










Introduction to Philosophy

PHI 2010

Instructor Info

-  Shadi Heidarifar
-  W 12 - 3 pm
-  FLO 303
-  Sheidarifar@ufl.edu

Course Info

-  MTWRF
-  3:30 - 4:45 pm
-  FLI 109



Course Description

In this course, we practice critical and philosophical thinking. We start with some concrete problems in daily social life and move toward more well-shaped normative questions for an in-depth understanding of society and social functions, such as injustice, non-violence, and civil disobedience. Then we move to topics in social ontology and focus in particular on gender. In the end, we discuss questions in the epistemic aspect of our collective lives and learn more about what epistemic injustice is and why it matters.

Course Requirement

1. Participation – 200 points:

- Attendance
 - Attendance is mandatory.
 - * Much of what students learn in this class turns on their participation in discussions.
 - Attendance is not figured into the grade as a separate factor.
 - * Absences can bring penalties by bringing down students' participation grades.
 - Except for presentation days, students are permitted three "free" unexcused absences without any penalty.
 - * For each unexcused absence beyond the third, students will lose 10% of their participation grade (e.g., with the fourth unexcused absence, a 100% will become a 90%).
 - * Students' free absences are there to cover for them on occasions when they have important reasons for not being in class that they do not wish to or are unable to document.
 - If students are absent for a documented, excused reason, they will not lose any points and the absence will not exhaust one of their free absences.
 - Excused absences are typically limited to the following cases:

Grading

Cause	Documentation
Mental/physical health	Note from a medical professional or from the Dean of Students within one week of absence, including the date(s) students are unable to attend class. No private medical information should be included in this.
Personal(e.g., death in family)	Note from the office of the Dean of Students
UF activities	Notes must come from the activity supervisor, such as a coach, prior to the day of absence. Regular absences will lead to make-up assignments.
Religious	None required. Please talk to the instructor 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. The instructor supports students' interest in these things and understands why they might prioritize them over class, but that does not make them excused absences. If students think they have an exceptional case, contact the instructor.



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- Discussion Board Post
 - Submitting a discussion board post for every reading before the class by **2 pm** reflecting a serious effort on engaging with the material. Every day, the class starts with the questions or points that students raised in their discussion board posts. For days that there is no new reading and so, there is no discussion board post, the class starts with a discussion on how what has been said during the lecture so far is connected to the discussion board posts on the topic.
- Questions for Discussion during Lectures
 - Every day during the lecture, there are questions for discussion that are designed for students to critically share their views on the topic.

Participation Grade

- A Student is present in the class on time, submits discussion board posts, actively listens to class discussions, and participates in class whose contributions are consistently of high quality.
- B Student is present in the class on time, submits discussion board posts, actively listens to class discussions, and often participates in class whose contributions are sometimes of high quality.
- C Student is present in the class on time, submits discussion board posts, and actively listens to class discussions but is mostly silent.
- D Student is disrespectful or disruptive of the class, the discussion, other students, the instructor, or in their discussion board posts.
- E Student fails to submit discussion board posts and participate in the class discussion in any substantial way.

2. Self-Evaluation – 50 points:

- Halfway through the semester, at the end of week 3, students write a one-paragraph self-evaluation of their participation and what they learned in the course so far.
- Students are expected to reflect on their strengths and contributions to the class, their areas for growth, materials that they are deeply engaged with so far, and their plans for improving how they participate in the course for the rest of the semester.
- The file must be submitted on Canvas **by 11:59 pm on Sat, Jul 22.**

3. In-class presentation – 150 points:

- Starting from week 2, students in pairs of groups that are randomly assigned, present each week's course materials on Thursdays.
- The presentation must include:
 - An overview of that week's materials as well as a discussion of a case/an example that is related to that week's theme.
 - A facilitation of designed discussion questions and answers with the contribution of other non-presenting students in responding to the provided questions.



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Presentation Grade

Grade Delivery

- A Holding eye contact and speaking with inflection to capture the audience's attention.
- B Displaying minimal eye contact with the audience and speaking with little inflection.
- C Holding no eye contact with the audience and speaking in a monotone.
- D Being disrespectful or disruptive of the presentation, other students, or the instructor.
- E Failing to present.

Presentation Grade

Grade Content

- A Demonstrating a high level of knowledge by explaining the materials and answering all class questions with further elaboration.
- B Having a partial grasp of the materials and attempting to answer class questions with the use of examples and cases.
- C Struggling to make coherent sense of the materials and failing to answer class questions.
- D Being disrespectful or disruptive of the presentation, other students, or the instructor.
- E Failing to present.

