

Introduction to Philosophy

NOTE: it is your responsibility to read this document carefully. This is an agreement between you and your instructor. If you email me about something that is obviously stated in the syllabus, you will either receive no answer or I will reply, simply, "Read the syllabus!" However, if you read the syllabus and you still do not have an answer, then email me with your question.

I Course Information

- Course number: PHI 2010.
- Class 15798, 15799, 15800.
- Classes:
 - Lectures: Mondays and Wednesdays, period 5 (11:45 AM - 12:35 PM), Florida Gym Hall 0260.
 - Discussion (class 15798): Fridays, period 4 (10:40 AM - 11:30 AM), Matherly Hall 112.
 - Discussion (class 15799): Fridays, period 6 (12:50 PM - 1:40 PM), Matherly Hall 002.
 - Discussion (class 15800): Fridays, period 7 (1:55 PM - 2:45 PM), Turlington Hall 2322.
- Instructor:
 - Rodrigo Borges
 - Office: Griffin-Floyd Hall, room 314.
 - Office Hours: Mondays 4:00pm - 6:00pm (or by appointment).
 - Contact Information: rodrigo.borges@ufl.edu.
- Teaching Assistant: Ant Conde
 - Office:
 - Office Hours: Mondays 1:00-2:30 pm and Wednesdays 10:00 - 11:30 am
 - Contact Information: condea@ufl.edu

2 Course Goals

This course satisfies a General Education Requirement (Humanities). 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.

State Course Description: In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge.

A minimum grade of C is required for general education credit.

We will accomplish these objectives by introducing students to the main topics of Western Philosophy. We will do this by presenting students with classical readings touching on some of the core questions in this tradition. A further goal is to introduce students to the methods and tools used in this literature. In particular, students will learn how to present and evaluate philosophical and non-philosophical arguments.

The General Education Student Learning Outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing a General Education course at the University of Florida. The SLOs fall into three categories: content, communication and critical thinking.

State Student Learning Outcomes (SLO's):

- Students will develop critical thinking skills.
- Students will demonstrate an understanding of classical western philosophical views.
- Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

Program Student Learning Outcomes

| Category | Institutional Definition | Institutional SLO |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Content | Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area. | Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area. |
| Critical Thinking | Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. | Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area. |
| Communication | Communication is the development and expression of ideas in written and oral forms. | Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area. |

This course also satisfies a 4,000 word Writing Requirement.

This requirement 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 C or higher and a satisfactory completion of the writing component of the course. To that end, instructor and teaching assistants will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization

3 Textbook

There is no required textbook for this course. All readings are available through Canvas.

Recommended Reading

1. 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/>.

2. A more recent style manual is Steven Pinker's 'Sense of Style: The Thinking Person's Guide to Writing in the 21st Century.' The book can be found anywhere books are sold.
3. The philosopher Jim Pryor (UNC) has his suggestions on how to read philosophy freely available here; he has also published suggestions on how to write philosophy here.

4 Attendance and Classroom Policies

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.

Attendance is required (see below for details) and expected.

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>.

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. However, the recording will not be shared unless you have a valid excuse. 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 unmute during class and participate orally are agreeing to have their voice 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 by students or any other party is prohibited.

This course will NOT be synchronously taught on Zoom.

5 Course Requirements

Six different instruments will be used in order to measure student progress through the course. The name of each instrument, and the relative weight each of them carries in determining your final grade is the following; a brief description of each instrument follows.

| Assignment | Total Number | % of Course Grade |
|---------------------------|--------------|-------------------|
| Short Writing Assignments | 3 | 30% |
| Writing Exercises | 5 | 30% |
| Group Projects | 6-7 | 15% |
| Presentation | 1 | 15% |
| Attendance | 26 | 10% |
| Surprise Quizzes | ? | extra credit |

5.1 Written Work (SWAs and WEs)

Writing Assignments are assessed on several different factors (the rubric can be found at the end of this document):

1. *Comprehension*: whether you understand accurately the material you are writing about.
2. *Clarity*: whether you write in a way that can be understood by others, avoids ambiguity, and is focused and organized.
3. *Mechanics*: whether you avoid grammatical or formal errors.
4. *Thesis Support*: whether you provide good reasons to believe the thesis you advance in your essay.
5. *Defense against Objections*: whether you anticipate how someone might object to what you say and defend it against those objections.

