# PHI 2010 INTRODUCTION TO PHILOSOPHY
Summer C 2025
Classes #11662, #17892
Asynchronous Online Course

# BASIC INFORMATION

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### Catalog Course Description
In this course, students will be introduced to the nature of philosophy, philosophical thinking, 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.

### Student Learning Outcomes
Students will (i) develop critical thinking skills (ii) demonstrate an understanding of classical western philosophical views; and (iii) analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

### Course Goals
The patient and thorough exploration of philosophical questions is an ideal way to develop skills in clear writing and critical thinking. This course introduces the discipline of philosophy with a focus on developing those skills. Most of the semester is devoted to three traditional issues: (a) What is knowledge? What can we know? (b) What is free will? Is there reason to think we don't have any free will? (c) What is morality all about? Are there facts about what is morally right and wrong? The emphasis throughout is on writing clearly about such elusive questions and presenting good reasons to endorse one answer over another.

### Required texts
All readings are provided via Canvas.

### Evaluation and expectations
As a student in this class, you are of course expected to read the assigned papers, watch the assigned lectures, complete assignments and participate in group discussions. In addition, however, you are also expected to
- be familiar with all policies and requirements as set out in the Complete Course Syllabus
- be aware of all deadlines throughout the semester
- stay informed by keeping up with all announcements made on the Canvas site
- maintain academic integrity in all of your work—or risk failing the entire course
- be respectful of your classmates, even when engaged in lively critical dialogue with them
- inform the instructor promptly of any emergencies or problems that will affect your ability to do what is required for the course
- ask questions and seek help when you need it

If you do these things and make a serious effort, you should be able to do well in the course, especially if you are willing to seek help when you need it. It is important to understand, though, that a grade is meant to record how well you have in fact demonstrated the skills and knowledge the class is supposed to instill; it is not in itself a reward for effort.

## GENERAL EDUCATION CREDIT AND LEARNING OUTCOMES

### Credit towards requirements

PHI2010 Introduction to Philosophy provides credit for three different requirements, namely:
- State Core General Education - Humanities
- UF General Education - Humanities
- Writing Requirement (4000 words of WR credit)

In accordance with UF policy, **a grade of C or better is required** for the course to count for any of these requirements. To earn the Writing Requirement credit you must both earn at least a C *and* meet other conditions; see below.

### General education Humanities

As a course providing credit for Humanities, this course enompasses the following subject area objectives as spelled out at https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/:

Humanities courses must afford students the ability to think critically through the mastering 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.

This version of PHI 2010 accomplishes these goals by familiarizing students with methods of argument and some core philosophical questions and debates regarding the possiblity of knowledge, the reality of free will, and the nature of morality. Students will come to understand how both contemporary philosophers and those in the history of Western thought approach these debates and how to participate in them as well.

Specific student learning outcomes in this class are assessed as indicated below.

| Student Learning Outcome | Method of assessment |
| --- | --- |
| Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline. (CONTENT) | Four unit tests designed to ensure basic comprehension. |
| Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. (COMMUNICATION) | Participation in small-group Canvas discussions and four Short Writing Assignments. |
| Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. (CRITICAL THINKING) | Three larger Argumentative Essays in which students must demonstrate critical thinking abilities by presenting an original argument, anticipating criticisms, and responding to those in a cogent fashion. |

**UF Writing Requirement**

The Writing Requirement (WR) ensures that students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. The instructor will evaluate and provide feedback on written assignments with respect to grammar, punctuation, coherence, and organization.

To receive WR credit, a student must receive a grade of C or higher and do sufficiently well on the graded writing assignments (that is, the Short Writing Assignments (SWAs) and Argumentative Essays (AEs). In this class specifically, whether you get the WR credit will depend on certain aspects of your grades for the SWAs and AEs.Those assignments are assessed on several different factors; the two that are plainly relevant for the WR credit are **Clarity** and **Mechanics**. To get WR credit for this class, you need to earn at least a C average in the Clarity and Mechanics categories on the assignment rubrics. This average — call it the 'Clarity and Mechanics Average' — will be determined by your scores in those categories for all three Argumentative Essays and your two overall highest scoring Short Writing Assignments. The overall rule for getting the Writing Requirement credit is, then, as follows:

> In order to get the WR credit, you need both to earn at least a C for the course and to earn at least a C on your Clarity and Mechanics Average—that is, the average of all of the Clarity and Mechanics scores for your two highest scoring Short Writing Assignments and all three Argumentative Essays.

