

Syllabus

INTRODUCTION TO PHILOSOPHY

PHL 100 | Summer 2023

“Education is the great engine of personal development.” – Nelson Mandela

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

OVERVIEW

Professor: Dr. Joshua May

Email: joshmay@uab.edu (preferred method of contact)

Website: www.joshdmay.com

Office: University Hall, Room 5010

Office Hours: By appointment

Course Website: uab.instructure.com

Section: QLA



Ever wondered if you have free will? If God exists? If a machine could possibly be conscious in the way you are? Whether you live in a computer simulation? Whether you can survive the death of your body in some form of after-life? In this course, students are introduced to some famous discussions of these questions within the discipline of philosophy. We do this by understanding and evaluating arguments in some of the major fields of philosophy: epistemology, metaphysics, ethics, and logic.

⚠ Some of these topics are sensitive and sacred to some students. Consider how comfortable you are evaluating reasons for and against the beliefs you have on these topics. I won't proselytize or try to get you to accept any particular answer to the questions we'll investigate.

Notable features of this course:

- There is **no textbook** to purchase. Readings are free PDF excerpts.
- Students will read, listen to, or watch **movies or podcasts** to introduce each topic.
- 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.
- **No prerequisites** (no prior philosophy courses are required to take this class).

COURSE LEARNING OBJECTIVES

- I. **Connect** philosophical ideas to real-world issues.
- II. **Identify** ideas and theories in metaphysics, epistemology, ethics, & logic.
- III. **Analyze** arguments into premises and conclusion.
- IV. **Explain** complex philosophical ideas and arguments in writing.



ASSIGNMENTS

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

	Weight	Details	Learning Objective
Engagement	15%	profile pic, survey, 7 discussion posts	Identify, Connect
Experiential Learning	15%	Peer Discussion outside of class (400 words)	Connect, Explain
Quizzes (x7)	20%	at the end of each module	Identify, Analyze
Midterm Exam	25%	25 multiple choice, 1 short essay	Identify, Analyze, Explain
Final Exam	25%	same as midterm & <i>not</i> cumulative	Identify, Analyze, Explain

REQUIRED TEXTS

No textbook purchase is 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. (Did I hear a hallelujah?)

TIME COMMITMENT

This is a course worth 3 credit hours. Since it's condensed down to 4 weeks, you should prepare to spend about **32 hours per week** on course activities (e.g., reading, watching videos, participating in discussions, and completing 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—or sing it to you, if you can make that work.

CONTENT COVERED

We will be discussing content mostly 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: The PowerPoint slides will be posted on the course website, but they will be rather *barebones*. You will likely want to supplement them with your own notes on the lectures.

Lecture Recordings: You will have access to about 20 screen capture recordings of me lecturing over the slides with a voice that no students have described as velvety. [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. Please do not post them on other websites, or otherwise share them with other people, without my permission.

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).

- *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. In addition to articulating what you disagree with, try to explain what you agree with or find interesting about a point someone else has made.
- *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*: Aspire to use proper grammar, spelling, and complete sentences. Avoid using all capitals. This signifies that YOU ARE YELLING. Avoid using abbreviations. Thx.

ASSESSMENT

ENGAGEMENT

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

- (a) Profile Picture [6 points] – an appropriate picture of yourself on Canvas.
- (b) Survey [10 pts.] – brief anonymous opinion polls about the class.
- (c) Discussion Posts [84 pts, 12 each] – corresponding to our 7 modules.

Discussion Groups: To make these discussions more manageable, you will be put into a group with just 5-10 students, and your discussion posts will only be among your same group throughout the course.

Rules/Guidelines for Posts:

- Your post should be about 250 words. Aim for about 7-10 sentences total, broken up into two paragraphs, one devoted to the second two elements of the rubric. A post receiving a passing score will usually be at least a paragraph but no more than two.
- You can either (a) answer the relevant question or (b) thoughtfully engage with a post someone has already made in the thread.
- Of course be courteous and respectful. These issues are sensitive and sometimes ignite passions, but this is a place for civil discussion.

