

## PHI 2010 Introduction to Philosophy Fall 2023

Instructor: Dr. Arina Pismenny  
Pronouns: She/her and they/them  
Email: [arinapismenny@ufl.edu](mailto:arinapismenny@ufl.edu)  
Office: Griffin-Floyd Hall, room 306  
Office Hours: TBA  
Class: TR 12:50-1:40 PM in Rinker Hall, room 110

Teaching assistant: TBA  
Pronouns: TBA  
Office Hours: TBA  
Email: TBA

### Fridays by class number:

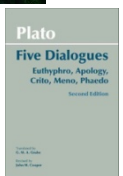
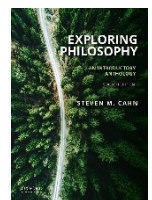
16264 Sec 2015: 10:40 AM - 11:30 AM Matherly Hall 105  
16265 Sec 2016: 11:45 AM - 12:35 PM Matherly Hall 105  
16292 Sec 2017: 1:55 PM - 2:45 PM Matherly Hall 105

**Communication:** please contact us by email. It is best to send an email to us via Canvas because it tells us which section you are in. In your email, please indicate your name, course and section. Please allow 24 hours for an answer.

**Proper ways to address us:** Please address Dr. Arina Pismenny as Dr. Pismenny only. Please address TA as TBA.

### Required Texts:

1. *Exploring Philosophy: An Introductory Anthology*. (2020). **7th Edition**. Edited by Steven M. Cahn. ISBN: 019008958X
2. Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*. (2002). **2nd edition**. Edited by John M. Cooper. Translated by G.M.A. Grube. ISBN: 0872206335



Additional reading materials are posted on Canvas. It is your responsibility to download them and read them. The readings posted on Canvas are designated by [CN] on the syllabus.

## I. COURSE DESCRIPTION, GOALS, AND OBJECTIVES

### **Course Description:**

This course will introduce you to some of the main topics of philosophy. Philosophy addresses some of the most fundamental questions in life. The main tool by which Philosophy addresses these questions is the human capacity to reason. You will find that philosophical answers are based on reasoned arguments, which analyze and seek to justify beliefs. Philosophy, therefore, is a sort of self-examination, in which you discover what you think, and then reflect on whether your opinions are really worth holding. To look critically at your own ideas is the essence of the life of reason.

### **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.

### **Requirements satisfied by successful completion of the course**

Students in this course can earn 4000 words towards the UF Writing Requirement (WR). The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. PHI 2010 provides 3 credits towards the Philosophy major or minor, and is a General Education – Humanities (H) course as well.

## **General education objectives and learning outcomes**

This course 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.

PHI 2010 accomplishes these goals by familiarizing students with some key philosophical topics and arguments concerning knowledge, personal identity, and the nature of ethical truths as well as others. Students will become adept at thinking critically, analyzing arguments, and writing clearly and persuasively.

**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 the CONTENT SLO** by demonstrating a mastery of some key philosophical concepts as well as central arguments in the discipline. The **COMMUNICATION SLO** will be achieved by two Short Writing Assignments (750-1000 words each), one Argumentative Essay (1500-2000 words each), and regular participation in class. Students will be required to explain and evaluate various philosophical views. Students will also demonstrate achievement of the **CRITICAL THINKING SLO** through the Short Writing Assignments and Argumentative Essay, which will be on assigned topics designed to test students' critical thinking abilities. Writing assignments and papers will be graded on the bases of a student's comprehension of the relevant issues, development and cogent defense of her or his position, clarity of expression, and mechanics.

In short, at the end of the course, students will be able to:

- Explain some traditional philosophical positions as well as common objections to these.
- Analyze, evaluate, construct, and present persuasive and cogent arguments for particular philosophical positions

- Think critically about difficult and complex topics

**Course Evaluations:** 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/>. In evaluating this course, you should refer to the **Learning Objectives** on the syllabus (pp. 1-2).

### **Teaching Philosophy:**

My goal is not to convince you that any of the authors in our text have all the answers. It is to help you understand their thoughts so that critical reflection on those thoughts can play a meaningful role in forming your own.

## II. DOING YOUR PART

It's your decision whether or not to remain in this course. If you decide to stay, think of your decision as a commitment to participate actively in your own learning, take responsibility for your education, and be an active learner in this course. Philosophy requires a lot of reading, and it is very difficult reading. You will need to devote a significant amount of time to it. You will need to carefully follow the schedule at the end of the syllabus, regularly participate in class discussions, and seriously prepare for the assignments.