When grades are released for your SWAs and WEs, you will probably look first to see what grade you received. That is understandable. But you will be doing yourself no favors if you don't also look at the other feedback on your work, since that is what you will learn from.

When you review your graded work, you will always find:

1. The grade and the specific marks on the rubric.
2. A general comment on your performance.

More often than not, you will also find:

3. In-text or inline comments on the text itself.

Make sure you read that feedback; we provide it so as to enable you to improve your writing skills.

5.1.1 Short Writing Assignments (SWAs)

There will be three (3) short (1500 words) writing assignments. The first SWA will require that you present and defend an argument on a topic of your choice (options of topics will be provided), in your own words, and using textual evidence from the readings. The second SWA will present and defend an argument on the topic of your presentation, in your own words, and using textual evidence from the readings. The lowest grade will be dropped.

No outside readings will be required for SWAs. A *sample SWA* is available on Canvas.

Students must complete ALL SWAs in order to satisfy the Writing Requirement for the course.

5.1.2 Writing Exercises (WEs)

Students will write six (5) short essays (300 words). Each WE will ask you to do slightly different things, but they will all The two lowest grades will be dropped.

Students must complete ALL WEs in order to satisfy the Writing Requirement for the course.

5.1.3 Basic Writing Assistance

You may find it helpful to use the influential guide by Strunk and White, *The Elements of Style*, available free online at www.bartleby.com/141/.

Another very useful resource is Purdue University's Online Writing Lab, also known as the 'OWL.' It is especially good for getting detailed information on how to cite sources properly. You can find it at owl.english.purdue.edu/.

UF has a dedicate writing program with a 'writing studio' that is intended to provide students with several resources for improving their writing. The site includes several resources, including links to the OWL site just mentioned and other items. You can find that site at writing.ufl.edu/writing-studio/.

The writing program provides assistance with writing for UF students, including distance students who are pursuing online-only courses. You can login to tutortrac.clas.ufl.edu/ to make arrangements to meet with a tutor. We must warn you, however, that while those tutors are surely good at helping you avoid certain kinds of problems, many writing tutors are not familiar with writing philosophy papers. What counts as a good paper for, say, an English class might not count as a good paper for philosophy. In philosophy, clear structure and explicit argumentation is at a premium. If you do meet with a tutor, you would be well advised to share with the tutor the sample argumentative essay so that he or she knows what sort of paper is needed in this class.

5.1.4 Outside Readings

No outside readings are required for the completion of SWAs or WEs. *However*, if you do plan to use an outside reading, you **MUST** check with your instructor or TA whether the particular reading you have in mind is an appropriate source. There are **ONLY TWO EXCEPTIONS** to this rule:

1. The Stanford Encyclopedia of Philosophy;
2. The Internet Encyclopedia of Philosophy.

If you do not follow these instructions on the use of outside readings, you risk seriously harming your grade.

5.2 Group Projects

Unscheduled in-class assignments. Around 5. Pass/fail grade.

5.3 Presentation

The class will be divided into small groups of 2-3 students. Groups will be responsible for preparing a presentation on an assigned topic. The goal is for students to articulate and defend an answer (thesis) to a specific question on an assigned topic.

5.4 Attendance

Starting Wednesday 9/4 (after the drop/add period) attendance will be taken and expected. During lectures, attendance will be taken using the iClicker system. For information on this system, please see: <https://classrooms.at.ufl.edu/classroom-technology/iclicker-response-system/> .

You will use the iClicker Student app, either on a smartphone or a computer. You must register your clicker as soon as possible, but certainly before 9/4.

Everybody has three free, no-questions-asked absences. After that every unjustified absence will cost you 15% of your attendance grade. Seven or more unjustified absences (these include the three free ones) will earn you a zero for attendance grade.

Attendance will be expected but not required before and during the add/drop period. This will give everyone time to install and familiarize themselves with the iClicker application.

We will test the iClicker application in the second week of the semester. This will allow you to check your clicker is working properly. At all times during the semester, it is your responsibility to make sure that you have your clicker with you, and that it is working properly.

5.5 Surprise Quizzes

There will be unspecified number of in-class surprise quizzes. Those will be on the reading assigned for the day of the quiz. There are no make-up surprise quizzes, but none will be given on religious holidays. Surprise quizzes will be extra credit.

