

PHI 2010: INTRODUCTION TO PHILOSOPHY

3.0 credits • State Core Gen Ed Humanities • 4000 words of WR Credit

Fall 2025 • Class # 14657, 14658, 14659, 14679, 14680, 14681

I. Basic Information

Meetings

The class consists of two lectures and one break-out discussion section per week.

The lectures take place on **Tuesdays and Thursdays 11:45-12:35 (Period 6) in Turlington Hall L011.**

The **break-out sessions take place on Fridays:**

Class # 14657 meets 10:40-11:30 (Period 4) in Matherly Hall 0007.
Class # 14658 meets 11:45-12:35 (Period 6) in Matherly Hall 0114.
Class # 14459 meets 1:55-2:45 (Period 7) in Matherly Hall 0112.
Class # 14479 meets 10:40-11:30 (Period 4) in McCarthy Hall B.
Class # 14480 meets 11:45-12:35 (Period 6) in Matherly Hall 0112.
Class # 14481 meets 1:55-2:45 (Period 7) in Matherly Hall 0105.

Instructor

Jan Maximilian ROBITZSCH
Email: jm.robitzsch@ufl.edu
Office: Griffin-Floyd Hall 307
Phone: 352-273-1831
Office Hours: Tuesdays 2-4 p or by appointment

Teaching Assistants

Jake HAUN (class # 14657, 14658, 14659)
Email: jake.haun@ufl.edu
Office Location: TBD
Office Hours: TBD

Joshua HASKER (class # 14679, 14680, 14681)
Email: jhasker@ufl.edu
Office Location: TBD
Office Hours: TBD

Catalog Course Description

In this course, students will be introduced to the nature of philosophy, philosophical thinking, and major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge.

Customized Description

This course introduces students to the discipline of philosophy. After an initial discussion of what philosophy is, the course will turn to methods and techniques that are essential for understanding philosophical ideas. The main part of the course will then introduce students to different subdisciplines of philosophy by dealing with select questions philosophers have grappled with. Examples include the following: What is morally right and wrong? How should we live our lives? (Ethics) How do we know that the external world exists? What is knowledge? (Epistemology) Does God exist? What makes it true that a person at one time is identical to a person at another time? (Metaphysics)

Course Materials

Precise bibliographical information on the materials used on this class can be found in section "VI. Course Schedule."

All materials will be made available on Canvas.

Materials Fee

N/A

General Education and Writing Requirement credit

This course is a State Core Humanities course in the UF General Education program. A minimum grade of C is required for general education credit.

This course also provides 4000 words of Writing Requirement credit. Course grades have two components: one is the letter grade for the course as a whole, while the other is a grade of satisfactory/unsatisfactory indicating whether the student's relevant written work demonstrates fluency and the use of writing as a tool to facilitate thinking. See elsewhere in the syllabus for the specific rules determining how the latter grade is determined.

To receive the WR credit a student must *both* earn at least a C on all course assignments *and* a "Satisfactory" on Paper #1, Paper #2, and Paper #3. A student's grade is considered "Satisfactory" if and only if the average (mean) grade of Paper #1, Paper #2, and Paper #3 is at least a C. (See also section III "Grade Determination and Policies.")

II. Course Goals

Course Objectives

As spelled out at <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>, every General Education Humanities course includes the following objectives:

Humanities courses must afford students the ability to think critically through the mastery of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

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 relevant factors that shape thought. These

courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

PHI2010 pursues these objectives by introducing students to the discipline of philosophy: the questions addressed, the methods employed, and the major theories proposed in certain areas. More specifically, in this class we will discuss selected philosophical texts ranging from antiquity to today, focusing on philosophical problems that continue to be relevant to the discipline of philosophy. In addition, since much of philosophy centers on advancing a point of view and backing up this view with reasons, this course focuses on teaching students how to classify, identify, and evaluate philosophical arguments.

