

# CULTURAL ANIMALS – PHI 1643 (QUEST 1)

FALL 2023

QUEST 1 THEME: NATURE & CULTURE

GENERAL EDUCATION: HUMANITIES

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<b><u>Professor:</u></b>	Jon Rick Philosophy Department <a href="mailto:jrick@ufl.edu">jrick@ufl.edu</a> 310 Griffin-Floyd Hall
<b><u>Professor's Office Hours:</u></b>	Mondays & Wednesdays: 2-3 in 310 Griffin-Floyd Hall Fridays: 11:45-1 in 310 Griffin-Floyd Hall Or by appointment
<b><u>Teaching Assistant:</u></b>	Luke McGrath Philosophy Department <a href="mailto:lukemcgrath@ufl.edu">lukemcgrath@ufl.edu</a>
<b><u>TA's Office Hours:</u></b>	Tuesdays 1-4 in 316 Griffin-Floyd Hall, or by Appointment
<b><u>Class Meetings:</u></b>	M, W: Period 6 (12:50-1:40) CSE E121
<b><u>Discussion Sections:</u></b>	<u>Section 25778 (100D)</u> – F: Period 4 (10:40-11:30) in MAT 0114 <u>Section 25779 (100E)</u> – F: Period 6 (12:50-1:40) in AND 0021 <u>Section 25780 (100F)</u> – F: Period 7 (1:55-2:45) in MAT 0004
<b><u>Course Canvas Website:</u></b>	<a href="https://elearning.ufl.edu">https://elearning.ufl.edu</a> (Canvas)

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## **COURSE DESCRIPTION:**

Humans are cultural animals. On the one hand, we are biologically evolved *animals* - members of nature's kingdom, bound by its universal laws and norms. On the other hand, we are creatures of *culture*, variably shaped by the influences and innovations of our particular societies and communities. Given our dual citizenship within these domains, questions and challenges emerge regarding the boundaries and allegiances between human nature and human culture. These limits are especially urgent with respect to understanding the contours and content of human morality. In Cultural Animals, we will examine the interplay between the 'natural' and the 'cultural' aspects of our lives, with particular emphasis on exploring how these often-coordinating, yet potentially-competing, forces serve to shape our moral practices. The course will be divided into three discrete, yet intersecting, multidisciplinary units:

Unit 1 - 'Moral Evolutions' sets the moral stage. Our initial readings will open discussions on the extent to which morality is a product of natural evolution and/or a product of cultural evolution. The guiding question for Unit 1 is the following: How should we best make sense of morality and our moral practices within an evolutionary framework?

Unit 2 - ‘Moral Revolutions’ populates the moral stage. The readings for this unit deal with the enduring and urgent questions concerning who (*or what*) counts as having moral standing – as being the sort of thing that deserves moral consideration. The guiding question for Unit 2 is the following: Should membership in the moral community extend beyond the human species to include nonhuman animals as well?

Unit 3 – ‘Political Evolutions’ examines some influential work in contemporary evolutionary psychology to both revisit Unit 1’s inquiries into the evolved nature of morality and to extend these questions into the realm of politics. The guiding question for Unit 3 is the following: Can and should evolutionary psychology help us to make sense of political disagreement and political partisanship?

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### QUEST 1 AND GEN ED DESCRIPTIONS, ASSESSMENT EXPLANATIONS, AND STUDENT LEARNING OUTCOMES

**QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

#### **QUEST 1 SLOs:**

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

**HUMANITIES DESCRIPTION:** 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.

#### **HUMANITIES SLOs:**

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).

- 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 (Critical Thinking).
  - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
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## COURSE OBJECTIVES AND GOALS

### **STUDENT LEARNING OUTCOMES:**

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Cultural Animals students will be able to:

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 and Q1)**
  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 and Q1)**
  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 for Q1)**
  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 and Q1).**
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## REQUIRED TEXT AND READINGS

### **Required Readings**

No purchase of books is necessary for this course. All assigned readings will be available through the class Canvas page. Students are expected to have read the day's assigned reading prior to each class meeting or breakout discussion section meeting. A full list of the required readings for this course can be found in the Course Schedule, below.