Presentation Grade

Grade Organization

- A Presenting information in a logical sequence and limiting the length of the presentation within the assigned time.
- B Presenting information in a logical sequence and failing to limit the length of the presentation within the assigned time.
- C Presenting information in a semilogical sequence and failing to limit the length of the presentation within the assigned time.
- D Being disrespectful or disruptive of the presentation, other students, or the instructor.
- E Failing to present.












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5. Term Papers – 600 points:

- Starting from week 2, students write one term paper (at least 1300 words) for each unit of the class. The papers will take the form of a dialogue. See the grading rubrics on page 10.
- On Fridays before the deadlines, students have the opportunity to pair with other students who are working on the same prompt and give each other feedback in advance.
 - Dialogue 1 – by 11:59 pm on Sat, Jul 15 – 200 points
 - Dialogue 2 – by 11:59 pm on Sat, Jul 29 – 200 points
 - Dialogue 3 – by 11:59 pm on Sat, Aug 12 – 200 points

6. The sum of all the points for each assignment is then a percentage, and the course grade is based on the standard scale:

Grading

Letter	Percentage	Point	Letter	Percentage	Point
A	100-93	4.00	C	75.5-71.5	2.00
A-	92-89.5	3.67	C-	71.55-68.5	1.67
B+	89.5-85.5	3.33	D+	68.5-65.5	1.33
B	85.5-81.4	3.00	D	65.5-61.5	1.00
B-	81.5-78.5	2.67	D-	61.5-59.5	0.67
C+	78.5-75.5	2.33	E	59-0	0.00

Course Material

All materials are available on Canvas.

The Use of Technology

The use of laptops, tablets, watches, and cell phones is prohibited in this class. Students are expected to turn off their phones as soon as they enter the classroom. First-time violations will receive a verbal warning. Subsequent violations will yield a substantial loss of participation points. See more on why at <https://s-heidarifar.hopp.to/washingtonpost> and s-heidarifar.hopp.to/higher-education. In the case that students really do need to use an electronic device for looking at course materials or taking notes, talk to the instructor in advance.

Course Objectives

- 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 4000 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. See more on [General Education Subject Area Objective](#).



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- Humanities Gen Ed SLOs:

Humanities

Content Identify, describe, and explain the history, underlying theory and methodologies used.

Humanities

Critical Thinking 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.

Humanities

Communication Communicate knowledge, thoughts, and reasoning clearly and effectively.

- 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 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.



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Students Requiring Accommodation

Students with learning needs that require special accommodation should contact 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.

Academic Integrity

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

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 guest 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.

Mental Health

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating or sleeping can interfere with optimal academic performance. The source of symptoms might be related to your coursework; if so, feel free to contact the instructor. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. In that case, contact:

- U Matter, We Care: If you or someone you know is in distress, please contact 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: Visit <https://counseling.ufl.edu/> 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 <https://shcc.ufl.edu/>.
- University Police Department: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).



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- 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 <https://ufhealth.org/>.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

In the event the instructor suspects students need additional support, expect that the instructor expresses their concerns and the reasons. It is not the instructor's intention to know the details of what might be troubling students, but simply to let them know if needed, mental health resources are available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.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.ua.ufl.edu/public-results/>.

Writing Studio

Students will also find a number of resources for improving their writing at the university's Writing Studio [page](#), including a [link](#) to an electronic version of Strunk and White's *The Elements of Style*, the recommended style manual for this course.

Diversity & Inclusivity

The instructor considers the classroom to be a place where students will be treated with respect and welcomes individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities - and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Land Acknowledgment

The instructor acknowledges that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. The instructor further recognizes that the main campus of the University of Florida is located on the ancestral territory of the Potano and the Seminole peoples. The Potano, of Timucua affiliation, lived here in the Alachua region from before European arrival until the destruction of their towns in the early 1700s. The Seminole, also known as the Alachua Seminole, established towns here shortly after but were forced from the land as a result of a series of wars with the United States known as the Seminole Wars. The instructor acknowledges the obligation to honor the ancestral, present, and future Native residents of Florida.



Class Schedule

Unit 1, Week 1 – Political Philosophy: Topics in Justice & Civil Disobedience

Day 1	Introduction	
Day 2	Holiday	
Day 3-5	Civil Disobedience and the Question of Injustice	The dialogue Crito – Plato

Unit 1, Week 2 – Political Philosophy: Topics in Justice

Day 1-3	Non-Violence and the Question of Injustice	Letter from Birmingham Jail – Martin Luther King Jr.
Day 4	Jul 13	Group Presentation 1
Day 5	Midnight – Jul 15	Dialogue 1

Unit 2, Week 3 – Social Ontology: Topics in Gender

Day 1-3	Gender Performance	Performative Acts and Gender Constitution – Judith Butler
Day 4	Jul 20	Group Presentation 2
Day 5	Midnight - Jul 22	Self-Evaluation Guest Lecturer

