

**PHI 2010: INTRODUCTION TO PHILOSOPHY (sects. 03B0, 03B1, 03B2)**  
**Dr. Molly Gardner**  
**University of Florida, Spring 2023**

<p><b><u>Lecture:</u></b></p> <ul style="list-style-type: none"> <li>• Mondays and Wednesdays, 9:35 a.m. – 10:25 a.m. in Florida Gym 0280 (Gardner)</li> </ul>	<p><b><u>Friday Discussions:</u></b></p> <ul style="list-style-type: none"> <li>• 9:35 – 10:25 a.m., Computer Sciences/Engineering E222 (Dunn)</li> <li>• 11:45 – 12:35 a.m., Rolfs 0205 (Dunn)</li> <li>• 12:50 – 1:40 p.m., Fine Arts 0120 (Dunn)</li> </ul>
<p><b><u>Professor Molly Gardner:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Office:</b> 313 Griffin-Floyd Hall</li> <li>• <b>Office Phone:</b> 352-294-0426</li> <li>• <b>Email:</b> mollygardner@ufl.edu</li> <li>• <b>In Person Office Hours:</b> Wednesday 3 – 5 p.m.</li> <li>• <b>Zoom Office Hours:</b> Thursdays, 10 – 11 a.m.</li> <li>• <b>Zoom Office Hour Link:</b> <a href="https://ufl.zoom.us/j/5413165558">https://ufl.zoom.us/j/5413165558</a></li> <li>• <b>Office Hour Sign-Up Sheet:</b> <a href="http://bit.ly/2vYpCmI">http://bit.ly/2vYpCmI</a></li> </ul>	<p><b><u>Teaching Assistant Sarah Dunn:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Email:</b> sarah.dunn@ufl.edu</li> <li>• Information about Sarah’s office hours will be posted on our Canvas website.</li> </ul>

**COURSE DESCRIPTION:**

Is it rational to believe in God? Do you really know what you think you know? How is your mind related to your brain? What is the right thing to do? This course will equip you with some philosophical methodology and some background information you can use to try to answer these and similar questions. We will survey some of the main topics in philosophy, including topics in metaphysics, epistemology, ethics, and the philosophy of mind. Through class discussions and writing assignments, we will also practice using philosophical methods like logical argumentation and thought experiments.

**GENERAL EDUCATION REQUIREMENT AND OBJECTIVE:**

PHI 2010 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 6000 Course. 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.

### **WRITING REQUIREMENT AND OBJECTIVE:**

This course confers 6000 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 and a satisfactory completion of the writing component of the course.

### **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.

### **COURSE MATERIALS:**

- **(D):** Rene Descartes, *Meditations on First Philosophy*. (Hackett Classics, 3<sup>rd</sup> ed., 1993). Donald A. Cress, Translator. ISBN-10: 0872201929, available at UF bookstore.
- **(P):** Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*. (Hackett Classics, 2<sup>nd</sup> ed., 2002). John M. Cooper, Editor., G.M.A. Grube, Translator. ISBN-10: 0872206335, available at UF bookstore.
- **(Canvas):** All other readings will be uploaded to our Canvas website.

**COURSE REQUIREMENTS:**

<p><b>4 Quizzes:</b> 10 points each, lowest grade dropped (30 points total)  <i>Each quiz will consist of 4 multiple-choice questions and 3 short-answer questions</i></p>	<p><b>Attendance and Participation:</b> 10 points  <i>(See chart on next page.)</i></p>
<p><b>2 Short Papers:</b> 30 points each (1,000 to 1,100 words per paper)</p>	<p><b>2 Long Papers:</b> 50 points each (2,000 to 2,100 words per paper)</p>

**Total:** 200 points

- **Lowest Quiz Grade Dropped:** Your lowest quiz grade will be dropped.
- **Extra Credit:** You will have the opportunity to get up to 3 extra credit points over the course of the semester. Information about extra credit opportunities will be posted periodically on Canvas.
- **Attendance and Participation:** See chart on next page
- **Writing Requirement:** The writing component of the course consists of the 2 short papers and the 2 long papers. For the short papers, your task is to reconstruct, explain, and briefly evaluate an argument from one of our course readings. I will upload further instructions for how to do this on Canvas. For the longer papers, I will provide you with some paper prompts, and your job will be to respond to one of the prompts with an well-developed argument for your own, original thesis.

All papers must be typed and double-spaced with one-inch margins, numbered pages, and 12- point font. You must include a word-count at the top of page one. Please also include your name and a paper title.