### **Recommended Readings**

A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

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## COURSE REQUIREMENTS, EXPECTATIONS & ASSIGNMENTS:

1. **Lecture Session Attendance:** We have 26 Lecture Sessions scheduled for this term – on Mondays and Wednesdays. We will take attendance in all of them. Attending Lecture Sessions will help you with all of your other assignments – it really will. But, we realize that things happen. So, here’s the deal: To receive 100% on this Lecture Attendance Assessment, you will need to attend and sign-in for 22 out of 26 Lecture Sessions. For each Lecture Session missed below 21 attended, without a legitimate excuse, you will lose 5 points. If you attend and sign-in for 22 Lecture Sessions, you will receive 100 points for this grade category. If you attend and sign-in for more than 22 Lecture Sessions, you will receive 1 bonus point for each session attended above 22, which, at the end of the term, will be added to your lowest grade category. **Lecture Session Attendance is worth 5% of your final grade.**
2. **Discussion Section Attendance:** You will be expected to attend all discussion sections. Attendance is based only on being present for the discussion section (participation is a separate assessment – see below). There are 13 scheduled discussion section meetings, but we will exempt the first week, leaving 12 discussion sessions. For each discussion section missed, without a legitimate excuse, you will lose 5 points. If you attend all discussion sections, you will receive 100 points out of 100 possible points for your discussion attendance grade. If you do not attend any discussion sections, you will receive zero points. **Discussion Section Attendance is worth 10% of your final grade.**
3. **Discussion Section Participation:** Humanities learning is best realized through conversation. My aim in the Monday and Wednesday lectures is to open and frame a conversation, to which all of you will, then, contribute in the discussion sections. Luke will be structuring these Friday conversations, during which you will be expected to discuss and occasionally write about the week’s readings (to be clear: the readings assigned for the Monday and Wednesday class sessions *previous* to the discussion section meeting). Participation will be assessed on the basis of contributing actively and with engagement to the Friday discussions as well as by completion of any in-section or discussion board assignments. **Discussion Section Participation is worth 15% of your final grade.**
4. **Short Paper Assignments:** You will be required to write four short papers for this course. Detailed instructions and prompts will be distributed two weeks prior to the due date of the short paper assignment.
  - (i) **Paper #1:** This paper will be due by 5:00pm on Sunday, September 22<sup>nd</sup>. Papers will be submitted via a canvas assignment link. **Paper #1 is worth 15% of the final grade.**
  - (ii) **Paper #2:** This paper will be due by 5:00pm on Sunday, October 13<sup>th</sup>. Papers will be submitted via a canvas assignment link. **Short Paper #2 is worth 20% of the final grade.**
  - (iii) **Paper #3:** This paper will be due by 5:00pm on Friday, December 6<sup>th</sup>. Papers will be submitted via a canvas assignment link. **Short Paper #3 is worth 25% of the final grade.**
  - (iv) **Experiential Learning Assignment:** During the last third of the term, students will be required to engage with an experiential learning assignment. This assignment will involve an outside of the class activity coupled with a short, written reflection assignment. A detailed set of instructions and rubric explaining the requirements and

expectations for these discussion post replies will be made available by the midpoint of the term. This assignment will be due by 5:00pm on Sunday, December 1<sup>st</sup>. **The Experiential Learning Assignment is worth 10% of the final grade.**

### ADDITIONAL COURSE EXPECTATIONS

1. **Short Paper Source Materials:** Unless otherwise specified, any source materials appealed to in your short paper assignments that do not come from assigned course texts, *must* be cleared with the professor at least 1 week prior to the due date of the assignment. If you do not clear additional sources with the professor 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 class meeting, 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 available to you for reference, and you will benefit from being able to note the passages that are focused on in our discussion.
3. **Course Slides:** There will be slides for many, but not all, lecture meetings, and these will be posted on the course's Canvas site after each lecture meeting. **Please Note:** while these slides will provide you with helpful material when drafting your papers, they will not cover everything that is discussed in class. In order to have the fullest understanding of the material, you will need to be present for each class meeting.