EXPERIENTIAL LEARNING: PEER DISCUSSION

Philosophy isn't just about examining abstract arguments alone in your armchair. So we're also going to take steps to make this personal. You will be writing up a brief essay (about 400 words) of what I'm calling a "peer discussion."

The discussion: You'll find someone who hasn't taken this class (e.g., a friend, family member, roommate, co-worker, former president), and spend about 30 minutes discussing a philosophical issue covered in this class.

The essay: You'll explain which philosophical issue you discussed and some highlights of the discussion (e.g. How did your peer react? Any interesting questions/comments they made?). Finally, you'll connect your experience to at least one of Gottman's conversation poisons or antidotes.



QUIZZES

The quizzes, which will all be Canvas, are *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 (which is, incidentally, the same time it takes for a philosopher to answer a Yes or No question).

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 a baseline level of points (25 points). The 5 real questions are then worth 15 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 = 85% (instead of 80%); 2 incorrect answers = 70% (instead of 60%); 3 incorrect answers = 55% (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? By reading your daily horoscope. Or, even better, 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? You will see the correct answers after you submit your quiz. However, note that each student is randomly assigned a question from the quiz bank. So don't think you can get all of the answers from a friend who took the quiz earlier in the day. (Of course, you shouldn't be thinking about cheating at all!)

EXAMS

Format: Both the midterm and final exams will involve: (a) 25 multiple-choice questions and (b) 1 short essay. The midterm will cover the first half of the course while the final exam covers the second half (so it's *not* cumulative). Before the exams, you'll receive a *Study Guide* which lists all the possible 6-8 short essay questions, so you can prepare in advance. However, I randomly choose 2-3 essays to put on the exam and during the exam you will choose which one of those to answer. So you'll be answering "live" from memory (bluebook-style, although no bluebook is needed).

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. 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 out there for some future students to cheat off of or use to gain an unfair advantage over others. Kant told me this maxim can be universalized.

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://youtu.be/f-7b8obOQDE>), and make sure your computer meets the technology requirements (<https://www.proctoru.com/live-plus-resource-center>). 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.

Next, create a ProctorU account ASAP (<https://go.proctoru.com>). Soon you should also test your equipment (<https://test-it-out.proctoru.com/>). 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 their 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.

Follow Instructions: You must comply with all of ProctorU's instructions. This includes closing out the exam in Canvas *before* you disconnect with your proctor. That is, your proctor must see you close and sign out of the exam. If I get an "incident report" indicating you failed to follow instructions, I will *deduct 5 points off* from your exam and give your profile picture a menacing look for no less than 5 seconds.

LATE & MAKE-UP ASSIGNMENTS

Submit your assignments on time. Completing a college degree is partly about becoming a responsible adult. Contrary to popular opinion (well, my opinion at age 14 at least), holding a Bachelor's degree does not signal to others that you are "single and ready to mingle." It signals to others, including potential employers, that you're capable of being relied on to meet challenges and in a timely manner.

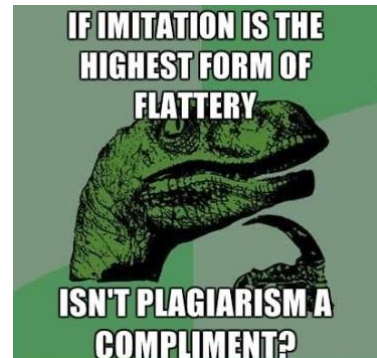
Assignments can be made up or submitted late without penalty only if you have *extenuating circumstances* (e.g. medical, military, sports, jury duty) that you can document. Make sure you let me know *as soon as such special circumstances arise*; otherwise I might not be able to work something out with 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? I'm glad you asked. No! It's both immoral and imprudent. *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*. (Since all written assignments in this class call for you to practice your own writing skills, it's also cheating to have another human or AI do your writing for you.) 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 Integrity 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.

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. And see [UAB's tutorial on plagiarism](#).

How is cheating detected? Wouldn't you like to know! A magician never reveals his tricks, but do know 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. Fairness, FTW!

