

PHI 2010: INTRODUCTION TO PHILOSOPHY (FALL 2022)

General Information

Class Meetings

Lecture (Rothschild): MW6 (12:50p-1:40p) WEIM 1064

Discussion (Gavrilos)

Section 16654: F3 (9:35-10:25a) MCCB G108

Section 16656: F5 (11:45a-12:35p) NRN 1037

Section 16684: F6 (12:50-1:40p) NRN 1037

Discussion (Huang)

Section 16653: F3 (9:35-10:25a) RNK 0220

Section 16655: F5 (11:45a-12:35p) WEIM 1094

Section 16657: F6 (12:50-1:40p) ROL 0205

Instructor

Professor Jennifer Rothschild (Philosophy)

Contact: jrothschild@ufl.edu

Office Hours: TBD (and by appointment) FLO 307

To reserve a time slot during my office hours, use the sign-up sheet on my office door. During office hours, open time slots are available for drop-ins.

Teaching Assistants

Anastasia Gavrilos, agavrilos@ufl.edu

Office Hours TBD

Rusong Huang, rusonghuang@ufl.edu

Office Hours TBD

Your TA is a graduate student in philosophy who will lead your Friday classes, grade your papers, and do many other things besides. Your TA is your email contact for questions about administrative matters in the course.

Writing Assistant

Elijah Noonan, elijahnoonan@ufl.edu

Office Hours TBD

Your writing assistant is available read drafts of assignments before you turn them in. The WA is not a TA, and is not authorized to speak for the administrative or content aspects of the course, nor are they able to discuss or predict your grade on papers.

Course Description

Content. In this course we will engage some of the fundamental questions and classical texts in philosophy. Central topics include questions about what human beings are and what we need; questions about the possibility of morality and about the construction of just political arrangements; questions about human understanding and its limits; questions about the being of humans in the world; and questions about the ways we are determined from without and the ways we are free to determine ourselves. We will track our various authors' approaches to these philosophical concerns, examine their arguments about how these concerns relate to one another, and consider how the course texts make a case for the relevance of these questions to our own human lives.

Method. This course also has significant goals in building skills of philosophical thinking, speaking, and writing.

Course Objectives & Distribution Credits

General Education Requirement and Objective:

This course provides Humanities credit (H) for the purpose of general education requirements. 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>

Writing Requirement and Objective:

This course confers 4000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization. To receive Writing Requirement credit, a student must receive an overall course grade of C or higher, a satisfactory completion of all four written assignments, and a grade of a C or higher on at least three of the four assignments.

Course Goals:

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

Course Objectives:

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

Required Materials

You are expected to bring a hard copy of the current reading with you to class every day. (You will not be able to use your computers, tablets, and other electronic devices during class.)

The following texts are available for purchase at the UF bookstore:

1. Plato, *Symposium* (Nehemas & Woodruff, Hackett) ISBN: 978-0872200760
2. Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Penguin) ISBN: 978-0143039884

Other texts will be available on our course Canvas site. Under *Files* you will find remaining readings, which should be printed and brought to class. Note: the files were made by the library, from books in their collection, and as such have handwritten notes. I encourage you to ignore these markings and make your own assessments of what is important. Under *Course Reserves* you will find a link to stream our one movie.

Assessment

Grade Distribution

1. Attendance	50 points
2. Discussion Grade	150 points
3. 2 Analytic Expositions (650-800 words each, 150 points each)	300 points
4. 2 Essays (1450-1650 words each, 250 points each)	<u>500 points</u>
	Total: 1000 points

Attendance

Attendance is mandatory. Much of what you learn in this class turns on your participating in serious discussions, and you cannot benefit from those unless you are here.

Students must come to class on time and prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means having the day's reading in class with you.

You are permitted four "free" unexcused absences (lecture or discussion) before you incur any penalty. For each unexcused absence beyond the fourth, you will lose 10% of your attendance grade (e.g., with the fifth unexcused absence, a 100% will become a 90%).