In order to help you keep an eye on whether you are in any danger of not earning the Writing Requirement credit because of a low Clarity and Mechanics Average, we have built into the assignments an 'Informational Item' category with a specific 'assignment' called 'Clarity and Mechanics.' This is not really an assignment, but it is a convenient way to make this information available to you at a glance. The score for this 'assignment' at any given point in the class will be your Clarity and Mechanics Average at that point. We will update it manually after grading each Short Writing Assignment or Argumentative Essay.

# COURSE OVERVIEW: STRUCTURE, ASSIGNMENTS, GRADES

**Course structure**

This course is broken up into five units as follows:

1. Introduction to Philosophy and Argumentation (2 sections)
2. Knowledge and Skepticism (3 sections)
3. Free Will (4 sections)
4. Meta-Ethics (4 sections)

The first and last units are shorter, lasting no longer than two weeks each. The course is organized so that the introductory and concluding units are not as much work as the middle three, which is where you will do most of the hard work. You can find a tentative schedule in the middle of this syllabus.

Each section (lasting at most one week) is designated by a number indicating the unit and the week in that unit; for example, '3.4' is the fourth section in the third unit. Some of the assignments and materials associated with a particular section are named using that same convention; for example, 'Comprehension Quiz 2.2' is the Comprehension Quiz for section 2 of unit 2.

For most sections there are some assigned readings (available as PDFs) and video lectures commenting on the readings, providing background information, and the like. Nearly every video lecture is accompanied by a downloadable PDF file ('Slides and Notes') which includes all the

PowerPoint slides used in the lecture and a set of notes on those slides corresponding roughly to the recorded lecture. They are not exact transcripts but can serve as handy notes for review after listening to the recorded lecture. Look for a small 'SN' (for 'Slides & Notes') next to the lecture links; that will link you to the PDF file.

**Assignments.**

In addition to reading various materials and watching various recorded lectures, assignments include one logic exercise for section 1.2, four unit tests, required participation through group discussions for each section, and two kinds of graded writing assignments: Short Writing Assignments and longer Argumentative Essays ('SWAs' and 'AEs' for short).

There is also a mandatory Syllabus Review Quiz that you must take and pass before moving on in the class. Passing requires a perfect score, but you are allowed to retake the quiz as often as you need to pass. You will not be able to access any of the assignments until you pass that quiz, so you want to review the syllabus and take that test as early as you can.

The Argumentative Essays are worth the most in determining your course grade; you are expected to put serious time and effort into these. In order to make that possible, those units that require an AE include a special 'Essay Week.' No new materials are introduced during an Essay Week; instead, your main job is to work on that essay. Each such week includes a special Essay Week discussion board which you are encouraged (but not required) to use in ways that should help you come up with ideas for your Argumentative Essay.

Finally, there is a kind of very short Comprehension Quiz for each section with new material. These quizzes are optional and they don't affect your grade at all, but they should help you in checking your understanding and preparing for the later unit test.