Unit 2, Week 4 – Social Ontology: Topics in Gender

Day 1-3	Gender Construct	The Metaphysics of Sex and Gender – Ásta Kristjana Sveinsdóttir
Day 4	Jul 27	Group Presentation 3
Day 5	Midnight - Jul 29	Dialogue 2

Unit 3, Week 5 – Social Epistemology: Topics in Epistemic Practices

Day 1-3	Testimonial Injustice	Epistemic Injustice: Power and the Ethics of Knowing (Selected) – Miranda Fricker
Day 4	Aug 3	Group Presentation 4
Day 5		Guest Lecturer

Unit 3, Week 6 – Social Epistemology: Topics in Epistemic Practice

Day 1-3	Hermeneutical Injustice	Epistemic Injustice: Power and the Ethics of Knowing (Selected) – Miranda Fricker
Day 4	Aug 10	Group Presentation 5
Day 5	Midnight – Aug 12	Dialogue 3 Pizza Day & Wrap up

	Excellent	Good	Needs Improvement	Unacceptable
CONTENT				
Argument (5)				
Thesis	A clear statement of the main conclusion of the paper.	The thesis is obvious, but there is no single clear statement of it.	The thesis is present, but must be uncovered or reconstructed from the text of the paper.	There is no thesis.
Premises	Each reason for believing the thesis is made clear, and as much as possible, presented in single statements. It is also clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear, and made in single statements. The premises which are taken as given are at least plausibly true.	The premises are all clear, although each may not be presented in a single statement. It is also pretty clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear. The premises which are taken as given are at least plausibly true.	The premises must be reconstructed from the text of the paper. It is not made clear which premises are to be taken as given, and which will be supported by sub-arguments. There are no sub-arguments, or, if there are sub-arguments, the premises for these are not made clear. The paper does not provide sub-arguments for controversial premises. The plausibility of the premises which are taken as given is questionable.	There are no premises—the paper merely restates the thesis. Or, if there are premises, they are much more likely to be false than true.
Support	The premises clearly support the thesis, and the author is aware of exactly the kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	The premises support the thesis, and the author is aware of the general kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	The premises somewhat support the thesis, but the author is not aware of the kind of support they provide. The argument is invalid, and the thesis, based on the premises, is not likely to be or plausibly true.	The premises do not support the thesis.
Counter-Arguments	The paper considers both obvious and unobvious counter-examples, counter-arguments, and/or opposing positions, and provides original and/or thoughtful responses.	The paper considers obvious counter-examples, counter-arguments, and/or opposing positions, and provides responses.	The paper may consider some obvious counter-examples, counter-arguments, and/or opposing positions, but some obvious ones are missed. Responses are non-existent or mere claims of refutation.	No counter-examples, counter-arguments, or opposing positions are considered.

Understanding(5)				
Text	The paper contains highly accurate and precise summarization, description and/or paraphrasing of text. The paper uses appropriate textual support for these.	The summarization, description and/or paraphrasing of text is fairly accurate and precise, and has textual support, but other passages may have been better choices.	The summarization, description and/or paraphrasing of text is fairly accurate, but not precise, and the textual support is inappropriate.	The summarization, description and/or paraphrasing of text is inaccurate and/or has no textual support.
Ideas	The paper contains a highly accurate and precise description of the issue or problem, along with a careful consideration of possible alternatives or solutions. The paper contains relevant examples, and indicates the salient issues the examples highlight.	The description of the problem or issue is fairly accurate and precise, and possible alternatives or solutions are considered. Examples are given, but similar examples may have been better.	The description of the problem or issue is fairly accurate but not precise, and possible alternatives or solutions are either not considered, or ill-described. Examples are given, but it is not made clear how they are relevant.	The description of the problem or issue is inaccurate, and possible alternatives or solutions are not considered, and examples are not provided.
Analysis	The paper successfully breaks the argument, issue, or problem into relevant parts. The connections between the parts are clear and highly accurate.	The paper successfully breaks the argument, issue, or problem into relevant parts. The connections between the parts are fairly accurate.	The paper breaks the argument, issue, or problem into parts, but some parts may be missing or unclear. The connections between the parts are somewhat accurate.	The parts identified are not the correct and/or relevant ones. The connections between the parts are completely inaccurate.
Synthesis	The paper successfully integrates all relevant parts from various places into a coherent whole. The connections between the parts are clear and insightful.	The paper integrates most relevant parts from various places into a mostly coherent whole. The connections between the parts are generally clear.	The paper integrates some parts from various places into a somewhat coherent whole. The connections between the parts are somewhat unclear.	The parts to be integrated are not clear and/or relevant. The connections between the parts are unclear.
Evaluation(3)				
Argument	The paper evaluates the argument in question by checking for adherence to various standards (validity, soundness, etc.), and checking for informal fallacies. The paper suggests how the argument could be made better according to the appropriate standard.	The paper evaluates the argument in question by checking for adherence to various standards (validity, soundness, etc.), and checking for informal fallacies.	The paper evaluates the argument in question by checking only the truth of the premises and/or the conclusion, and does not check for informal fallacies.	The paper evaluates the argument in question by whether the author agrees or disagrees with the conclusion or a premise.
Position	The paper evaluates the position	The paper evaluates the position	The paper evaluates the position	The paper evaluates the position

