

PHIL 102: INTRODUCTION TO PHILOSOPHY II

Term 1, Fall 2015 (Sect. 003)

Meets: M, W 10-10:50am in Klinck Rm 200

Plus one of six Friday discussion meetings

Instructor:

Dr. Christina Hendricks

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Christina's Office Hours

- Wed. 11-12, BUCH E 375 (Philosophy department)
- Thurs. 12-1, IBLC 373 (Gateway Programs area)
- By appointment—just ask in class or email me for an appointment time

Office Phone:

- BUCH E375: 822-2520
- IBLC 373: 822-8619

Description

Introduction to Philosophy II is broadly about “value theory,” which includes topics such as ethics, political philosophy, aesthetics, and what is the “good life” for humans. This particular course is focused broadly on living well and dying well; or rather, how should we live to have the best lives, and what attitude should we take towards human mortality?

Structure of the course: We meet twice a week as a large group for 50 minutes, and once a week in smaller groups of up to 25 for discussions. During the M, W meetings there will be some lecture, but not only lecture; there will be times you need to actively participate in some in-class activities as well. In the Friday discussion meetings you will be expected to actively participate in discussions, which will take place at times in small groups of 3-5 students.

Learning Objectives (and their relationship to course activities)

Students who successfully complete the course will be able to:

1. Define and explain at least two philosophical approaches to how we should live (such as Epicureanism and Stoicism) and give the name of at least one philosopher who espouses each. Explain the similarities and differences between those approaches and evaluate each. (essays, final exam)
2. Explain the utilitarian approach as well as the capabilities approach to how we should help others to live well, and give the name of at least one philosopher associated with each. Explain similarities and differences between these approaches and evaluate each. (essays, final exam)
3. Explain the basic structure of a philosophical argument—premises and conclusion—and outline an argument in a philosophical text. (argument outline)
4. Assess the strength of arguments in assigned texts, in oral or written work by other students, and their own arguments. (essays, final exam, class discussions)

5. Participate in a respectful discussion with others on a philosophical question: clarify positions and arguments from themselves or others, criticize flawed arguments, present their own arguments, and do all this in manner that respects the other people in the discussion. (class discussions)
6. Produce a polished piece of philosophical writing, with a sound argument, strong evidence, and clear organization. (essays)
7. Read a complex philosophical text and take notes that distinguish the main points of the arguments therein. (presentation summary)
8. Based on what we've studied in the class, give one (of many!) possible answers to the question: What is philosophical activity and where do we see it outside of this course? How do you engage in philosophical activity outside this course?

Required Readings

- * Plato, *The Trial and Death of Socrates*, Hackett Publishing Company, 3rd edition (2000). Available at the UBC Bookstore.
- * Reading package with just one reading in it by Albert Camus (it was too long to post online, according to copyright rules!)
- * Readings available online: most of the readings for the course will be posted online, at the main course website: <http://blogs.ubc.ca/phil102/> See the “weekly schedule” menu at the top of this site to find the readings for each week.
 - some of these readings will be posted on a password-protected page because of copyright restrictions: I can only allow those registered for the course to see them on the site. The password will be given in class.

Course Website

The main site for this course is here: <http://blogs.ubc.ca/phil102/> On it you can find this syllabus, a weekly schedule that gives you up to date information on what to read/watch/do each week (because specific page numbers to read may change depending on how quickly we get to things in class), announcements, and some links to useful resources.

We also have a site on the UBC course website system called “Connect.” That site will be used only for things that can’t be put up in public, such as your marks and a place to turn in writing assignments digitally and receive them back with comments and marks. To access our course Connect site, go to this site and log in with your Campus Wide Login and password:

<http://elearning.ubc.ca/connect/> There is also a link to our Connect site on the main course website: <http://blogs.ubc.ca/phil102>

Evaluation/Assignments

Attendance & participation: 15%

- 5% of the attendance and participation mark will come from your attendance & participation in discussion meetings.
- For 8% of this mark, we will be using a system called “Learning Catalytics” to do some Q&A on the readings in class, to check to see what you have understood and what is still unclear, and whether you have done the readings before class. Students have complained in the past that when they do their presentations in small groups it’s not engaging when other students haven’t done the readings! You can also answer these questions on paper if you choose not to use the Learning Catalytics system.