Student Learning Outcomes

A "Student Learning Outcome" is something students who successfully complete a course should be able to do as a result. General education courses in Humanities must incorporate Student Learning Outcomes as specified at <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>. For Humanities, these are described as follows:

- *Content.* Identify, describe, and explain the history, underlying theory and methodologies used.
- *Critical Thinking.* Identify and analyze the relevant factors that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
- *Communication.* Communicate knowledge, thoughts and reasoning clearly and effectively.

As PHI2010 is a *State Core* General Education course, there are some specific learning outcomes mandated for all versions of PHI2010 across the state. They are officially described as follows:

- A. Students will demonstrate an understanding of classical western philosophical views.
- B. Students will develop critical thinking skills.
- C. Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

In this class, the outcomes above are assessed by means of the following assignments. (Assignments are described below in section IV.)

- Outcome A is assessed by: reading posts, exit tickets, class participation, papers 1-3, and final exam
- Outcome B is assessed by: reading posts, class participation, and papers 1-3
- Outcome C is assessed by: reading posts, class participation, papers 1-3, and final exam

Writing Requirement: Goals and Rules

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Evaluation of the relevant writing assignments in this class will include feedback on grammar, punctuation, clarity, coherence, and organization. These assignments will be evaluated according to the criteria set out in the writing assessment rubric at the end of this syllabus.

A helpful guide on style is Strunk and White's *The Elements of Style*. The first version of this book is available online for free: <http://www.bartleby.com/141/>.

UF has a dedicated writing program with a "writing studio" that is intended to provide students with several resources for improving their writing, including style guides, access to tutors, and more. See <http://writing.ufl.edu/writing-studio/>.

A note on citation. Any time a student quotes someone or some text they must provide a reference for that quotation, including page numbers. There are several different, equally acceptable ways of providing reference information. A good general resource is a page on citation made available by the UF libraries: <https://guides.uflib.ufl.edu/libraryresearch/citingsources>.

III. Grade Determination and Policies

Grade Determination

The course grade is determined by the following factors:

Reading Posts	50 points	5%
Exit Tickets	50 points	5%
Participation	50 points	5%
Argument Exam	100 points	10%
Paper #1	150 points	15%
Paper #2	200 points	20%
Paper #3	200 points	20%
Final Exam	200 points	20%

Grading Policies

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for information on how UF assigns grade points.

In this class, we will use the following grade scale:

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for information on how UF assigns grade points.

Grade Scale	Grade Value
93-100=A	A=4.0
90-92=A-	A-=3.67
87-89=B+	B+=3.33
83-86=B	B=3.00
80-82=B-	B-=2.67
77-79=C+	C+=2.33
73-76=C	C=2.00
70-72=C-	C-=1.67
67-69=D+	D+=1.33
63-66=D	D=1.00
60-62=D-	D-=0.67
0-59=E	E=0.00

NB that non-whole numbers will be rounded down: for instance, a 92.9 is counted as a 92 (= A-), not a 93 (=A).

IV. Assignments and Expectations

General expectations

Students in this class are expected to

- be familiar with all policies and requirements as set out in the course syllabus;
- attend and participate in all class sessions (unless excused for a legitimate reason);
- be aware of all deadlines throughout the semester;
- stay informed by keeping up with all announcements made in class and via Canvas;
- keep up with reading assignments and hand in work on time;
- maintain academic integrity in all of their work—or risk failing the entire course;
- be respectful of their classmates, even when engaged in lively critical dialogue with them;
- inform the instructor promptly of any emergencies or problems that will affect the student's ability to do what is needed in the course ask questions and seek help when needed.
- refrain from eating during class (discuss exceptions with the instructor or the teaching assistant).

Assignments

Reading Posts

Each week, every student is required to post a short reflection on the readings to be discussed in class. These reflections have the following function:

- (1) They help students engage with the philosophical texts to be examined in lecture and break-out sessions.
- (2) They give students an opportunity to practice writing in a low-pressure environment.
- (3) They give the instructor and teaching assistants feedback on what students thought was interesting about a particular reading.
- (4) They allow the instructor and teaching assistants to give students individual feedback on their philosophical ideas and questions.