If you are absent for an excused reason, you will not lose any points and the absence will not exhaust one of your free absences. In most cases you need documentation of the excuse (see below). Excused absences are typically limited to the following cases:

Issue	Documentation needed
Mental or physical health	Note from a medical professional or from the Dean of Students within one week of absence, including the date(s) you are unable to attend class/work—no private medical information should be included in this; alternatively, if the STP system lists you as "not cleared for campus" you are automatically excused from class
Personal, e.g., death in the family	Note from the office of the Dean of Students
(Some) UF activities	Notes must come from the activity supervisor, such as a coach, prior to the day of absence. Regular activities absences will lead to make-up assignments.
Religious observances	None required. Please talk to us at the beginning of the semester about this.

All other absences are typically unexcused, including some very good reasons to miss a class, like career or family events. I support your interest in these things, and understand why you might prioritize them

over class, but that does not make them excused absences. If you think you have an exceptional case, contact us and we will discuss it.

Lecture will be available on a case-by-case basis over Zoom at <https://ufl.zoom.us/j/3170033942> for those with documented, excused absences who make arrangements with Professor Rothschild in advance of the meeting. Discussion section will not be available over Zoom.

Discussion Grade

Your discussion grade is based on how prepared you are for class on a regular basis, your willingness to participate by contributing questions and comments while responding to others in a respectful and attentive way, and the quality of your comments.

You are encouraged to participate in lecture. You are expected to participate in discussion section, and the discussion grade for the course will be calculated from your contribution to discussion section. To do well, you should demonstrate consistent, high-quality participation. *High-quality* contributions to discussion are *informed* (i.e., show evidence of having done assigned work), *thoughtful* (i.e., show evidence of having understood and considered issues raised in readings and other discussions), and *considerate* (e.g., take the perspectives of others into account).

Your discussion grade is determined in accordance with the following rubric.

Grade	Criteria
A	<ol style="list-style-type: none"> 1. Student makes consistent, high quality contributions to class discussion. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over. 3. Student has brought a copy of all relevant course materials to class (e.g., current reading, handouts) and consults them as appropriate.
B	<ol style="list-style-type: none"> 1. Student is often an active participant in class discussion whose contributions are sometimes of high quality. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over. 3. Student has brought a copy of all relevant course materials to class (e.g., current reading, handouts) and consults them as appropriate.
C	<ol style="list-style-type: none"> 1. Student is an active listener of class discussion but is mostly silent. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over. 3. Student has brought a copy of all relevant course materials to class (e.g., current reading, handouts) and consults them as appropriate.
D	<ol style="list-style-type: none"> 1. Student is disruptive of class space or conversation, either actively or passively. 2. Student is disrespectful of other students or instructors.
E	<ol style="list-style-type: none"> 1. Student fails to participate in any non-trivial way.

Written Assignments

You will have four writing assignments for this course. Two of these are shorter ‘analytic expositions’, in which your job will be to clearly, accurately, and insightfully present a philosopher’s argument, with evidence from the text. The other two assignments are full argumentative essays, in which you do the

work of analytic exposition plus engage the source text with objections and replies, ultimately arguing for your own original thesis.

I will assign topics for your writing assignments, though you will have some choice among options. All papers must be typed, double-spaced with one-inch margins, page numbers, and 12 point Times New Roman font. You must include a word-count at the top of page one. Please also include your name, your TA's name, the date you hand in the assignment, and title and staple your essays.

Your written work for this course will depend only upon the texts for the course, the conversations we have in lecture and discussion, and some careful thinking, writing, and revising. No outside sources, including other books, articles, web sources, and so on, are permitted to appear in your assignments.

Each essay must be turned in *in two ways* by the deadline. (1) You must deliver a hard copy to your TA. (2) You must also upload your paper onto UF's e-learning site, Canvas. Exception: your final assignment is due online only.