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.). 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.

Rounding: I only round up according to the math---e.g., 89.5 rounds up to 90, while 89.4 doesn't. I do that in order to have a clear rational policy I can apply to everyone fairly.

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" or even "Live long and prosper"). 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.

STUDENT SUPPORT

CONTACTING ME

Email is the preferred method of contact for this course (I aim to respond within 24 hours on weekdays, 48 hours on weekends...). Other ways to talk with me include: before or after class (briefly), during my regular office hours, by appointment to meet in person or chat via Zoom. 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).

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). See also the [Library's Philosophy Guide](#).

PHILOSOPHY CLUB

All are welcome at [UAB's Student Fellowship of Philosophy](#) (Phil Club). You don't need to be a Philosophy major or minor to attend meetings, and your friends are welcome too (real or imaginary). 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 movie, or organizes events. Although there is a faculty advisor, the group is entirely student-run. If a little Googling makes it unclear who the current advisor and officers are, contact the Philosophy Department chair.

WELLNESS AND WELLBEING

Wellness isn't just about avoiding mental illness; it's about achieving overall wellbeing. I'm not a credentialed therapist, but I do have training in philosophy and neuroscience. For mental and brain health, I highly recommend the following rules. I wish I had appreciated them much earlier in life, not only to avoid mental unwellness but to promote overall wellbeing.



1. **Exercise** regularly, especially outdoors and ideally out in nature.
2. Get adequate **sleep**. If you feel sleepy during the day, you're probably not getting enough or consistent sleep. Ideally, go to bed and rise around the same time every day to set your body on a rhythm.
3. **Eat healthy** unprocessed foods that will rot if you leave them on the counter for days. I follow Michael Pollan's uncomplicated advice: *Eat (whole) foods, not too much, mostly plants*. This likely requires learning how to cook.

4. Improve your **habits of thought**, not just action. Read *Stoic and Buddhist philosophy* (even current popularizations of them). And study modern practices inspired by their time-honored wisdom, such as *meditation* and *cognitive behavioral therapy* (which you can learn without a therapist).
5. Find **healthy meaning and purpose** in your life outside of school and work. Philosophy and religion can fit the bill, but so can family, friends, hobbies, and helping others. (Note: Radicalism might be tempting here, but it's as healthy as a diet made up exclusively of alcohol and junk food.)
6. Be part of a **community** (better: communities), even if you're an introvert. Find your people, hang out with them *in person*, and make sure there's plenty of *humor* afoot. Laughter is the best medicine, not just for curing your woes but for keeping them at bay. (To that end, I hope you enjoy my ridiculously hokey illustration of these rules!)

Note: Community is often a linchpin for the other rules. A running club, hiking crew, or volunteering group provides meaning, community, and exercise, which promotes better sleep, which makes it easier to improve your habits (including eating healthy). Your brain finds this combo rewarding, and a positive feedback loop of reinforcement develops. Huzzah!

UAB also has resources at the **Health and Wellness Center** (1714 9th Avenue South), call for an appointment (205-934-3581). In addition to a wide array of health services, the center offers a confidential counseling program free of charge to current UAB students. Psychiatric services are also available (call 205-934-5816). Stress, anxiety, and depression are the leading issues handled by UAB's 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 Outreach](#).

Withdrawal: If you do not wish to complete this class (and the Add/Drop date has passed), you can withdraw. To explore that option, get in touch with the Registrar. If you withdraw early enough, you might avoid paying full tuition. See UAB's current Academic Calendar for withdrawal dates: <https://www.uab.edu/students/academics/academic-calendar>

Incomplete grade: If unforeseen and extenuating circumstances arise, but you still want to complete this course, an Incomplete (I) grade might be possible. This should be used only if there is reasonable certainty that the requirements will be completed during the following semester because, at the end of the next semester, the incomplete automatically changes to an F if it has not been replaced with a letter grade. If you are interested in this option, get in touch with me as soon as possible. Further details about incompletes: <https://catalog.uab.edu/graduate/academicprogress/>

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. 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

UAB 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, visit [UAB's Title IX Policy](#).

