 in class and on Safe Assignment)

The goal of an argumentative paper is for the student to argue his or her own perspective on a certain issue. Moreover, a complete argumentative paper answers to objections to their proposed thesis. In particular, the question each student will be answering in this paper is:

Does the problem of evil pose a substantial objection to the belief in a theistic God?

The outline of your paper should look like the following:

I. Introduction with a CLEAR THESIS STATEMENT (e.g., In this paper I will argue that the problem of evil does (or does not, depending on which side you choose) pose a formidable obstacle to the belief in God. I will do so by arguing.... [whatever your main points will be] and by incorporating the writings of [whoever you will appeal to]. I will also consider the objection posed by Prof. X that.... and I will respond by arguing that

II. Your argument (this is the bulk of your paper. Do you believe there are sufficiently strong arguments against theism given the problem of evil, or not. Why? How do you deal with this problem in your own life? What is your response to the problem?)

III. Objection (explain the objection you are considering from one of the articles we have read in class. It must be different than the articles you chose for your previous papers).

IV. Respond to that objection

V. Conclusion

Undergraduate students: 7-10 pages, 12 font, times new roman, double spaced. You will be required to incorporate 2 internal sources and 2 external sources (from other philosophers who have discussed the relevant issues). 1 of the internal sources will be the person to whom you are objecting. The other internal source and external sources can help support the arguments you are making in the paper (or also help explain the objection you are considering). Please include a works cited page (does not count towards page requirement).

Graduate students: 10-20 pages, 12 font, times new roman, double spaced. You will be required to incorporate 3 internal sources and 4 external sources (from philosophers who have discussed the relevant issues). 1 of the internal sources will be the person to whom you are objecting. The other internal sources and external sources

can help support the arguments you are making in the paper (or also help explain the objection you are considering). Please include a works cited page (does not count towards page requirement).

The following are philosophy-centered research data bases that will help you in finding relevant external sources. All of these are available freely online, or, for the paid services, through the ASU library system.

Philosopher's Index
JSTOR.org
Google Scholar
Philosophy Documentation Center

The following are the two best philosophy on-line encyclopedias. They should be used as a springboard for research or for further clarifying certain ideas, not for the research itself (that is, don't cite the articles here for your research, rather use them as a guide for the relevant literature in the field that you will then read).

Internet Encyclopedia of Philosophy
Stanford Encyclopedia of Philosophy

GOD AND THE PROBLEM OF EVIL

Edited by William L. Rowe

 **Blackwell**
Publishing

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