

## INTRODUCTION TO PHILOSOPHY – PHI 2010

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**Professor's Office Hours:** Wednesday 1:00-3:00 and by Appointment

**Course Meetings:** M,T,W,R,F | Period 6 (3:30-4:45) in [MAT 0113](#)

**Course Website:** <https://elearning.ufl.edu> (Canvas)

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### COURSE DESCRIPTION:

In this class we will explore several fundamental philosophical questions that are at the core of our lived experience

- In a digital world of bots, deep fakes, and echo chambers, how can we genuinely *know* that what we see—or read—is true?
- What makes life meaningful, and how can life be meaningful in even in times when there seems to be no progress and no purpose?
- Is free will real, or only an illusion? Moral responsibility? Merit?
- What makes you *you*? How do you remain the same person from birth until death though every cell of your body will have been replaced several times throughout your life?

A philosophy course cannot *give* you the answers to questions like these, but studying philosophy can help us understand why we shouldn't expect quick and easy answers to such questions. Philosophy helps us see that our world is more complex, nuanced, and uncertain than it may first appear. In this way, it also helps us live authentically—an “examined life”. When we know what we value, when we see ourselves and our world more clearly, we give ourselves a method for making the best decisions we can in an uncertain world with very few guarantees. Learning how to approach problems with a philosophical mindset will help you find and ask better questions, ones that can move a conversation, and a society, forward.

This course counts towards the Humanities (H) general education requirement and the Writing (W) requirement (4000 words).

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### 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 on the course Canvas page.

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## 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.

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## COURSE LEARNING 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.

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## SUMMARY OF COURSE GOALS & LEARNING OBJECTIVES:

- Identify, describe and explain the major arguments and options in core areas of philosophy.
  - Discern the structure of arguments, to represent them fairly and clearly and to evaluate them for cogency.
  - Formulate original arguments, anticipating objections and responding in a conscientious fashion.
  - Read and discuss complex philosophical texts from contemporary works.
  - Speak and write clearly and persuasively about abstract and conceptually elusive matters.
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## GENERAL EDUCATION OBJECTIVES & LEARNING OUTCOMES:

This course is a Humanities (H) subject area course in the UF General Education Program. 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 73% (C) is required for general education credit.

PHI 2010 accomplishes these goals by familiarizing students with some key philosophical topics and arguments concerning knowledge, free will, the mind, the nature of morality, and the existence of God. Students will become adept at thinking critically, analyzing arguments, and writing clearly and persuasively.

The General Education Student Learning Outcomes (SLO's) divide into three areas: CONTENT—students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline; COMMUNICATION—students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline; and CRITICAL THINKING—students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Students will satisfy the CONTENT SLO by demonstrating a mastery of some key philosophical concepts as well as central arguments in the discipline. The COMMUNICATION SLO will be achieved by five papers (500-1250 words each) and regular participation in class meetings. Students will be required to explain and evaluate various philosophical views. Students will also demonstrate achievement of the CRITICAL THINKING SLO through the papers and discussions, both of which will be focused on topics designed to test students' critical thinking abilities. Papers will be graded on the basis of a student's comprehension of the relevant issues, development and cogent defense of her or his position, clarity of expression, and mechanics.

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### SUMMARY OF HUMANITIES & GENERAL EDUCATION OBJECTIVES / LEARNING OUTCOMES:

1. Identify, describe, and explain how the resources available in the humanities can help with becoming a more informed and engaged citizen. **(Content SLOs for Gen Ed Humanities)**
  2. Identify and analyze the histories of and relations among different theoretical frameworks in humanistic traditions of thought **(Critical Thinking SLOs for Gen Ed Humanities)**
  3. Identify, analyze and evaluate moral themes in public discourse **(Critical Thinking SLO for Gen Ed Humanities)**
  4. Analyze and evaluate the particular, public ethical issues that we discuss in the course (including free speech, economic inequality, sexual violence) **(Critical Thinking SLO for Gen Ed Humanities)**
  5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond **(Critical Thinking SLO)**
  6. Develop and present clear and effective responses to essential questions about important public ethical issues in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course **(Communication SLO for Gen Ed Humanities).**
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### WRITING REQUIREMENT CREDIT:

This course is marked 'WR', and is designated to satisfy 4,000 words of Writing Requirement credit. 4,000 words amounts to approximately 17 pages of writing (12 point font, double-spaced, one-inch margins). Needless to say, there will be more writing in this course than you may be accustomed to from other courses. But, you can do it! The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Here is a link to the official UF statement about the WR:

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/writing-requirement/>

Students in this course can earn 4000 words towards the UF Writing Requirement (WR). The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of 73% (C) or higher overall and a satisfactory completion of the writing component of the course. Satisfactory completion of the writing component requires submission of all four papers and a grade of 77% (C+) or better on three out of four of them. A few things to note about the WR are the following:

- Written assignments that count toward the University of Florida Writing Requirement should contain extended analysis and develop original, sophisticated ideas, not merely present hastily written or cursory thoughts. UF Writing Requirement assignments should include such elements as well-crafted paragraphs, a thesis or hypothesis, a persuasive organizational structure, well-supported claims, and appropriate and effective stylistic elements.
- Writing will be evaluated based on the content, organization and coherence, effectiveness, style, grammar, and punctuation. I will provide a detailed rubric that shows how we will evaluate assignments using these criteria (see the end of this syllabus).

