

Richard Kim – Evidence of Teaching

Included in this packet are:

- (1) Teaching Statement
- (2) Summary of Quantitative Evaluations for Courses
- (3) Sample Course Syllabi

Teaching Award:

- Outstanding Graduate Student Teacher Award (2009)
(For excellence in teaching given by the University of Notre Dame and the Kaneb Center for Teaching and Learning)

Teaching Statement

Students who voluntarily enroll in a philosophy course often come with the expectation that they will grapple with the *big questions* of life: What am I? Where did I come from? Where am I going? Unfortunately, such expectations can quickly fade as their earlier, somewhat romanticized vision of philosophizing—kicking back and casually pondering the big questions—dissolves, and is replaced by the difficult process of methodical reflection and careful argumentation. They discover that philosophy is *hard*.

As well as they should. But, as Plato noted long ago, philosophy begins with *wonder*, and I believe that it is one of the central tasks of a teacher of philosophy to not only develop and hone the critical reasoning capacities of students—to be sure, an important element of teaching philosophy—but to inflame a sense of wonder in the students and sustain it throughout the entirety of the course. There are, then, two central goals that I aim to achieve in every course: (1) *The cultivation of particular skills* and (2) *The appreciation of the beauty and intrinsic value of philosophy*. I will explain both in turn.

(1) *The cultivation of particular skills*. In each course I aim to develop the students' ability to read, write, speak, and think clearly and effectively.

To improve the students' reading ability, I assign historically significant texts that are accessible but challenging, drawn from a diverse range of traditions, from both East and West. Here I prefer to assign shorter readings, especially at the beginning of the course, to push them toward a more focused, critically engaged form of reading. By critical engagement with the texts, I do not just mean spotting logical flaws or weaknesses in arguments, but also reading the texts charitably to retrieve the most powerful ideas and arguments that each text has to offer. Instilling this kind of sympathetic attitude in students is especially important for reading the texts of traditions that may appear strange or unfamiliar, that embody certain cultural assumptions and values that may be in conflict with one's own. As the course progresses I slowly increase both the length and level of difficulty of the reading assignments. I also push the students to develop the habit of reading actively and purposively by giving a short, in-class quiz on each reading, prompting them to reflect on the main ideas and arguments of each philosophical text.

To improve their writing ability, I assign several writing assignments that also, over time, increase in length. Here I find it important to give extensive written comments that identify errors and recommend ways of improving the paper's quality, while also marking out the paper's positive qualities or strengths; proper encouragement and praise are crucial for a student's development. Additionally, because the process of making revisions is so integral to the writing process, I offer every student an opportunity to revise and resubmit earlier papers for a higher grade, pushing them to critically engage with their own work and to value the process of proofreading and rewriting.

To improve their ability to speak clearly and effectively, I assign small groups to lead class discussions, an activity that develops their ability to clearly present

materials in an organized manner. Additionally, I also call on students during every lecture, eliciting from them possible objections to arguments. While I do everything I can (keeping aware of individual temperaments) not to embarrass any student, for example, by strongly enforcing an absolute prohibition of any form of condescension or bullying, I continually push every student to practice articulating arguments and ideas and to develop the ability to constructively engage in back-and-forth dialogues with fellow classmates who may hold opposing views.

The development of the students' ability to think clearly, effectively, and critically largely hinges on actively practicing the skills of reading, writing, and public speaking. By strengthening these three skills, the students will *ipso facto* develop the ability to think clearly and effectively. In my view reading, writing, and speaking *are* basic forms of thinking.

(2) *The appreciation of the beauty and intrinsic value of philosophy.* While the first goal largely centers on philosophy's instrumental value, the second goal focuses on drawing attention to philosophy's intrinsic value. Many of the deep philosophical issues arise out of perplexing, yet fascinating questions that are rooted in fundamental aspects of common human experience. What this suggests is that most students do have the capacity to comprehend the basic ideas behind key philosophical topics. But, more importantly, I believe that most students can come to value and appreciate the beauty of reflecting on fundamental philosophical issues. The basic philosophical topics such as the existence of free-will, the nature of consciousness, moral luck, the nature of the good life, are inherently fascinating topics and with the right pedagogical approach, we can help the students not only gain surface-level comprehension of these issues, but become *gripped by them*.