### SUMMARY OF GRADED REQUIREMENTS

5%	Lecture Session Attendance
10%	Discussion Section Attendance
15%	Discussion Section Participation
15%	Short Paper Assignment #1
20%	Short Paper Assignment #2
25%	Short Paper Assignment #3
10%	Experiential Learning Assignment

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

## ESSAY SUBMISSION AND LATE SUBMISSION POLICY

In general, requirements for attendance, assignments, make-up work, 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. Any in-class assignments or activities will need to be completed during the class meeting in which they are assigned. These will 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 professor within 48 hours of the missed class meeting in order to determine whether accommodations can be made.
2. All written assignments will be submitted online via an Assignment/Turnitin.com link on the course's Canvas 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.

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## 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://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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## CLASS 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.

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## CLASS RECORDING PROTOCOLS

Students are requested to ask permission of the Professor and Teaching Assistant if they wish to make audio or visual recordings of class lectures or discussion sections. Some class lectures and discussion sections 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.

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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. Use of Artificial Intelligence resources (e.g. ChatGPT) will result in a zero grade on a given assignment and may result in failure of the course. 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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### COVID-19 RECOMMENDATIONS

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

#### **Health and Wellness U Matter, We Care**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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/>



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## EMAIL POLICY

(1) If you need some practical information about the course you should **look at most recently updated syllabus or on the website.**

(2) If you want to discuss a substantive philosophical question you should bring it up in class or come to office hours. We will not be able to respond to in-depth, substantive questions about the readings or assignments over email. However, we are *more* than happy to discuss substantive questions of these sorts in office hours. So, please join our regularly scheduled office hours or schedule a separate zoom appointment. We will be happy to address short, logistical, non-substantive questions over email.

If, after reading (1) & (2) you still think you should email either the Professor or the TA, you are welcome to do so at the 'ufl' addresses listed at the top of this syllabus. Please use your 'ufl' address.

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

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## 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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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## HOW TO DO WELL IN THIS COURSE!

1. **Be sure to read the assigned material before class meetings.** This will help to ensure that our class time is quality time.
2. **After a class meeting, 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 class meetings.** If there are aspects of the readings you didn't fully grasp, you're probably not alone. Come to class ready to ask!
4. **See us in office hours:** Many of our course topics are complex. It's natural to have lurking (and new) questions even after class. That's what office hours are for! Come and see us. 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. 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.

## COURSE SCHEDULE

**NOTE: COURSE CONTENT & SCHEDULE IS TENTATIVE AND SUBJECT TO CHANGE**

### UNIT 1: MORAL EVOLUTIONS

*HOW SHOULD WE MAKE SENSE OF MORALITY WITHIN AN EVOLUTIONARY FRAMEWORK?*

#### Friday, Aug. 23 – Discussion Section # 1 - Course Introductions

- *No Assigned Readings*

#### Monday, Aug. 26 – Course Overview & A Classical Defense of Intelligent Design

1. **William Paley** – *Natural Theology*, selections
2. **Richard Dawkins** – “Explaining the Very Improbable,” from *The Blind Watchmaker*

#### Wednesday, Aug. 28 – Intelligent Design & Morality

1. **Georgia Purdom & Jason Lisle** – “Morality and the Irrationality of an Evolutionary Worldview”

#### Friday, Aug. 30 – Discussion Section # 2

- *Discussion of the Week’s readings*

#### Monday, Sept. 2 – No Class (Labor Day)

- *No Class Meeting & No Readings*

#### Wednesday, Sept. 4 – Evolution by Natural Selection

1. **Charles Darwin** – *The Origin of Species*, selections

#### Friday, Sept. 6 – Discussion Section # 3

- *Discussion of the Week’s readings*

#### Monday, Sept. 9 – Evolution by Natural Selection

1. **Charles Darwin** – *The Origin of Species*, selections

### Wednesday, Sept. 11 – Evolution by Natural Selection

1. **Charles Darwin** – *The Origin of Species*, selections (cont.)
2. **Richard Dawkins** – “Accumulating Small Change,” (pp. 43-62), selections from *The Blind Watchmaker*

### Friday, Sept. 13 – Discussion Section # 4

- *Discussion of the Week’s readings*

### Monday, Sept. 16 – Reductive Sociobiology & the ‘Greedy’ Biologizing of Morality

1. **Edward O. Wilson** – *Sociobiology: The New Synthesis*, selections
2. “Why You Do What You Do” – *Time Magazine* (cite as *Time*)

### Wednesday, Sept. 18 – Resisting Reductive, ‘Greedy’ Moral Sociobiology

1. **Elizabeth Allen, et al.** – “Against ‘Sociobiology’”
2. **Steven Jay Gould** – “Biological Potentiality vs. Biological Determinism”