These posts can be short (around 100 words), but should nevertheless substantially engage with the philosophical ideas of the assigned readings. They could:

- ask for clarification in regard to certain ideas, arguments, or concepts in the reading,
- comment on ideas, arguments, or concepts in the reading,
- raise an objection against an idea or argument in the reading,
- draw comparisons between ideas in the reading and ideas in other readings (from class or that students encountered in a different context),
- draw connections between the reading and some contemporary phenomenon, etc.

Posts for any given week have to be submitted by Monday at midnight via Canvas, starting September 15. (An exception to this is week 13 when the reading post will be due on Wednesday, 11/12 at midnight, due to Veteran's Day.) **Late reading posts submitted by Thursday 11:45 am of the same week will receive partial credit. Reading posts submitted after Thursday 11:45 am will not receive credit.** (In week 13, late reading posts will be accepted until Friday, 11/14, 10:40 am; late reading posts submitted after Friday, 11/14, 10:40 will not receive credit.) **Exception: if the student's absence from class is excused, their late work will be accepted without penalty.** (See also the section "Attendance and Make-Up Policies" below.)

Posts will be graded for content and completion, with emphasis on the latter. Students are not expected to master a reading, but to show that they substantially engaged with it before coming to class. However, **mere summaries of the reading in a reading post will not receive credit, nor will posts that are very short or do not engage substantially or obviously with the week's reading.** There are 11 opportunities to complete reading posts this semester, 10 of which will count towards the final reading post grade.

Sample reading posts can be found on Canvas.

Exit Tickets

Students will complete a short summary ('exit ticket') of the week's lectures at the end of class on select class days. The main purpose of these exit tickets is to give the instructor on his teaching and help teaching assistants structure discussions in section. Accordingly, these summaries will be primarily graded on completion. There will be several opportunities to complete exit tickets. 10 will counts towards the final exit ticket grade. Exit tickets cannot be made up. However, if a student's absence is excused, the student will receive automatic credit for the exit ticket.

Participation

Every student's participation and engagement in lecture and break-out sessions will be evaluated qualitatively and quantitatively. See also the participation rubric below. Students will be informed how they are doing in the course of the semester.

Argument Exam

The argument exam will ask students to analyze short texts and write out arguments contained therein in premise-conclusion form. Details on how to complete this exam successfully will be discussed in the first weeks of the semester.

Papers

The papers will invite students to more deeply engage with the thinkers and ideas discussed in the course. The instructor will post the topic(s) about two weeks before the due date. A writing assignment rubric is found at the end of the syllabus. The first paper (1000 words) will be due on Friday, September 26 at 5 pm; the second paper (1500 words) will be due on Friday, October 24 at 5 pm; and the third paper (1500 words) will be due on Friday, November 21 at 5 pm.

Final Exam

The final exam will comprehensively cover the content of the course. It will take place on **Friday, December 12, 7:30 am to 9:30 am, in Turlington Hall L011.** At the end of the semester, the instructor will provide more detailed information on the exact format and topics that will be covered on the exam.

V. Class Policies

Attendance and Make-Up Policies

Attendance is expected at every class session (which includes both lectures and break-out sessions). Taking an active role in class is crucial to success and a student cannot take an active role when the

student is absent. **If a student misses a class for a good reason, it is the student's responsibility to inform the instructor and teaching assistant as soon as is feasible.**

UF policy provides a list of kinds of absences that must be counted as excused: "illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena)." Other kinds of absences may be excused at the instructor's discretion. In order to account for these other kinds of absences, **every student is granted three (3) "personal days," that is, which the student does not need to provide any documentation. Personal days will be automatically excused and will have no impact on a student's grade.**

In order to have an absence excused (beyond the three personal days), students first need to have an acceptable reason for missing class. Second, in cases where this is possible, students should provide documentation of their absence. It is within the instructor's discretion to consider a student's reason for missing class unacceptable (if this reason does not coincide with the kinds of absences that must-be excused according to UF policy) or consider the documentation provided insufficient to excuse the absence.