To accomplish the goal of making philosophy come alive for the students, I exert much effort to convey my own enthusiasm and love for the topics covered. A positive, energetic attitude is infectious, and maintaining this demeanor is important for motivating my students to also discover the joy of doing philosophy.

Additionally, I vary my lecture materials and methodology to create active discussions among the students —continually challenging them to probe, just a little more deeply, the various arguments and positions under discussion. Depending on the topics covered, I try to incorporate relevant outside materials including clips from television shows, films, literature, and current events into my lectures, while being cautious not to overuse them.

I want to end these all too brief remarks by noting a virtue that seems to me indispensable for teaching well: intellectual humility. There is always a danger for those who teach to fall into the trap of thinking of ourselves as the authority with all the right answers. The truth is that we don't, and if we do not develop in ourselves the virtue of humility, we can all too easily miss interesting and insightful observations from students. In teaching we grow, not only as teachers, but also as students. Sometimes, it is our students who draw us back to the wonder of philosophy.

Summary of Quantitative Evaluations:

Instructor (University of Notre Dame)

Introduction to Philosophy (Fall 2011, Two Sections)

Teaching Aspect	Overall Mean (5.0 Scale)
Overall Effectiveness of Teaching	4.65
Component 1: Clarity and Organization	4.76
Component 2: Guidance and Support	4.53
Component 3: Stimulation of Learning	4.5

Introduction to Philosophy (Spring 2011)

Teaching Aspect	Overall Mean (5.0 Scale)
Overall Effectiveness of Teaching	4.4
Component 1: Clarity and Organization	4.35
Component 2: Guidance and Support	4.23
Component 3: Stimulation of Learning	4.23

Introduction to Philosophy (Fall 2010)

Teaching Aspect	Overall Mean (5.0 Scale)
Overall Effectiveness of Teaching	4.2
Component 1: Clarity and Organization	4.15
Component 2: Guidance and Support	4.1
Component 3: Stimulation of Learning	4.13

Teaching Assistant (University of Notre Dame)

Medical Ethics (Fall 2009)

Teaching Aspect	Overall Mean (4.0 Scale)
Overall success of TA	3.9
Did written comments help improve student writing?	3.63
Did grades reflect the quality of the work?	3.45
How well did the TA run section meetings?	3.81

Morality and Modernity (Spring 2009)

Teaching Aspect	Overall Mean (4.0 Scale)
Overall success of TA	3.77
Did written comments help improve student writing?	3.65
Did grades reflect the quality of the work?	3.69
How well did the TA run section meetings?	3.77

Medical Ethics (Fall 2008)

Teaching Aspect	Overall Mean (4.0 Scale)
Overall success of TA	3.81
Did written comments help improve student writing?	3.57
Did grades reflect the quality of the work?	3.35
How well did the TA run section meetings?	3.82

Morality and Modernity (Spring 2008)

Teaching Aspect	Overall Mean (4.0 Scale)
Overall success of TA	3.62
Did written comments help improve student writing?	3.22
Did grades reflect the quality of the work?	3.38
How well did the TA run section meetings?	3.6

Introduction to Philosophy (Fall 2007)

Teaching Aspect	Overall Mean (4.0 Scale)
Overall success of TA	3.53
Did written comments help improve student writing?	3.26
Did grades reflect the quality of the work?	3.24
How well did the TA run section meetings?	3.53