6 Grade Scale

See UF grading policies for assigning grade points at:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

| | Grade Scale | Grade Value |
|----|-------------|-------------|
| A | 100 - 93 | 4.00 |
| A- | 92 - 90 | 3.67 |
| B+ | 89 - 86 | 3.33 |
| B | 85 - 82 | 3.00 |
| B- | 81 - 79 | 2.67 |
| C+ | 78 - 75 | 2.33 |
| C | 74 - 72 | 2.00 |
| C- | 71 - 69 | 1.67 |
| D+ | 68 - 66 | 1.33 |
| D | 65 - 62 | 1.00 |
| D- | 61 - 60 | 0.67 |
| E | 59 - 0 | 0.00 |

7 Academic Honesty

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

- <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 or TAs in this class. 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.

8 Students with disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

9 Online course evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open dur-

ing the last two or three weeks of the semester. 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>.

10 Office Hours

I strongly encourage you to set up a meeting to discuss anything related to the course. Rodrigo will hold office hours on Tuesdays 3:00pm – 6:00pm (or by appointment via rodrigo.borges@ufl.edu).

11 Technical Issues

Please, direct any questions about technical issues you might have to UF Helpdesk. The website is <https://helpdesk.ufl.edu/>. You may also call them at 352 392 4357.

12 Campus Resources

- Health and Wellness:
 1. U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website (www.umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.
 2. Counseling and Wellness Center: Visit the Counseling and Wellness Center website (www.counseling.ufl.edu) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 3. 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 (www.shcc.ufl.edu).
 4. University Police Department: Visit UF Police Department website (www.police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).
 5. 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 (www.ufhealth.org/emergency-room-trauma-center).

13 Academic Resources

1. E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
2. Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
3. Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

4. Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
5. Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
6. Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage ([here](#)) for more information.
7. On-Line Students Complaints: View the Distance Learning Student Complaint Process (www.distance.ufl.edu/getting-help/student-complaint-process).

14 Class Schedule (Subject to Change)

Introduction

- 8/23: Q&A about syllabus
- 8/26: Reading and Writing for this course (and how you will be graded) (reading: Perry et al. p. 1-8)

1. Arguments and Argumentation

- 8/28: What is an argument? How to Identify Arguments
- 8/30: Discussion
- 9/2: **No Class (Labor Day)**
- 9/4: The Validity and Soundness of Arguments (reading: Perry et al. p. 9-10)
- 9/6: Discussion
- 9/8: WE 1 is due at 11:59PM
- 9/9: Proving the Validity of Arguments (reading: Perry et al. p.10-16)
- 9/11: Non-Deductive (i.e., Inductive) Arguments (reading: Perry et al. p.16-19)
- 9/13: Discussion
- 9/16: Fallacies (reading: Perry et al. p. 19-24)

2. Tools for Thought

- 9/18: Doing (Thought) Experiments (reading: Williamson p.50-65)
- 9/20: Discussion
- 9/22: WE 2 is due at 11:59PM

3. Descartes' 'Meditations' and the Cartesian Legacy

- 9/23: Knowledge and Minds (reading: meditations 1 and 2)
- 9/25: Knowledge and God (reading: meditations 3, 4 and 5)
- 9/27: Discussion
- 9/29: SWA 1 is due at 11:59PM
- 9/30: Brains and Minds (reading: meditation 6)

4. How are Minds Related to Brains?

- 10/2: The mind is an illusion created by the brain (reading: TBD)
- 10/4: Discussion
- 10/7: The mind is the brain (reading: Churchland)
- 10/9: The mind is not the brain (reading: Nagel)
- 10/11: Discussion
- 10/13 WE 3 is due 11:59PM

5. Can we Know that God Exists?

- 10/14: Reason and the existence of God (reading: Zagzebski)
- 10/16: Reason and the existence of God (reading: Zagzebski)
- 10/18: Discussion
- 10/21: Pragmatism and the existence of God (reading: Zagzebski)
- 10/23: Perception and the existence of God (reading: TBD)
- 10/25: Discussion
- 10/27: SWA 2 is due at 11:59PM

6. Can we Know the World Around Us?

- 10/28: Answers to Cartesian skepticism (reading: Chalmers)
- 10/30: Are we living in a simulation? (reading: Chalmers)
- 11/1: Discussion
- 11/3 WE 4 is due 11:59PM
- 11/4: Would a simulation be reality? (reading: Chalmers)
- 11/6: Presentation Prep
- 11/8: Discussion (Presentation Prep)
- 11/10: WE 5 is due at 11:59PM
- 11/11: No Class (holiday)

