

## PHIL 102: INTRODUCTION TO PHILOSOPHY II

W16 Term 2, Spring 2017 (Sect. 003)

Meets: M,W 10-10:50am in Swing Space 221

Plus one Wednesday or Friday discussion meeting

### **Instructor:**

Dr. Christina Hendricks

[c.hendricks@ubc.ca](mailto:c.hendricks@ubc.ca)

### **Christina's Office Hours**

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

**Office Phone:** BUCH E Rm. 375: 822-2520

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### **Description**

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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 on a question related to something the ancient Greek philosopher Socrates once said: “The unexamined life is not worth living” (from Plato’s *Apology*). We will discuss what an “examined life” means, according to various philosophers in the Western philosophical tradition, and why it might be useful for humans (though you could of course decide it’s not!).

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 Monday and Wednesday large group 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 smaller discussion meetings you will be expected to actively participate in discussions, which will take place at times in small groups.

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### **Learning Objectives** (and their relationship to course activities)

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Students who successfully complete the course will be able to:

1. 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? Explain how philosophy is not limited only to people trained as “philosophers.” (philosophy in the world assignment)
2. Explain the basic structure of a philosophical argument—premises and conclusion—and outline an argument in a philosophical text. (argument outline)
3. Read a complex philosophical text and determine what the main argument is: the main conclusion and premises for the whole text, or for part of the text. (in-class activities)
4. Evaluate the strength of arguments in assigned texts, in oral or written work by other students, and their own arguments. (essays, peer feedback, final exam, class discussions)
5. Produce a polished piece of philosophical writing, with a sound argument, strong evidence, and clear organization. (essays)

6. 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, discussion questions & summaries)
7. Explain what an “examined life” is, according to Socrates/Plato, and why it is valuable according to various philosophers we are studying in the course. (class discussions, class activities, essays)
8. Explain and evaluate the following: (class discussions, final exam, essays)
  - The utilitarian approach to morality according to Mill
  - Singer’s and Nussbaum’s arguments on helping those in need
  - When civil disobedience is justified, according to Plato, Martin Luther King Jr., and Brownlee, and whether Edward Snowden was justified in releasing government secrets to the media
  - How protests by indigenous peoples in Canada take place in a different context than civil disobedience by non-indigenous peoples
  - Nagel’s and Wolf’s views on absurdity and the meaning of life

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## Required Readings

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- \* Plato, *The Apology and Related Dialogues*, Ed. Andrew Bailey. Broadview Publishing Company, 2016. Available at the UBC Bookstore.
- \* 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 the course Connect site because of copyright restrictions: <http://connect.ubc.ca>

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## Course Website

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

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## Information on Learning Catalytics

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We will be using a system called Learning Catalytics to do some in-class activities. This allows you to use your phone, tablet or computer to answer questions. There are documents and links for help with Learning Catalytics under “links” on the main course website: <http://blogs.ubc.ca/phil102>.

**The Learning Catalytics stores some about you 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 set up Learning Catalytics with a fake name and an email address that isn't tied to your real name. If you do this, please let Christina know what your fake name is!**

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## Evaluation/Assignments

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### Attendance & participation: 16%

- 8% of the attendance and participation mark will come from your attendance & participation in discussion meetings, including your participation in peer feedback activities on other students' work.
- 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 are keeping up with the assigned readings.

### Discussion questions for discussion meetings and summary: 4%

- Everyone will sign up for one day on which to bring questions for discussion to your discussion meeting, to talk about in a small group.

### 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 and say how that argument fits with some larger point from the text

### Writing assignments: 45%

1. First essay (approx. 2-3 pages): 10%
2. Second essay (approx. 5-6 pages): 25%
3. "philosophy in the world" assignment: 10%

### Final exam: 25%

## **Further explanation 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 (16%):

- Attendance will be taken during the M, W big class through Learning Catalytics questions, though there won't be LC questions during every M,W class. We will take attendance during every discussion meeting, 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 one discussion meeting over the term** without excuse and without penalty; after that, absences will start to count against your attendance & participation mark unless you have a valid excuse for missing class.

- To use Learning Catalytics you must bring a smart phone, tablet or laptop to class; if you don't have any of these you can bring to class please talk to Christina and we can work something out.
- 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 feedback: Some of your attendance and participation mark for the discussion meetings is based on whether you have participated in peer feedback activities by submitting your own work for feedback and providing substantial feedback to others.

\* Discussion questions for discussion meetings and summary: 4%

You'll need to sign up for one day during which you'll bring discussion questions to talk about in a small group in your discussion meeting that week. You'll then need to write a summary of what was talked about for the course website (you can do this anonymously, or post it only privately to the instructor and TA's if you choose).

\* 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 practice doing these outlines in class beforehand. You'll also need to say how it fits into a larger point the author is making in the text.

