

INTRODUCTION TO PHILOSOPHY – PHI 2010

<u>Professor:</u>	Jon Rick Philosophy Department jrick@ufl.edu <u>Office:</u> Griffin-Floyd Hall (FLO), Room 310
<u>Professor's Office Hours:</u>	Thursday: 12:30-2:00 or by Appointment
<u>Course Meetings:</u>	M,T,W,R,F: Period 3 (11:00-12:15) MAT 0017
<u>Course Website:</u>	https://elearning.ufl.edu (Canvas)

COURSE DESCRIPTION:

If you're reading this, you might be doing so because you're looking for the answer to some questions. That's good! Asking questions is a very philosophical thing to do! Now, maybe one of your questions is the following: What is this Introduction to Philosophy course going to be about? Well, you know how sometimes people answer a question with a question? Here's an answer to your question with a series of five questions – ones that we'll be exploring in this course by way of introducing ourselves to some of philosophy's urgent and enduring inquiries: Should I believe in God? Who am I? How can I know anything? How should I live? How should we live? The first three questions explore perennial topics in the philosophical subfields of metaphysics and epistemology, while the latter two questions explore perennial topics in the philosophical subfields of ethics and political theory. These five questions will be our touchstones in this course, as we examine both classical and contemporary philosophical texts, but boundless others will surely emerge. This course counts towards the Humanities (H) general education requirement and the Writing (W) requirement (4000 words).

REQUIRED TEXT AND READINGS:

No purchase of books is necessary for this course. All assigned readings will be available through the class Canvas page. Students are required to bring a copy of the day's assigned reading to each class and discussion section meeting; failure to do so will result in loss of participation points. A full list of the required readings for this course can be found in the Course Schedule, below.

Students will also find a number of resources for improving their writing at the university's Writing Studio page (<http://writing.ufl.edu/writing-studio/>), including a link to an electronic version of Strunk and White's *The Elements of Style* (<http://www.bartleby.com/141/>), the recommended style manual for this course.

COURSE LEARNING OBJECTIVES & DISTRIBUTION CREDITS:

General Education Requirement and Objective:

PHI 2010 is a Humanities (H) subject area course in the UF General Education Program, a General Education Core Course in Humanities, and a UF Writing Requirement 4000 Course. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

<http://gened.aa.ufl.edu/program-area-objectives.aspx>

Humanities Gen Ed SLOs:

	Content	Critical Thinking	Communication
Humanities	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively.

Writing Requirement and Objective:

This course confers 4000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will

evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization. To receive Writing Requirement credit, a student must receive an overall course grade of C or higher, a satisfactory completion of the writing component of the course.

Course Goals:

This course is designed to introduce students to the practice of philosophy through the study of central philosophical questions and arguments, as represented by a selection of historical and/or contemporary readings. Students will learn some of the basic principles of good reasoning, including how to understand arguments, represent them clearly and fairly, and evaluate them for cogency. Students will also learn to develop their own arguments and views regarding the philosophical questions studied in the course in a compelling fashion. In these ways the course aims to develop students' own reasoning and communication skills in ways that will be useful in any further study of philosophy they undertake and beyond the bounds of philosophy itself.

Course Objectives:

Students will demonstrate their competencies in understanding and assessing the philosophical theories studied in the course primarily via a set of assigned papers, in which they will be assessed for their abilities to: (i) understand and apply basic concepts of good reasoning, (ii) accurately and fairly

describe and explain philosophical views represented in works assigned for the course, (iii) formulate arguments of their own while anticipating possible lines of objections and responding in a conscientious fashion, and (iv) speak and write clearly and persuasively about abstract and challenging matters of the sort raised by the philosophical material in the course.

