

Course Syllabus

INTRODUCTION TO PHILOSOPHY

PHL 100 | University of Alabama at Birmingham | Spring 2019

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Note: Print a copy of this syllabus for easy reference about due dates, policies, student support, etc. The syllabus is the ruling document, although small changes are sometimes needed. If changes are made, an announcement will be sent through Canvas.

1. BASIC COURSE INFO

Prof. Information:

Prof: Dr. Joshua May
Office: Humanities Bldg. Rm. 425
Email: joshmay@uab.edu (preferred method of contact)
Website: www.joshmay.com
Office Hours: Tues/Thurs 12:30-1:30 (& by appt.)

Section Info:

Online: Section QL
Course Website: Canvas

COURSE DESCRIPTION

Ever wondered if you have free will? If God exists? If a machine could possibly be conscious in the way you are? Whether you're not really dreaming right now? Whether you can survive the death of your body in some form of after-life? In this course, students will be introduced to some famous discussions of these questions within the discipline of philosophy. We will do this by understanding and evaluating arguments in some of the major fields of philosophy: *epistemology* (knowledge), *metaphysics* (nature), *ethics* (norms), and logic.

Warning: Some of these topics are sensitive and sacred to some people. Consider how comfortable you are evaluating reasons for and against the beliefs you have on these topics.

Notable features of this course: (i) There is no textbook to purchase. (ii) Students will read, listen to, or watch various movies or podcasts to introduce each topic. (iii) The readings will to some degree span both time and space by including articles from both historically important and contemporary philosophers with some discussion of non-Western philosophical ideas.

LEARNING OBJECTIVES

- Learn some of the major theories and concepts in philosophy.
- Study and appreciate some of our shared intellectual history.
- Begin to develop the skills of writing, thinking, and communicating clearly.
- Hone the ability to explain and critically assess arguments on complex topics.
- Facilitate the skill of uncovering and evaluating one's deepest beliefs.

REQUIRED TEXTS

No textbook purchase required. Readings will be articles as PDFs and other media, provided on the course webpage (in Canvas). This course is part of an initiative to reduce the cost of textbooks for UAB students.

ASSIGNMENTS (OVERVIEW)

(For due dates, see the Canvas site or the Schedule/Calendar at the end of this syllabus.)

1. **Engagement** 15% of grade (7 discussion posts, 1 peer discussion, 2 surveys)
2. **Quizzes** (x6) 30% of grade
3. **Midterm Exam** 25% of grade
4. **Final Exam** 30% of grade (*not* cumulative)

TIME COMMITMENT

This is a course worth 3 credit hours. You should prepare to spend about 9 hours per week on course activities (e.g. reading the assigned chapters/articles, watching the videos, participating in the discussions, and completing the assessments).

CLASS UPDATES & WEBSITE

Important announcements and updates will be made occasionally on the course website in Canvas (<http://uab.instructure.com/>). So do check it frequently or have it set up to email you each announcement.

CONTENT COVERED

We will be discussing content primarily from *primary source* readings (although we'll rarely cover *everything* in an assigned reading). As is typical of courses taught in a Philosophy Department, we will focus heavily on understanding and analyzing *arguments*. Also, given that this course has no textbook and the lecture recordings are meant to serve as the main introductory resource, you will be held accountable for some material that is introduced in the lecture recordings but not quite in the readings.

COURSE MATERIALS: LECTURE SLIDES, RECORDINGS, ETC.

Lecture Slides: To help students, I will provide PowerPoint slides, but they will be rather *barebones*. You will likely want to supplement them with your own notes on the lectures (and perhaps readings).

Lecture Recordings: You will have access to about 20 screen capture recordings of me lecturing over the slides. [They are all immediately available, but see the Schedule/Calendar at the end of this syllabus for a recommended watching schedule.] Each lecture is about 35-45 minutes long and meant to cover the reading(s) assigned for that day (see the Schedule/Calendar).