## III. HOW YOU AND I WILL MEASURE YOUR PROGRESS

Measuring your progress in points will make it easy for you to determine your own grade and progress at any time. The total possible number of points for the course is 100. Final letter grades will be assigned on the standard point/percentage scale:

**A: 93-100; A-: 90-92; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73; D+: 67-69; D: 64-66; D-: 60-63; E: 0-59.**

### **What do grades mean at UF?**

A is for excellent work.

B is for very good work.

C is for adequate or average work.

D is for below average, inadequate work.

E is for unacceptable work, i.e., work that is not at the college level.

### **Components of Course Grade**

**Canvas Reading Quizzes:** 20% (10 quizzes, but only 8 will count)

**Group Presentation:** 10%

**Short essays (2):** 30% (15% each)

**Final paper:** 30%

**Attendance:** 5%

**Participation:** 5%

**Total:** 100%

For more information about UF's grading policies please visit [here](#).

## IV. COURSE REQUIREMENTS:

**Homework:** You have homework due every week. It consists of reading the assigned materials and answering study questions at the end of the readings.

**Canvas Reading Quizzes:** (almost) every week, due Fridays (at 11.59 pm the latest), there is a short multiple-choice Canvas quiz based on the readings due that week. You will be tested on the comprehension of what you have read. There are 10 quizzes in total. Two lowest quiz scores will be dropped. This means that only 8 quizzes out of 10 count towards your final grade. Each quiz is worth 2.5 points, and 8 quizzes constitute 20% of your total grade.

**Group presentations:** Each section will be divided into roughly 4 groups, with five people in each one. During a Friday session, a given group will be asked to present key concepts, theories, and arguments covered during the lectures and in the text read for the week. They will also present potential objections to the arguments, and raise questions for clarification about the material. The rest of the session will be spent on discussing the material the group has presented. Each student will be randomly added to a group on Canvas. To find out which group you were assigned to, and who your group mates are,

go to Canvas → our course → People (in the column on the left) → Groups. Your group presentation is worth 10% of your final grade.

**Your discussion sections** are where you get a chance to go over some of the main points of the course in more detail. They are also the place where you get a chance to talk philosophy, to develop arguments of your own. Finally, they are the place where you will receive instruction about how to write philosophy, including specific training to do your written assignments. In grading your work, we will hold you to a standard that assumes your attendance in lecture and discussion. These run on Fridays.

**Participation:** Participation means contributing to the class discussions by asking questions, making comments, and answering questions. Your class participation will be tracked primarily through your contribution to Friday discussions. Participation is worth 5% of your final grade.

**Short Analytic Essays:** Each student will write two short essays (750-1000 words) on specific texts covered in class. Each student will be randomly assigned two particular texts to write on, with a specific question they'll need to answer. Short analytic essays are worth 15% each.

**Final paper:** The final paper should be between 1500 and 2000 words on any topic we have covered in class. In it, you will need to take a stand on a philosophical issue and defend your point of view with evidence and arguments. You will need to demonstrate the knowledge you have acquired in the course. The final paper is worth 30% of the final grade.

#### WRITING ASSESSMENT RUBRIC

A	B	C	D	E
<ul style="list-style-type: none"> <li>Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in</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> </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</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</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> </ul>

<p>class.</p> <ul style="list-style-type: none"> <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>• 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>	<p>class.</p> <ul style="list-style-type: none"> <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>	<p>class.</p> <ul style="list-style-type: none"> <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 inter-pretations on which the paper's claims are based are cogent.</li> <li>• The argument is difficult to</li> </ul>	<ul style="list-style-type: none"> <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>
--	---	--	--	---

			follow or incomplete.	
<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>• Confusion of <i>it's</i> and <i>its</i> (- 2 points)</li> <li>• Failure of agreement between subject and verb (- 2 points)</li> <li>• Sentence fragment (<i>Basic Grammar</i> §1) (- 4 points)</li> <li>• Run-on sentence (<i>Basic Grammar</i> §2) (- 4 points)</li> <li>• Faulty Modification (<i>Basic Grammar</i> §3) (- 2 points)</li> <li>• Unclear Pronoun Reference (<i>Basic Grammar</i> §4) (- 2 points)</li> <li>• Faulty Parallelism (<i>Basic Grammar</i> §5) (- 2 points)</li> </ul>				

**\*Late Work** will not be accepted. There will be no make-ups for missed assignments. This policy may be overridden only by extenuating cases. In order to makeup an assignment, the following conditions must be met: (i) the instructor must be notified well in advance, (ii) the student must have a formal written excuse, and (iii) the missed assignment must be made-up within one calendar week.

