

PHH 2010: Introduction to Philosophy

Summer B 2022 Class #15719

Time: M,T,W,R,F Period 2 9:30am-10:45am

Instructor: David D. Ortiz M.A.

Location: MAT 0114

Office Hours: M,W,F 11am-12pm

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General Education and Writing Requirement: PHI2010 is a Humanities (H) subject area course in the UF General Education Program, a General Education Core Course in Humanities, and a UF Writing Requirement WR4 course. A minimum grade of C is required in the course for general education credit.

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 via a set of assigned papers and exams, in which they will be assessed for their abilities to: (i) understand and apply basic concepts of good reasoning, including validity and soundness, (ii) accurately and fairly describe and explain the 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, persuasively, and in an informed and conceptually sophisticated manner the philosophical issues discussed in the course.

Required Texts: There are no texts necessary for purchase for this course. All resources will be made available to students via Canvas as a PDF. All posted readings are required readings.

Schedule of Readings:

Week 1: Well-Being

M 6/27 Syllabus Review and Course Overview

T 6/28 Tiberius “Prudential Value”/ Nozick *Anarchy, State, and Utopia* (Experience Machine)

W6/29 Aristotle *Nicomachean Ethics* (Excerpts)

R 6/30 Heathwood “Desire Satisfactionism and Hedonism”/ “Faring Well and Getting What you Want”

F 7/1 Discussion **Paper 1 Posted**

Week 2: Utilitarianism

M 7/4 No Class Independence Day

T 7/5 Mill *On Liberty* (Excerpts)

W 7/6 Feldman “What is Act Utilitarianism”

R7/7 Feldman “Problems For Act Utilitarianism”

F7/8 Discussion

Week 3: Deontology

M 7/11 Kant *Groundwork of the Metaphysics of Morals*

T7/12 Kant “On a Supposed Right to Lie”

W7/13 Feldman “Kant I&II”

R 7/14 Nozick *Anarchy, State, and Utopia* (Excerpts) **Paper 2 Posted**

F 7/15 Discussion **Paper 1 Due**

Week 4: Virtue Ethics

M 7/18 Anscombe “Modern Moral Philosophy”

T 7/19 Hursthouse “Virtue Theory and Abortion”

W 7/20 Annas “Being Virtuous and Doing the Right Thing”

R 7/21 Foot *Intelligent Virtue* (Excerpts)

F 7/22 Discussion **Paper 3 Posted**

Week 5: Death

M 7/25 Epicurus *Letter to Menoeceus/ Sententiae Vaticanae* (Selected)

T 7/26 Purves “Desire Satisfaction, Death, and Time”

W 7/27 Hershenov “A More Palatable Epicureanism” **Paper 2 Due**

R 7/28 Marquis “Why Abortion is Immoral”

F 7/29 Discussion

Week 6: Epistemology

M 8/1 Plato *Meno* (Excerpts)

T 8/2 Gettier “Is Justified True Belief Knowledge”/ Clark “ Knowledge and Grounds: A Comment on Mr. Gettier’s Paper”/ Saunders and Champawat “Mr. Clark’s Definition of Knowledge”

W 8/3 Lehrer and Paxson “Knowledge: Undefeated Justified True Belief”

R 8/4 Dretske “Golden Gettier”

F 8/5 Discussion and Course Wrap-Up **Paper 3 Due**

Evaluation and Expectations: There are five (5) evaluated components of this course. First, students will write three (3) 1,500 word papers, which will be due on: **7/15, 7/27, & 8/5**. Each paper will be worth **20%** of the total grade. Late papers will not be accepted, and will receive an automatic 0, unless the student has received prior approval from the instructor 48 hours in advance. Papers will be evaluated in accordance with the Writing Assignment Rubric after the Grade Scale on this syllabus. Second, students will be evaluated on their class attendance. Students are expected to both attend every meeting and remain for the duration of the meeting. Attendance will be taken daily at the end of class. Attendance will constitute **20%** of the course grade. Should a conflict arise with our scheduled meeting, it is the student’s responsibility to inform the instructor of the conflict, at least 24 hours in advance. Third, students will be evaluated on their participation. Participation is worth **20%** of the course grade, and will be based on meaningful contribution during lecture and/or discussion. Meaningful contribution entails asking questions that demonstrate that one has done – and thought about – the assigned reading, interacting with the theses in the assigned readings in a manner that shows one’s understanding of the position, and respectfully engaging with fellow students during Friday discussion sections.