- In-class writing assignments, class notes, and essay examinations may not be counted toward the 4,000 words.
  - You may find it helpful to reach out to the UF Writing Studio for writing help: <https://writing.ufl.edu/writing-studio/>
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### COURSE REQUIREMENTS & ASSIGNMENTS:

1. **Perusall Annotations and Replies: 15%** You will find your course readings in the Perusall extension of our course Canvas page. Using Perusall allows you to receive credit for contributing annotations and replying to annotations written by your classmates. More information about Perusall assignments can be found on our course Canvas page.
2. **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.**
3. **In-Class Essays:** This course has a Writing Requirement of 4000 words. You will be required to write four in-class essays, each Friday during weeks 2, 3, 4 and 5. These will be open-note and open-book essays- they are not in-class exams. You will submit your essay through Turn-it-in on Canvas, therefore you will need to bring your computer to class to write these essays. Detailed instructions will be found in the Canvas assignment for each essay. In order to receive the WR credit for this course, your average grade must be 72% on these essays, **with an overall course grade of \*\* or higher.**

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

- i. **Essay #1:** due 5pm on Friday, 7/12 (1000-1500 words) Worth 10% of final grade.
- ii. **Essay #2:** due 5pm on Friday, 7/19 (1500-2000 words) Worth 20% of final grade.
- iii. **Essay #3:** due 5pm on Friday, 7/26 (1000-1500 words) Worth 25% of final grade.
- iv. **Essay #4:** due 5pm on Friday, 8/2 (2000 words) Worth 5% of 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.**

#### SUMMARY OF GRADED REQUIREMENTS

- 15% Perusal Annotations and Replies
- 10% Verbal Participation
- 10% Essay #1
- 20% Essay #2
- 25% Essay #3
- 5% Essay #4
- 15% Poster Presentation Project

<b>Grading Scale</b>		
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/>

#### 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. If you do not clear additional sources with the instructor, 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. I will provide printed copies of each reading. 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:** Slides for each lecture will be posted to Canvas AFTER the conclusion of that lecture (they will not be distributed before class). These slides will be available for you to review when working on your writing assignments and studying for the final exam.

4. **Use of Chat-GPT is prohibited in this course:** The purpose of this course is for you to examine the ideas discussed in the readings and class and arrive at a clearer understanding of what you believe. Using Chat-GPT for this course will only interfere with this process. We will discuss this further in class.

<b>Grading Scale</b>		
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

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### **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:

### **Late written work:**

The penalty for late work is 1/3 of a letter grade deducted immediately at the deadline, and again at each 24-hour mark beyond the deadline until the work is submitted (including weekend days).

No assignments will be accepted which are more than one week late. Exceptions to this require instructor approval.

**If you have an excused absence for a day on which we are writing an in-class essay, you may schedule a make-up session to write the essay in person, outside of class time.**

### **Other Course Policies**

#### **Working with classmates:**

You are encouraged to talk to one another outside of class about philosophy and about this course as much as possible. This includes discussion of paper topics, and it includes reading drafts of one another's work. If you do work together, please be mindful of the following:

1. Your final product must be your own original work, and not a repetition of someone else's ideas or essay.
2. Each essay must be a piece of written thinking in itself. Sometimes conversation in advance of writing can make you feel like the conclusions of that conversation are now established, such that you can now talk about them by stating them (or assuming, or implying). But your essays need to "show your work"—if the argument is not explicitly on the page, you haven't made the argument. We need to see the important pieces of reasoning.

3. You must be willing to endorse what ends up in your paper. Beware of letting others persuade you to go in the wrong direction. You are ultimately responsible for both the understandings and misunderstandings in the papers you turn in.

### **Classroom conduct:**

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.

Students are expected to attend class and to have done all assigned reading in advance. Failure to do so will adversely affect students' ability to perform well in this course. The use of smart phones during class is not permitted except in case of emergency. 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>.