COURSE REQUIREMENTS & ASSIGNMENTS:

1. **Discussion Board Posts:** Each Thursday, by 5pm, students will be required to write a discussion post on the week's readings. A detailed set of instructions and rubric explaining the requirements and expectations for these discussion posts can be found in the Discussion Board folder under the Files tab on our Canvas site. **Discussion Board Posts are worth 10% of the final grade.**
2. **Discussion Board Replies:** Each Friday, by 9am, students will be required to write a brief reply post to one of their classmates discussion posts. A detailed set of instructions and rubric explaining the requirements and expectations for these discussion post replies can be found in the Discussion Board folder under the Files tab on our Canvas site. **Discussion Board Reply Posts are worth 5% of the final grade.**
3. **Verbal Participation:** You will be expected to have read and to be prepared to discuss the texts assigned for each class meeting. Verbal participation will be assessed in terms of daily contributions as well as during our discussion Friday sessions. However, your participation grade can be augmented by participating in office hours. **Verbal Participation is worth 10% of the final grade.**
4. **Essay/Paper Assignments:** You will be required to write five short papers for this course. This course has a Writing Requirement of 4000 words. Detailed essay instructions and prompts can be found in the Essay Assignments folder under the Files tab on our Canvas site. In order to receive the WR credit for this course, your average grade must be 72% on these three essays, combined.

A writing rubric for your essays is attached as an addendum to this syllabus.

- (i) **Essay #1:** This essay will be a minimum of 500 words. Due Date: 5:00pm on Saturday, May 21st. This essay will be submitted electronically, via an Assignment link on Canvas. **Worth 10% of the final grade.**
- (ii) **Essay #2:** This essay will be a minimum of 1000 words. Due Date: 5:00pm on Saturday, May 28th. This essay will be submitted electronically, via an Assignment link on Canvas. **Worth 20% of the final grade.**
- (iii) **Essay #3:** This essay will be a minimum of 1500 words. Due Date: 5:00pm on Saturday, May 18th. This essay will be submitted electronically, via an Assignment link on Canvas. **Worth 25% of the final grade.**
- (iv) **Essay #4:** This essay will be a minimum of 1000 words. Due Date: 5:00pm on Wednesday, June 15th. This essay will be submitted electronically, via an Assignment link on Canvas. **Worth 5% of the final grade.**

4. **Poster Presentation Assignment:** During the last week of the term, students will be required to engage in a group poster presentation assignment. This assignment will involve the creation of a power point poster and a short in-class presentation. A detailed set of instructions and rubric explaining the requirements and expectations for this poster presentation assignment can be found in the Poster Presentation folder under the Files tab on our Canvas site. **The Poster Presentation Assignment is worth 15% of the final grade.**

ADDITIONAL COURSE EXPECTATIONS

1. **Essay Source Materials:** Any source materials appealed to in your essay assignments that do not come from assigned course texts, *must* be cleared with the instructor at least 1 week prior to the due date of the assignment. If you do not clear additional sources with the instructor 1 week prior to turning in your paper, you will be penalized (10% for each source not-cleared, *only if* the source is cited). None of the assignments for this class will require resources beyond the required readings.
2. **Text and Note Taking:** In each lecture, we will be taking an in-depth look at the assigned readings for that session. You are expected to have a copy of the text with you, and you will benefit from being able to mark the passages that are focused on in lecture.
3. **Course Slides:** This will be a discussion-based course, so we will be talking through the readings together. Very occasionally, we may use class slides, and if we do, these will be posted on the course's Canvas site after class.

SUMMARY OF GRADED REQUIREMENTS

10%	Discussion Board Posts
5%	Discussion Board Replies
10%	Verbal Participation
10%	Essay #1
20%	Essay #2
25%	Essay #3
5%	Essay #4
15%	Poster Presentation Project

Grading Scale			
Letter	4 pt. scale		100 pt. scale
A	4.0	(3.835-4.0)	94-100
A-	3.67	(3.495-3.834)	90-93
B+	3.33	(3.165-3.494)	87-89
B	3.0	(2.835-3.164)	84-86
B-	2.67	(2.495-2.834)	80-83
C+	2.33	(2.165-2.494)	77-79
C	2.0	(1.835-2.164)	74-76
C-	1.67	(1.495-1.834)	70-73
D+	1.33	(1.165-1.494)	67-69
D	1.0	(0.835-1.164)	64-66
D-	0.67	(0.495-0.834)	60-63
E	0.0	(0.0-0.494)	0-59