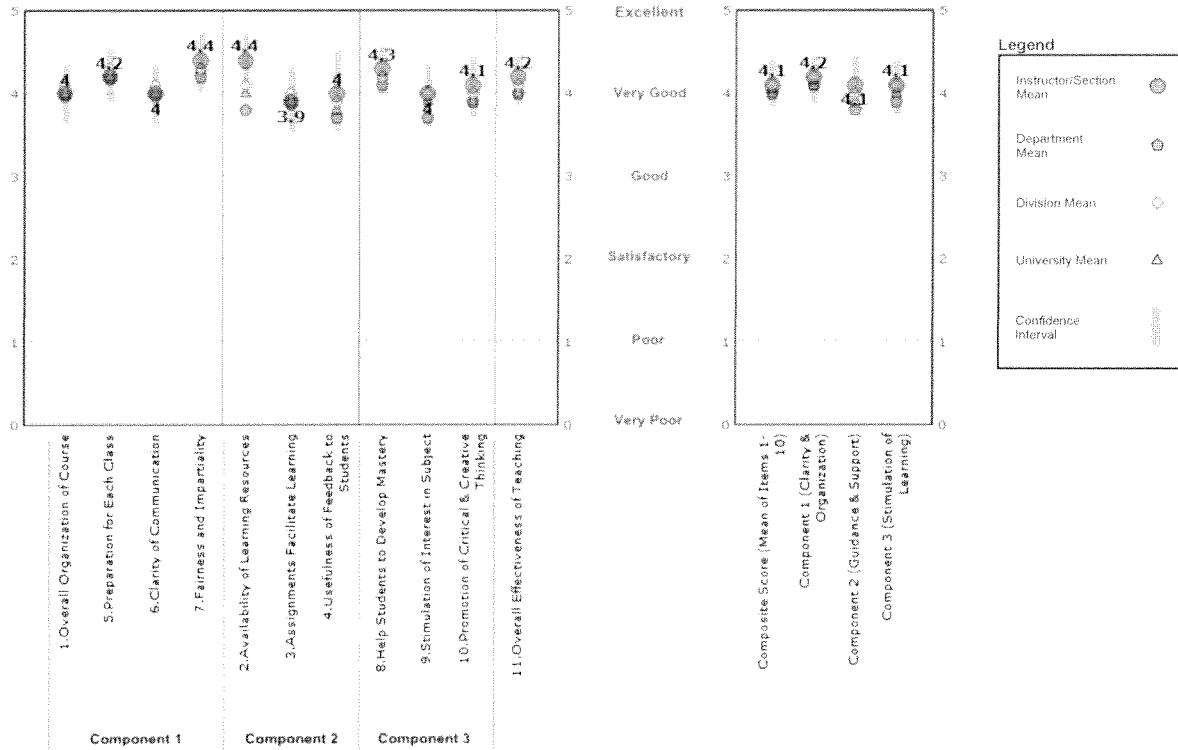
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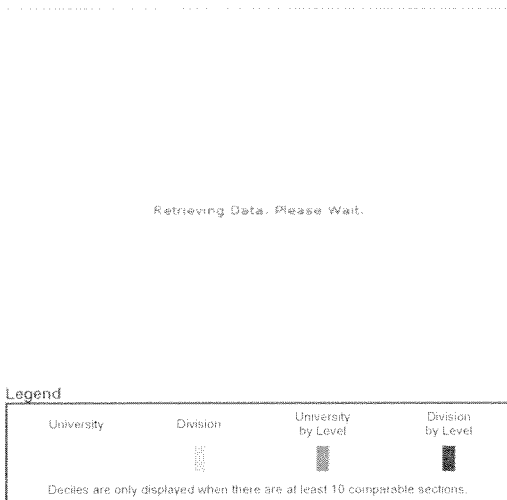
Instructor Summary Report

Instructor:	Kim, Richard T.	Term:	Fall 2010	Response Rate:	87%	Credit Hours:	3
Enrollment:	30	Respondents:	26				
Primary Listing:	Introduction to Philosophy	Course / Section #	PHIL 10101-08	Division	HU	Department	PHIL
				Campus	Man	Level	1