**Grade Determination**

The course grade is determined by the following factors with the indicated percentages:

| Kind of assignment | # assigned | % of course grade |
|---|---|---|
| Syllabus Review Quiz | 1 | Must pass to move on |
| Comprehension Quizzes (optional) | 12 | N/A |
| Logic Exercise (1.2 only) | 1 | 5% |
| Unit Tests | 4 | 15% |
| Participation (Questions & Group Discussion) | 11 | 20% |
| Short Writing Assignments (SWAs) | 4 | 25% |
| Argumentative Essays (Aes) | 3 | 35% |

**Grade Scale**

The grade scale is different from what you are surely used to seeing. Instead of using a scale where an A starts at 92% or 94% or the like, the grading scale in this class is based on the 4-point scale for letter grade values, where an A is worth 4 points, an A- is 3.67 points, and so on. Since Canvas uses percentages for grades, the 4-point scale is translated into percentages to get the following scale.

| Letter | from | to | | Letter | from | to |
|---|---|---|---|---|---|---|
| A | 91.75% | 100% | | C | 41.75% | < 50.00% |
| A- | 83.25% | < 91.75% | | C- | 33.25% | < 41.75% |
| B+ | 75.00% | < 83.25% | | D+ | 25.00% | < 33.25% |
| B | 66.75% | < 75.00% | | D | 16.75% | < 25.00% |

| B- | 58.25% | < 66.75% | | D- | 8.25% | < 16.75% |
|----|--------|----------|---|----|-------|----------|
| C+ | 50.00% | < 58.25% | | E | 0% | < 8.25% |

Don't let yourself be confused by this scale! If you see that you earned, say, a 68% on an assignment, don't immediately think that this means you earned a poor grade. A 68% counts as a B. The grades are not curved; they are just determined using this not very familiar scale.

In evaluating particular assignments, we generally use the following way of assigning points:

| Excellent | Good | Adequate | Minimal | Unacceptable |
|-----------|------|----------|---------|--------------|
| 4 | 3 | 2 | 1 | 0 |

An assignment might be assessed using several factors, where each factor is evaluated using this system. One assignment that departs from this slightly is the Logic Exercise, which includes a factor that is either correct (1 point) or incorrect (0 points).

All of the graded work in this class is assessed using the percentage-to-letters scale given above. Each kind of assignment has its own possible maximum in terms of points. The Logic Exercise has a possible maximum of 5 points; Unit Tests have a possible maximum of 10; Short Writing Assignments have a possible maximum of 12; and Argumentative Essays have a possible maximum of 20 points. In each case, the assignment is first graded as earning a certain number of points; this determines a percentage; and that percentage then determines a letter grade using the scale above.

The course grade is then determined as follows. The percentage grades for all the assignments in a particular category are averaged together to get a percentage grade for that portion of the course; that grade is then figured into the final course grade by multiplying it by the indicated percentage. That result is then added to the results for the other categories to get an overall course percentage, and that percentage then determines the letter grade in accordance with the scale above. Note that when the individual assignments are factored into the grade for that portion of the course, it is the specific percentage, not the letter alone, that is used.

For more on UF's grading policies, see here: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

# CLASS POLICIES

**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 Honor Code in full can be found at sccr.dso.ufl.edu/students/student-conduct-code/. It specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or teaching assistants in this class.

In any academic writing you are obliged to inform the reader of the sources of ideas expressed in your work. Failure to do so is plagiarism. WE HAVE A ZERO- TOLERANCE POLICY FOR ACADEMIC DISHONESTY. CLEAR EVIDENCE OF ACADEMIC DISHONESTY MEANS AN AUTOMATIC FAILING GRADE FOR THE ENTIRE COURSE. This includes not just plagiarism but any conduct constituting academic dishonesty as defined in the honor code, including prohibited collaboration, prohibited use of resources, and so on. Any act of academic dishonesty is reported to the Dean's Office. The Dean's Office prevents students from dropping courses in cases of academic dishonesty. If you have any questions about what constitutes plagiarism or other academic dishonesty it is your responsibility to get answers. Do not be afraid to ask if you are unsure.

We are serious about this. If you cheat in any way and are caught, you will fail the course. Cheating is an insult to the professor, the teaching assistant, and your fellow students. It will not be tolerated.