**Attendance:** Your presence in class is absolutely necessary to ensure the fullest realization of our learning objectives. More than **four** absences, for any reason, create an academic problem, which may result in you being dropped from the course. Once you have passed the allowed number of absences, 5% will be taken off from your attendance points for each additional absence. Attendance is worth 5% of your final grade.

**Latenesses** will also affect your attendance record. Two latenesses will count as one absence. If you do arrive late, make sure to notify me at the end of the class that you were here. Otherwise, once marked absent, the attendance record will not be changed.

**Note taking:** [Research shows that note taking significantly improves students' ability to remember and understand the material they have learned](https://www.researchgate.net/publication/312211112)

< <https://tinyurl.com/h98vbgr> >. When taking notes, you should write down ideas. *You should not be copying the text of the slides, as the slides are available on Canvas, and you are wasting time re-writing them.* Instead, you should be summarizing the material in your own sentences. This is a very good way to learn. You should always take notes in class. Hand-written notes are superior to typed-up notes because writing notes by hand engages your mind to a much greater extent than typing does. For this reason, I recommend to all of you to write your notes by hand.



**Electronic devices class policy:** Cell phone and smart watch use during class is not allowed for any reason. Please be sure that they are turned off. If you use your cell phone in class, you will be asked to leave, and attendance points will be subtracted.

You may use a laptop or tablet for note-taking *only*.

If you wish to record a lecture, be sure to obtain permission from me first.

### **Recording lectures and discussions:**

Please be advised that a recording of a class lecture is not allowed without a permission from the instructor. The lectures and other class material may not be published without the consent of the lecturer.

- **Publish** is defined as sharing, transmitting, circulating, distributing, or providing 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.
- A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- 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.

### **Accommodations and other services:**

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.

Counseling services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 352-392-1575.

The instructors of this course are committed to supporting all of our students. Please let us know about accommodations that will ensure a welcoming space for you.

### **Health and Wellness Resources:**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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](#).

**Cheating and Plagiarism policy:** If you are cheating on an assignment, you will receive an F on that assignment (no retakes). If you plagiarize an essay, full penalties of the university will be strictly enforced.

Here is **University of Florida's Policy on Academic Honesty**

[https://flexible.dce.ufl.edu/media/flexibleuceufl.edu/documents/uf\\_policy\\_student\\_conduct.pdf](https://flexible.dce.ufl.edu/media/flexibleuceufl.edu/documents/uf_policy_student_conduct.pdf)

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**The Honor Pledge:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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."

**A. Cheating.** A Student cannot use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

1. Using any materials or resources prepared by another Student without the other Student's express Consent or without proper attribution to the other Student.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to the Student.
3. Using additional time, or failing to stop working when instructed, on any time-bound academic activity.
4. Failing to follow the directions of a proctor of any academic activity, when such conduct could lead to an academic advantage or benefit.
5. Collaborating with another person, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.

**B. Complicity in Violating the Student Honor Code.** Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being a participant (by act or omission) in any act prohibited by the Student Honor Code.

**C. False or Misleading Information.**

1. A Student must not make a false or misleading statement during the Investigation or resolution of an alleged Student Honor Code violation.
2. A Student must not make a false or misleading statement for the purpose of procuring an improper academic advantage for any Student.
3. A Student must not use or present fabricated information, falsified research, or other findings if the Student knows or reasonably should be aware that the information, research, or other finding is fabricated or falsified.

**D. Interference with an Academic Activity.**

1. A Student must not take any action or take any material for the purpose of interfering with an academic activity, through any means over any medium.
2. A Student must not be disruptive to the testing environment or other academic activity.

**E. Plagiarism.** A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

**F. Submission of Academic Work Purchased or Obtained from an Outside Source.** A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

**G. Unauthorized Recordings.** A Student must not, without express authorization from Faculty, make or receive any Recording, through any means over any medium, of any

academic activity, including but not limited to a Recording of any class or of any meeting with Faculty. Students registered with the Disability Resource Center who are provided reasonable accommodations that include allowing such Recordings must inform Faculty before making such Recordings.

**H. Unauthorized Taking or Receipt of Materials or Resources to Gain an Improper Academic Advantage.** A Student, independently or with another person or other people, must not without express authorization take, give, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

**I. Unauthorized use of AI software.** Uses of ChatGPT and similar software are absolutely not allowed to complete assignments.