Mean Scores for Individual Items and Composites

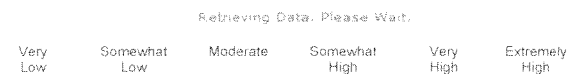


Decile Rankings



Student Engagement

13. Average Self-reported Attendance: 99%
12. Degree of Intellectual Challenge



14. Time Studying Outside Class





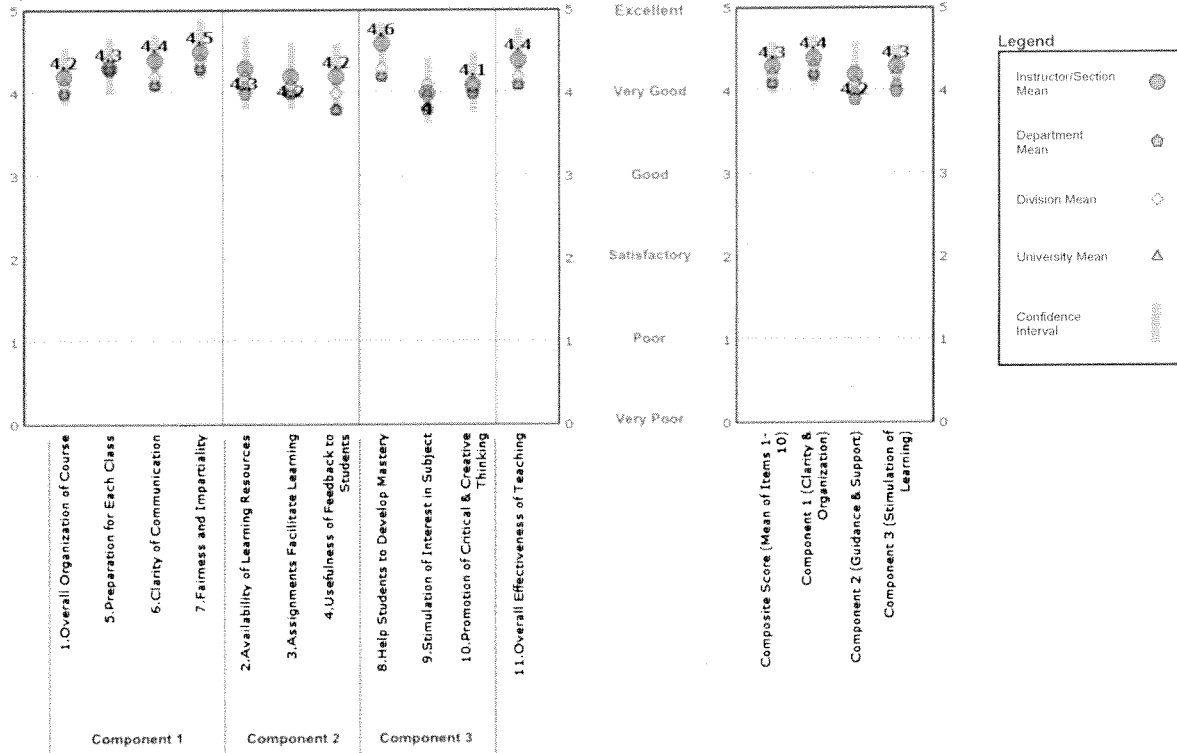
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Instructor Summary Report

Instructor:	Kim, Richard T.	Term:	Spring 2011	Response Rate:	80%	Credit Hours:	3
Enrollment:	30	Respondents:	24	Course / Section #	Division	Department	Campus
Primary Listing:	Introduction to Philosophy	PHIL 10101-12	HU	PHIL	Main	I	Level

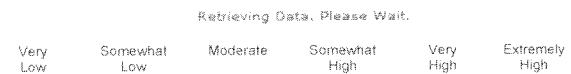
Mean Scores for Individual Items and Composites



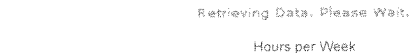
Decile Rankings

Student Engagement

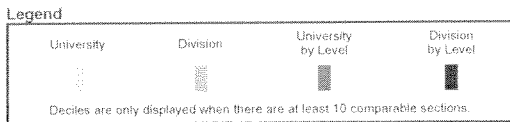
13. Average Self-reported Attendance: 98%
12. Degree of Intellectual Challenge