Copyright Notice: The course materials that I create (e.g. handouts, recordings, exams) are intellectual property. They are for you to use in this class only, during this semester. Course materials are not for others to use (e.g. they're not to be posted on other websites or otherwise shared with other people).

ETIQUETTE/CIVILITY

We should, of course, behave in a civil manner toward each other, even when interacting online (e.g. during online discussions and over email). Consider, for example, the following guides:

- *Respect*: Each student's opinion is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way. Do not insult the person or their idea. Do not use negative or inappropriate language.
- *Confidentiality*: When discussing topics be sure to be discreet on how you discuss children, teachers, and colleagues. Avoiding using names of people or facilities.
- *Format*: When posting aspire to use proper grammar, spelling, and complete sentences. Avoid using all capitals. This signifies that you are yelling. Avoid using abbreviations (e.g. "cu l8r" for "See you later").
- *Relevance*: Think before you type. Keep posts relevant to the discussion board topic.
- *Student and Instructor Etiquette*: I will of course treat each student with respect and dignity and expect to be treated the same.

2. ASSIGNMENTS

ENGAGEMENT TASKS

Your Engagement grade will be based on the following assignments (adding up to 100 points):

- (a) *Profile Picture* [5 points] – an appropriate picture of yourself on Canvas.
- (b) *2 Surveys* [10 pts, 5 ea.] – brief anonymous opinion polls about the class.
- (c) *Peer Discussion* [15 pts] – brief report on a philosophical discussion outside of class.
- (d) *Discussion Posts* [70 pts, 10 each] – corresponding to our 7 modules.

Discussion Groups: To make these discussions more manageable, you will be put into groups of 10, and your discussion posts will only be among your same group throughout the course (either The Skeptics, The Stoics, The Machines, The Knowers, or The Thinkers).

Rules/Guidelines for Posts:

- For these discussion posts, I'm not expecting you to write an essay. While a good answer will usually be at least a paragraph, an acceptable answer can be just a few sentences long. However, you should take the question seriously and make a thoughtful attempt at answering it.
- You can either (a) answer the relevant question or (b) thoughtfully engage with a post someone has already made in the thread.
- Adequate answers will by default receive 8/10. I'll add 1 or 2 points if it seemed to me that you put in more than minimal effort.
- Of course, be courteous and respectful. These issues are sensitive and sometimes ignite passions, but this is a place for rational and civil discussion.
- Tip: Great posts are often personal. Either dig into the philosophical issues that arise and give your own opinion or relate a personal story or experience that relates to the topic. Avoid simply stating a general uninformative reaction.

QUIZZES

The quizzes, which will all be Canvas, will be *multiple choice* and will occur at the end of each Module (see the Schedule/Calendar).

Time Limit: To help prevent cheating, such as perusing the Internet or slides, the quizzes are timed (you'll have 6 minutes for each). It's plenty of time if you know the material. (The average time it takes to complete this sort of quiz is 3.5 minutes.)

Closed-book: When taking the quizzes, you're not supposed to be using your book, notes, or collaborate with anyone. Treat it like an in-class quiz: just bring your own brain and answer the questions based on what you've learned.

Dummy Question: Each quiz will have a "dummy question" that tells you what the correct answer is in order to get almost half the points (40 points). The 5 real questions are then worth 12 points each. That way, if you miss one or two of the real questions, you won't lose so many points overall. E.g. 1 incorrect answer = 88% (instead of 80%); 2 incorrect answers = 76% (instead of 60%); 3 incorrect answers = 64% (instead of 40%).

Are the quizzes cumulative? No. They cover the material preceding it (from the last quiz). So, for example, Quiz 2 will cover the material on the Schedule that falls between Quiz 1 and Quiz 2 (including the material covered in the lecture for that day).

How should students study for quizzes? Study the relevant readings and lectures. The slides provide a good guide for the material you'll be held accountable for. You might, for example, look through them for key terms, concepts, arguments, theories, etc. and then create flash cards (you can do this online with free sites like quizlet.com).

