

# PHI 2010 INTRODUCTION TO PHILOSOPHY

3.0 credits • State Core Gen Ed Humanities • 4000 words of WR Credit

Spring 2026      Class # 13814, 13815, 13816

For information on UF-wide academic policies regarding attendance, honesty, and other matters, as well as several academic and health and wellness resources, see <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

## I. Basic Information

### Instructor

Jan Maximilian ROBITZSCH  
Email: [jm.robitzsch@ufl.edu](mailto:jm.robitzsch@ufl.edu)  
Office: Griffin-Floyd Hall 307  
Phone: 352-273-1831  
Office Hours: Wednesdays 2-4 pm

### Teaching Assistant

Ashley Gasdow  
Email: [ashleygasdow@ufl.edu](mailto:ashleygasdow@ufl.edu)  
Office Hours: By Appointment

### Meetings

Everyone in the class meets together for a "lecture" session on Mondays and Wednesdays. Smaller groups meet in breakout/discussion/recitation sessions according to their distinct section on Friday, which sessions are led by the assigned teaching assistant:

Class #	Lecture Days	Breakout Days
13814	Period 6, 12:50-1:40 Florida Gym 070	Period 3, 9:35-10:25 Turlington Hall 2322
13815	Period 6, 12:50-1:40 Florida Gym 070	Period 5, 11:45-12:35 Matherly Hall 0107
13816	Period 6, 12:50-1:40 Florida Gym 070	Period 6, 12:50-1:40 Fine Arts B 0105

## Catalog Course Description

In this course, students will be introduced to the nature of philosophy, philosophical thinking, and major intellectual movements in the history of philosophy, including topics from the Western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge.

## Customized Description

After an initial discussion of what philosophy is, this course will turn to methods and techniques that are essential for understanding philosophical ideas. The main part of the course will then introduce

students to different subdisciplines of philosophy by dealing with select questions philosophers have grappled with. Examples include the following: What is morally right and wrong? How should we live our lives? (Ethics) How do we know that the external world exists? What is knowledge? (Epistemology) Does God exist? What makes it true that a person at one time is identical to a person at another time? (Metaphysics)

## **Course Materials**

This course will make use of selections from different philosophical texts, the precise references for which can be found on the syllabus.

These materials will be available for free through the UF library. Students will receive training in how to access the materials.

## **Materials Fee**

N/A

# **II. General Education & Course Objectives**

## **General Education and Writing Requirement credit**

This course is a State Core Humanities course in the UF General Education program. A minimum grade of C is required for general education credit.

This course also provides 4000 words of Writing Requirement (WR) credit. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Evaluation of the relevant writing assignments in this class will include feedback on grammar, punctuation, clarity, coherence, and organization. These assignments will be evaluated according to the criteria set out in the writing assessment rubric at the end of this syllabus.

Course grades have two components: one is the letter grade for the course as a whole, while the other is a grade of satisfactory/unsatisfactory indicating whether the student's relevant written work demonstrates fluency and the use of writing as a tool to facilitate thinking. To receive the WR credit a student must *both* earn at least a C for the first *and* a "Satisfactory" for the second grade. In this class, to earn a "Satisfactory" for the course, a student must receive an average (mean) grade of C on the three paper assignments.

For this course, the use of Strunk and White's *The Elements of Style* is recommended. Here is the link: <http://www.bartleby.com/141/>.

UF has a dedicated writing program with a "writing studio" that is intended to provide students with several resources for improving their writing, including style guides, access to tutors, and more. See <http://writing.ufl.edu/writing-studio/>.

Please note that what makes for a good paper in philosophy is not always the same thing as what makes for a good paper in other disciplines. If you get help from a tutor for written work in philosophy, you should be sure to provide the tutor with appropriate information about what is expected in philosophy. This could be a sample of a good philosophy paper, a guide for writing in philosophy, or other resources that might be made available to you in this class.

*A note on citation.* Any time you quote someone or some text you must provide a reference for that quotation, including page numbers. There are several different, equally acceptable ways of providing reference information. A good general resource is a page on citation made available by the UF libraries: <https://guides.uflib.ufl.edu/libraryresearch/citingsources>. While any of the main citation styles is acceptable, Chicago Style is the one that is most common in Philosophy and so the style recommended in this course.