### Friday, Sept. 20 – Discussion Section # 5

- *Discussion of the Week’s readings*

### **Paper 1 Due by 5:00pm on Sunday 9/22 via Canvas/Turnitin.com**

### Monday, Sept. 23 – Moral Veneer Theory: Cultural vs. Natural Evolution

1. **Thomas Huxley** – *Evolution & Ethics*, selections (pp. 1-2, 9-15, 24-34, 43-45, 79-86)
2. **Frans De Waal** – *Primates and Philosophers*, selections (pp. 3-12)

### Wednesday, Sept. 25 – Cultural Evolution & Culture-Gene Coevolution

1. **Joseph Henrich** – *The Secret to Our Success*, chapters 4 & 6

### Friday, Sept. 27 – Discussion Section # 6

- *Discussion of the Week’s readings*

### Monday, Sept. 30 – Culture-Gene Coevolution towards Morality

1. **Jonathan Haidt** – “Why Are We So Groupish?” selections from *The Righteous Mind*

### Wednesday, Oct. 2 – Morality, Gene-Culture Coevolution, & Nonhuman Animals

1. **Charles Darwin** – *Descent of Man*, selections
2. **Frans de Waal** – *Good Natured*, selections

3.

**Friday, Oct. 4 – Discussion Section # 7**

- *Discussion of the Week's readings*

**UNIT 2: MORAL REVOLUTIONS**

***SHOULD THE BOUNDARIES OF THE MORAL COMMUNITY EXTEND BEYOND HUMANITY?***

**Monday, Oct. 7 – Moral Anthropocentrism**

1. **René Descartes** – *Letters to William Cavendish and Henry More*
2. **Immanuel Kant** – “Our Duties to Animals” (first full paragraph only)

**Wednesday, Oct. 9 – Challenging Moral Anthropocentrism (Speciesism)**

1. **Peter Singer** – “All Animals Are Equal”

**Friday, Oct. 11 – Discussion Section # 8**

- *Discussion of the Week's readings*

**Paper 2 Due by 5:00pm on Sunday 10/13 via Canvas/Turnitin.com**

**Monday, Oct. 14 – Challenging Moral Anthropocentrism (Speciesism)**

1. **Peter Singer** – “All Animals Are Equal” (cont.)
2. **Peter Singer** – “Reflection,” from *The Lives of Animals*

**Wednesday, Oct. 16 – Defending Speciesism**

1. **Carl Cohen** – “The Case for the Use of Animals in Biomedical Research”

**Friday, Oct. 18 – No Discussion Section - Homecoming**

- *No Discussion Sections this Week*

**Monday, Oct. 21 – Marginal Cases & Moral Conflations**

1. **Alastair Norcross** – “Puppies, Pigs, and People: Eating Meat and Marginal Cases” (*skip section 3*)

**Wednesday, Oct. 23 – Marginal Cases & Moral Conflations**

1. **Alastair Norcross** – “Puppies, Pigs, and People: Eating Meat and Marginal Cases” (*skip section 3*) (*cont.*)

**Friday, Oct. 25 – Discussion Section # 9**

- *Discussion of the Week's readings*

**Monday, Oct. 28 – Challenging Vegetarianism: Predation & Moral Consistency**

1. **Jeff McMahan** – “The Meat Eaters”
2. **Elizabeth Telfer** – “‘Animals Do It Too!': The Franklin Defense of Meat-Eating” (pp. 51-53, 62-66)

**Wednesday, Oct. 30 – Challenging Vegetarianism: Aesthetic Cultural Values**

1. **Loren Lomasky** – “Is It Wrong To Eat Animals?” selections

**Friday, Nov. 1 – Discussion Section # 10**

- *Discussion of the Week's readings*

**Monday, Nov. 4 – Defending Vegetarianism: Elizabeth Costello & the Lives of Animals**

1. **J. M. Coetzee** – *Elizabeth Costello*, “The Philosophers and the Animals”

**Wednesday, Nov. 6 – Defending Vegetarianism: Elizabeth Costello & the Lives of Animals**

1. **J. M. Coetzee** – *Elizabeth Costello*, “The Poets and the Animals”