Before the papers are due, you are welcome to visit me or your T.A. to talk about your paper ideas or to go over rough drafts. You may bring in as many rough drafts as you like. However, your T.A. and I will provide only verbal (not written) feedback on rough drafts. In other words, we won't send written comments or suggestions over email; to get comments on your work before you turn it in officially, you will need to visit us in person (or on Zoom) during office hours.

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.

#### DETERMINING YOUR SEMESTER GRADE:

A	186 to 200 points
A-	180 to 185 points
B+	172 to 179 points
B	164 to 171 points
B-	160 to 163 points
C+	152 to 159 points
C	144 to 151 points
C-	140 to 143 points
D+	132 to 139 points
D	124 to 131 points
D-	120 to 123 points
E	0 to 119 points

Please note that your course grade is determined by points, not percentages, and that all points have equal weight, regardless of the assignment. Canvas is sometimes misleading when it tells you what “percentage grade” it thinks you have; if you are in doubt about what your true course grade is going to be, ***ignore the percentage that Canvas gives you*** and simply calculate the number of points you have earned and the number of points you can still earn, keeping in mind that we will drop your lowest quiz grade.

#### UNIVERSITY GRADING POLICIES:

- 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.
- 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>

#### ATTENDANCE AND PARTICIPATION GRADE:

This semester you will be expected to attend 29 Monday/Wednesday lectures and 14 Friday discussions. This means there are 43 classes total. Five absences (from either lecture, discussion, or both) will be ***automatically excused***, but any additional absences will lower your attendance and participation grade according to the following chart: (Remember that attendance and

participation are worth 10 points out of 200 for the semester.)

	Poor participation	Excellent participation
0 absences	8	10
1 absence	8	10
2 absences	8	10
3 absences	8	10
4 absences	8	10
5 absences	8	10
6 absences	7	9
7 absences	6	7
8 absences	5	6
9 absences	4	5
10 or more absences	0 to 3	4

There is almost never a need to email either me or your teaching assistant to have your absences excused. We do not need to know why you were gone. As the chart above illustrates, 5 absences are *automatically* excused no matter what reason you had to be absent, and any additional absences will lower your attendance and participation grade *regardless of your reason for being absent*.

There is one exception to this policy: in a case where at least **six** of your absences are justified by what the university deems to be “acceptable reasons,” please email me, and I will consider evaluating you on participation only. Please see the University of Florida’s policy for a list of acceptable reasons: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. **This exception does not apply when fewer than six of your absences are for good reasons.** For example, if you had good reasons for being absent 4 times but were absent a total of 7 times, then the exception does not apply to you, and your maximum attendance/participation grade is 7 out of 10, as the chart above indicates.

Absences due to COVID or to adding this class during the first week of classes are treated as described above, exactly like any other absences.

#### **LATE PAPERS OR MISSED QUIZZES:**

- If you miss a quiz deadline, you will receive a 0 for that quiz; there will be no make-up quizzes this semester. (But remember that your lowest quiz grade will be dropped.)
- If you miss the deadline or anticipate that you *will* miss the deadline for a paper, please send me an email at [mollygardner@ufl.edu](mailto:mollygardner@ufl.edu) *as soon as possible*, and I will consider whether to grant you an extension. I reserve the right to deduct between 0 and 10 points from a paper grade for lateness.

#### **HONOR CODE:**

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 specifies a number of behaviors that are in violation of this code and the possible sanctions; for more information see this page: <https://sccr.dso.ufl.edu/process/student-conduct-code/>. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me or your TA.

## **STUDENTS REQUIRING ACCOMMODATION**

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.

## **UF EVALUATIONS PROCESS**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

## **ACADEMIC RESOURCES:**

- **E-Learning Technical Support:** <http://helpdesk.ufl.edu/> . Contact them via phone at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services, <https://career.ufl.edu/>
- **Library Support:** See <https://cms.uflib.ufl.edu/ask>.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>
- **On-Line Students Complaints:** <https://distance.ufl.edu/getting-help/student-complaint-process/>

## **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 <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.

- **Counseling and Wellness Center:** Call 352-392-1575 for information on crisis and non-crisis services or visit <https://counseling.ufl.edu/>.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.
- **University Police Department:** Go to <https://police.ufl.edu/> 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. <https://ufhealth.org/emergency-room-trauma-center> .