**Outside Sources**

There are many resources out there about philosophy, including on the internet. We cannot stop you from looking at those sources, but we want to strongly discourage you from looking at them. Doing so will probably hurt you more than it can help you. Here's why:

- The variety of material out there is of very inconsistent quality. While there are many sites with good, informed discussion by people who know what they're talking about, there are many other sites about which that cannot be said.
- Even if the site you are reading has high quality material on it, there is a good chance it will be more bewildering than enlightening. Without any help in approaching the material, you could end up much more confused than before.
- If you find yourself browsing through the results of a Google search on the philosophical topics under discussion in this class, you may find yourself tempted to make use of ideas you get from what you found without citing them properly. If you do that, however, that will constitute plagiarism, and you then run the risk of getting an automatic failing grade for the course as stressed above. If you refrain from such browsing, you avoid that temptation and risk.
- Even if you are entirely conscientious and cite everything you use that you find from these outside sources, you might be tempted to do something else that, while honest, is definitely not to your advantage. This is the temptation to lean on the ideas of the outside sources without trying to think through the issues on your own. More precisely, you may be tempted to fill up the paper by explaining someone else's argument, then someone else's objection to it, and then someone else's reply to it, and end with nothing by way of your own contribution. If you write such an essay clearly and show that you understand the issues, it may get a passing grade, but it won't get a good grade. We hope for you to come out of this class with some real skills in both thinking for yourself and being critically rigorous. If you merely assemble other people's ideas, you are not developing those skills.

In light of these reasons, we strongly recommend that you refrain from surfing the net looking for outside help on philosophical issues. If you do look at any outside sources, you must provide appropriate citation, of course. We are not picky about the method of citation, but if you refer to anything that isn't a reading made available here on this Canvas site, you must (1) refer to that source wherever in your own essay you make use of it and (2) include in a 'works cited' list information on the author(s), title, publisher, and date of publication. If it is an online source you must provide the URL. For more information on how cite properly, see the resources for basic writing assistance.

**Drafts of Written Work**

While you are working on your SWAs and AEs, you may wonder if we are willing to review your rough drafts. The answer is that we will not look at such drafts, but we are willing to discuss the drafts with you. You can come to office hours with your own draft and/or notes in hand and talk

through with us what you hope to say, how you hope to defend it, and so on. From experience, this seems the most fruitful way for us to help you in the process of writing your papers, in contrast to reviewing rough drafts.

**Basic Writing Assistance**

You may find it helpful to use the influential guide by Strunk & White, The Elements of Style, available free online at Elements-of-Style-1959.pdf (griffith.edu.au).

Another very useful resource is Purdue University's Online Writing Lab, also known as the 'OWL.' It is especially good for getting detailed information on how to cite sources properly. You can find it here: Purdue OWL® - Purdue OWL® - Purdue University.

UF has a dedicate writing program with a 'writing studio' that is intended to provide students with several resources for improving their writing. The site includes several resources, including links to the OWL site just mentioned and other items. You can find that site here: Welcome to the University Writing Program - University Writing Program (ufl.edu).

The writing program provides assistance with writing for UF students, including distance students who are pursuing online-only courses. You can login to https://tutortrac.clas.ufl.edu/tracweb40/default.html to make arrangements to meet with a tutor. We must warn you, however, that while those tutors are surely good at helping you avoid certain kinds of problems, many writing tutors are not familiar with writing philosophy papers. What counts as a good paper for, say, an English class might not count as a good paper for philosophy. In philosophy, clear structure and explicit argumentation are at a premium. If you do meet with a tutor, you would be well advised to share with the tutor the sample argumentative essay so that he or she knows what sort of paper is needed in this class (you can find this on the syllabus posted on our e-Learning site).

**Make-up Policy**

Without legitimate, documented excuses, late work is not accepted. Computer errors (including e-mail or Wi-Fi problems) may not be acceptable excuses. For problems that arise too close to the due date for us to make arrangements, leaving the instructor with a message concerning the problem does not obligate us to accept your late work.