14. Time Studying Outside Class



Students Taking Class As





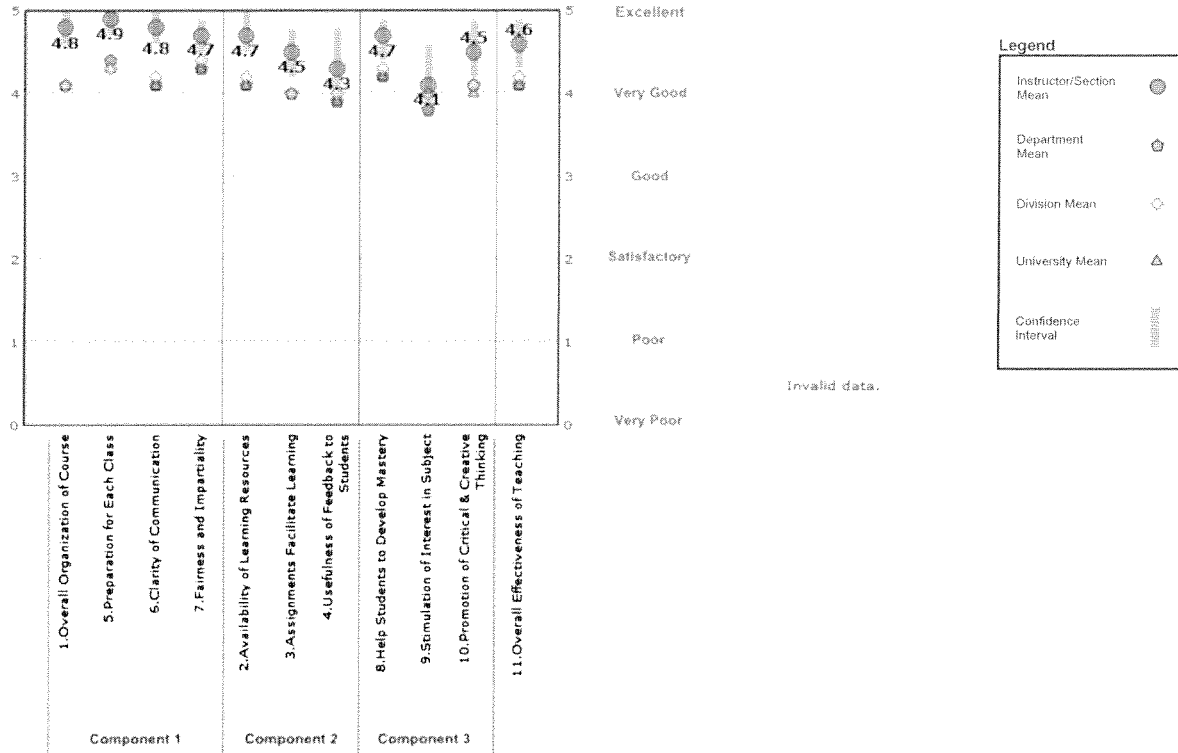
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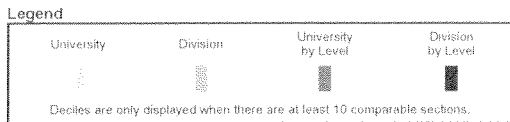
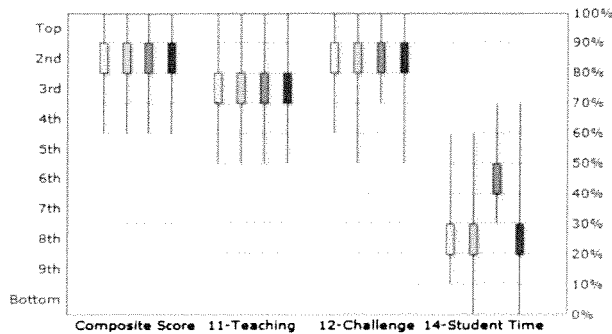
Instructor Summary Report

Instructor:	Kim, Richard T.	Term:	Fall 2011	Response Rate:	88%	Credit Hours:	3
Enrollment:	24	Respondents:	21				
	Title	Course / Section #	Division	Department	Campus	Level	
Primary Listing:	Introduction to Philosophy	PHIL 10101-15	HU	PHIL	Main	1	