- 2% of this mark will be based on peer review in your small group: whether or not you peer reviewed others' work and submitted your own for review, as well as the quality of your comments.

In-class argument outline: 10%

- You will be given a passage from one of our readings and will need to outline the argument in it, during class.

Presentation to your small group: 5%

- Everyone will sign up for one day on which to do an informal presentation to your small group in discussion meetings.

Writing assignments: 50%

(specific page lengths/word counts will be given on the assignment sheets, in class and on the class website)

1. First essay (approx. 3 pages): 15%
2. Second essay, which includes revision of #1 (approx. 5 pages): 25%
3. "philosophy in the world" assignment: 10%

Final exam: 20%

Explanations of assignments

These are general explanations only; specific instructions for presentations, essays, and in-class assignments and exams will be provided later on handouts, available on the course website:

<http://blogs.ubc.ca/phil102>

* Attendance and Participation (15%):

- I don't take attendance during every M,W class, though when we have Learning Catalytics questions during that class then I do obviously see who was there and who was not. We will take attendance during the Friday discussion meetings, as an important part of doing philosophy is talking with others in discussions, rather than only reading and thinking on your own, and listening to lectures.
- You can **miss two discussion meetings over the term** without excuse and without penalty; after that, absences will start to count against your attendance & participation mark.
- To use Learning Catalytics you must bring a smart phone, tablet or laptop to class; but if you don't have any of these you can bring to class (or if you just don't want to use the LC system), you can write your answers to the questions on a piece of paper and turn them in that way instead.
- Marks for the LC questions include whether you did them at all and also (sometimes, depending on the question) the correctness of your answers. Sometimes I'll use these to just see what is unclear and what you understand; in those cases, there are no marks attached to getting the "right" or "wrong" answers.

- You may **miss two sets of questions from Learning Catalytics** without excuse and without penalty. We won't do these during every M,W class meeting; it will probably be no more than once a week.
- Peer review: 2% of the attendance and participation mark is based on peer review activities in your small group. You will be giving feedback to one or more of the students in your small group on the essays.

* In-class argument outline (10%)

You will be given a passage from one of the readings we've done in class, and will have to "outline" the argument. What this means will be discussed in class, and we will do a practice run in groups beforehand.

Writing assignments (50%):

- You will be required to write two essays for this course.
 - The first essay will be a very short one, most likely a summary of one philosopher's views, just to get you practice in writing for philosophy. (15%)
 - The second essay will require most likely require you to discuss two philosophers' views and give your own arguments in response. (25%)
- "philosophy in the world" assignment: The idea with this one is to find and talk about philosophical activities being done, or philosophical content you can find, outside in "the world" beyond the class. There will be several options for doing this assignment; these will be given in class and on the course website. (10%)
 - This assignment can be done individually or in pairs/groups. It is up to you to decide whether you want to do this assignment on your own, or with one or more people.
 - If you do the assignment with one or more people, you will have to fill out a worksheet that specifies the breakdown of roles (who will do what), a schedule of deadlines, etc. The mark for the project will be made up of the overall mark for the quality of the project plus marks for what each individual member of the group did on their own.

* The final exam (20%) will be made up partly of essay questions that you will have in advance of the exam, so you can prepare your answers. There will also be a short answer section (you won't see the short answer questions in advance). The final exam will be held during the exam period for Term1 , which is December 8-22, 2015. We won't know the exact date and time of the exam until partway through the term.

Information on data stored in Learning Catalytics

There are documents and links for help with Learning Catalytics under "links" on the main course website: <http://blogs.ubc.ca/phil102>.