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from UF when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

**Canvas E-Learning Environment**

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

Because there is no regular meeting time during which we all meet to discuss the material, it is especially important to keep up with all assignments, to participate in discussion boards, and to ask for help when needed. While the structure of assignments is designed to ensure that students challenge themselves, it is also designed so as to minimize the amount of stress placed on any particular assignment. Success requires regular and serious effort throughout the semester.
A word of caution: online courses seem to have a reputation for being easier than face-to- face courses. Whatever the source of this reputation, there is a way in which online classes are actually more challenging. In a face-to-face course, since the class has a regular meeting time, those meetings help keep you on track. But in the online environment, it is all too easy to lose focus and

get far behind. We strongly recommend that you set up your own regularly scheduled "class times" at home—for reading, watching lectures, doing assignments—and stick to them.

## Virtual Office Hours

To use virtual office hours, take a look at the links on the left margin of the course website. You'll see one called "Zoom Conferences". When we hold office hours virtually, we create a "conference" through this feature and invite everyone in the class. This invitation means that you can "join" the conference electronically and interact with us online. Several people can meet at once.
When office hours are being held and a conference is set up in this way, there are three ways for you to join electronically. (1) An email will be sent to your UF email address via Canvas announcing the Zoom Meeting. Once you open this email, you can click on the link following "Join URL." (2) The meeting will also appear as an event on your e-learning calendar with a link to the conference that you can click on. (3) You can also go directly to Canvas and click on the link to the left that says, "Zoom Conferences." Make sure that "Upcoming Meetings" is blue, then find an ongoing meeting under "Topic" during scheduled office hours. Click "Join." When joining a conference, a window browser will open with the Zoom meeting, and you'll then have to choose whether to use your computer or your phone for audio.

## Announcements and Archives

When you log in to Canvas, you should see any and all announcements from your online class sites. If there is a new announcement you have not read, make sure you read it! That may seem obvious, but we want to emphasize doing this so that you keep on top of the course. Announcements might include information that you really don't want to miss out on. For instance, if we hear that a particular assignment is causing confusion among students, we may post an announcement clarifying that assignment. They may also include links to additional materials designed to help you do better in this class. So be sure to pay attention to those announcements.

## Accessing In-Text Comments on Written Work

Here's what you should do to see the "in-text" (or "inline") feedback on those assignments:
1.  Click on the Assignments tab located on the left of the Canvas website
2.  Select the Short Writing Assignment or Argumentative Essay you would like to view.
3.  You will see a screen with a link "Submission Details" on the right. Click on that.
4.  On the next screen you will see a link (upper right corner) that says "View Feedback." Click on that.
5.  You will then have a preview of the graded work with our in-text comments. You can look at it there or download it, using the link on the upper left corner. We recommend downloading it and opening it separately; it should be much easier to read that way. The download will be a PDF file with the comments. (Make sure you are able to view comments in your PDF reader.)

Additional help for seeing the in-text comments can be found here:
https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-annotation- feedback-comments-from-my-instructor/ta-p/523

## Online Courtesy

While our interactions are online, remember that there are real people at the other end of the internet connection. You are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

In this class it is especially important that you treat others with respect. Your task is to be a good listener and help evaluate ideas and arguments, not to attack or evaluate people. Philosophy is not a matter of combat between people; we are all engaged in a cooperative effort to achieve understanding, and while that may mean letting the ideas fight among themselves, so to speak, it does not require that we fight with each other.

You should be vigorous and engaged in your online discussions with your fellow students, and that includes being critical of the things they say. But you should keep those critical remarks relevant and polite. And remember that you can help as well as criticize: you may note that an argument has a problematic premise, point this out, and then suggest a better one to replace it!

Discussion boards are lightly monitored to watch out for any cases in which the critical back-and-forth degrades into name-calling or other inappropriate behavior. If personal conflicts arise between students in the same group we may move students from one group to another to get around the problem. If you have problems with people in your group, you should feel free to contact the instructor about your concerns.

### Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

### Accommodation for Students with Disabilities.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (https://disability.ufl.edu/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

# RESOURCES

### Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

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

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

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

### Academic Resources

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

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

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

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

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

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

On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).