**COURSE SCHEDULE:**

*This schedule is tentative. Please check Canvas for updates.*

Date	What we will do in class	Reading (to be done before class)
1/9/23	Overview of course	None
1/11/23	Philosophical Methodology Part 1: Deductive Arguments	John Perry, Michael Bratman, and John Martin Fischer, "Logical Toolkit" (Canvas)
1/16/23	<i>Martin Luther King, Jr. Day - No class</i>	
1/18/23	Epistemology	Rene Descartes, <i>Meditations on First Philosophy</i> , Meditations 1 and 2 (pp. 13 – 24) (D)
1/23/23	<b>Quiz 1 due on Canvas at 9:35 a.m.</b> Epistemology	G. E. Moore, "Proof of an External World" (Canvas)
1/25/23	Epistemology	Fred Dretske, "Is Knowledge Closed Under Known Entailment?" (Canvas)
1/30/23	Philosophical Methodology Part 2: Non-Deductive Arguments	None
2/1/23	The Teleological Argument for the Existence of God	William Paley, <i>Natural Theology</i> (excerpt) (Canvas)
	<b>Short Paper 1 due 2/5/23 on Canvas at 11:59 p.m.</b>	
2/6/23	The Ontological Argument for the Existence of God	Anselm of Canterbury, "The Ontological Argument" (Canvas) Gaunilo, "In Behalf of the Fool" (Canvas)
2/8/23	The Ontological Argument for the Existence of God	Rene Descartes, <i>Meditations on First Philosophy</i> , Meditation 3 (pp. 24 – 35) (D)
2/13/23	<b>Quiz 2 Due on Canvas at 9:35 a.m.</b> The Problem of Evil	B. C. Johnson, "God and the Problem of Evil" (Canvas)
2/15/23	The Problem of Evil	Rene Descartes, <i>Meditations on First Philosophy</i> , Meditation 4 (pp. 35 – 42) (D)

2/20/23	Philosophy of Mind	Rene Descartes, <i>Meditations on First Philosophy</i> , Meditations 5 & 6 (pp. 42 – 59) (D)
2/22/23	Philosophy of Mind	None
	<b>Long Paper 1 due 2/26/23 on Canvas at 11:59 p.m.</b>	
2/27/23	Philosophy of Mind	Excerpts of Writings from the Correspondence of Descartes and Elisabeth (Canvas)
3/1/23	Philosophy of Mind	Frank Jackson, “Epiphenomenal Qualia” (Canvas)
3/6/23	Ethical Theory	Plato, <i>Euthyphro</i> (P)
3/8/23	Ethical Theory	James Rachels, “The Challenge of Cultural Relativism” (Canvas)
	<i>Spring Break March 11 – 17</i>	
3/20/23	<b>Quiz 3 Due on Canvas at 9:35 a.m.</b> Ethical Theory	Immanuel Kant, “The Categorical Imperative” (Canvas)
3/22/23	Ethical Theory	None
3/27/23	Ethical Theory	John Stuart Mill, “Utilitarianism” (Canvas)
3/29/23	Ethical Theory	None
	<b>Short Paper 2 due 4/2/23 on Canvas at 11:59 p.m.</b>	
4/3/23	Morality and the Law	Harriet Taylor Mill, “Enfranchisement of Women” (Canvas)
4/5/23	Morality and the Law	Plato, <i>Crito</i> (P)
4/10/23	Morality and the Law	Plato, <i>Apology</i> (P)
4/12/23	To be determined by class interest	To be determined by class interest
4/17/23	To be determined by class interest	To be determined by class interest
4/19/23	To be determined by class interest	To be determined by class interest
4/24/23	<b>Quiz 4 Due on Canvas at 9:35 a.m.</b> To be determined by class interest	To be determined by class interest
4/26/23	Lessons from the course	None

***Long Paper 2 Due on Canvas May 4, 2023 at 2:30 p.m. (That is the end of our final exam period. Long Paper 2 is a substitute for a final exam.)***



	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>RESPONSE TO PAPER TOPIC, FOCUSED USE OF TEXTS AND COURSE MATERIAL</b>	<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> </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 class.</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> </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>
<b>INTRO &amp; THESIS</b>	<ul style="list-style-type: none"> <li>The introduction &amp; 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.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction &amp; 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.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction &amp; 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.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction &amp; 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.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction &amp; 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.</li> </ul>
<b>PARAGRAPH</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>It is unclear how the paragraphs are individual units of meaning toward an overall end.</li> </ul>
<b>STRUCTURE OF ARGUMENT</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>STRENGTH OF ARGUMENT</b>	<ul style="list-style-type: none"> <li>The main ideas of the paper are clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>The main ideas of the paper are for the most part clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>The main ideas of the paper are only partially clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>The main ideas of the paper are only marginally clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>It is unclear what the paper's main ideas are supposed to be.</li> </ul>
<b>USE OF EVIDENCE</b>	<ul style="list-style-type: none"> <li>The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>None of the interpretations on which the paper's claims are based are cogent.</li> </ul>	<ul style="list-style-type: none"> <li>None of the paper's claims are based on interpretations of the relevant textual evidence.</li> </ul>

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.