When will correct answers be visible? A few days after each quiz's due date. This is to prevent sharing of answers with students who take it later in the day on the due date or those who need to complete the assignment late.

EXAMS

Format: Both the midterm and final exams will involve two parts: (a) *multiple-choice questions* and (b) a *short essay*. Before the exams, you'll receive a *Study Guide*. The final will be *not* be cumulative, so it will test you only on material covered after the Midterm.

Essay feedback: I have to grade a lot of exams over a short period of time, so I'm usually only able to provide some comments on the essay portion of the Midterm, but not on the Final.

Answers to multiple-choice: I generally don't let students see the answers to the multiple-choice section of the exams. Sorry, I know that's unfortunate, but the exams are the main hurdle in this course and I need to prevent versions of them from floating around for some future students to cheat off of or otherwise use to gain an unfair advantage over others.

PROCTORU

The two exams in this course require that online students use ProctorU, a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7. However, you will need to schedule your proctoring session at least 72 hours in advance to avoid any scheduling fees (otherwise it's free to you as a student).

Watch their video to learn how it works (<https://vimeo.com/129576577>), and make sure your computer meets the technology requirements (<http://www.proctoru.com/tech-requirements/>). This is very important. If you can't use ProctorU for whatever reason, then you *can't* take this course. This requirement is necessary to avoid cheating and thus to insure the quality and integrity of this course.

Create a ProctorU account ASAP (go.proctoru.com). Soon you should also test your equipment (www.proctoru.com/testitout). There you can learn about what to expect during your proctoring session, and ask any questions you may have about the proctoring process with a ProctorU representative. In order to use ProctorU, you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo ID.

Timing: Students can complete the exams online any time within the 48-hour due date period, using ProctorU. But you'll have a limited time to finish once started.

Technical difficulties: These are an unfortunate risk of taking a course online. It is your responsibility to avoid them. E.g. try to take the test earlier in the day on a reliable computer, have backup options in case you lose Internet access during a test, etc. Canvas and ProctorU keep a log of your session, so I can verify whether you had certain technical problems, but not

all. Also, I recommend you block off *at least twice as much time* as is allowed for the exam itself in order to make sure you can deal with any technical difficulties. For example, for an exam that is 60 minutes long, block off two hours. While your appointment with ProctorU may start at 1pm, for example, you might not resolve any technical difficulties until 1:30, at which point the 60 minutes starts for the exam itself.

LATE & MAKE-UP ASSIGNMENTS

Submit your assignments on time. Completing a college degree is partly about becoming a responsible adult. Holding a Bachelor's degree signals to others that you're capable of being relied on to meet challenges and in a timely manner.

Assignments can be made up or submitted late without penalty only if you have *extenuating circumstances* (e.g. medical, military, sports, jury duty) that you can document. Make sure you let me know *as soon as such special circumstances arise*; otherwise I might not be able to work something out with you. Moreover, make-ups are conditional on our being able to schedule a time for it that is either soon before or after the original assignment occurred. For example, don't expect to be able to take an exam two weeks after (or before) the rest of the class takes it.

What are the late penalties? If I accept a late assignment without an agreed upon extension, a 5% penalty applies for the first day late; 2% per day is applied for the next 13 calendar days after the due date. Assignments won't be accepted after more than 14 calendar days, except in exceptional circumstances and in consultation with the professor. Late penalties are rounded down to the nearest whole point (e.g. 1 day late on a 10-point assignment yields 1 point off).

CHEATING (INCLUDING PLAGIARISM)

Should students cheat? No! It's both immoral and imprudent. I warn against this every semester, and still nearly every time at least one person gets caught! *I take this extremely seriously*. I will give all cheaters a failing grade and report the incidents to the university.

What counts as cheating? Academic cheating or misconduct includes *abetting, collusion, fabrication, and misrepresentation*. But it's *your responsibility* to make sure that your work doesn't violate university policies. (Compare: Ignorance of the law is generally no excuse.)