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ESSAY SUBMISSION AND LATE SUBMISSION POLICY

In general, requirements for section attendance and make-up exams, assignments, and other work are consistent with university policies specified at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

More specifically, the following policies will be adhered to:

1. All in-section assignments will need to be completed during the section meeting in which they are assigned. If you have extenuating circumstances (consistent with the University guidelines detailed in the link above and are able to present a written excuse), accommodations may be made (but there are no guarantees here). You will need to contact the instructor within 48 hours of the section meeting that you will miss in order to determine whether accommodations can be made.
2. All essays assignments will be submitted online via an Assignment/Turnitin.com link on the course's Canvass page. Essays must be submitted as either .doc or .docx files. Failure to submit in these formats will result in penalties and will require resubmission in the proper format.
3. Late submission of papers will be penalized 3% for each day that the assignment is late. For instance, if a paper is due on Friday at 5:00pm, it will be counted as 1 day late if submitted between 5:01pm Friday and 5:00pm Saturday (submissions between 5:01pm Saturday and 5:00pm Sunday will count as 2 days late, and so on). Late submissions will be made via Canvas/Turnitin.

COURSE WEBSITE

This course is supplemented by online content in the e-Learning environment known as "Canvas." To login to the e-Learning site for this course, go to <https://clearning.ufl.edu/>, click the **e-Learning in Canvas** button, and on the next page enter your Gatorlink username and password. You can then access the course e-Learning environment by selecting PHI 3930 from the **Courses** pull-down menu at the top of the page. **If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537.**

CLASS CONDUCT & PANDEMIC PROTOCOLS

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening/testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

ZOOM VIDEO & RECORDING PROTOCOLS

- Students are requested to ask permission of Prof. Rick before making any audio or visual recordings of class sessions.
- Our class will be held in person, but if there are any zoom sessions, they may be recorded, and if they are, the following University of Florida guidelines apply:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

HONOR CODE & PLAGIARISM POLICY

Most instances of academic dishonesty can be avoided by thoroughly citing the resources you have used to help you understand the topic on which you're writing. **If you have read something that helped you understand the material, cite it!** Failure to cite sources is the most common (and easily avoidable) academic offence. Detailed citation instructions will be provided with your essay assignments.

UF students are bound by The Honor Pledge, which states:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism on any assignment will automatically result in a grade of “E” for the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows:

“A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.”

Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

IMPORTANT CAMPUS & ACADEMIC RESOURCES

Accommodation for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Health and Wellness U Matter, We Care

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies

E-learning Technical Support, 352-392-4357 (select option 2) or e-mail to

Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Library Support <http://cms.uflib.ufl.edu/ask>

Writing Studio 2215 Turlington Hall, 846-1138. <http://writing.ufl.edu/writing-studio/>

EMAIL POLICY & OFFICE HOURS

(1) If you need some practical information about the course you should **look at most recently updated syllabus on canvas**. E-mails requesting information which is available on the most recently updated syllabus or on the website may not be answered.

(2) If you want to discuss a substantive philosophical question you should bring it up in class or come to office hours. I will not be able to respond to in-depth, substantive questions about the readings or assignments over email. However, I am *more* than happy to discuss substantive questions of these sorts in office hours. So, please come and see me! I will be happy to address short, logistical, non-substantive questions over email.

(3) Although I am happy to answer any questions that you might have regarding our assignments in office hours, I will not be able to read drafts of papers.

Emails received after 5pm may not be responded to until after 9am the following day.

COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

HOW TO DO WELL IN THIS COURSE!

1. **Be sure to read the assigned material before lecture.** This will help to ensure that our lecture time is quality time.

2. **After lecture, re-read the material for the session:** pay special attention to the questions that you had before. Hopefully the material will make much more sense to you now!