## Humanities Objectives

As spelled out at <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>, every General Education Humanities course includes the following objectives:

Humanities courses must afford students the ability to think critically through the mastery of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the relevant factors that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

## PHI2010 Objectives

An Introduction to Philosophy course incorporates the following objectives:

- Students will be introduced to a range of philosophical issues drawn from a variety of different areas of philosophy.
- Students will practice reading philosophical works from these multiple areas and identifying key argumentative claims and questions therein.
- Students will gain skills in reconstructing arguments and evaluating them for cogency using a common toolkit of assessment techniques.

## Student Learning Outcomes

A "Student Learning Outcome" is something students who successfully complete a course should be able to do as a result. General education courses in Humanities must incorporate Student Learning Outcomes as specified at <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>. For Humanities, these are described as follows:

- *Content.* Identify, describe, and explain the history, underlying theory and methodologies used.
- *Critical Thinking.* Identify and analyze the relevant factors that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
- *Communication.* Communicate knowledge, thoughts and reasoning clearly and effectively.

As PHI2010 is a *State Core* General Education course, there are some specific learning outcomes mandated for all versions of PHI2010 across the state. (See <https://undergrad.aa.ufl.edu/general-education/administration/audit-information/>.) They are officially described as follows:

- Students will demonstrate an understanding of classical western philosophical views.

- Students will develop critical thinking skills.
- Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

In this class, success in achieving the relevant SLOs is assessed by coursework as indicated below.

- Success with *content* SLOs is assessed through reading posts, exit tickets, class participation, papers 1-3, and final exam.
- Success with *critical thinking* SLOs is assessed through reading posts, class participation, library assignment, argument exam, and papers 1-3.
- Success with *communication* SLOs is assessed through reading posts, class participation, papers 1-3, and final exam.

### III. Grade Determination and Policies

#### Grade Determination

Your course grade is determined by the following factors:

Reading Posts	50 points	5%
Exit Tickets	45 points	4.5%
Class Participation	45 points	4.5%
Library Assignment	10 points	1%
Argument Exam	100 points	10%
Paper #1	150 points	15%
Paper #2	200 points	20%
Paper #3	200 points	20%
Final Exam	200 points	20%

#### Grading Scale

In this class, we will use the following grade scale:

Grade Scale	Grade Value
93-100=A	A=4.0
90-92=A-	A-=3.67
87-89=B+	B+=3.33
83-86=B	B=3.00
80-82=B-	B-=2.67
77-79=C+	C+=2.33
73-76=C	C=2.00
70-72=C-	C-=1.67
67-69=D+	D+=1.33
63-66=D	D=1.00
60-62=D-	D-=0.67
0-59=E	E=0.00

NB that non-whole numbers will be rounded down: for instance, a 92.9 is counted as a 92 (= A-), not a 93 (=A).

## IV. Assignments and Expectations

### General expectations

As a student in this class, you are expected to

- be familiar with all policies and requirements as set out in the course syllabus;
- attend and participate in all class sessions (unless excused for a legitimate reason);
- be aware of all deadlines throughout the semester;
- stay informed by keeping up with all announcements made in class and via Canvas;
- keep up with reading assignments and hand in work on time;
- maintain academic integrity in all of your work—or risk failing the entire course;
- be respectful of your classmates, even when engaged in lively critical dialogue with them;
- inform the instructor promptly of any emergencies or problems that will affect your ability to do what is needed in the course, ask questions, and seek help when you need it.

### Assignments

#### Reading Posts

Each week, every student is required to post a short reflection on the readings to be discussed in class. These reflections have the following function:

- (1) They help students engage with the philosophical texts to be examined in lecture and break-out sessions.
- (2) They give students an opportunity to practice writing in a low-pressure environment.
- (3) They give the instructor and teaching assistants feedback on what students thought was interesting about a particular reading.
- (4) They allow the instructor and teaching assistant to give students individual feedback on their philosophical ideas and questions.

These posts can be short (around 100 words), but should nevertheless substantially engage with the philosophical ideas of the assigned readings. They could:

- ask for clarification in regard to certain ideas, arguments, or concepts in the reading,
- comment on ideas, arguments, or concepts in the reading,
- raise an objection against an idea or argument in the reading,
- draw comparisons between ideas in the reading and ideas in other readings (from class or that students encountered in a different context),
- draw connections between the reading and some contemporary phenomenon, etc.

**Reading posts start in week 5. Posts for most weeks have to be submitted by Monday at 9 am via Canvas.** Exceptions to this are weeks 5, 11, 13 (where the reading post is due Wednesday at 9 am) and week 8 (where two reading posts are due: one on Monday at 9 am and one on Wednesday at 9 am). **Late reading posts submitted by Wednesday (i.e. Friday for reading posts due on Wednesday) 12:50 pm of the same week will receive partial credit. Reading posts submitted after Wednesday (i.e. Friday for reading posts due on Wednesday) 12:50 pm will not receive credit. Exception: if the student's absence from class is excused, their late work will be accepted without penalty.** (See also the section "Attendance and Make-Up Policies" below.)

Posts will be graded for content and completion, with emphasis on the latter. Students are not expected to master a reading, but to show that they substantially engaged with it before coming to class. However, **mere summaries of the reading in a reading post will not receive credit, nor will**

**posts that are very short or do not engage substantially or obviously with the week's reading.** There are 10 opportunities to complete reading posts this semester.

Sample reading posts can be found on Canvas.

#### Exit Tickets

Students will complete a short summary ('exit ticket') of the week's lectures at the end of class on select class days. The main purpose of these exit tickets is to give the instructor feedback on his teaching and help the teaching assistant structure discussions in sections. Accordingly, these summaries will be primarily graded on completion. There will be 9 opportunities to complete exit tickets. Exit tickets cannot be made up. However, if a student's absence is excused, the student will receive automatic credit for the exit ticket.

#### Participation

Every student's participation and engagement in lecture and break-out sessions will be evaluated qualitatively and quantitatively. See also the participation rubric below. Students will be informed how they are doing in the course of the semester.

#### Library Assignment

The library assignment will test the student's ability to use library resources after having received training through a librarian from Smathers Library. The assignment will take the form of an online quiz that students should complete by February 6.

#### Argument Exam

The argument exam will ask students to analyze short texts and write out arguments contained therein in premise-conclusion form. Details on how to complete this exam successfully will be discussed in the first weeks of the semester.

#### Papers

The papers will invite students to more deeply engage with the thinkers and ideas discussed in the course. The instructor will post the topic(s) about two weeks before the due date. A writing assignment rubric is found at the end of the syllabus. The first paper (1000 words) will be due on Friday, February 20 at 5 pm; the second paper (1500 words) will be due on March 23 at 5 pm; and the third paper (1500 words) will be due on Friday, April 22 at 5 pm.

#### Final Exam

The final exam will comprehensively cover the content of the course. It will take place on **Wednesday, April 22, during class time, in Florida Gym 070**. It is not possible to take the final exam early. At the end of the semester, the instructor will provide more detailed information on the exact format and topics that will be covered on the exam. However, students may wish to refer to last semester's study guide (posted under "final exam" on Canvas) to get an early impression of the format and possible topics.

## **V. Class Policies**

### **Attendance and Make-Up Policies**

For UF-wide policies on attendance, see the general policy link at <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>. *This section spells out attendance policies specific to this course.* In this class, attendance is expected at every class session, that is, both lectures and breakout/discussion sessions. Taking an active role in class is crucial to success and students cannot take an active role when they are absent. Of course, it can happen that a students become ill or have another good reason to miss class. **If you are ill, please stay home and call your primary health care provider or the UF Student Health Care Center at 352-392-1161 to be evaluated.**

If students miss a class, it is their responsibility to inform the instructor of their absence as soon as is feasible via email or Canvas message and, insofar as this is possible, provide documentation for the absence. UF policy provides a list of kinds of absences that must be counted as excused. In addition, **every student is granted three (3) "personal days," that is, days, on which the student may miss class and that will be automatically excused without providing further documentation. In order to take a personal day, students have to contact the instructor as soon as it is feasible via email or Canvas and inform him that they are taking a personal day.**

If due to an excused absence you are unable to complete an assignment or exam, students should reach out to the instructor as soon as possible to make arrangements to make up the assignment or exam.

**Each unexcused absence will incur a ten (10) grade point penalty.**

## Electronic Devices

The use of electronic devices such as smart phones, tablets, and laptops is not allowed in lectures or during break-out sessions unless a specific class activity requires it or there is an emergency. The first infringement will result in a warning, subsequent infringements will each result in a ten (10) point grade penalty.

## Academic Honesty

For UF-wide policies on academic honesty, see the general policy link at <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>. *This section spells out academic honesty policies specific to this course.* If you have any questions or concerns about the policies spelled out here, please consult with the instructor or TAs in this class. Students are responsible for knowing that these behaviors are prohibited.

*Collaboration.* Collaboration with others (including people not students in this class) is prohibited unless explicitly allowed in the directions for a particular assignment.

*Use of artificial intelligence.* The use of ChatGPT or other large language models to complete any course assignment is prohibited.

*Consequences of academic dishonesty.* Any incident of academic dishonesty is reported to the Student Conduct & Conflict Resolution committee (see <https://sccr.dso.ufl.edu/>), which may impose sanctions up to and including expulsion from the university. In this course, there is a zero-tolerance policy for academic dishonesty. **Should a student be found responsible of academic dishonesty via SCCR process, the instructor will advocate that the student receive a failing grade in the course as a whole in addition to any sanctions that SCCR may impose.**

## VI. Course Schedule

The schedule below provides information on topics, readings, and due dates for assignments. It is possible the schedule may need to be adjusted to accommodate disruptions or student needs; any such changes will be announced both in class and on Canvas.

NB that reading posts for the week are due Mondays at 9 am in weeks when readings have to be completed. The exception to this are weeks 5, 8, 11, and 13. In week 5, 11, and 13, the reading post is due on Wednesday; in week 8, there are reading posts due on Monday and Wednesday). Worksheets on arguments should be completed prior to the break-out sessions.

Week	Date	Topics	Assignments
1	M 1/12	<b>What is philosophy?</b> This lecture presents answers to the question "What is philosophy?" that Plato, Deleuze and Guattari, Zizek, Russell, and Hadot have given and introduces students to the different subdisciplines of philosophy (e.g. logic, metaphysics, epistemology, ethics, etc.) and the exemplary questions these subdisciplines tackle.	
	M 1/14	Course Logistics	
	F 1/16	Discussion: What is Philosophy?	
2	M 1/19	Martin Luther King Jr. Day (no class)	
	W 1/21	<b>What is an Argument?</b> The first subdiscipline of philosophy the course will introduce students to is logic (with an emphasis on the informal analysis of arguments). The topic of this lecture is how to define an argument in philosophy, to examine different types of arguments, and to learn how to reconstruct arguments in premise-conclusion form. Different examples from philosophical and non-philosophical texts will be used.	
	F 1/23	Discussion of the worksheet "Argument Exercises I"	• Worksheet "Argument Exercises I" (1 page)
3	M 1/26	<b>What Is An Argument?</b> (continued)	
	W 1/28	<b>How Can Arguments Be Evaluated?</b> This lecture turns to the topic of how to evaluate inductive and deductive arguments (focusing on the latter).	
	F 1/30	Discussion of the worksheet "Argument Exercises II"	• Worksheet "Argument Exercises II" (1 page)
4	M 2/2	<b>Definitions and Techniques</b> This lecture has two parts. Part 1 deals with different ways of giving a definition. Part 2 introduces students to techniques for understanding difficult (philosophical) texts.	
	W 2/4	<b>How to Use the Library</b> During this class, a librarian from Smathers Library will explain how to access course resources through the UF library.	

	F 2/6	How To Write Philosophy Papers The break-out group sessions will explain how to write a good (philosophy) paper: what to do and what to avoid.	Library assignment
5	M 2/9	<b>Argument Exam</b>	
	W 2/11	<b>How Can We Know that the External World Exists?</b> By examining the writings of Descartes, this lecture examines the challenge of a skeptic that we cannot know anything about the world around us. It also discusses Descartes' reply to the skeptic.	<ul style="list-style-type: none"> <li>• Descartes, René. <i>Meditations on First Philosophy: With Selections Objections from the Objections and Replies</i>. Cambridge: Cambridge University Press. PP. 22-47. (= First and Second Meditation; note that this is a bilingual edition)</li> </ul>
	F 2/13	Discussion of Descartes' skepticism	
6	M 2/16	<b>How Can We Know that the External World Exists?</b> This lecture continues the previous week's discussion by looking at the replies that two 20 <sup>th</sup> century philosophers have given to the skeptic's challenge, namely, those of G.E. Moore and H. Putnam.	<ul style="list-style-type: none"> <li>• Moore, G.E. "Proof of an External World." In Moore, G.E., ed. <i>Philosophical Papers</i>, 127-150. London: Routledge.</li> <li>• Putnam, H. <i>Reasons, Truth and History</i>. New York: Cambridge University Press, 1981. 1-21.</li> </ul>
	W 2/18	<b>Does God Exist?</b> The third subdiscipline that will be discussed in this course is metaphysics, the part of philosophy that deals with first principles and what exists. The topic of this lecture is arguments for the existence of God. This lecture introduces students to the so-called ontological argument; Monday's lecture is about the cosmological and teleological arguments.	<ul style="list-style-type: none"> <li>• Hymans, A. et al., <i>Philosophy in the Middle Ages: The Christian, Islamic, and Jewish Traditions</i>. Indianapolis/Cambridge: Hackett, 2010. 161-164.</li> </ul>
	F 2/20	Discussion of the skepticism and/or the ontological argument	<b>Paper #1 due</b>
7	M 2/23	<b>Does God Exist?</b> (continued)	<ul style="list-style-type: none"> <li>• Hymans, A. et al., <i>Philosophy in the Middle Ages: The Christian, Islamic, and Jewish Traditions</i>. Indianapolis/Cambridge: Hackett, 2010. 468-470.</li> </ul>
	W 2/25	<b>Should We Believe in God? Do Miracles Exist?</b> The focus of this lecture is on reasons to believe in God, as laid out by B. Pascal, as well as D. Hume's discussion of miracles.	<ul style="list-style-type: none"> <li>• Kegan Paul, C., ed. <i>The Thoughts of Blaise Pascal</i>. London: George Bell and Sons, 1905. 95-99. (Starting at "Infinite, nothing.")</li> </ul>

			<ul style="list-style-type: none"> <li>• Hume, D. "Of Miracles" In Hume, D. <i>Enquiry Concerning Human Understanding, and Selections From: A Treatise of Human Nature</i>, edited by Adam Smith. Chicago: Open Court. 114-138.</li> </ul>
	F 2/27	Discussion of the arguments for the existence of God.	
8	T 3/2	<b>What Makes Me Identical to My Past Self?</b> This lecture introduces students to the problem of personal identity, that is, of trying to identify a criterion that guarantees that someone or something is identical to themselves over time, by analyzing different thought experiments.	<ul style="list-style-type: none"> <li>• McMahon, J. <i>The Ethics of Killing: Problems at the Margins of Life</i>. Oxford: Oxford University Press, 2002. 23, 56-58.</li> </ul>
	R 3/4	<b>Philosophy and Film</b> Often movies or other media explore philosophical topics. This lecture introduces students to philosophical approaches to film and examines the 2019 movie <i>The Farewell</i> .	<ul style="list-style-type: none"> <li>• <i>The Farewell</i>, dir. Lulu Wang, 2019, 100 minutes</li> </ul>
	F 3/6	Visit to the Harn Museum	
9	M 3/9	<b>What is Art?</b> The last subdiscipline of philosophy to be examined in the course is aesthetics, that is, philosophy of art. This lecture presents different views on how it can be defined that philosophers have advanced.	<ul style="list-style-type: none"> <li>• Cooper, J., ed. <i>Plato: Complete Works</i>. Indianapolis and Cambridge: Hackett, 1997. 1199-1202.</li> <li>• Tolstoy, L. <i>What is Art?</i> London: Oxford University Press, 1930. 171-173, 275-277.</li> <li>• Weitz, M. "The Role of Theory in Aesthetics." <i>The Journal of Aesthetics and Art Criticism</i> 16, no. 1 (1956): 27-35.</li> <li>• Dickie, G. "Defining Art." <i>American Philosophical Quarterly</i> 6, no. 3 (1969): 253-256.</li> </ul>
	W 3/11	<b>Is Morality Relative?</b> The fourth subdiscipline of philosophy considered in this course is ethics. This lecture begins with a general introduction to the discipline and then examines arguments for and against the claim that there is more than one morality.	<ul style="list-style-type: none"> <li>• Wong, D. "More Than One True Morality." In Sosis, C., ed. <i>Too Weird to Believe, Too Plausible to Deny: Mind-Blowing Philosophical Ideas</i>. New York and London: Routledge, 2026. 133-142.</li> </ul>

			<ul style="list-style-type: none"> <li>• Rachels, J. <i>The Elements of Moral Philosophy</i>. New York: McGraw-Hill, 2012. 14-31.</li> </ul>
	F 3/13	Discussion of art/ of the claim of whether there is one morality	
10	M 3/23	<b>Which Actions Are Morally Right?</b> This week's lectures deal with the three main theories of normative ethics. This lecture introduces students to utilitarianism. It states that actions are right insofar as they produce the most beneficial consequences.	<ul style="list-style-type: none"> <li>• Mill, J.S. <i>Utilitarianism</i>. Indianapolis: Hackett, 2001. 6-12, 22-25, 35-40.</li> </ul>
	W 3/25	<b>Which Actions Are Morally Right?</b> This lecture continues the discussion of the three main theories of normative ethics by introducing students to the second main theory: deontology or Kantian ethics. It states that an action is right insofar as the action conforms with duty.	<ul style="list-style-type: none"> <li>• Kant, I. <i>Groundwork of the Metaphysics of Morals</i>, edited and translated by M. Gregor and J. Timmermann. Cambridge: Cambridge University Press, 2012. 15-39 (=section 1) and 71-77 (section 2 from "Since the universality of the law..." to "wrenched from us"). (Note that this is a bilingual edition.)</li> </ul>
	F 3/27	Discussion of utilitarianism	<b>Paper # 2 due</b>
11	M 3/30	<b>Which Actions Are Morally Right?</b> This lecture continues the discussion of deontology.	
	W 4/1	<b>How Should I Live My Life?</b> The topic of this week's lectures is the third and last theory of normative ethics: virtue ethics. In contrast to other theories of normative ethics, virtue ethics focuses on character rather than action and on the question of how we ought to live our lives.	<ul style="list-style-type: none"> <li>• Aristotle. <i>Nicomachean Ethics</i>. Edited by Roger Crisp. New York: Cambridge University Press, 2000. 1-7 and 10-36.</li> </ul>
	F 4/3	Discussion of Kantian ethics	
12	M 4/6	<b>How Should I Live My Life?</b> This lecture continues the discussion of utilitarianism.	<ul style="list-style-type: none"> <li>• Hursthouse, R. "Normative Virtue Ethics." In <i>How Should One Live? Essays on the Virtues</i>, edited by R. Crisp, Oxford: Oxford University Press, 1998. 19-36.</li> </ul>
	W 4/8	<b>What is a just distribution of goods in society?</b> The penultimate subdiscipline of philosophy considered in this course is political philosophy. This week, the focus is on Rawls' theory of justice. This lecture gives a general outline of	<ul style="list-style-type: none"> <li>• Rawls, J. <i>A Theory of Justice</i>. Cambridge: Belknap Press, 1971. 11-15, 60-65, 100-108, 136-142, and 150-161</li> </ul>

		Rawls' theory and explains the veil of ignorance thought experiment.	(= chapters 3, 11, 17, 24, and 26).
	F 4/10	Discussion of virtue ethics	
13	M 4/13	<b>What is a just distribution of goods in society?</b> This lecture continues the discussion of Rawls' theory of justice, focusing on the maximin principle as well as the two principles of justice Rawls proposes.	
	W 4/15	<b>What is a just distribution of goods in society?</b> Nozick offered a theory of justice meant to challenge Rawls'. This lecture focuses on his so-called entitlement theory.	• Nozick, R. <i>Anarchy, State and Utopia</i> . Cambridge: Blackwell, 1974. 149-164.
	F 4/17	Discussion of Rawls' and Nozick's views on the state and distributive justice.	<b>Paper #3 due</b>
14	M 4/20	Review	
	W 4/22	<b>Final Exam</b>	

## Appendix I: Writing Assessment Rubric

Criteria	5	4	3	2	1
Introduction and Thesis	Engaging introduction with the necessary context, sharply focused, insightful thesis well-aligned with goal of the assignment.	Clear introduction, but could be developed. There is thesis statement, but this statement lacks nuance.	Functional introduction. Thesis statement is vague or missing altogether.	Unclear or ineffective introduction without a thesis statement.	There is no introduction or thesis statement.
Organization and Structure	Exemplary organization, logical, clear structure enhancing readability and coherent idea development.	Well-organized with a clear structure; minor issues do not hinder the flow or coherence.	Organization evident but flawed; disjointed sections or lack of transitions.	Poor organization, difficult to follow sections, lacking logical progression, impacting clarity.	Structure chaotic or non-existent, severely obstructing readability and understanding.
Clarity of the Argument	Logical argument promoting easy comprehension and engagement throughout the essay.	Generally clear argument, minor ambiguities not significantly affecting the overall point.	Periodically unclear or confusing argument, weakening understanding of main points.	Argument lacks clear direction and clarity, often confusing or obscuring main points.	Argument incoherent or poorly articulated, fails to convey a meaningful point.
Analysis and Strength of Argument	Deep, insightful analysis, logically sound, and compelling, clearly strengthening overall argument.	Solid analysis; persuasive but might lack depth or support.	Superficial/generic analysis; not completely persuasive, lacking depth and support.	Minimal/ flawed analysis; weak, poorly formulated or largely unpersuasive argument with little support.	No meaningful analysis; unfounded or absent argument.
Accuracy	All factual claims are correct.	There are some minor factual errors.	There are several inaccuracies.	There are significant errors that distort the interpretation that is given.	The paper is completely off in its claims.
References	High-quality, relevant references effectively integrated, substantially strengthening claims.	Adequate references; additional references would enhance claims.	Minimal references present, but not enough to back up claims; some references may be inaccurate.	No references for claims provided.	False or dubious references used to back up claims.
Grammar, Spelling, and Punctuation	Free from grammar, spelling, and punctuation errors, meticulous attention to detail and proofreading.	Minor errors in grammar, spelling, and punctuation not distracting from readability.	Noticeable errors in grammar, spelling, and punctuation, affecting readability/ professionalism.	Frequent errors disrupting readability, lack of proofreading evident.	Severe, pervasive grammatical, spelling, and punctuation errors, impairing comprehension.

## Appendix II: Participation Rubric

In determining participation engagement (quantity) and quality are taken into account. Each factor is rated as either good, adequate, or inadequate.

Criteria	Good	Adequate	Inadequate
Engagement	Highly engaged in lectures and breakout sessions, actively participating in small group tasks.	Clearly present in lectures and breakout sessions.	Not clearly present in lectures and breakout sessions.
Organization and Structure	Contributions reflect substantial and mostly accurate understanding of material.	Contributions reflect substantial if not always accurate understanding of material.	Contributions do not reflect any substantial understanding of material.

The participation grade is then determined as follows:

A = Good quality and good engagement

B = Good quality and adequate engagement or good engagement and adequate quality

C = Adequate quality and adequate engagement

D = Adequate quality or adequate engagement

E = Neither adequate quality nor adequate engagement