All UAB students are expected to be familiar with the *UAB Academic Honor Code*, as well as any honor codes that are specific to their schools or disciplines. The code represents a commitment to integrity in the academic community and respect for educational endeavors. For your convenience, here is the link to UAB's page on *Academic Integrity*:

<http://www.uab.edu/students/one-stop/policies/academic-honor-code>

If you need any help in understanding the honor code or are in any doubt about whether your work may violate it, check with me well in advance. For a tutorial on plagiarism, see:

<https://guides.library.uab.edu/academicintegrity/plagiarism>

How is cheating detected? Various ways. Note, however, that if you take this course you're agreeing to submit your work online, when instructed, to a program called *TurnItIn* that detects cheating (from plagiarism to collusion). Note that TurnItIn will retain an anonymous version of your submission as part of their database so that students who cheat from it can be detected. Because of this program, the vast majority of you who do your own work and cite the sources of your information properly will not have to compete with students who commit undetected plagiarism.

GRADES

All grades for assignments will be posted on the course website. Canvas automatically calculates your grade based on the weight of the assignments. Using the "What-If Grades" feature, you can see what your final course grade will be if you get a certain score on future assignments. I use a standard conversion from percent to letter grades (A=90-100%, B=80-89%, C=70-79%, etc.). Note: For final grades, UAB only uses A, B, C, D, F (no +/-).

Note Well: The default grade for any assignment is *not* an "A" or 100% with points taken away for errors. Rather, the default grade (if we must imagine one) is more like a "C" which is supposed to be the grade for average work meeting minimum expectations. Points are then taken off for doing worse than this or added for doing better.

Grade disputes: Ultimately, not everyone will receive the grade they wanted. But please note that I apply the usual standards in the discipline of Philosophy and I apply them fairly. That means I can't make a special exception for anyone (e.g. "I tried really hard" or "I need to get an A for a scholarship" or "I felt I did really well," etc.). Making special exceptions for some students but not others is unfair. I will amend grades only if I made a calculating error or inadvertently misapplied a standard. I will not change the grading standards or offer extra credit opportunities for only some students.

Extra credit: I rarely offer this, and when I do the opportunity is open to the entire class. I usually only offer extra credit for attending events relevant to our course, typically only for events organized by the Philosophy Department. Giving extra credit for events is tricky. Some students can't attend them because they have other obligations, and then they can't take advantage of the opportunity. It's a bit of a dilemma. It's good to encourage students to support events related to our class topics, but that unfortunately leaves some others out. So what I do is make sure the extra credit isn't especially hefty. That way, for those who can't make it, you're not missing out on an amazing opportunity to substantially improve your grade in our class. But it still provides a small incentive for students to attend who can make it.

3. STUDENT SUPPORT

CONTACTING ME

Email is the preferred method of contact for this course (I aim to respond within 24 hours on weekdays). Other ways to talk with me include: before or after class, during my regular office hours, by appointment to meet in person or chat via Skype. I encourage you to *communicate with me outside of class*. Talking to me about the material, especially in preparation for an upcoming assignment, is not just for those who fear failing the course; it's also for those who want to secure an "A" (or whatever your goal is).

INTERNET RESOURCES

The website for this class (and my personal website) have some links that may prove useful in the course. See also the *Library's Philosophy Guide*: <http://guides.library.uab.edu/phil>

WRITING SUPPORT

I'll be expecting you to do *college-level writing*. Your writing should be clear, organized, professional, and so on. Furthermore, writing in philosophy is often very different from writing in

other disciplines. Since philosophy requires the clear communication of often difficult and subtle ideas, weak writing renders high level performance impossible. If you have any questions, I encourage you to see UAB's Writing Center (which also provides online tutoring for distance students): <https://www.uab.edu/writingcenter/>

PHILOSOPHY CLUB

At UAB's Student Fellowship of Philosophy (Phil Club), all are welcome. You don't need to be a Philosophy major or minor to attend meetings, and your friends are welcome too. Meetings each semester are either weekly or biweekly and snacks (often pizza) are typically available. The Club usually either discusses a philosophical topic, watches a video, or organizes events. Early in the semester I'll announce the meeting schedule, but you can also see their Facebook group ("UAB Philosophy Club").