We will consider allowing you to turn in a paper late without penalty only if you have a valid, unforeseeable, and documented reason for doing so. If you turn in a late paper without such a reason, 1/3 of a letter grade will be deducted for each 24 hours it is late (including weekend days!). For foreseeable conflicts, such as activities, students should plan to submit work early. Computer errors (including disk, printer, or e-mail problems) are not acceptable excuses for late work. For the first three assignments, no assignments will be accepted which are more than one week late; for the final essay, no late assignments will be accepted. Exceptions require instructor approval. Extensions on written work without penalty are granted by Professor Rothschild only, will only be considered if you have a documented reason for your request, and if you take the initiative to make contact about the request as soon as the need arises. Requirements for make-up assignments and other work in this course are consistent with university policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Most people who do well in this course begin writing assignments well in advance of deadlines. You should meet with one of your instructors to discuss your plans for your papers, and you should expect to write and revise drafts of your essays. In this class we will devote time explicitly to lessons on writing, and you are accountable in your written work for those lessons. We also have writing assistants who are available to read drafts of your essays. Please note that you are expected to visit WA office hours *with your best draft of the assignment already completed* to make the best use of their time. Students will also find a number of resources for improving their writing at the university's Writing Studio page (<http://writing.ufl.edu/writing-studio/>), including a link to an electronic version of Strunk and White's *The Elements of Style* (<http://www.bartleby.com/141/>), the recommended style manual for this course.

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

Grading Scale

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

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

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.

Other Course Policies

Instructor contact

Please email one of us if you have administrative questions your syllabus and other documents cannot answer, if you want to arrange a meeting, or if you need to inform us of relevant difficulties on your end. If you have substantive philosophical questions, email is not the best place for these; please come visit us in office hours so that we can have a better conversation.

Electronics

Electronic devices—including phones, computers, tablets, and recording devices—should be silenced, and you will need to suspend interaction with them during class. This means you will need to bring a hard copy of your reading and a way to take notes, as you won't be able to use your devices to facilitate in-class activity.

Students are allowed by law to record video or audio of class lectures. If you choose to do this, please set it up prior to class start time. The purposes for which these recordings may be used are strictly controlled. A student who circulates a recording, even to another student in the course, without written consent of the instructor 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.

Class Demeanor

Students are expected to arrive to class on time, give the class your full attention the entire class period, and behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Working Together

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

1. Your final paper must be your original work, and not a repetition of someone else's ideas or essay.
2. Each essay must be a piece of written thinking in itself. Sometimes conversation in advance of writing can make you feel like the conclusions of that conversation are now established, such that you can now talk about them by merely stating or even implying them. But your essays need to "show your work"—if the argument is not explicitly on the page, you haven't made the argument.
3. You must be willing to endorse what ends up in your paper. Beware of letting others persuade you to go in the wrong direction. You are ultimately responsible for both the understandings and misunderstandings in the papers you turn in.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Diversity and Inclusion

The instructors of this course are committed to supporting all our students—to making class administration fair for everyone, to ensuring class space is welcoming for all and assignments and discussions productive opportunities for all. We invite conversation with you about how we may better accomplish this at any time.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations 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/>.

University Honesty Policy

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://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. You should expect the minimum penalty for academic dishonesty to be a grade of E for the class (not just the assignment). All incidents of academic dishonesty will be reported to Student Judicial Affairs.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Provisional Schedule of Readings and Assignments