If you use Learning Catalytics, some information about you will be stored outside of Canada, including in the United States. In order to use LC, you must register with Pearson Education. To register, you must provide a name, email address, and your institution. In addition, they will store your answers to the LC questions as well as the marks you receive on them. Please see their privacy policy on this information (Section 8): <https://register.pearsoncmg.com/reg/include/license2.jsp>

When you register to use LC, they state that your personal information, including your answers and marks, will be stored in the United States. You will have to say you agree to this before you will be able to use LC. **If you do not wish to have such information stored by Pearson, you may choose not to use Learning Catalytics and answer the same questions on paper given to the Instructor during class instead.**

Course Guidelines

Non-negotiable rules

- Basic rules of respectful dialogue will be enforced, such as avoiding direct attacks on persons (you may criticize ideas/arguments, but avoid criticizing the person who gives those). Disrespectful speech such as name-calling, stereotyping, and derogatory remarks about ethnicity, religion, gender, sexual orientation and sexual/gender identity should be avoided, and may constitute harassing speech—see below.
- Harassing speech will not be tolerated. The UBC Equity office defines harassment as follows (<http://equity.ubc.ca/discrimination/#harassment>): “*Harassment, a form of discrimination, is a comment, conduct or behaviour that humiliates, intimidates, excludes and isolates an individual or group based on the BC Human Rights Code’s thirteen grounds of prohibited discrimination.*” The thirteen grounds of prohibited discrimination are: age, ancestry, colour, family status, marital status, physical and mental disability, place of origin, political belief, race, religion, sex (including gender and pregnancy), sexual orientation, unrelated criminal conviction.
 - Please see <http://equity.ubc.ca/discrimination/#harassment> for examples of harassment, which include “Repeated derogatory comments or jokes based on one of the prohibited grounds,” and “Discussing the culture of other classmates, co-workers, or colleagues in a disrespectful or ridiculing manner.”

Negotiable guidelines: We will work together on a shared document to create a set of guidelines for how we should treat each other in class, what is helpful to our learning and what is not, from both students and the professor. I will then work to hold us all to those during the term.

General information on assignments: Students should retain a copy of all submitted assignments and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing (see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,49,0,0#261>). From the UBC calendar, <http://www.students.ubc.ca/calendar/index.cfm?tree=3,41,93,0>: Students have the right to view their marked (final) examinations with their instructor, providing they apply to do so by Jan 31 for Term 1 courses, by May 20 for Term 2 courses, and by Sept. 15 for summer courses. A final examination becomes the property of the University and must remain in the possession of the University for one year from the date of the examination, after which it should be destroyed or otherwise disposed of in accordance with [UBC Policy 117](#).

Late or missed assignments

* **Peer feedback:** To get full marks for this, you must:

- Submit your work on time for peer feedback by others
- Fill out the worksheets provided to give feedback to others, on time
- Be in class on the day we are to discuss peer feedback in person
- Give constructive and substantial comments (more than just “good essay,” for example) on the worksheets and in person.

If you fail to do one of these things, or don’t do them on time, then you will lose marks on your peer feedback portion of the attendance and participation mark (5% of the 15% for attendance & participation). Each peer feedback session is worth 5 marks. If you don’t submit your own work, submit worksheets on others’ work, are not in class the day we are discussing the feedback in person, you will lose 2 marks out of that 5 for each of these things you fail to do (the minimum mark you can get is zero, though). For each of these things you are late on, you will lose 1 mark out of that 5.

- * Missing the in-class argument outline: this can only be made up if you have a valid excuse (may require documentation).
- * Missing attendance/reading checks through Learning Catalytics questions: as noted above, you can miss two sets of LC questions without penalty. After that, each missing set will count off the 10% for this component of the final mark.
- * All writing assignments are due the day and time noted on the schedule below and on the assignment instructions. If there is a discrepancy between the two, it may be because I changed the due date/time later, and the one on the assignment instructions is the one you must follow. Writing assignments may be submitted via the course Connect site or in hard copy (with the exception of the “philosophy in the world” assignment, which will be submitted on the main class website or on the class wiki page). Late writing assignments must be accompanied by a “late form,” available on the course web site. Late writing assignments are subject to a 5% per weekday and 5% per weekend reduction in points (starting after the due date/time), unless due to an excused absence (may require documentation). If you know you are going to miss a due date, the sooner you talk to the Instructor or T.A., the more amenable we will be to grant an exception (providing, of course, that your excuse is a valid one that makes turning work in on time very difficult or impossible).
- *Final exam: According to the UBC Calendar, if you miss a final exam during the official examination periods, you must follow the procedures to request “Academic Concession” (see <http://www.students.ubc.ca/calendar/index.cfm?tree=3,48,0,0>).

Grading Standards

Specific grading guidelines for essays will be provided later in the course and will be available on the course website: <http://blogs.ubc.ca/phil102> The following provide general guidelines that apply to all courses in the Faculty of Arts.