## SCHEDULE OF READINGS AND ASSIGNMENTS

Below is our schedule for the semester. Please note the following:
- Each mandatory assignment is given in bold
- Each assignment and test has the same deadline of 11:59 PM on the date indicated.
- Note that both your logic assignment and your discussion for section 1.2 are due at 11:59 pm on 5/21.  However, you must turn in the logic assignment before posting your discussion question for section 1.2.  Make sure to hand in your logic assignment early enough to make the deadline for your discussion post!

| Unit | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1.1 | 5/12<br>Summer C classes start<br>**Syllabus Review Quiz** | 5/13<br>Read: Monroe C. Beardsley & Elizabeth Lane Beardsley, "What is Philosophy?"<br>Plato, Laches (selection) | 5/14 | 5/15 | 5/16 |
| 1.2 | 5/19<br>**Quiz 1.1 closes**<br>Read: Cornman, Lehrer, and Pappas, "The  Tools of the Trade" | 5/20 | 5/21<br>**Logic Exercise** before posting to **Discussion 1.1 and 1.2** | 5/22<br>Vote on Questions Quiz 1.2 closes | 5/23<br>Unit Test 1 opens up at noon |
| 2.1 Knowl edge | 5/26<br>**Unit Test 1** | 5/27<br>Read: Susan Haack, "Epistemology: Who Needs It?<br> John Pollock, "A Brain in a Vat"<br>Rene Descartes, "Meditation 1." | 5/28<br>**Discussion 2.1** | 5/29<br>Vote on Questions Quiz 2.1 closes | 5/30 |
| 2.2 Knowl edge | 6/2<br>**Short Writing Assignment 2.1** | 6/3<br>Read: G. E. Moore, "Certainty" (excerpt)<br>Renee Smith, "Moore and Descartes Meet in a Bar" | 6/4<br>**Discussion 2.2** | 6/5<br>Vote on Questions Quiz 2.2 closes | 6/6<br>Unit Test 2 opens up at noon |
| 2.3 Essay Week | 6/9<br>**Unit Test 2** | 6/10 | 6/11 | 6/12 | 6/13 |
| 3.1 Free Will | 6/16<br>**Argumentative Essay 2.3** | 6/17<br>Read: Baron d'Holbach, "Of the System of Man's Free Agency" | 6/18<br>**Discussion 3.1** | 6/19<br>Holiday | 6/20 |
| 3.2 Free Will | 6/30<br>Read:<br>R. E. Hobart, "Free Will as Involving Determination and Inconceivable Without It" | 7/1 | 7/2<br>**Discussion 3.2** | 7/3<br>Vote on Questions Quiz 3.2 closes | 7/4<br>Holiday |
| 3.3 Free Will | 7/7<br>**Short Writing Assignment 3.2** | 7/8<br>Read: Philippa Foot, "Free Will as Involving Determinism" | 7/9<br>**Discussion 3.3** | 7/10<br>Vote on Questions Quiz 3.3 closes | 7/11<br>Unit Test 3 opens up at noon |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.4 Essay Week | 7/14 **Unit Test 3** | 7/15 | 7/16 | 7/17 | 7/18 | |
| 4.1 Meta-ethics | 7/21 **Argumentative Essay 3.4** | 7/22 Read: John Corvino, "The Fact/Opinion Distinction" Stephen Satris, "Student Relativism" | 7/23 **Discussion 4.1** | 7/24 Vote on Questions Quiz 4.1 closes | 7/25 | |
| 4.2 Meta-ethics | 7/28 Read: Gilbert Harman, "Ethics and bservation" Jonathan Bennett, "The Conscience of Huckleberry Finn" | 7/29 | 7/30 **Discussion 4.2** | 7/31 Vote on Questions Quiz 4.2 closes | 8/1 | |
| 4.3 Meta-ethics | 8/4 **Short Writing Assignment 4.2** | 8/5 Read: Alison Hills, "Faultless Moral Disagreement" | 8/6 **Argumentative Essay 4.4** | 8/7 Quiz 4.3 closes Unit Test 4 opens at noon | 8/8 | Saturday 8/9 **Unit Test 4** |