**Friday, Nov. 8 – Discussion Section # 11**

- *Discussion of the Week's readings*

**UNIT 3: POLITICAL EVOLUTIONS**

***CAN EVOLUTIONARY PSYCHOLOGY EXPLAIN POLITICAL PARTISANSHIP?***

**Monday, Nov. 11 – No Class – Veteran's Day**

- *No Assigned Readings*

**Wednesday, Nov. 13 – Morality and Social Intuitionism**

1. **Jonathan Haidt** – “The Intuitive Dog and Its Rational Tail,” selections from *The Righteous Mind*
2. **Jonathan Haidt** – “Elephants Rule,” selections from *The Righteous Mind*

**Friday, Nov. 15 – Discussion Section # 12**

- *Discussion of the Week's readings*

**Monday, Nov. 18 – Challenging Social Intuitionism – Reviving Reasoning**

1. **Joseph Paxton & Joshua Greene** – “Moral Reasoning: Hints and Allegations”

**Wednesday, Nov. 20 – The Righteous Mind & The Moral Foundations of Politics**

1. **Jonathan Haidt** – “Taste Buds of the Righteous Mind,” selections from *The Righteous Mind*
2. **Jonathan Haidt** – “The Moral Foundations of Politics,” selections from *The Righteous Mind*

**Friday, Nov. 22 – Discussion Section # 13**

- *Discussion of the Week’s readings*

**Monday, Nov. 25 – No Class - Thanksgiving**

**Wednesday, Nov. 27 – No Class - Thanksgiving**

**Friday, Nov. 29 – No Class - Thanksgiving**

**Experiential Learning Reflection Paper Due by 5:00pm on Sunday 12/1 via Canvas/Turnitin.com**

**Monday, Dec. 2 – The Conservative Advantage?**

1. **Jonathan Haidt** – “The Conservative Advantage,” selections from *The Righteous Mind*

**Wednesday, Dec. 4 – A Liberal Response to the Conservative Advantage**

1. **Joshua Greene** – “Why I’m a Liberal, and What It Would Take to Change My Mind,” selections from *Moral Tribes*

**Essay 3 Due by 5:00pm on Friday 12/6 via Canvas/Turnitin.com**

GENERAL GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

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> §1) ( - 4 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> §3) ( - 2 points)</li> <li>• Faulty Modification (<i>Basic Grammar</i> §5) ( - 2 points)</li> <li>• Faulty Parallelism (<i>Basic Grammar</i> §6) ( - 2 points)</li> </ul>				

More Detailed Grading Rubric Guidelines:

- 1) Follow Instructions: Fully answer all of the questions and directives posed in the prompt. Make sure not to skip over any of the questions/directives. Also, stick to the word count.

- 2) Citation and Accuracy of Attribution: When you attribute a claim, argument, or conclusion to an author make sure to offer evidence for this attribution either by a simple page citation or by a page citation accompanied by a quotation. Stick close to the text so that you don't misattribute views to authors (views that an author does not actually hold).
- 3) Clarity & Adequate Definition of Terms: Clarity is of primary importance in these papers. You are to take the reader through your reconstruction of these arguments in your own terms. Of course, some philosophical jargon will enter into play (e.g. 'internal reason' or 'instrumental principle'). When you introduce technical jargon, make sure to clarify what the terms mean in the context of the argument you are reconstructing. We need to know that you understand these thinkers' arguments, so articulate their ideas clearly and, as best you can, in plain and clear language.
- 4) Comprehensive and Economical Reconstruction: When reconstructing arguments (be they primary arguments, objections, or replies) make sure that you not only reconstruct all of necessary steps (comprehensive) but also avoid any extraneous steps (economical) that are unnecessary for delivering the argument's conclusion. While it is critical that you do not leave out any of the argument's essential steps, it is equally important (especially in a short essay like this) that you do not digress into unnecessary or tangential discussions.
- 5) Charitableness: Be charitable to the arguments you are reconstructing. Even if you don't agree with them, try to show them in their strongest possible form (so as to avoid erecting 'straw persons').
- 6) Justify your Arguments and Interventions: When you are asked to offer your critical views on the strengths or weaknesses of an author's arguments or claims, make sure to provide reasoned justifications for your evaluations. Don't just state your opinion. Back it up, as well.