## V. COURSE SCHEDULE

The source of the reading is indicated by the following abbreviations:

**EP** – *Exploring Philosophy* by Steven M. Cahn

**FD** – *Five Dialogues* by Plato

**CN** – Canvas

### **WEEK 1 8/24 WELCOME! What is Philosophy?**

Readings: Part 1: Monroe and Elizabeth Beardsley, “What Is Philosophy?” [EP], Edward Craig, Ch. 1 - Philosophy [CN]

**Recommended:** Rosen et al., "Why Philosophy? Five Views" [CN], Part 1: Bertrand Russell, "The Value of Philosophy" [EP]

## **I. LOGIC**

### **WEEK 2 8/29, 8/31, 9/1 Reasoning I**

Readings: Part 1: Monroe and Elizabeth Beardsley, “What Is Philosophy?” [EP/CN], Edward Craig, Ch. 1 - Philosophy [CN], Part 2: Steven M. Cahn, Patricia Kitcher, and George Sher, “The Elements of Argument” [EP/CN]

**Recommended:** Logic Exercises [CN], Rosen et al., "A Brief Guide to Logic and Argumentation" [CN]

CANVAS QUIZ 1 due Friday, 9/1, at 11.59 pm the latest

### **WEEK 3 9/5, 9/7, 9/8 Reasoning II**

Readings: Part 2: Steven M. Cahn, Patricia Kitcher, and George Sher, "The Elements of Argument" [EP/CN], Stephen Barker, "Improving Your Thinking" [EP/CN], Part 2: Carl G. Hempel, "Scientific Inquiry" [EP/CN]

**Recommended:** Gillian Barker and Philip Kitcher, "Antiscientism" [EP]

CANVAS QUIZ 2 due Friday, 9/8, at 11.59 pm the latest

## II. MORAL THEORY

### WEEK 4 9/12, 9/14, 9/15 Appeal to Authority and Cultural Relativism I

Readings: Part 8: Tom Regan, "How Not to Answer Moral Questions" [EP], Part 8: Mary Midgley "Moral Isolationism" [EP], Shelley Simms, "What's culture got to do with it? Excising the harmful tradition of female circumcision" [CN]

Friday discussion: How to Write Short Analytic Summaries

**Recommended:** Brian Earp, "Why was the U.S. ban on female genital mutilation ruled unconstitutional, and what does this have to do with male circumcision?" [CN]

### WEEK 5 9/19, 9/21, 9/22 Cultural Relativism II

Readings: same as last week [CN]

CANVAS QUIZ 3 due Friday, 9/22, at 11.59 pm the latest

**Group 1 presentations 9/22**

### WEEK 6 9/26, 9/28, 9/29 Morality and Religion I

Readings: Plato, *Euthyphro* [FD], David Baggett 'The Euthyphro Dilemma' [CN], Part 7: Steven M. Cahn, 'God and Morality' [EP], Burton Leiser, "Is Homosexuality Unnatural?" [CN]

**Recommended:** Louise Antony, "No Good Reason—Exploring the Problem of Evil" [CN]

### WEEK 7 10/3, 10/5 Morality and Religion II

Readings: same as last week

CANVAS QUIZ 4 due Friday, 10/6, at 11.59 pm the latest

**NO FRI DISCUSSION SESSION – HOMECOMING**

**Short Essay 1 due 10/8**

## III. EPISTEMOLOGY

### WEEK 8 10/10, 10/12, 10/13 Knowledge

Readings: Part 2: Steven Cahn, "Necessary and Sufficient Conditions" [EP], Part 3: Jennifer Nagel, "Knowing vs. Thinking" [EP], Edward Craig, Ch. 5 – Some Themes (only pp. 52-55 *evidence and rationality* section) [CN], Part 3: Rene Descartes, Meditations on the First Philosophy, *Meditation I*, Zhuangzi's Butterfly Dream (link [here](#) or

<https://en.m.wikiquote.org/wiki/Zhuangzi>) [CN], Edward Craig, Ch. 7 – Some More High Spots (only pp. 74-80 on Descartes and his project) [CN]

**Recommended:** Part 3: Linda Zagzebski, “Caring and Epistemic Demands” [EP], Edmund Gettier, “Is Justified True Belief Knowledge?” [EP]

CANVAS QUIZ 5 due Friday, 10/13, at 11.59 pm the latest

### **WEEK 9 10/17, 10/19, 10/20 Knowledge and Mind**

Readings: Part 4: Rene Descartes, *Meditations on the First Philosophy*, Meditation II, Correspondence between Descartes and Princess Elisabeth of Bohemia [CN]

**Recommended:** Part 4: Gilbert Ryle, “Ghost in the Machine” [EP], Daniel Dennett, “Where am I?”

CANVAS QUIZ 6 due Friday, 10/20, at 11.59 pm the latest

### **Group 2 Presentations 10/20**

## **IV. METAPHYSICS**

### **WEEK 10 10/24, 10/26, 10/27 Personal Identity and the Self I**

Readings: Part 6: Brian Smart, “A Case of Identity” [EP], John Perry, “The Problem of Identity” [EP], John Locke, “An Essay Concerning Human Understanding” [EP], Marya Schechtman “Personal Identity and the Past” [CN].