MENTAL AND PHYSICAL HEALTH

The Health and Wellness Center is located at 1714 9th Avenue South. Call (205) 934-3581 for an appointment. In addition to a wide array of health services, the center offers a strong, confidential counseling program free of charge to current UAB students. Psychiatric services are also available. Call (205) 934-5816 or stop by to schedule an appointment. Stress, anxiety, and depression are the leading issues handled by our professional counselors.

IF YOU FACE MAJOR DIFFICULTIES

If for any reason you are struggling—due to medical issues or otherwise—get in touch with me as soon as possible. I'm happy to work with you to find the best course of action and, if possible, to help you complete the course successfully. But you must get in touch as soon as you know there's a problem. Waiting until the last minute, for example, might mean we can't work anything out. I also recommend getting in touch with UAB's *Office of Student Advocacy, Rights, and Conduct* (<http://www.uab.edu/students/sarc/>).

DSS ACCESSIBILITY STATEMENT

If you're registered with Disability Support Services (DSS), let me know as soon as possible about requested accommodations. If you have a disability but haven't yet contacted DSS, please contact them as soon as possible (<https://www.uab.edu/students/disability/>). Accommodations are not retroactive. Students should obtain an accommodation letter from DSS at the *beginning* of each semester, get that letter to the instructor, and contact the instructor several days before the accommodation is required. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff.

TITLE IX STATEMENT

The University of Alabama at Birmingham is committed to providing an environment that is free from sexual misconduct, which includes gender-based assault, harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender expression. If you have experienced any of the aforementioned conduct we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit <http://www.uab.edu/titleix> for UAB's Title IX Policy, UAB's Equal Opportunity, AntiHarassment Policy and Duty to Report and Non-Retaliation Policy.

4. READINGS & MEDIA

INTRODUCTORY MEDIA

A notable feature of this course is that each module will be introduced through some media that is more digestible or accessible than a primary source article. For each module, students will watch, listen to, or read at least one:

- film (🎬), video (📺), podcast (🎧), or short story or news article (📖).

Students are required to read or watch the media in order to write about it in their graded discussion post that kicks off the module. (Note: Sometimes a media piece will be assigned along with a primary source article. Then the specific piece is required *in addition to* the article.)

Accessibility: All media should have an option for closed captioning or a transcript that students can read instead of watching or listening.

WHEN TO READ

Students are expected to *do the assigned reading*. I work hard to choose readings, while sometimes challenging, aren't too long or incomprehensible. I even edit many of the readings so that material irrelevant to us is omitted. For each reading or media piece, I also indicate how long it is (page numbers or minutes) so that you can plan ahead and budget enough time to read, watch, or listen.

You should aim to do the reading the day it's covered in the lecture—or at least around that time. The point is: *don't give up on the reading*. If you didn't get to it before we cover it in the relevant lecture, make sure you do it after. This is especially important because philosophy involves close examination of often fairly dense arguments. However, you aren't expected to have figured it all out before the relevant lecture. That's what we're going to try to do in class.

Mental Fatigue: Don't underestimate this. When reading, if you find that you can't process it, you may be getting mentally exhausted. Try putting the reading down and coming back to it later, even the next day. It's quite likely that you'll find it much easier after a break, especially after you're well rested (and nourished).

Pro Tip: I don't expect you to read the footnotes or endnotes of the articles before the articles are covered in lecture. Just have a quick read to get an overall sense of what the author's main ideas are.

Course Schedule/Calendar starts on the next page...