If a student is unable to complete an assignment or exam due to an excused absence, the student should email the instructor and teaching assistant as early as possible to discuss how to make up the assignment.

Each unexcused absence will incur a ten (10) grade point penalty.

If a student arrives after lecture or the break-out session has started, the student will be considered late to class. A student who is frequently late to class (= more than six times over the course of the semester), will incur a five (5) point penalty for every additional time they arrive late (beyond the first six classes to which the student arrived late).

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the catalog here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Electronic Devices

The use of electronic devices such as smart phones, tablets, and laptops is not allowed in lectures or during break-out sessions unless a specific class activity requires it or there is an emergency. The first two infringements will result in a warning, subsequent infringements will result in a ten (10) point grade penalty.

Canvas E-Learning Environment

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

Academic Honesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. If a student has any questions or concerns, please consult with the instructor or teaching assistants in this class. Students are responsible for knowing that these behaviors are prohibited.

Collaboration. Collaboration with others (including people not in this class) is prohibited unless explicitly allowed in the directions for a particular assignment.

Use of artificial intelligence. The use of ChatGPT or other large language models to complete any course assignment is prohibited.

Consequences of academic dishonesty. Any incident of academic dishonesty will be reported to the Student Conduct & Conflict Resolution committee (see <https://sccr.dso.ufl.edu/>). **Students who are found responsible of academic dishonesty via SCCR process, no matter how minor the incident, may immediately receive a failing grade in the course from the instructor in addition to the possible sanctions that SCCR imposes (which may include the expulsion from the university).**

Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals; (2) their Canvas course menu under GatorEvals; or (3) the central portal at <https://my-ufl.bluera.com/>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See “Get Started With the DRC” Disability Resource Center webpage (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and teaching assistant and discuss their access needs, as early as possible in the semester.

VI. Course Schedule

The schedule below provides information on topics, readings, and due dates for assignments. It is possible the schedule may need to be adjusted to accommodate disruptions or student needs; any such changes will be announced both in class and on Canvas.

NB that reading posts for the week are due Mondays at midnight in weeks when readings have to be completed. (The exception to this is week 13 when the reading post is due on Wednesday).
Worksheets on arguments should be completed prior to the break-out sessions.

Week	Date	Topics	Assignments
1	R 8/21	What is philosophy? This lecture presents answers to the question "What is philosophy?" that Plato, Deleuze and Guattari, Zizek, Russell, and Hadot have given and introduces students to the different subdisciplines of philosophy (e.g. logic, metaphysics, epistemology, ethics, etc.) and the exemplary questions these subdisciplines tackle.	
	F 8/22	Discussion of "What is Philosophy?" lecture	
2	T 8/26	Course Logistics	
	R 8/28	What is an Argument? The first subdiscipline of philosophy the course will introduce students to is logic (with an emphasis on the informal analysis of arguments). The topic of this lecture is how to define what an argument in philosophy, to examine different types of arguments, and to learn how to reconstruct arguments in premise-conclusion form. Different examples from philosophical and non-philosophical texts will be used.	
	F 8/29	Discussion of the worksheet "Argument Exercises I"	• Worksheet "Argument Exercises I" (1 page)
3	T 9/2	What Is An Argument? (continued)	
	R 9/4	How Can Arguments Be Evaluated? This lecture turns to the topic of how to evaluate inductive and deductive arguments (focusing on the latter).	
	F 9/6	Discussion of the worksheet "Argument Exercises II"	• Worksheet "Argument Exercises II" (1 page)
4	T 9/9	Argument Exam	
	R 9/11	Definitions and Techniques This lecture has two parts. Part 1 deals with different ways of giving a definition. Part 2 introduces students to techniques for understanding difficult (philosophical) texts.	
	R 9/12	How To Write Philosophy Papers The break-out group sessions will explain how to write a good (philosophy) paper: what to do and what to avoid.	
5	T 9/16	What is Knowledge? The second subdiscipline of philosophy that will be discussed in the course is epistemology, which is the theory of knowledge. The topic of this lecture is the classical definition of knowledge as justified true belief and the so-called Gettier cases that call this definition into question.	• Gettier, E. "Is Justified True Belief Knowledge?" <i>Analysis</i> 23, no. 6 (1963): 121-123.

