

# POLITICAL PHILOSOPHY – PHM 3202

## FALL 2024

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- Professor:** Jon Rick  
Philosophy Department  
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310 Griffin-Floyd Hall  
352-273-3728
- Professor's Office Hours:** Mondays & Wednesdays: 2-3 in 310 Griffin-Floyd Hall  
Fridays: 11:45-1 in 310 Griffin-Floyd Hall  
Or by appointment
- Class Meetings:** M, W, F: Period 4 (10:40-11:30) in MAT 0115
- Course Canvas Website:** <https://elearning.ufl.edu>
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### **COURSE DESCRIPTION:**

In this course, we will examine several of the most enduring and influential texts in the history of Western Political, Social, and Economic Thought: works by Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Adam Smith, and Karl Marx. We will also examine contemporary applications of these historical ideas in the work of Carol Pateman and Charles Mills. By focusing on the relationships between rulers and the ruled, between legislation and law abidingness, and between competing and cooperating individuals, our close and critical readings of the arguments made in these historical classics will help us to reflect on topics such as the following: the nature and origin of law, the basis of political authority and legitimacy, the fixity or flexibility of human nature, the nature of economic relations and interpersonal relationships, and the dynamics of social power.

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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 expected to have read the day's assigned reading prior to each class and discussion section meeting. A full list of the required readings for this course can be found in the Course Schedule, below.

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### **COURSE LEARNING OBJECTIVES & DISTRIBUTION CREDITS:**

#### **General Education Requirement and Objective:**

PHM 3202 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 C is required for general education credit.

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

**Humanities Gen Ed SLOs:**

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

**Course Goals:**

This course is designed to introduce students to the practice of philosophy through the study of central political questions and arguments, as represented by a selection of historical and contemporary readings in political philosophy. 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 political philosophical questions studied in the course in a compelling fashion. In these ways the course aims to develop students’ own reasoning and communication skills in ways that will be useful in any further study of philosophy they undertake and beyond the bounds of philosophy itself.

**Course Objectives:**

Students will demonstrate their competencies in understanding and assessing the philosophical theories studied in the course primarily via a set of assigned papers, in which they will be assessed for their abilities to: (i) understand and apply basic concepts of good reasoning, (ii) accurately and fairly describe and explain philosophical views represented in works assigned for the course, (iii) formulate arguments of their own while anticipating possible lines of objections and responding in a conscientious fashion, and (iv) speak and write clearly and persuasively about abstract and challenging matters of the sort raised by the philosophical material in the course.

**COURSE REQUIREMENTS & ASSIGNMENTS:**

1. **Class Attendance:** You will be expected to attend all class meetings. But, you are permitted to miss 3 class meetings, without penalty, no-questions asked. For each class meeting missed (after the 3 freebies), without a legitimate excuse, you will lose 5 points – each student starts with 100 out of a possible 100 points. **Class Attendance is worth 10% of your final grade.**
2. **Class Participation:** Philosophy is best realized through conversation. My aim is to begin class by framing a conversation, to which all of you will, then, contribute. You are expected to come to each class meeting with a question or a comment about the assigned readings. Additionally, you may be asked to complete various discussion-based or written exercises in

class, which will count towards your participation grade. **Seminar Participation is worth 20% of your final grade.**

3. **Discussion Activities:** On Friday class meetings we will have a discussion-fostering activity, which will engage our readings and prior discussions from the week, as well as those from prior weeks. These activities will variably include independent and group work – some written and some verbal – and they will assess your comprehension of the readings we’ve covered prior to that Friday. While Discussion Activities will have their own, independent assessment standards, they also provide an opportunity to augment your separate Discussion Participation grade. **Discussion Activities are worth 20% of the final grade.**
4. **Essay Assignments:** You will be required to write two essays for this course. Detailed essay instructions and prompts will be distributed two weeks prior to the due date of the essay assignment.
  - (i) **Essay #1:** This essay will be due by 5:00pm on Sunday, October 6<sup>th</sup>. This essay will be submitted electronically, via an Assignment link on Canvas. **Worth 20% of the final grade.**
  - (ii) **Essay #2:** This essay will be due by 5:00pm on Friday, December 6<sup>th</sup>. This essay will be submitted electronically, via an Assignment link on Canvas. **Worth 30% of the final grade.**

#### ADDITIONAL COURSE EXPECTATIONS

1. **Essay Source Materials:** Any source materials appealed to in your essay assignments that do not come from assigned course texts, *must* be cleared with the 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(s) with you, and you will benefit from being able to mark the passages that are focused on in our discussions.