SCHEDULE/CALENDAR

Note: Subject to minor revision, but unlikely. Set to a Tues/Thurs. schedule.

pp. = pages (e.g. "pp. 2-3 only" = read pages 2-3 only; "20pp." = 20 pages in length)

WEEK	DATE	LECTURE #, TOPIC, & READING	TASK DUE
Module 1: Introduction: Arguments (If you like this module, try PHL 120: Practical Reasoning and PHL 220: Symbolic Logic.)			
#1	1/8	1a. Intro: Philosophy [Discussion 1] 📖 Course Syllabus 📺 "What is Philosophy?" UAB Dept. of Philosophy video [3 mins.] 📖 Sinnott-Armstrong, Walter (2013) "What is Philosophy?" [3 pp.]	Profile Pic Disc. 1
	1/10	1b. Intro: Arguments 📺 "Argument Clinic" (1976) Monty Python video skit [6 mins] 📖 Dowden, Brad (2011) "Claims, Issues, & Arguments" From <i>Logical Reasoning</i> [15 pp.]	Survey 1, Quiz 1
Module 2: Do We Have Free Will? (If you like this module, try PHL 402: Neuroethics.)			
#2	1/15	2a. Free Will: Intro [Discussion 2] 🎧 "Blame" (2013) Radiolab podcast from NPR [60 mins.]	Disc. 2
	1/17	2b. Free Will: Neuroscience 📖 Roskies, Adina (2006) "Neuroscientific Challenges to Free Will & Responsibility" <i>TRENDS in Cognitive Sciences</i> [10 pp.]	
#3	1/22	2c. Free Will: Compatibilism 📖 Frankfurt, Harry (1969) "Alternate Possibilities & Moral Responsibility." Excerpt from <i>Journal of Philosophy</i> [6 pp.]	
	1/24	2d. Free Will: Sanity 📖 Wolf, Susan (1987) "Sanity and the Metaphysics of Responsibility." Excerpt from <i>Responsibility, Character, and the Emotions</i> [11 pp.]	Quiz 2
Module 3: Can Machines Think? (If you like this module, try PHL 372: Minds & Machines and PHL 375: Philosophy of Mind.)			
#4	1/29	3a. Mind: Intro [Discussion 3] 📺 The Imitation Game (2014) directed by Morten Tyldum [115 mins.]	Disc. 3
	1/31	3b. Mind: Dualism 📖 Descartes, René (1641) "What Am I?" Excerpts from <i>The Meditations</i> . [6pp.] 📖 Princess Elisabeth of Bohemia (1643) "Correspondence with Descartes." Excerpts from earlymoderntexts.com [3pp.]	
#5	2/5	3c. Mind: Functionalism 📺 "The Turing Test: Can a Computer Pass for a Human?" TED-Ed w/Alex Gendler [5 mins.] 📖 Turing, Alan (1950) "Computing Machinery and Intelligence." Excerpts from the article published in <i>Mind</i> [10 pp.]	
	2/7	3d. Mind: Objections & Replies 📺 "The Chinese Room Experiment - The Hunt for AI" BBC video [4 mins.]	Quiz 3
Module 4: What's Right & Wrong? (If you like this module, try PHL 115: Contemporary Moral Issues; PHL 116: Bioethics; PHL 315: Ethics.)			
#6	2/12	4a. Ethics: Intro [Discussion 4] 📺 "The Greater Good" (2017) <i>Mind Field</i> on YouTube (S2Ep1) [34 mins.]	Disc. 4
	2/14	4b. Ethics: Poverty [With some discussion of the ancient Confucian idea of extending benevolence.] 📖 Singer, Peter (1999) "The Singer Solution to World Poverty." <i>NY Times</i> [5 pp.] 📺 Singer Interview (2009) <i>The Colbert Report</i> [6 mins.]	
#7	2/19	4c. Ethics: Disagreement 📖 McGrath, Sarah (2008) "Moral Disagreement and Moral Expertise." Sections 1-5 only of her paper in <i>Oxford Studies in Metaethics</i> Vol. 3 [13pp.]	
	2/21	Midterm Exam [Take on 2/20 or 2/21]	Midterm