	R 9/18	How Can We Know Anything? By examining the writings of Al-Ghazali and Descartes, this lecture examines the challenge of a skeptic that we cannot know anything about the world around us. It also discusses possible replies to this challenge and shortcomings of these replies.	<ul style="list-style-type: none"> Al-Ghazali. <i>Deliverance from Error and The Beginning of Guidance</i>. Kuala Lumpur: Islamic Book Trust, 2005. 8-12. Cottingham, J. et al., eds. <i>The Philosophical Writings of Descartes</i>. Vol. 2. New York: Cambridge University Press. 9-15.
	F 9/19	Discussion of the Gettier cases and/or the skeptic's challenge and the answers Al-Ghazali and Descartes have given.	
6	T 9/23	How Can We Know anything? This lecture continues the previous week's discussion by looking at the replies that two 20 th century philosophers have given to the skeptic's challenge: G.E. Moore and H. Putnam.	<ul style="list-style-type: none"> Moore, G.E. "Proof of an External World." <i>Proceedings of the British Academy</i> 25 (1939): 273-300. Putnam, H. <i>Reasons, Truth and History</i>. New York: Cambridge University Press, 1981. 1-21.
	R 9/25	Should We Believe in God? The focus of this lecture is on reasons to believe in God, as laid out by B. Pascal and W. James.	<ul style="list-style-type: none"> Kegan Paul, C., ed. <i>The Thoughts of Blaise Pascal</i>. London: George Bell and Sons, 1905. 95-99. James, W. <i>The Will to Believe and Other Essays in Popular Philosophy</i>. London: Longmans, Green, and Co., 1912. 1-31.
	F 9/26	Discussion of the skepticism and/or reasons for believing in God	Paper #1 due
7	T 9/30	Does God Exist? The third subdiscipline that will be discussed in this course is metaphysics, the part of philosophy that deals with first principles and what exists. The topic of this week's lectures is arguments for the existence of God. This lecture introduces students to the so-called ontological argument; Thursday's lecture is about the cosmological and teleological arguments.	<ul style="list-style-type: none"> Hymans, A. et al., <i>Philosophy in the Middle Ages: The Christian, Islamic, and Jewish Traditions</i>. Indianapolis/Cambridge: Hackett, 2010. 161-164.
	R 10/2	(continued)	<ul style="list-style-type: none"> Hymans, A. et al., <i>Philosophy in the Middle Ages: The Christian, Islamic, and Jewish Traditions</i>. Indianapolis/Cambridge: Hackett, 2010. 468-470.