3. **Bring specific questions with you to discussion section meetings.** If there remain aspects of the readings or lecture you didn't fully grasp, your discussion section will provide you with an excellent opportunity to probe these issues further.

4. **See me in office hours:** Philosophy is tough! It's natural to have lurking (and new) questions after both lecture and section. That's what office hours are for! Come and see me. Don't be shy!

5. **Manage your time well.** Many students make the mistake of waiting until a few days before papers are due to start writing. This is not a helpful way to manage your time and efforts. Getting started early on your papers by formulating outlines and drafts will *really, really* help to improve your final product. Similar considerations apply to the final exam. The **same number of hours** devoted to the material BEFORE class can lead to a much more efficient use of your time, better understanding, and higher grades.

6. **Familiarize yourself with Philosophical Terms & Methods:** Here are links to Jim Pryor's guides to philosophical terms and methods, reading philosophy, and writing a philosophical paper. These are *very* helpful, short additional resources. I *strongly* recommend checking them out:

<http://www.jimpryor.net/teaching/vocab/index.html>

<http://www.jimpryor.net/teaching/guidelines/reading.html>

<http://www.jimpryor.net/teaching/guidelines/writing.html>

LECTURE & READING SCHEDULE (Including Assignment Due Dates):

- ***This Schedule is Subject to Revision – please read all class announcements***

WEEK 1: SHOULD I BELIEVE IN GOD?

Monday, 5/15 – Course Overview & Syllabus Review

Tuesday, 5/16 – William Paley – *Natural Theology*, selections

Wednesday, 5/17 – Charles Darwin – *The Origin of Species*, selections

Thursday, 5/18 – Blaise Pascal – “The Wager”
Alan Hajek – “Pascal’s Ultimate Gamble”

Friday, 5/19 – *Discussion of the Week’s Readings*

First Paper Due via Canvas Submission by 5pm on Saturday, May 20 (500 words)

WEEK 2: SHOULD I BELIEVE ANYTHING?

Monday, 5/22 – René Descartes – *Meditations* (I-II)

Tuesday, 5/23 – René Descartes – *Meditations* (III)

Wednesday, 5/24 – René Descartes – *Meditations* (IV-V)

Thursday, 5/25 – René Descartes – *Meditations* (VI)

Elisabeth of Bohemia – “Letters to Descartes” (selections)

Friday, 5/26 – *Discussion of the Week’s Readings*

WEEK 3: SHOULD I BELIEVE IN ANYTHING & SHOULD I FEAR DEATH?

Monday, 5/29 – No Class – *Memorial Day*

Tuesday, 5/30 – John Hardwig – “Epistemic Dependence”

Wednesday, 5/31 – C. Thi Nguyen – “Echo Chambers and Epistemic Bubbles”

Thursday, 6/1 – Samuel Scheffler – “The Afterlife (Part I)” from *Death & the Afterlife*

Susan Wolf – “The Significance of Doomsday” from *Death & the Afterlife*

Friday, 6/2 – *Discussion of the Week’s Readings*

Second Paper due via Canvas Submission by 5pm on Saturday, 6/3 (1000 words)

WEEK 4: HOW SHOULD I LIVE?

Monday, 6/5 – Don Marquis – “Why Abortion Is Immoral”

Tuesday, 6/6 – Judith Jarvis Thomson – “A Defense of Abortion”

Wednesday, 6/7 – Alastair Norcross – “Puppies, Pigs, and People: Eating Meat and Marginal Cases” (*skip section 3*)

Thursday, 6/8 – Jeff McMahon – “The Meat Eaters”

Elizabeth Telfer – ““Animals Do It Too!”: The Franklin Defense of Meat-Eating” (51-53, 62-66)

Friday, 6/9 – *Discussion of the Week’s Readings*

WEEK 5: HOW SHOULD WE LIVE?