The following grade scale will be used to assign final letter grades for the course. See UF grading policies for assigning grade points at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grade Scale Grade Value

100-93=A A=4.0

92-90=A- A-=3.67

89-86=B+ B+=3.33

85-82=B B=3.00

81-79=B- B-=2.67

78-75=C+ C+=2.33

75-72=C C=2.00

71-69=C- C-=1.67

68-66=D+ D+=1.33

65-62=D D=1.00

61-60=D- D-=0.67

59-0=E E=0.00

WRITING ASSESSMENT RUBRIC

A	B	C	D	E
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class.	<ul style="list-style-type: none">• Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.
<ul style="list-style-type: none">• The introduction does an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper.	<ul style="list-style-type: none">• The introduction does a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper.	<ul style="list-style-type: none">• The introduction does not adequately identify the issues raised by the topic to be discussed in the rest of the paper.	<ul style="list-style-type: none">• The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper.	<ul style="list-style-type: none">• The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper.
<ul style="list-style-type: none">• The main ideas of the paper are clear and convincing	<ul style="list-style-type: none">• The main ideas of the paper are for the most part clear and convincing.	<ul style="list-style-type: none">• The main ideas of the paper are only partially clear and convincing.	<ul style="list-style-type: none">• The main ideas of the paper are only marginally clear and convincing.	<ul style="list-style-type: none">• It is unclear what the paper's main ideas are supposed to be.
<ul style="list-style-type: none">• All the content of the paper supports its main ideas with no irrelevant material.	<ul style="list-style-type: none">• Almost all the content of the paper supports its main ideas with no irrelevant material.	<ul style="list-style-type: none">• The content of the paper generally supports its main ideas, though there is some irrelevant material.	<ul style="list-style-type: none">• The content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material.	<ul style="list-style-type: none">• How the content of the paper is supposed to support its main ideas is unclear, and there is far too much irrelevant material.
<ul style="list-style-type: none">• The paper's claims are all well-grounded in cogent	<ul style="list-style-type: none">• The paper's claims are generally well-grounded in cogent	<ul style="list-style-type: none">• Only some of the paper's claims are	<ul style="list-style-type: none">• None of the interpretations on which	

interpretations of the relevant textual evidence.	interpretations of the relevant textual evidence.	well-grounded in cogent interpretations of the relevant textual evidence.	the paper's claims are based on cogent.	• None of the paper's claims are based on interpretations of the relevant textual evidence.
• The argument advances in a manner that is easy to follow.	• The argument advances in a manner that is for the most part easy to follow.	• The argument is difficult to follow in places.	• The argument is difficult to follow or incomplete.	• The argument is very difficult to follow.

Grammar: The document Basic Grammar for Writing Assignments posted under the "Resources" tab discusses some common grammatical errors you must avoid. Grammatical errors will incur deductions as follows:

- Improper formation of plurals and possessives (- 2 points)
- Confusion of it's and its (- 2 points)
- Failure of agreement between subject and verb (- 2 points)
- Sentence fragment (Basic Grammar §1) (- 4 points)
- Run-on sentence (Basic Grammar §2) (- 4 points)
- Faulty Modification (Basic Grammar §3) (- 2 points)
- Unclear Pronoun Reference (Basic Grammar §4) (- 2 points)
- Faulty Parallelism (Basic Grammar §5) (- 2 points)

General Education Objectives and Learning Outcomes:

This course is a Humanities (H) subject area course in the UF General Education Program and a General Education Core Course in 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. A minimum grade of C is required for general education credit.

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

Students will satisfy these SLO's by: (i) preparing written responses on central ideas and arguments in the philosophical works being read in the class that will serve as the basis for class discussion at regular intervals throughout the semester; (ii) participating actively in the small-group and full-class discussions, in which students will consider the effectiveness of their fellow students' ideas and reasoning; (iii) writing three 1,500 word essays, on assigned topics designed to test students' critical thinking abilities, to be graded according to a rubric that specifies as criteria for assessment competent

command of the relevant texts and material discussed in class, perspicuous identification of the issues raised by the assigned topics, and development of a response that cogently supports the students' claims with little or no irrelevance.

UF Writing Requirement:

Students who successfully complete the major writing assignments in this course will earn 4000 words toward the UF Writing Requirement. The Writing Requirement (WR) ensures student 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.

Evaluation of the three 1,500 word essays in this course will include feedback on grammar, punctuation, clarity, coherence, and organization. These essays will be evaluated according to the criteria set out in the writing assessment rubric at the end of this syllabus. Students will 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. The document *Basic Grammar for Writing Assignments* posted under the "Resources" tab discusses some common grammatical errors you must avoid.

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 for screening, testing and vaccinations 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.

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 Conduct Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Canvas E-Learning Environment: This course is supplemented by online content in the e-Learning environment known as "Canvas." If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues.

Online Course Evaluation: 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/>.

Accommodation For Students With Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (<https://disability.ufl.edu/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.

In-Class Recording: 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.

Campus Resources:

Health and Wellness

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 to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.