	F 10/3	Discussion of the arguments for the existence of God.	
8	T 10/7	What Makes Me Identical to My Past Self? This lecture introduces students to the problem of personal identity, that is, of trying to identify a criterion that guarantees that someone or something is identical to themselves over time, by analyzing different thought experiments.	McMahon, J. <i>The Ethics of Killing: Problems at the Margins of Life</i> . Oxford: Oxford University Press, 2002. 23, 56-58.
	R 10/9	Is Morality Relative? The fourth subdiscipline of philosophy considered in this course is ethics. This lecture begins with a general introduction to the discipline and then examines arguments for and against the claim that ethics is relative.	<ul style="list-style-type: none"> • Benedict, R. "Anthropology and the Abnormal." <i>Journal of General Psychology</i> 10 (1934): 59-60, 64-66, 70-75. • Rachels, J. <i>The Elements of Moral Philosophy</i>. New York: McGraw-Hill, 2012. 14-31.
	F 10/10	Discussion of personal identity and/or moral relativism	
9	T 10/14	Which Actions Are Morally Right? The next lectures deal with the three main theories of normative ethics. This lecture introduces students to utilitarianism. It states that actions are right insofar as they produce the most beneficial consequences.	<ul style="list-style-type: none"> • Bentham, J. <i>The Principles of Morals and Legislation</i>. New York: Prometheus Books, 1988. 1-7 and 29-32. • Mill, J.S. <i>Utilitarianism</i>. Indianapolis: Hackett, 2001. 6-12, 22-25, 35-39.
	R 10/16	(continued)	
	F 10/17	Discussion of utilitarianism	
10	T 10/21	Which Actions Are Morally Right? This lecture continues the discussion of the three main theories of normative ethics by introducing students to the second main theory: deontology or Kantian ethics. It states that an action is right insofar as the action conforms with duty.	<ul style="list-style-type: none"> • Kant, I. <i>Groundwork for the Metaphysics of Morals</i>. New York: Oxford University Press, 2002. 195-207 and 222-225.
	R 10/23	(continued)	
	F 10/24	Discussion of deontology/Kantian Ethics	Paper # 2 due
11	T 10/28	How Should I Live My Live My Life? The topic of this lecture is the third and last theory of normative ethics: virtue ethics. In contrast to other theories of normative ethics, virtue ethics focuses on character rather than action and on the question of how we ought to live our lives.	<ul style="list-style-type: none"> • Aristotle. <i>Nicomachean Ethics</i>. Indianapolis and Cambridge: Hackett, 2014. 2-6, 8-34.
	R 10/30	(continued)	<ul style="list-style-type: none"> • Hursthouse, R. "Normative Virtue Ethics." In <i>How Should One Live? Essays on the Virtues</i>, edited by R. Crisp, Oxford: Oxford

			University Press, 1998. 19-36.
	F 11/1	Discussion of Virtue Ethics	
12	T 11/4	Distributive Justice The penultimate subdiscipline of philosophy considered in this course is political philosophy. This week, the focus is on Rawls' theory of justice. This lecture gives a general outlines of Rawls' theory and explains the veil of ignorance thought experiment.	<ul style="list-style-type: none"> • Rawls, J. <i>A Theory of Justice</i>. Cambridge: Belknap Press, 1999. 10-15, 52-56, 86-93, 118-123, 130-139.
	R 11/6	Distributive Justice This lecture continues the discussion of Rawls' theory of justice, focusing on the maximin principle as well as the two principles of justice Rawls proposes.	
	F 11/9	Discussion of Rawls' theory of justice	
13	T 11/11	Veteran's Day (no class)	
	R 11/13	Distribute Justice Nozick offered a theory of justice meant to challenge Rawls'. This lecture focuses on his so-called entitlement theory.	<ul style="list-style-type: none"> • Nozick, R. <i>Anarchy, State and Utopia</i>. Cambridge: Blackwell, 1974. 149-164.
	F 11/14	Discussion of Nozick's view on the state and distributive justice.	
14	T 11/18	What is Art? The last subdiscipline of philosophy to be examined in the course is aesthetics, that is, philosophy of art. This lecture presents different views on what art is/ how it can be defined that philosophers have advanced.	<ul style="list-style-type: none"> • Cooper, J., ed. <i>Plato: Complete Works</i>. Indianapolis and Cambridge: Hackett, 1997. 1199-1202. • Tolstoy, L. <i>What is Art?</i> London: Oxford University Press, 1930. 171-173, 275-277. • Weitz, M. "The Role of Theory in Aesthetics." <i>The Journal of Aesthetics and Art Criticism</i> 16, no. 1 (1956): 27-35. • Dickie, G. "Defining Art." <i>American Philosophical Quarterly</i> 6, no. 3 (1969): 253-256.
	R 11/20	Philosophy and Film Often movies or other media explore philosophical topics. This lecture examines a movie (tbd by vote) and its philosophical themes. The lecture will also raise general questions on the relationship between philosophy and media.	<p>Which of the following movies will discussed will be determined by vote:</p> <ul style="list-style-type: none"> • <i>Baraka</i>, dir. Ron Fricke, 1992, 96 minutes • <i>Mr. Death: The Rise and Fall of Fred A. Leuchter Jr.</i>, dir. Errol Moris, 1999, 91 minutes