**Recommended:** [“Personal Identity”](#) *The Internet Encyclopedia of Philosophy*

CANVAS QUIZ 7 due Friday, 10/27, at 11.59 pm the latest

### **WEEK 11 10/31, 11/2, 11/3 Personal Identity and the Self II**

Readings: David Hume, “A Treatise on Human Nature” [EP], Edward Craig, Ch. 4 – What am I? [PI], Edward Craig, Ch. 5 – Some Themes (only pp. 56-58 *The self* section) [CN], Part 6: Derek Parfit, “The Unimportance of Identity” [EP]

CANVAS QUIZ 8 due Friday, 11/3, at 11.59 pm the latest

**Recommended:** Bernard Williams, “The Self and the Future” [CN]

### **WEEK 12 11/7, 11/9 The Self and Society I**

Readings: Plato, *Apology* [FD], Plato, *Crito*, [FD], Plato, *Phaedo* (only 115a-118a) [FD], Edward Craig, Ch. 2 – What Should I do? [CN].

### **NO FRI SESSIONS – VETERAN’S DAY**

CANVAS QUIZ 9 due Friday, 11/9, at 11.59 pm the latest

### **WEEK 13 11/14, 11/16, 11/17 The Self and Society II**

Readings: Part 10: Dr. Martin Luther King Jr., “Letter from a Birmingham Jail” [EP]

**Recommended:** Listen to Martin Luther King Jr.’s “Letter” [here](#).

CANVAS QUIZ 10 due Friday, 11/17, at 11.59 pm the latest

**Short Essay 2 due 11/19**

**WEEK 14 11/21 The Self and Society II**

Same as last week

**NO MEETINGS 11/23-25 – THANKSGIVING**

**WEEK 15 11/28, 11/30**

No new readings

Final paper writing workshops

**WEEK 16 12/5, 12/7 – SUMMING UP**

No new readings

Final paper writing workshops

**FINAL PAPER DUE 12/8**

## VI. USEFUL LINKS

**University of Florida**

**Canvas:**

<https://ufl.instructure.com/>

**Canvas help:** <http://guides.instructure.com> You will also see more help options by clicking "help" in the upper right corner of the Canvas homepage. I am not qualified to give tech help for Canvas; if you need help, contact UF's Computing Help Desk: <http://helpdesk.ufl.edu/>

**Zoom** [www.ufl.zoom.us](http://www.ufl.zoom.us)

**Disability Resource Center (DRC)**

<https://disability.ufl.edu/>

**Counseling and Wellness Center**

<https://counseling.ufl.edu/>, (352)392-1575

**University Police Department**

<https://police.ufl.edu/> (352)392-1111 or 9-1-1 for emergencies

**Sexual Harassment/Misconduct Resources**

<https://titleix.ufl.edu/full-sexual-harassment-and-misconduct-policy/>

### **Writing Studio**

<https://writing.ufl.edu/writing-studio/>

### **Libraries**

<https://www.ufl.edu/academics/libraries/>

### **LGBTQ Affairs**

<https://lgbtq.multicultural.ufl.edu/>

### *Philosophy at UF:*

#### **Philosophy Department**

<https://phil.ufl.edu/>

#### **Philosophy Discussions – Food and Talk**

<http://www.phil.ufl.edu/ugrad/ugrad-food&talk.html>

#### **Undergraduate Philosophy Society**

<https://www.facebook.com/groups/8317358197/about/>

#### **Philosophy Major and Minor Requirements**

<http://www.phil.ufl.edu/ugrad/ugrad-major.html>

#### **Hare Essay Competition**

<http://www.phil.ufl.edu/ugrad.html?page=hare>

### *Philosophy Research Sources*

#### **How to write a good philosophy paper:**

<http://www.jimpryor.net/teaching/guidelines/writing.html>

#### **Stanford Encyclopedia of Philosophy**

<http://plato.stanford.edu/index.html>

#### **The Internet Encyclopedia of Philosophy**

<http://www.iep.utm.edu>

#### **Philosophy Bites Podcast**

<http://philosophybites.libsyn.com>



## **Philosophy of TED Talks**

<https://www.ted.com/talks?topics%5B%5D=philosophy>