Philosophy is sometimes mistakenly understood to be a combative exercise. That style does not impress me at all. I encourage you to direct your first effort toward trying to understand and develop both the contributions of the authors we read and the contributions of others in the class. Where those are limited, of course, good philosophy also happens when you (respectfully) disagree, note tensions, make distinctions, reshape the question, and so on. Acting in a repeatedly aggressive manner, in ways which attempt to incite unnecessary conflict or to dominate the discussion and/or other people, will not be tolerated.

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### **CANVAS E-LEARNING ENVIRONMENT:**

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://elearning.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.**

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### **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/](http://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.

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### **CLASS RECORDING POLICY:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to

the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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### 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.

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### IMPORTANT CAMPUS & ACADEMIC RESOURCES

#### Health and Wellness

- [U Matter, We Care](#): If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit the U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress

- [Counseling and Wellness Center](#): Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- [University Police Department](#): Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Shands Emergency Room / Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- [GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

### Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

### 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.**

### ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.blucera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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>

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### **On Reading Philosophy Texts:**

You will be expected to have done the assigned reading before you come to class to be able to follow the lecture and participate in tutorial discussion. Learning philosophy is as much learning a style of thinking and reasoning as it is learning certain contents. Therefore it is important that you try to participate actively and learn to engage with the readings critically.

You should budget enough time for the reading to be able to read each piece at least three times. Don't expect to be able to 'breeze through' the texts and you can avoid a lot of frustration. For all the readings you should have a pen and paper ready to take notes as you read. Philosophical writing is concerned with advancing and defending arguments. Your task will be to try to reconstruct the arguments and to critically evaluate them.

The first reading of the text should be fairly quick. Your goal here should be to get a first, rough sense of the general argument the author is advancing and the rough structure of the text. What is his or her main thesis? (write this down!) Where in the text is s/he arguing for it? Where does s/he address objections? Where does he discuss qualifications? Where does s/he motivate the argument? Don't worry, if during the first reading you don't yet understand how precisely the author is arguing for a thesis.

The second reading should be devoted to giving a reconstruction of the argument that is as sympathetic as possible. Now you should spend a lot of time on trying to understand how the author supports the main thesis, and how s/he might address potential objections. Here it is usually useful to try to jot down the following: What are the premises of the argument? How are the premises themselves supported? For example the author might appeal to shared intuitions or might claim that the premises are self-evident. What are the steps which are meant

to get the author from the premises to the conclusion? (Here worlds like ‘because’ and ‘therefore’ can provide a clue.) You might think of yourself as engaging in a dialogue with the text here. Ask critical questions of the text, such as “You say that all simple ideas are copies of impressions. Why should I be compelled to accept this?” Then search the text for answers. At this stage your aim should not yet be to try to discover flaws or problems in the argument. Aim to make the argument as strong as possible.

Finally it is time to be critical. During a third reading you ought to try to see if you can uncover weaknesses in the arguments. If someone would want to disagree with a conclusion, there are two general ways in which one might attack the author’s arguments. One, you can disagree with one or more of the premises. That is you might accept that *if we grant the premises, then the conclusion follows*, but you might disagree with one or more of the premises. (But then you should ask yourself how you would respond to the attempt to motivate the premises.) Or, two, you might disagree with one or more of the steps in the argument. That is, you might be willing to accept the premises, but you might deny that this commits you to the conclusion as well. If you have an objection of the latter kind you should try to explain why it is possible to accept the author’s premises and yet deny his or her conclusions. (Of course you also might have objections of both kinds.)

A careful reading of a difficult text takes time. Learn to read patiently and slowly, and before you get frustrated, remember that even professional philosophers struggle with some of the texts you are reading. One of the most wonderful aspects of reading philosophy is that it allows you to engage in conversations with some of the deepest and most original thinkers. Enjoy the challenge!