Module 5: Can We Survive the Death of Our Bodies?			
(If you like this module, try PHL 240: History of Philosophy and PHL 408: Metaphysics.)			
#8	2/26	5a. Immortality: Intro [Discussion 5] 🎧 " Wishes of the Dead " (2017) <i>Hi-Phi Nation</i> podcast with Barry Lam [46 mins.]	Disc. 5
	2/28	5b. Immortality: Memory 📖 Locke, John (1694) "On Personal Identity" excerpt from <i>An Essay Concerning Human Understanding</i> [4 pp.] 📖 Reid, Thomas (1785) "Of Mr. Locke's Account of Our Personal Identity" excerpt from <i>Essays on the Intellectual Powers of Man</i> [4 pp.]	
#9	3/5	5c. Immortality: Survival [Includes discussion of Buddhist views of no-self.] 📺 " To Be " (2008) YouTube video short story [10 mins] 📖 Parfit, Derek (1995) "The Unimportance of Identity." Excerpt from <i>Identity</i> [15pp.]	
	3/7	5d. Catch Up + Philosophy Skills	Quiz 4
Spring Break: 3/11 – 3/15			
Module 6: Is There a God?			
(If you liked this module, try PHL 203: Philosophy of Religion and PHL 312: Philosophy of Biology.)			
#10	3/19	6a. God: Intro [Discussion 6] 📺 " Standing Up in the Milky Way " (2014) <i>Cosmos</i> Ep1 w/Neil deGrasse Tyson [40mins.]	Disc. 6
	3/21	6b. God: Belief & Reasons 📖 Pascal, Blaise (1670) "The Wager" Excerpt from <i>Pensées</i> [5pp.]	Peer Disc.
#11	3/26	6c. God: Argument For 📖 Paley, William (1802) "The Watch & the Watchmaker" From <i>Natural Theology</i> [6pp.]	
	3/28	6d. God: Argument Against 📖 Sinnott-Armstrong, W. (2004) "The Problem of Evil" Excerpts from <i>God?</i> [16pp.] (first 6 pages for the argument; final 10 pages for objections & replies)	Quiz 5
Module 7: How Do I Know I'm not Dreaming?			
(If you like this module, try PHL 270: Science, Knowledge, & Reality and PHL 405: Epistemology.)			
#12	4/2	7a. Knowledge: Intro [Discussion 7] 🎬 The Matrix (1999) directed by the Wachowskis [136 mins.]	Disc. 7
	4/4	7b. Knowledge: Skepticism [Includes some discussion of the Indian texts the <i>Nyāya Sūtras</i> .] 📖 Descartes, René (1641) "Within the Sphere of the Doubtful" Excerpts from <i>Meditations on First Philosophy</i> [6 pp.] 📖 Moore, G. E. (1959) "Certainty." Excerpts from his <i>Philosophical Papers</i> [4 pp.]	
#13	4/9	7c. Knowledge: Its Nature [Includes discussion of the ideas of the Indian philosopher Dharmottara.] 📖 Nagel, Jennifer (2014) "Knowledge." Excerpts from Chs. 1 & 4 <i>Knowledge: A Very Short Introduction</i> [8pp.]	
	4/11	7d. Knowledge: Fake News Optional: Rini, Regina (2018). " How to Fix Fake News ." <i>NY Times</i> , "The Stone." Rini, Regina (2017). "Fake News and Partisan Epistemology." <i>Kennedy Institute of Ethics Journal</i> [14 pp.]	Quiz 6
#14	4/16	Review for Final Exam	Survey 2
	4/18	Final Exam [Take on Wed. 4/17 or Thurs. 4/18, any time that day]	Eval Bonus
#15	Finals Week – Nothing for Our Class		