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 have 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.

Schedule appears on next pages...

SCHEDULE/CALENDAR

Note: Subject to minor revision, but unlikely.

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

WEEK	DATE	LECTURE TOPIC & READINGS	TASK DUE
Module 1: Introduction: Arguments (If you like this module, try PHL 120: Practical Reasoning and PHL 220: Symbolic Logic.)			
#1	5/8	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
	5/9	1b. Intro: Arguments 📺 Argument Clinic (1976) Monty Python video skit [6 mins] 📖 Dowden, Brad (2011) "Claims, Issues, & Arguments" <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.)			
	5/10	2a. Free Will: Intro [Discussion 2] 📻 Blame (2013) Radiolab podcast from NPR [60 mins.]	Disc. 2
		2b. Free Will: Neuroscience 📖 Roskies, Adina (2006) Neuroscientific Challenges to Free Will & Responsibility <i>TRENDS in Cognitive Sciences</i> [10 pp.]	
	5/11	2c. Free Will: Compatibilism 📖 Frankfurt, Harry (1969) Alternate Possibilities & Moral Responsibility. Excerpt from <i>Journal of Philosophy</i> [6 pp.]	
	5/12	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.)			
#2	5/15	3a. Mind: Intro [Discussion 3] 📺 The Imitation Game (2014) directed by Morten Tyldum [115 mins.]	Disc. 3
		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.]	
	5/16	3c. Mind: Functionalism 📺 Turing Test: Can a Computer Pass for a Human? TED-Ed w/A. Gendler [5 mins] 📖 Turing, Alan (1950) Computing Machinery and Intelligence. Excerpts from the article published in <i>Mind</i> [10 pp.]	
		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.)			
	5/17	4a. Ethics: Intro [Discussion 4] 📺 The Greater Good (2017) <i>Mind Field</i> on YouTube (S2Ep1) [34 mins.]	Disc. 4
		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.]	
	5/18	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.]	Quiz 4
	5/19	Midterm Exam [Schedule to take w/ProctorU anytime that day or the next]	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.)			
#3	5/22	5a. Immortality: Intro [Discussion 5] 🎧 Wishes of the Dead (2017) Hi-Phi Nation podcast with Barry Lam [46 mins.]	Disc. 5
		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.]	
	5/23	5c. Immortality: Survival [Includes discussion of Buddhist views of no-self.] 📖 To Be (2008) short story by John Weldon [10 mins] 📖 Parfit, Derek (1995) The Unimportance of Identity. Excerpt from <i>Identity</i> [15pp.]	
		5d. Interlude: Philosophical Conversation Skills 📖 Gottman Institute (2013) Conversation Poisons & Their Antidotes [7pp.]	Quiz 5
Module 6: Is There a God? (If you liked this module, try PHL 203: Philosophy of Religion and PHL 312: Philosophy of Biology.)			
	5/24	6a. God: Intro [Discussion 6] 📺 Standing Up in the Milky Way (2014) Cosmos Ep1 w/deGrasse Tyson [40mins.]	Disc. 6
		6b. God: Belief & Reasons 📖 Pascal, Blaise (1670) The Wager. Excerpt from <i>Pensées</i> [5pp.]	
	5/25	6c. God: Argument For 📖 Paley, William (1802) The Watch & the Watchmaker. <i>Natural Theology</i> [6pp.]	Peer Disc.
	5/26	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 6
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.)			
#4	5/30	7a. Knowledge: Intro [Discussion 7] 🎬 The Matrix (1999) directed by the Wachowskis [136 mins.]	Disc. 7
		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.]	
	5/31	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.]	
	6/1	7d. Knowledge: Fake News 📖 Rini, Regina (2017). Fake News and Partisan Epistemology. <i>Kennedy Institute of Ethics Journal</i> [14 pp.]	Quiz 7, Eval Bonus
	6/2	Final Exam [Schedule to take w/ProctorU anytime that day or the next]	Final