			• <i>Perfect Days</i> , dir. Wim Wenders, 2023, 124 minutes
	11/21	Discussion of what is art and/or the movie	Paper #3 due
15	T 12/2	Review	
16	F 12/12	Final Exam, 7:30 am to 9:30 am, Turlington Hall L011	

VII. Campus Resources

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, [352-392-1575](tel: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](tel:352-392-1575) for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call [352-392-1161](tel: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](tel:352-392-1111) (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call [352-733-0111](tel: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](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call [352-273-4450](tel:352-273-4450).

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

Appendix I: Writing Assessment Rubric

Criteria	A	B	C	D	E
Introduction and Thesis	Engaging introduction with the necessary context, sharply focused, insightful thesis well-aligned with goal of the assignment.	Clear introduction, relevant thesis but may lack nuance or originality.	Functional introduction, basic context, thesis somewhat generic or loosely connected.	Unclear or ineffective introduction; thesis vague, poorly developed, or marginally related.	Introduction and thesis missing, irrelevant, fail to address the prompt.
Organization and Structure	Exemplary organization, logical, clear structure enhancing readability and coherent idea development.	Well-organized with a clear structure; minor issues do not hinder the flow or coherence.	Organization evident but flawed; disjointed sections or lack of transitions.	Poor organization, difficult to follow sections, lacking logical progression, impacting clarity.	Structure chaotic or non-existent, severely obstructing readability and understanding.
Clarity of the Argument	Logical argument promoting easy comprehension and engagement throughout the essay.	Generally clear argument, minor ambiguities not significantly affecting the overall point.	Periodically unclear or confusing argument, weakening understanding of main points.	Argument lacks clear direction and clarity, often confusing or obscuring main points.	Argument incoherent or poorly articulated, fails to convey a meaningful point.
Analysis and Strength of Argument	Deep, insightful analysis, logically sound, and compelling, clearly strengthening overall argument.	Solid analysis; persuasive but might lack depth, support, or rigorous logic in parts.	Superficial/generic analysis; mostly logical argument not very persuasive, lacking depth or support.	Minimal/flawed analysis; weak, poorly formulated or largely unpersuasive argument with little support.	No meaningful analysis; unfounded, illogical, or absent argument.
References	High-quality, relevant references effectively integrated, substantially strengthening the claims.	Adequate references from relevant sources; integration may be clumsy, additional references might enhance claims.	References present but insufficiently integrated or occasionally irrelevant; needs more/high-quality references.	Provides weak/minimal references for claims, few or dubious references fail to substantiate claims.	Lacks appropriate references, irrelevant, improperly integrated, failing to support claims.
Grammar, Spelling, and Punctuation	Free from grammar, spelling, and punctuation errors, meticulous attention to detail and proofreading.	Minor errors in grammar, spelling, and punctuation not distracting from readability.	Noticeable errors in grammar, spelling, and punctuation, affecting readability/professionalism.	Frequent errors disrupting readability, lack of proofreading evident.	Severe, pervasive grammatical, spelling, and punctuation errors, impairing comprehension.

Appendix II: Participation Rubric

In determining participation engagement (quantity) and quality are taken into account. Each factor is rated as either good, adequate, or inadequate.

Criteria	Good	Adequate	Inadequate
Engagement	Highly engaged in lectures and breakout sessions, actively participating in small group tasks.	Clearly present in lectures and breakout sessions.	Not clearly present in lectures and breakout sessions.
Organization and Structure	Contributions reflect substantial and mostly accurate understanding of material.	Contributions reflect substantial if not always accurate understanding of material.	Contributions do not reflect any substantial understanding of material.

The participation grade is then determined as follows:

A = Good quality and good engagement

B = Good quality and adequate engagement or good engagement and adequate quality

C = Adequately quality and adequate engagement

D = Adequate quality or adequate engagement

E = Neither adequate quality nor adequate engagement