Monday, 6/12 – Michael Sandel – “Markets & Morals,” & “How Markets Crowd Out Morals”
from *What Money Can't Buy*

Tuesday, 6/13 – Jason Brennan & Peter Jaworski – *Markets without Limits* (Chps. 2-4)

Wednesday, 6/14 – Elizabeth Anderson – “Is Women’s Labor a Commodity?”

Thursday, 6/15 – Debra Satz – “Markets in Women’s Reproductive Labor”

Friday, 6/16 – *Discussion of the Week’s Readings*

Third Paper due via Canvas Submission by 5pm on Saturday, 6/18 (1500 words)

WEEK 6: POSTER PRESENTATIONS

Monday, 6/19 – No Class - *Juneteenth*

Tuesday, 6/20 – Poster Preparation Day

Wednesday, 6/21 – Poster Presentations Day 1

Thursday, 6/22 – Poster Presentations Day 2

Friday, 6/23 – Poster Presentations Day 3

Fourth Paper due via Canvas Submission by 5pm on Saturday, 6/24 (1000 words)

ADDENDUM: WRITING ASSESSMENT RUBRIC					
	A	B	C	D	E
RESPONSE TO PAPER TOPIC, FOCUSED USE OF TEXTS AND COURSE MATERIAL	• Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class.	• Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class.	• Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class.	• Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class.	• Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.
INTRO & THESIS	• The introduction & thesis do an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper. The thesis makes a significant and debatable claim.	• The introduction & thesis do a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper. The thesis is clear and fairly interesting.	• The introduction & thesis do not adequately identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is somewhat unclear, fairly obvious, or a bit misguided.	• The introduction & thesis do not identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is confused, obvious, or obviously wrong.	• The introduction & thesis do not identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is missing or incoherent.
PARAGRAPH	• Paragraphs are excellently written. Paragraphs make a point, with clear topic sentences to govern them, contain no irrelevant sentences or gaps, and each paragraph advances the thesis one step further.	• Paragraphs do a good enough job of making a point, and have clear enough topic sentences to govern them. They contain no irrelevant sentences or gaps, and each paragraph for the most part advances the thesis one step further.	• Only some of the paragraphs do their job well enough. Topic sentences are partly clear or only partially govern; point of the paragraphs is only somewhat intact; the paragraphs don't explicitly relate to the thesis or to nearby paragraphs.	• An unsatisfactory use of paragraphs. Topic sentences are missing or unclear. Paragraphs have multiple or underdeveloped ideas. Paragraphs are islands and have no relation to thesis or nearby paragraphs.	• It is unclear how the paragraphs are individual units of meaning toward an overall end.
STRUCTURE OF ARGUMENT	• The argumentative line of the paper is fully intact—all the content of the paper supports its main ideas with no irrelevant material and no gaps in argument. The argument advances in a manner that is easy to follow.	• The argumentative line of the paper is almost intact—almost all the content of the paper supports its main ideas with no irrelevant material and very few gaps in argument. The argument advances in a manner that is for the most part easy to follow.	• The argumentative line of the paper is generally intact—content of the paper generally supports its main ideas, though there is some irrelevant material and perhaps some gaps in argument. The argument is difficult to follow in places.	• The argumentative line is not intact—the content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material and/or major gaps in the argument. The argument is difficult to follow or incomplete.	• The argumentative line is either missing or incoherent—how the content of the paper is supposed to support its main ideas is unclear, there is far too much irrelevant material, and there is a failure to link pieces of the idea to one another. The argument is very difficult to follow.
STRENGTH OF ARGUMENT	• The main ideas of the paper are clear and convincing.	• The main ideas of the paper are for the most part clear and convincing.	• The main ideas of the paper are only partially clear and convincing.	• The main ideas of the paper are only marginally clear and convincing.	• It is unclear what the paper's main ideas are supposed to be.
USE OF EVIDENCE	• The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence.	• The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence.	• Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence.	• None of the interpretations on which the paper's claims are based are cogent.	• None of the paper's claims are based on interpretations of the relevant textual evidence.