WK	TOPIC	READINGS AND ASSIGNMENTS
1	<i>Introduction</i>	8/24: Introduction and Overview of the Course 8/26: Discussion: getting oriented, close reading
2	Ancient Greek Philosophy <i>Love & Desire</i>	8/29: Plato, <i>Symposium</i> , beginning through 188e 8/31: Plato, <i>Symposium</i> , 188e – 198a 9/2: Discussion: Plato, writing paragraphs
3	<i>Love & Desire</i>	9/5: no class – holiday 9/7: Plato, <i>Symposium</i> , 198a - end 9/9: Discussion: Plato, evidence and building argument
4	<i>Friendship</i>	9/12: Aristotle, <i>Nicomachean Ethics</i> , Book VIII, pp. 1825-1839 9/14: Aristotle, <i>Nicomachean Ethics</i> , Book IX, pp. 1839-1852 9/16: Discussion: Aristotle, thesis and argumentative line
5	<i>Friendship</i>	9/19: Aristotle, <i>Nicomachean Ethics</i> , VIII and IX continued 9/21: Catch-up day 9/23: Discussion: Aristotle, objections and replies
6	Continental Philosophy <i>Sociality of Mind</i>	Assignment Due 9/26 on Canvas and at the start of class (12:50 pm) 9/26: Hegel, excerpts from <i>Phenomenology of Spirit (Sense-Certainty)</i> 9/28: Lacan, “The Mirror Stage,” pp. 1-6 9/30: Discussion: Hegel and Lacan
7	<i>Sociality of Mind, Identity</i>	10/3: Hitchcock, <i>Rear Window</i> (Film) 10/5: Marx, excerpts, <i>Economic and Philosophic Manuscripts & Capital</i> 10/7: Discussion: Hitchcock and Marx
8	<i>Identity</i>	10/10: Althusser, “Ideology & ISAs”, pp. 170-177 / two short videos 10/12: Lear, <i>Radical Hope</i> , pp. 1-52 10/14: Discussion: Lear, writing assignment
9	Action & Ethics <i>Speech, Thought, Doing</i>	10/17: Catch-up day 10/19: Arendt, <i>Eichmann in Jerusalem</i> , pp. 3-55 10/21: Discussion: Arendt, objections and replies revisited
10	<i>Intentional & Voluntary Action, Responsibility</i>	Assignment Due 10/24 on Canvas and at the start of class (12:50 pm) 10/24: Arendt, <i>Eichmann in Jerusalem</i> , pp. 56-111 10/26: Arendt, catch-up day 10/28: Discussion: Arendt, thesis and argumentative line revisited
11	<i>Collective Action/ Responsibility</i>	10/31: Arendt, <i>Eichmann in Jerusalem</i> , pp. 112-219 11/2: Arendt, <i>Eichmann in Jerusalem</i> , pp. 220-252 11/4: Discussion: Arendt, revising your work
12	<i>Justice</i>	11/7: Arendt, <i>Eichmann in Jerusalem</i> , pp. 253-298 11/9: Writing Introductions and conclusions 11/11: no class – holiday
13	Analytic Philosophy <i>Each reading is a new topic.</i>	Assignment Due 11/14 on Canvas and at the start of class (12:50 pm) 11/14: Nagel, “What Is It Like to Be a Bat?”, pp. 435-450 11/16: Thomson, “A Defense of Abortion,” pp. 47-66 11/18: discussion: Nagel and Thomson
14		11/21: Thomson (cont.)

	<i>What unites them is a style of careful argument on a hard subject. Our goal is to understand and critique these arguments.</i>	11/23: no class – holiday 11/25: no class – holiday
15		11/28: Langton, “Speech Acts and Unspeakable Acts,” pp. 293-330 11/30: Langton (cont.) 12/2: Discussion:
16		12/5: Arpaly, How it is not “Just Like Diabetes”: Mental Disorders and the Moral Psychologist, pp. 282-298 12/7: Arpaly (cont.) Assignment Due 12/11 on Canvas at 11:59 pm NO FINAL EXAM

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

NOTE: Criteria are adjusted to the assignment. For example, the thesis of an analytic exposition is a clear statement of the philosopher's main argumentative claim and its stakes, while the thesis of a full argumentative essay is an original claim taking a position on a philosopher's argumentative claim and its stakes; the argumentative line of an analytic exposition does not include objections and replies, while the argumentative line of a full essay does. And so on.