## SUMMARY OF GRADED REQUIREMENTS

|     |                        |
|-----|------------------------|
| 10% | Class Attendance       |
| 20% | Class Participation    |
| 20% | Discussion Board Posts |
| 20% | Essay Assignment #1    |
| 30% | Essay Assignment #2    |

| 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          |

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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:

1. All in-section assignments will need to be completed during the section meeting in which they are assigned. If you have extenuating circumstances (consistent with the University guidelines detailed in the link above and are able to present a written excuse), accommodations may be made (but there are no guarantees here). You will need to contact the professor within 48 hours of the section meeting that you will miss in order to determine whether accommodations can be made.
2. All essays assignments will be submitted online via an Assignment/Turnitin.com link on the course's 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.

## 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 2630 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 POLICIES

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. 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>.

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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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## 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**

### **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. 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 join my regularly scheduled office hours or schedule a separate appointment. I 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, you are welcome to do so at the 'ufl' address 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/>.

### HOW TO DO WELL IN THIS COURSE!

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

2. **After class, 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.** It's totally normal to find aspects of the readings difficult and opaque! Come to class with specific questions in mind.

4. **See me in office hours:** Philosophy is tough! It's natural to have lurking (and new) questions after our class discussions. That's what office hours are for! 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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## **LECTURE, DISCUSSION SECTION, & READING SCHEDULE:**