	in question by checking for support in an argument and internal consistency, and by exploring unmentioned plausible alternatives.	in question by checking for support in an argument and internal consistency.	in question by considering its plausibility.	in question by whether the author agrees or disagrees with it.
Creation (2)				
Thesis	Thesis is original, interesting, and relevant.	The thesis is interesting and relevant.	The thesis is slightly off-topic, obviously true (or false), or not really worth writing about.	The thesis is totally irrelevant.
Examples	Examples are original, relevant, insightful, and well-used.	Examples are original, relevant, and well-used.	Examples are unoriginal, only somewhat relevant, and/or not well-used.	Examples are missing, irrelevant and/or misused.
Alternative Positions	Previously unmentioned alternative positions are explored.	Alternative positions are explored.	Alternative positions are mentioned but not explored.	Alternative positions are ignored.
STYLE				
Clarity (2)	All sentences are complete and grammatical. All words are chosen for their precise meanings. All new or unusual terms are well-defined. Key concepts and theories are accurately and completely explained. Good, clear examples are used to illuminate concepts and issues. Information (names, facts, etc.) is accurate. Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang.	All sentences are complete and grammatical. Most words are chosen for their precise meanings. Most new or unusual terms are well-defined. Key concepts and theories are explained. Examples are clear. Information (names, facts, etc.) is accurate. Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang.	A few sentences are incomplete and/or ungrammatical. Words are not chosen for their precise meanings. New or unusual terms are not well-defined. Key concepts and theories are not explained. Examples are not clear. Information (names, facts, etc.) is mostly accurate. Paper has several spelling errors, rhetorical questions and/or uses of slang.	Many sentences are incomplete and/or ungrammatical. The author does not acknowledge that key words have precise meanings. Information (names, facts, etc.) is inaccurate. Paper has many spelling errors, rhetorical questions and/or uses of slang.

Organization(3)				
Introduction	Thesis is clear, and contained in the introduction. The topic is introduced with minimal fanfare. It is made clear how the paper will get to this conclusion, not in a detailed outline of the paper, but rather in a concise summary of the steps in argument.	Thesis is contained in the introduction. The topic is introduced with little fanfare. It is generally clear how the paper will get to this conclusion, not in a detailed outline of the paper, but rather in a description of the steps in argument.	Thesis is not contained in the introduction. The topic is introduced with too much fanfare. The flow of the paper is described as an outline, and not as a description of the steps in argument.	Only the topic is introduced, with no description of the paper. Or, the paper is described inaccurately.
Body	It is very easy to follow the argument. It is made explicit which claims are being used as premises, and how these premises are supposed to support the thesis. New premises are each introduced in new paragraphs or sections. If there are sub-arguments, it is made explicit which argument is the main one, and which are the secondary ones.	It is generally easy to follow the argument. It is clear which claims are being used as premises, and how these premises are supposed to support the thesis. Usually, new premises are introduced in new paragraphs or sections. If there are sub-arguments, it is clear which argument is the main one, and which are the secondary ones.	It is somewhat difficult to follow the argument. It is somewhat unclear which claims are being used as premises, and/or how these premises are supposed to support the thesis. Separate premises are lumped together in the same paragraphs or sections. If there are sub-arguments, it is not clear which argument is the main one, and which are the secondary ones.	It is impossible to follow the argument. It is completely unclear which claims are being used as premises. It is completely unclear how the premises are supposed to support the thesis. Premises are discussed randomly, or not at all. There seem to be many arguments, and it is completely unclear which is the main one.
Conclusion	The paper uses the conclusion to tie up loose ends. For example, the paper considers objections to the argument to which it is acknowledged there is no space or expertise to respond. Or, the paper briefly considers the implications of the acceptance of the conclusion for a larger argument, or for a larger issue or problem. Or the paper explains what further work may need to be done in this area.	The paper uses the conclusion to tie up some loose ends, but combines this with a restatement of the introduction.	The conclusion is merely a restatement of the introduction.	The conclusion is missing.

* This rubric is designed by Prof. Mara Harrell, Philosophy Department, Carnegie Mellon University.