(from: <http://www.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html>)

The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty [of Arts] rather than to provide precise specifications.

80% to 100% (A- to A+) *Exceptional* performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+) *Competent* performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

50% to 67% (D to C+) *Adequate* performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.

00% to 49% (F) *Inadequate* performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

Scaling of Grades: “Marks in this course may be scaled (see Calendar, under Grading Practices). If scaling is required, it will be carried out after each assignment, so that students will know where they

stand going into the final examination. If scaling is done on the final examination, students will be informed if they ask to review their examination according to the usual policy.” From the Calendar: “Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.”

(<http://www.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html>).

Equity and special arrangements: I will ensure that all students have a fair and equitable opportunity for participation and success in the course. The University accommodates students with disabilities who have registered with Access and Diversity. The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. See the university policy on religious holidays at:

<http://www.universitycounsel.ubc.ca/policies/policy65.pdf>. Please let me know in advance, preferably in the first week of class, if you will require any accommodation due to religious obligations (you must notify your instructor at least two weeks in advance, according to the university policy cited above). Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with me before the drop date.

Academic Dishonesty: I take academic dishonesty very seriously, because ensuring that your grades reflect your own work is crucial to your own learning experience, to fairness to the rest of the students, and to those who expect your transcript to reflect your own efforts. Accordingly, I am vigilant about preventing, detecting, and deterring academic misconduct whenever possible. Please review the UBC Calendar Academic regulations for the university policy on cheating, plagiarism, and other forms of academic dishonesty (See the UBC Calendar, under “Academic Regulations,” and “Student Conduct and Discipline”: <http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>). There are also links on the course website about what plagiarism is and how to avoid it, here:

<http://blogs.ubc.ca/phil102/assignments/resources/>

Schedule of Readings and Assignments: The following schedule is general only and is subject to change; see the course website for specific things to read for each week: <http://blogs.ubc.ca/phil102>

<u>Week/Date</u>	<u>What to read</u>	<u>Assignments & Activities</u>
	<i>Living well & dying well: ancient philosophy & modern responses</i>	
Wk 1, Sep. 9-11	Introductions to the course, introduction to what philosophy is -- no discussion meeting on Friday this week	
Wk 2, Sep. 14-18	Plato, <i>Euthyphro</i> and <i>Apology</i> (in <i>Trial and Death of Socrates</i> book)	
Wk 3, Sep. 21-25	Plato, selections from <i>Phaedo</i> (course website) Epicurus, selected writings (course website)	
Wk 4, Sep. 28-Oct. 2	Epicurus, cont'd Stoics, selected writings (course website)	
Wk 5, Oct. 5-9	Stoics, cont'd	In-class argument outline

		Wed. Oct. 7
Wk 6, Oct. 12-16	No class Mon. Oct. 12 (Thanksgiving) Nagel on death (course website)	Peer feedback on fake essay in discussion mtg Oct. 16
Wk 7, Oct. 19-23	Rosenbaum on death (course website) Sartre (course website)	First essay due Thurs. Oct 22; bring to discussion mtg on Friday to give to group for peer feedback
	<i>Living well & facing death in a meaningless world</i>	
Wk 8, Oct. 26-30	Sartre (course website) Camus (photocopied; available from bookstore)	peer feedback on essay 1 in discussion meeting Oct. 30
Wk 9, Nov. 2-6	Camus (photocopied; available from bookstore) Mill, <i>Utilitarianism</i> (course website)	
	<i>What are our responsibilities for others' lives and deaths?</i>	
Wk 10, Nov. 9-13	Mill, <i>Utilitarianism</i> (course website) No class Wed., Nov. 11 (Remembrance Day)	Bring outline of essay 2 to discussion meeting for peer feedback Nov. 13
Wk 11, Nov. 16-20	Mill, cont'd Singer on world poverty (course website)	Essay 2 due Thurs. Nov. 19
Wk 12, Nov. 23-27	Thomson, the trolley problem (course website)	
Wk 13, Nov. 30-Dec.4	Nussbaum, the capabilities approach (course website)	Philosophy in the world posts due Friday, Dec. 4

Final exam period: December 8-22, 2015