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

### **UNIT 1: THE SOCIAL CONTRACT**

#### **WEEK 1: COURSE INTRODUCTION**

##### **Friday, Aug. 23 – Course Overview**

- *No Assigned Readings*

#### **WEEK 2: COURSE INTRODUCTION & THOMAS HOBBS**

##### **Monday, Aug. 26 – Hobbes's Moral/Political Psychology**

1. Hobbes – *Leviathan*: Introduction & Chps. 1, 6, 12 (secs. 1-12, 22-32)

##### **Wednesday, Aug. 28 – The State of Nature as a State of War**

1. Hobbes – *Leviathan*: Chps. 10-11, 13

##### **Friday, Aug. 30 – Hobbes Discussion & Activity**

- *No new readings assigned*

#### **WEEK 3: THOMAS HOBBS**

##### **Monday, Sept. 2 – No Class: Labor Day**

**Wednesday, Sept. 4 – Hobbes’s Social Contract**

1. Hobbes – *Leviathan*: Chps. 14-18

**Friday, Sept. 6 – Hobbes Discussion & Activity**

- *No new readings assigned*

**WEEK 4: THOMAS HOBBS**

**Monday, Sept. 9 – Hobbes on Law & Authority**

1. Hobbes – *Leviathan*: Chps. 19-22

**Wednesday, Sept. 11 – Hobbes on Law & Authority**

1. Hobbes – *Leviathan*: Chps. 26, 29-30

**Friday, Sept. 13 – Hobbes Discussion & Activity**

- *No new readings assigned*

**WEEK 5: JOHN LOCKE**

**Monday, Sept. 16 – Locke’s Moral/Political Psychology**

1. Locke – *Second Treatise of Government*: Parts I-IV

**Wednesday, Sept. 18 – Locke on Rights, especially those of Private Property**

1. Locke – *Second Treatise of Government*: Parts V, VI (53-61), VII-IX

**Friday, Sept. 20 – Locke Discussion & Activity**

- *No new readings assigned*

**WEEK 6: JOHN LOCKE**

**Monday, Sept. 23 – Locke’s Social Contract**

1. Locke – *Second Treatise of Government*: Parts XI, XVI (175-6), XVIII, XIX

**Wednesday, Sept. 25 – Locke on Toleration**

1. Locke – *The Letter on Toleration*: Excerpts

**Friday, Sept. 27 – Locke Discussion & Activity**

- *No new readings assigned*

**WEEK 7: JEAN-JACQUES ROUSSEAU**

**Monday, Sept. 30 – Rousseau’s Moral/Political Psychology**

1. Rousseau – *Discourse on Inequality*: Part I

**Wednesday, Oct. 2 – Rousseau on Property & the Specious Contract**

1. Rousseau – *Discourse on Inequality*: Part II

**Friday, Oct. 4 – Rousseau Discussion & Activity**

- *No new readings assigned*

**Essay 1 Due by 5:00pm on Sunday 10/6 via Canvas/Turnitin.com**

**WEEK 8: JEAN-JACQUES ROUSSEAU**

**Monday, Oct. 7 – Rousseau’s General Will & Social Contract**

1. Rousseau – *On the Social Contract*: Books I-II

**Wednesday, Oct. 9 – Rousseau on Law & Authority**

1. Rousseau – *On the Social Contract*: Books III-IV

**Friday, Oct. 11 – Rousseau Discussion & Activity**

- *No new readings assigned*

**UNIT 2: POLITICAL ECONOMY**

**WEEK 9: ADAM SMITH**

**Monday, Oct. 14 – Smith’s Moral/Political/Economic Psychology & Division of Labor**

1. Smith – *The Theory of Moral Sentiments*: Part I, pp. 9-16
2. Smith – *The Wealth of Nations*: Book I, Chps. 1-3

**Wednesday, Oct. 16 – Smith on Capital & Labor (Productive & Unproductive)**

1. Smith – *The Wealth of Nations*: Book I, Chp. 5 (paragraphs 1-9)
2. Smith – *The Wealth of Nations*: Book II, Chp. 3

**Friday, Oct. 18 – No Class: Homecoming**

- *No Assigned Readings*

**WEEK 10: ADAM SMITH**

**Monday, Oct. 21 – Smith on the Wealth of Nations & Laissez-Faire Global Markets**

1. Smith – *The Wealth of Nations*: Book IV, Intro & Chp. 2

**Wednesday, Oct. 23 – Smith on Market Regulation & the Limits of Laissez-Faire**

1. Smith – *The Wealth of Nations*: Book V, Chp. 1, Part 3, Art. 2 (paragraphs 1-9, 45-61)
2. Smith – *The Wealth of Nations*: Book II, Chp. 2 (paragraphs 26-31, 48, 53, 57, 59, 65, 73-75, 86, 88-94, 106)

**Friday, Oct. 25 – Smith Discussion & Activity**

- *No new readings assigned*

**WEEK 11: KARL MARX**

**Monday, Oct. 28 – Marx on Estranged Labor, Commodities, & Commodity Fetishism**

1. Marx – “Estranged Labour,” Excerpts from the *Economic and Philosophic Manuscripts of 1844*
2. Marx – “Commodities,” *Capital Vol. 1* (pp. 302-308, 319-329)

**Wednesday, Oct. 30 – Marx from Estrangement to Exploitation**

1. Marx – *Wage Labour and Capital* (pp. 203-217)

**Friday, Nov. 1 – Marx Discussion & Activity**

- *No new readings assigned*

**WEEK 12: KARL MARX & FRIEDRICH ENGELS**

**Monday, Nov. 4 – Marx on Exploitation & the Creation of Surplus Value**

1. Marx - “The Production of Absolute Surplus-Value,” *Capital Vol. 1* (pp. 344-361)

**Wednesday, Nov. 6 – Marx & Engels on the Self-Undermining Character of Capitalism**

1. Marx & Engels – *The Manifesto of the Communist Party*: Intro., Sections I & II (473-491)

**Friday, Nov. 8 – Marx & Engels Discussion & Activity**

- *No new readings assigned*

**UNIT 3: THE DISENFRANCHISED & DISPOSSESSED**

**WEEK 13: CAROLE PATEMAN & THE SEXUAL CONTRACT**

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

- *No Assigned Readings*

**Wednesday, Nov. 13 – Pateman on the Sexual Contract**

1. Pateman – *The Sexual Contract*: Excerpts TBD

**Friday, Nov. 15 – Pateman Discussion & Activity**

- *No new readings assigned*

**WEEK 14: CHARLES MILLS & THE RACIAL CONTRACT**

**Monday, Nov. 18 – Mills on the Racial Contract**

1. Mills – *The Racial Contract*: Excerpts TBD

**Wednesday, Nov. 20 – Mills on the Racial Contract**

1. Mills – *The Racial Contract*: Excerpts TBD

**Friday, Nov. 22 – Mills Discussion & Activity**

- *No new readings assigned*

**WEEK 14: THANKSGIVING**

**Monday, Nov. 25 – No Class**

**Wednesday, Nov. 27 – No Class**

**Friday, Nov. 29 – No Class**

**WEEK 15: TBD**

**Monday, Dec. 2 – TBD**

Wednesday, Dec. 4 – TBD

**Essay 2 Due by 5:00pm on Friday 12/6 via Canvas/Turnitin.com**

GENERAL GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <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>• Confusion of <i>it's</i> and <i>its</i> ( - 2 points)</li> <li>• Sentence fragment (<i>Basic Grammar</i> §1) ( - 4 points)</li> </ul>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>• Run-on sentence (<i>Basic Grammar §2</i>) (- 4 points)</li> <li>• <i>Grammar §3</i>) (- 2 points)</li> <li>• Unclear Pronoun Reference (<i>Basic Grammar §4</i>) (- 2 points)</li> <li>• <i>Grammar §5</i>) (- 2 points)</li> </ul> | <ul style="list-style-type: none"> <li>• Faulty Modification (<i>Basic</i></li> <li>• Faulty Parallelism (<i>Basic</i></li> </ul> |
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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.