GRADING RUBRIC FOR PAPERS

A	B	C	D	E
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The introduction does an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper.</li> <li>• The main ideas of the paper are clear and convincing</li> <li>• All the content of the paper supports its main ideas with no irrelevant material.</li> <li>• The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence.</li> <li>• The argument advances in a manner that is easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class.</li> <li>• The introduction does a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper.</li> <li>• The main ideas of the paper are for the most part clear and convincing.</li> <li>• Almost all the content of the paper supports its main ideas with no irrelevant material.</li> <li>• The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence.</li> <li>• The argument advances in a manner that is for the most part easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The introduction does not adequately identify the issues raised by the topic to be discussed in the rest of the paper.</li> <li>• The main ideas of the paper are only partially clear and convincing.</li> <li>• The content of the paper generally supports its main ideas, though there is some irrelevant material.</li> <li>• Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence.</li> <li>• The argument is difficult to follow in places.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class.</li> <li>• The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper.</li> <li>• The main ideas of the paper are only marginally clear and convincing.</li> <li>• The content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material.</li> <li>• None of the interpretations on which the paper's claims are based are cogent.</li> <li>• The argument is difficult to follow or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.</li> <li>• The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper.</li> <li>• It is unclear what the paper's main ideas are supposed to be.</li> <li>• How the content of the paper is supposed to support its main ideas is unclear, and there is far too much irrelevant material.</li> <li>• None of the paper's claims are based on interpretations of the relevant textual evidence.</li> <li>• The argument is very difficult to follow.</li> </ul>
<p><b>Grammar:</b> The document <i>Basic Grammar for Writing Assignments</i> posted under the "Resources" tab discusses some common grammatical errors you must avoid. Grammatical errors will incur deductions as follows:</p> <ul style="list-style-type: none"> <li>• Improper formation of plurals and possessives ( - 2 points)</li> <li>• Failure of agreement between subject and verb ( - 2 points)</li> <li>• Run-on sentence (<i>Basic Grammar</i> §2) ( - 4 points)</li> <li>• Unclear Pronoun Reference (<i>Basic Grammar</i> §4) ( - 2 points)</li> <li>• Confusion of <i>it's</i> and <i>its</i> ( - 2 points)</li> <li>• Sentence fragment (<i>Basic Grammar</i> §1) ( - 4 points)</li> <li>• Faulty Modification (<i>Basic Grammar</i> §3) ( - 2 points)</li> <li>• Faulty Parallelism (<i>Basic Grammar</i> §5) ( - 2 points)</li> </ul>				

## **LECTURE & READING SCHEDULE (Including Assignment Due Dates):**

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

### **WEEK 1: What is good reasoning?**

**Monday, 7/1** – Course Overview & Syllabus Review

**Tuesday, 7/2** – Absolute, Objective, Subjective, and Arbitrary

**Perusall annotation for Wednesday’s reading due by 8pm**

**Wednesday, 7/3** – Plato – *Euthyphro* (and a little bit of logic)

**No reply due this week- 4<sup>th</sup> of July Holiday**

**Thursday, 7/4** – *No class, 4th of July Holiday*

**Friday, 7/5**– *No Class, 4th of July Holiday*

### **WEEK 2: Why do I need a moral THEORY?**

**Monday, 7/8** – John Stuart Mill – Utilitarianism (excerpts)

**Tuesday, 7/9** – Immanuel Kant – Groundwork to a Metaphysics of Morals (excerpts)

**Perusall annotation due by 8pm**

**Wednesday, 7/10** – Jody Azzouni – “A Vampire’s Guide to an Ethical Life”

**Perusall reply due by 8pm**

**Thursday, 7/11**– *Discussion of Readings*

**Friday, 7/12** – *In-class Essay*

**First Essay due via Canvas Submission by 5pm on Friday, 7/12 (1000-1500 words)**

### **WEEK 3: What do I know, and how do I know it?**

**Monday, 7/15** – Susan Haak – What is Epistemology?

**Tuesday, 7/16**– John Hardwig – “Epistemic Dependence”

**Perusall annotation due by 8pm**

Wednesday, 7/17 – C. Thi Nguyen – “Echo Chambers and Epistemic Bubbles”

**Perusall reply due by 8pm**

Thursday, 7/18 – *Discussion of Readings*

Friday, 7/19 – *In Class Essay*

**Second Essay due via Canvas Submission by 5pm on Friday, 7/19 (1500-2000 words)**

#### WEEK 4: Who am I?

Monday, 7-22 – Bertrand Russell – “The Self and the Future”

Tuesday, 7-23 – Derek Parfit – “Personal Identity”

**Perusall annotation due by 8pm**

Wednesday, 7/24– Daniel C. Dennett “The Self as the Center of Narrative Gravity”

**Perusall reply due by 8pm**

Thursday, 7/25 – *Discussion of Readings*

Friday, 7/26 – *In class Essay*

**Third Essay due via Canvas Submission by 5pm on Friday, 7/26 (1000-1500 words)**

## WEEK 5: The Absurdity of Human Life

Monday, 7/29 – Albert Camus – An Absurd Reasoning (excerpts)

Tuesday, 7/30 – Albert Camus – The Myth of Sisyphus

**Perusall annotation due by 8pm**

Wednesday, 7/31 – Flex Day (TBD)

**Perusall reply due by 8pm**

Thursday, 8/1 *Discussion of Readings*

Friday, 8/2 *In class Essay*

**Fourth Paper due via Canvas Submission by 5pm on Friday, 8/2 (2000 words)**

## WEEK 6: POSTER PRESENTATIONS

Monday, 8/5 – Poster Preparation Day

Tuesday, 8/6 – Poster Preparation Day

Wednesday, 8/7 – Poster Presentations Day 1

Thursday, 8/8 – Poster Presentations Day 2

Friday, 8/9 – Poster Presentations Day 3