Writing assignments (45%):

- You will be required to write two essays for this course.
  - The first essay will be a very short one, a summary of one philosopher's views, just to get you practice in writing for philosophy. (10%)
    - You will give and receive peer feedback on this essay
  - The second essay will most likely either require you to discuss two philosophers' views or one philosopher's view plus your own arguments in response (details for what to write about will be given later in class). (25%)
    - You will first need to bring to class an outline of your second essay for peer feedback, before submitting the second essay.
- "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 (25%) 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 Term 2, in April 2017. We won't know the exact date and time of the exam until partway through the term.

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## Course Guidelines

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### 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:

- Be in class with your work when we are doing peer feedback
- Fill out the worksheet provided to give feedback to others
- Give constructive and substantial comments (more than just “good essay,” for example) on the worksheet

If you fail to do one of these things, or don’t do them on time, then you will lose marks on your attendance and participation mark for the discussion meetings.

\* 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 8% 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. Writing assignments must be submitted via the course Connect site, with the exception of the summary of your discussion questions for your discussion class and the “philosophy in the world” assignment, which will both be submitted on the main class website. 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>*

- 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. 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.”

## Equity and special arrangements:

I will ensure that all students have a fair and equitable opportunity for participation and success in the course. If you need accommodations to complete your coursework please speak with the Access

and Diversity office, if you haven't already: <https://students.ubc.ca/about-student-services/access-diversity>

Of you have religious obligations that conflict with attendance, submitting assignments, or completing scheduled tests and examinations, these can be accommodated as well. 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).

If you need to be absent for varsity athletics, family obligations, or other similar commitments, please discuss those with me before the drop date, as these do not fall under official accommodations by the university.

**Academic Integrity:** I take academic integrity 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 based on how long things take to discuss in class. However, the due dates for assignments and the in-class argument outline will not 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/watch</u>	<u>Assignments &amp; Activities</u>
	<i><b>What is the examined life, according to Socrates?</b></i>	
Wk 1, Jan. 3-6	Introduction to the course, introduction to Socrates— no reading <b>No discussion meetings this week</b>	
Wk 2, Jan. 9-13	Introduction to <i>The Apology and Related Dialogues</i> (pp. 7-12) Plato, <i>Euthyphro</i> (in <i>The Apology and Related Dialogues</i> book, pp. 31-54)	
Wk 3, Jan. 16-20	Plato, <i>Apology</i> (in <i>The Apology and Related Dialogues</i> book, pp. 55-79) Plato, <i>Crito</i> (in <i>The Apology and Related Dialogues</i> book, pp. 81-95)	
	<i><b>What can the examined life do for us? Make for a happier life for ourselves and others?</b></i>	
Wk 4, Jan. 23-27	Epicurus video (course website) Epicurus, selected writings (course website)	

	Cicero, selections from <i>De Finibus</i> Book I (course website)	
Wk 5, Jan. 30-Feb. 3	Mill, selections from <i>Utilitarianism</i> (course website)	In-class argument outline Wed. Feb. 1 (be in class for this)
	<b><i>Examining ourselves as social beings: our responsibilities to others</i></b>	
Wk 6, Feb. 6-10	Mill, cont'd Trolley problem videos (course website) Thomson, "The Trolley Problem" (course website)	
Wk 7, Feb. 13-17	<b>No class Mon. Feb. 13 (Family Day)</b> Singer on world poverty (course website)	First essay due Wed. Feb. 15 Bring paper copy to discussion meeting this week for peer feedback
Feb. 20-24	<b>No class: Reading Week</b>	
Wk 8, Feb. 27-Mar. 3	Nussbaum on helping others through the capabilities approach (course website)	
	<b><i>Responding to injustice: civil disobedience</i></b>	
Wk 9, Mar. 6-10	Reminder of Socrates on civil disobedience Martin Luther King, Jr. "Letter from Birmingham City Jail," plus other related documents (course website) Brownlee, "Features of a Paradigm Case of Civil Disobedience" (course website)	
Wk 10, Mar. 13-17	Brownlee, cont'd Scheuerman & Brownlee on Edward Snowden	
Wk 11, Mar. 20-24	Aboriginal protests in Canada (course website)	Bring outline of second essay to discussion meetings this week for peer feedback
	<b><i>Does any of it matter if life is absurd?</i></b>	
Wk 12, Mar. 27-31	Camus video Camus, "The Myth of Sisyphus" (course website) Nagel, "The Absurd" (course website)	Second essay due Fri. March 31
Wk 13, Apr. 3-6	Wolf, "The Meanings of Lives" <b>No discussion meetings this week:</b> Thursday is the last class day at UBC, so no discussion meetings Friday, and they are cancelled on Wednesday too	Philosophy in the world posts due Friday April 7

**Final exam period: April 10-28, 2017.** We will have our final exam sometime during this time; UBC will announce final exam dates and times partway through the term.