7. Presentations




- 11/13: Presentation
- 11/15: Presentation
- 11/18: Presentation
- 11/20: Presentation
- 11/22: Presentation
- 11/25: **No Class (Thanksgiving Break)**
- 11/27: **No Class (Thanksgiving Break)**
- 11/29: **No Class (Thanksgiving Break)**
- 12/1: SWA 3 is due at 11:59PM
- 12/2: Presentation
- 12/4: TBD
- 12/9: Grades are due

15 Rubrics




15.1 Writing Exercise and Short Writing Assignment

| Criteria | Ratings | | Pts |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------|--------|
| | 30 pts Full Marks | 0 pts No Marks | |
| <p>Thesis statement and argument</p> <p>The text should clearly state the argument and position of the essay.</p> | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| <p>Organization and structure</p> <p>The essay should be well-organized and structured, with a clear introduction, body, and conclusion. The paragraphs should flow logically and smoothly, with each paragraph contributing to the overall argument.</p> | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| <p>Clarity and coherence</p> <p>The essay should be written clearly and coherently, with a consistent and appropriate tone. The ideas should be presented in a logical and organized manner, with clear connections between the different parts of the essay.</p> | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| <p>Use of evidence and examples</p> <p>The essay should include relevant evidence and examples to support the argument. The evidence should be properly cited and analyzed, with clear explanations of how it supports the argument.</p> | 10 pts Full Marks | 0 pts No Marks | 10 pts |
| <p>Critical thinking and analysis</p> <p>The essay should demonstrate critical thinking and analysis, with thoughtful engagement with the philosophical concepts and ideas being discussed. The essay should go beyond surface-level analysis and show a deeper understanding of the issues at hand.</p> | 10 pts Full Marks | 0 pts No Marks | 10 pts |
| <p>Grammar, spelling, and punctuation</p> <p>The essay should be free of grammatical, spelling, and punctuation errors. The writing should be clear and concise, with proper sentence structure and appropriate word choice.</p> | 10 pts Full Marks | 0 pts No Marks | 10 pts |
| Total Points: 100 | | | |

15.2 Group Project

| Group Project Rubric | | | | |    |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria | Ratings | | | | Pts |
| Knowledge of Terminology and Concepts | 30 pts Excellent Demonstrates a clear and comprehensive understanding of the concepts, methodologies, and theories. | 15 pts Satisfactory Shows a good understanding with minor gaps in knowledge. | 13 pts Needs Improvement Demonstrates basic understanding with significant gaps | 0 pts Inadequate Lacks understanding of key concepts and terminology. | 30 pts |
| Analysis | 30 pts Excellent Carefully and logically analyzes the relevant arguments from multiple perspectives, providing a thorough and nuanced critique. | 15 pts Satisfactory Analyzes the relevant argument well, but with minor gaps in logic or perspective. | 8 pts Needs Improvement Provides a basic analysis with significant gaps in logic or perspective. | 0 pts Inadequate Fails to provide a coherent analysis of the relevant arguments. | 30 pts |
| Presentation | 40 pts Excellent Communicates knowledge, ideas, and reasoning clearly and effectively | 20 pts Satisfactory Communicates clearly with minor lapses in effectiveness. | 10 pts Needs Improvement Communication is unclear or lacks coherence in several areas | 0 pts Inadequate Fails to communicate ideas effectively. | 40 pts |
| Total Points: 100 | | | | | |

15.3 Presentation

| New Presentation Rubric    | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------|--------------------------|
| Criteria | Ratings | | Pts |
| Content - Clarity of thesis statement or argument presented - Coherence and logical consistency of the argument - Depth of engagement with philosophical concepts and/or texts - Quality and relevance of supporting evidence and examples - Critical evaluation of counterarguments or alternative perspectives | 50 pts Full Marks | 0 pts No Marks | 50 pts |
| Delivery - Eye contact, vocal clarity, and overall confidence; - Effective use of visual aids, if applicable; - Time management and adherence to the allotted time; - Overall organization and structure of the presentation; - Engaging and audience-appropriate delivery style | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Critical Engagement - Demonstrated ability to critically evaluate and analyze philosophical ideas; - Ability to respond to questions and challenges from peers and instructor; - Evidence of thoughtful reflection and consideration of alternative perspectives | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |