Philosophy 1: Introduction to Philosophy

Winter Quarter 2018. UCSD.
Time: MW 5:00-6:20
Room: HSS 1128A
Instructor: Rick Grush (**r s grush at-symbol g mail com** -- http://mind.ucsd.edu)
Office Hours: Friday 1:30-3:30 at the Loft (Zanzibar) in the Price Center. Note that sometimes Zanzibar closes early for special events. If that happens, I'll either move to the outside patio or to Perks in the bookstore.

Some of this is still under construction, but what is here should be fairly accurate

Short Description

This class will provide to students an introduction to what philosophy is all about, and what it means to do philosophy. The class is divided into three units. The topics for each unit have been chosen with an eye to questions that students with no philosophical background are likely to find most interesting. Short descriptions of each are below. There will be frequent (easy) in class quizzes on the readings, and each unit will end with an in-class exam consisting of multiple choice questions and two essays. There is no separate cumulative final exam or final project.

Part 1: Does God exist?

Though they are no longer at the center of philosophical concern, attempted proofs for the existence of God have been discussed by philosophers at least since Anselm (1033-1109), and through the 18th Century. And even now they remain a topic of interest, though only by a small minority of professional philosophers. We will look at three 'proofs' for God's existence, and one 'proof' against. The *cosmological* argument attempts to establish that there must be some being which caused the physical universe to exist, this being itself being an uncaused cause. The *teleological* argument or argument from design argues that the order and complexity of the universe can only be explained on the assumption of an intelligent designer. And the *ontological* argument attempts to prove that a supremely perfect being must exist, since the assumption that such a being does not exist leads to a contradiction. The one proof against the existence of God is the argument from evil. The idea is that if any being that was all good, all knowing, and all powerful existed, then there shouldn't be anything bad in the universe. But there is bad stuff in the universe, therefore there cannot be any being with those characteristics. We will examine each of these arguments in some detail.

Part 2: Topics in Biomedical Ethics

Biomedical ethics is a broad field concerned with ethical issues raised by health care and medical science. Of the many dozens of topics, we will explore only a few. First, the issue of the limits of doctor patient confidentiality. Second, the distribution of scarce medical resources. Third, the ethics of human subjects research. And finally the issue of euthanasia.

Part 3: Personal Identity

It is not uncommon for people to feel as though they are not the same person they were in their childhood, or that someone is 'not herself' when under the influence of drugs, alcohol, or even a neurological disorder. Such loose metaphors aside, it is often important to answer questions such as 'Are A and B the same person?', and this is what personal identity is about. In legal contexts it may be important to know if a will made out by someone in 1990 should be superseded by the wishes of a patient in a hospital bed who is suffering from severe dementia -- is that the *same person*, who has authority to change the will, or is this a different person in some sense relevant to having authority over the content of the will? Science fiction presents us with many cases, some of which my one day be science fact, where personal identity is an issue. Do the transporters on Star Trek move a person from one location to another, or do they destroy a person at the first location and create a duplicate, (with the full set of fake memories, of course) at the new location? Would it be possible to become immortal by having the synapses in your brain replaced by (or moved to) silicon relays in an undying machine, or would this simply result in your death and the creation of a new being that was under the delusion that it had once been implemented in a biological brain?

Schedule and Readings

All readings for Part 1, Sessions 1-7, are on a PDF HERE.

Session 01 (Jan 8): Introduction, Argument from Design

Readings
Aquinas: 'Five Ways' The *FIFTH* Way (p. 3)
Paley: Natural Theology (pp. 4-9)

Session 02 (Jan 10): Argument from Design (continued)

   Quiz #1 (on all readings listed under Sessions 01 and 02)
   Readings
   Paley: *Natural Theology* (continued) (pp. 4-9)
   Hume: *Dialogues Concerning Natural Religion* Parts I-VIII, (pp. 10-41)
        NOTE: The important stuff in Hume starts at around paragraph [31],
              p. 18, but read the stuff before that sets the tone.

Session 03 (Jan 17): Cosmological Argument

   Quiz #2 (on all readings listed under Session 03)
   Readings
   Aquinas: 'Five Ways' The *FIRST* and *SECOND* Ways (p. 2)
   Hume: Dialogues Concerning Natural Religion Part IX (pp. 41-43)
   Taylor: The cosmological argument: a defense. (pp. 70-76)
   Edwards: A critique of the cosmological argument. (pp. 77-84)

Session 04 (Jan 22): Ontological Argument

   Quiz #3 (on all readings listed under Session 04)
   Reading
   Anselm: Proslogion (p. 85)
   Guanilo: On behalf of the fool. (p. 86)
   Plantinga: The Ontological Argument (pp. 87-100)

Session 05 (Jan 24): The Problem of Evil

   Quiz #4 (on all readings listed under Session 05)
   Readings
   Hume: Dialogues Concerning Natural Religion Parts X and XI (pp. 43-55)
   Swinburne: The problem of evil (pp. 108-118)
   Phillips: The problem of evil: A critique of Swinburne (pp. 119-124)

Session 06 (Jan 29): TBD

   Quiz #5 (on all readings listed under Session 06, once they are determined)
   Readings TBD, *but possibly*:
   Swinburne: Argument from Design
   We'll only read the Swinburne argument from design
   ~~Hick: Evil and Soul-Making~~

~~Madden and Hare: A critique of Hick's Theodicy~~

Session 07 (Jan 31): **Exam 1**

All readings for Part 2, Sessions 8-12, are on a PDF HERE

Session 8 (Feb 5):
       Quiz #6 (on all readings listed under Session 8)
       Readings
       Intro to basic ethical orientations (pp. 2-7)
       Tarasoff v UC Regents, Tobriner (pp. 8-12)
       Tarasoff v UC Regents, Clark (pp. 13-15)

Session 9 (Feb 7):
       Quiz #7 (on all readings listed under Session 9)
       Readings
       Should alcoholics compete equally…? (pp. 16-22)
       Alcoholics and liver transplantation (pp. 23-28)

Session 10 (Feb 12):
       Quiz #8 (on all readings listed under Session 10)
       Readings
       The Tuskegee Syphilis Study (pp. 29-42)
       The Nuremberg Code (p. 43)
       London: Children and "minimal risk" research:
            The Kennedy-Krieger lead paint study (pp. 44-48)

Session 11 (Feb 14):
       Quiz #9 (on all readings listed under Session 11)
       Readings
       Anderson: Genetics and Human Malleability (pp. 48-52)
       Glover: Questions About Some Uses of Genetic Engineering (pp. 53-66)

Session 12 (Feb 21):
       Quiz #10 (on all readings listed under Session 12)
       Readings
       Rachels: Active and Passive Euthanasia (pp. 67-71)
       Beauchamp: A Reply to Rachels on Active and Passive Euthanasia (pp. 72-80)

Session 13 (Feb 26): **Exam 2** (Q10)

All readings for Part 3, Sessions 14-17, are on a PDF HERE

Session 14 (Feb 28):

    Quiz #11 (on all readings listed under Session 14)
    Readings
    Descartes, Rene, Meditations on First Philosophy,
        Meditations 1 and 2 (pp. 2-9)
    Locke, John, Essay Concerning Human Understanding
        Book II, Chapter 17 (pp. 10-17)

Session 15 (March 5):

    Quiz #12 (on all readings listed under Session 15)
    Readings
    Sperry, RW
        Hemisphere disconnection and unity in conscious awareness (pp. 18-31)
    Dennett, Daniel, The self as a center of narrative gravity (pp. 32-40)

Session 16 (March 7):

    Quiz #13 (on all readings listed under Session 16)
    Readings
    Williams, Bernard, 'The self and the future' (pp. 41-51)

Session 17 (March 12):

    Quiz #14 (on all readings listed under Session 17)
    Readings
    Parfit, Derek, 'Personal Identity' (pp. 52-65)

Session 18 (March 14): **Exam 3**

Grades

Grades will be based on the following components:

Quizzes: At the beginning of most regular class periods (excluding exam days) there will be a 5 question multiple choice quiz on the readings for that session. These quizzes will be designed such that if you have just read the readings carefully _you should be able to easily get 4 or 5 of the questions right_. The questions won't presuppose deep understanding of every little point.

The idea is just that if you've read the reading carefully, the quiz should be super easy. The purpose is to give everyone a reason to stay on schedule with the readings, and to have the readings done BEFORE class, which will make our class time more productive. There will be four quizzes for each of the three parts of the course for a total of 12. Each question is worth 2 points, and so each quiz is worth 10 points.

Your two lowest scores will be dropped. This means that you can miss or tank two quizzes without it having any negative impact on your final grade. But I need to emphasize that this policy is designed to accommodate missed quizzes as well as tanked quizzes, so don't just miss two on purpose or tank two without reason, because if in week 10 you get stuck in a traffic jam (or whatever) and can't make the class session and miss a quiz, and you ask me "Hey Rick, I couldn't make the quiz today for reasons beyond my control. Is there any way I can make up the quiz?" I will say "Situations like this is why I have the policy of dropping your two lowest scores. So that situations like this won't affect you." And if you say "But I tanked a quiz already and also missed a class because I lost track of time playing fetch with my pet iguana," I'll say "Well, that's why it's bad to tank quizzes and lose track of time." These two dropped scores *are* your emergency make-ups for when something unexpected happens. Including tanking a quiz.

Midterm exams:

At the end of each of the three parts of the course there will be an in-class midterm exam, consisting of 10 multiple choice questions, and 2 essays. The multiple choice questions will assume a little more sophisticated understanding than was assumed on the quizzes. Each multiple choice question will be worth 5 points, and so the total MC points on each midterm will be 50 points.

The essays will work as follows: around 2-5 days before the midterm exam, I will distribute 5 or 6 essay questions to the class on the google group (see below). So you'll have access to all the questions that could be asked beforehand. On the exam, I will choose 3 of these at random to put on the exam, and you can choose any 2 of those 3 to write on. How long they will be varies as a function of the writer's concision and mastery of the material, but around 3-4 written blue book pages per essay is a rough average. Each essay will be worth 50 points.

Posts on readings:

Each student is responsible to post six questions on the readings throughout the quarter. They are due the night before class meets (at 11:59pm) Each post is worth 10 points, and we'll drop the lowest score. So 50 points possible. Students will be randomly assigned to post two questions for each of the three Parts in the course. The questions are a chance for you to draw attention to an idea in the text you find interesting or confusing, or both. Here are some tips to keep in mind for your post:

1. You only need to post one question for each day you're assigned. So, you'll write just six questions total.

2. If you are scheduled to post on a day when there is more than one reading, you only post on one of the readings. Either one, doesn't matter. But make sure it is on the reading assigned for that session! For instance, if a chapter of a book is assigned on a specific day, don't post a question about a different chapter that is assigned on another day.

3. The post is supposed to be something that expresses a question that will help you understand the reading. Ideally it would be specifically directed at something in the reading you don't understand, like a premise in an argument or a concept. It should be obvious to your reader which part of the text you're referring to. Don't feel like you need to make some clever insight to the reading, but make your question specific enough that it's clear exactly why you find the point you've decided to focus on so puzzling.

4. Questions will graded on whether they show you've thought carefully about a specific aspect of the reading. Just remember, a good question is one that should occur to people when they are reading the material and trying to understand it. So writing that question down shouldn't take a lot of extra time. You're just writing down a question you had anyway while you were reading. Thinking about and trying to answer your question will help others learn more about the ideas at issue in the specific text you're writing on.

5. Grammar and spelling are valuable to the extent that they help or hinder the clarity of your ideas. Always take a few moments to proof-read your post.

6. Of course, as with all the assignments and material in class, I'm available to talk about any questions you may have.

7. The schedule for posts is on the score sheet. Check it NOW to see when you need to post.

8. Post your comment by clicking on the link below. You will fill in your name, SID, and your comment, and hit "SUBMIT". Make sure you get the verification that your response has been submitted.

>>>>> [Submissions to be posted here](#) <<<<<

The points available for everything are as follows:

In-class quizzes: 12 quizzes, each worth 10 points. Two lowest scores dropped, so 100 points possible.

Midterm exam: 10 multiple-choice questions worth 5 points each for a total of 50 points. And two essays worth 50 points each. So each midterm is worth 150 points total.

Posts. Six total. 10 points each. Lowest dropped, for 50 points possible.

So overall, 100 points possible on the in-class quizzes, and 150 for each of 3 midterms, plus 50 for the posts = 600 points possible.

At the end of the class, I will take all points scored, turn that into a percentage, make the letter-grade cut-offs, and assign grades. The worst-case scenario will be a straight 10% break-down. Though depending on the average score and score distribution, the cut-offs might be lower.

Score Sheets

The scores will be posted online after exams are graded. **Scores are listed by a coded version of your student ID number in order to protect privacy, as per University regulations**. In order to determine what your coded ID number is, do the following. Take your student ID number. This will be something like a letter followed by 8 digits, like "A01234567".

Remove the letter and the first digit, and you're left with a string of 7 digits, like "1234567". Take the first four digits, and treat this as a 4 digit number (something between 0000 and 9999); and take the last four digits and treat this like another 4-digit number. In the example above, they would be "1234" and "4567". Add these two numbers together, for example: 1234 + 4567 = 5801. If the number you get is 5 digits, remove the first digit to make it 4 digits long; if it is 4, then keep it at 4 digits. This is your coded ID number. To see another example: If your student ID is "A05367921", you drop the first letter and number: "5367921"; then take the first 4 digits:

"5367"; and the last 4 digits "7921"; add them together: 5367+7921=13288. If the result is 5 digits, remove the first digit: "3288". If you cannot find your row on the score sheet, email me with your name, section, and ID number, **AND WHAT YOU DETERMINED YOUR CODED ID NUMBER IS**.
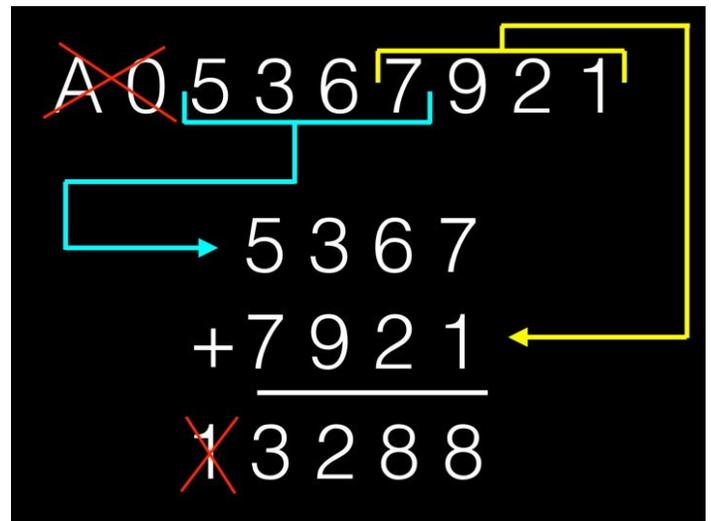
 >>>> **The Score Sheet is Here** <<<<

Google Group:

There is a Google group for this class, and **it is a course requirement** that you either subscribe to the list and set your membership to receive email announcements, or that you **regularly, at least once or twice a week**, check the page online to read the announcements. You can get to the announcement page here:

>>>> https://groups.google.com/d/forum/phil-1-ucsd-winter-2018 <<<<

I recommend that you click on that link now, and sign up for the group. **And set the delivery option to ALL EMAIL, so you get every post as it is made**. Don't worry, only the TA and I can post, so you won't be getting a lot of spam.

If for whatever reason you don't wish to sign up, that is OK. You can still visit the page to read any announcements without signing up. But the announcements won't be emailed to you, you will have to remember to visit the page often to read the announcements. Remember, you are responsible for any information or announcements posted to this group.

When the quarter is over, and it is clear that no more announcements will be needed (like where to pick up finals, or whatever), I will delete this group. So if you are subscribed, there will be no need to unsubscribe.
☐
How to do well in this course:

1. **Be sure to read the assigned material before class**. This will help to ensure that our class time is quality time, and not wasted with me and some of the students reiterating the material to those who haven't read it. Reading the material before class will also help you get some points on the quizzes, and that is a good thing.

2. **Bring *specific* questions with you to lecture**. Even if there are aspects of the readings or study questions you didn't fully grasp, the fact that you tried should help you to narrow down what it is that you don't get.

3. **See me in office hours** if there are still questions you are unclear about. That's what office hours are for. Don't be shy.

4. **After class, re-read the material for the session**, paying special attention to the questions that you had before. Hopefully the material will make much more sense to you now.

5. **Manage your time well**. Many students are lazy, and wait until a few days before exams to start studying. That is *bad* time management. The **same number of hours** devoted to the material BEFORE lectures can lead to a much more efficient use of your time, better understanding, and higher grades.

EXTRA CREDIT:

Fill out the following survey. I will discuss it in class.

SURVEY LINK HERE

Not accepting responses until after class on Monday Jan. 8. And responses must be submitted by 11:59 pm on Monday Jan 8. It should only take about 10 minutes.