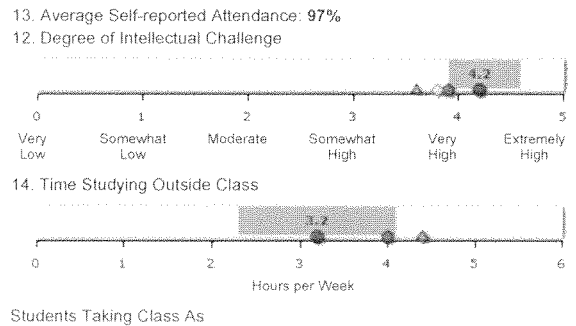
Mean Scores for Individual Items and Composites



Decile Rankings



Student Engagement





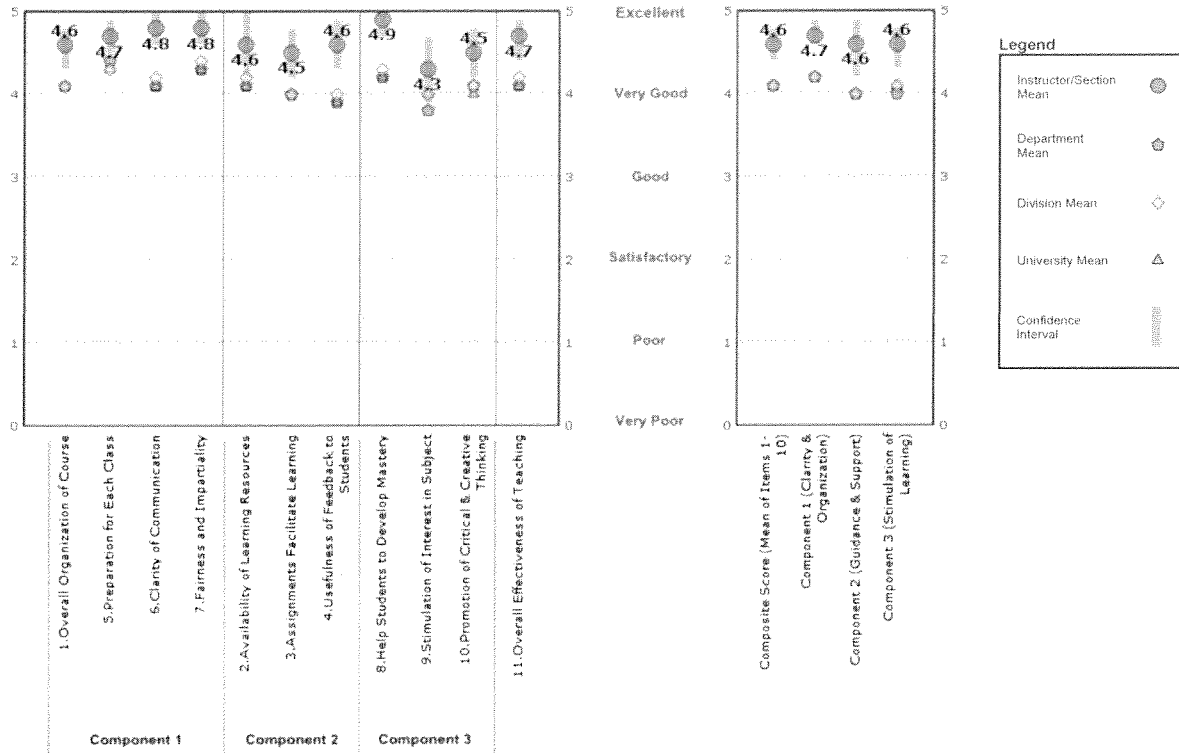
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Instructor Summary Report

Instructor:	Kim, Richard T.	Term:	Fall 2011	Response Rate:	92%	Credit Hours:	3
Enrollment:	25	Respondents:	23	Course / Section #	PHIL 10101-18	Division	HU
Title:	Introduction to Philosophy	Division:	HU	Department:	PHIL	Campus:	Main
Primary Listing:	Introduction to Philosophy	PHIL 10101-18	HU	PHIL	Main	Level:	1

Mean Scores for Individual Items and Composites



Decile Rankings

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Student Engagement

13. Average Self-reported Attendance: 100%
12. Degree of Intellectual Challenge

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Very Low Somewhat Low Moderate Somewhat High Very High Extremely High

14. Time Studying Outside Class

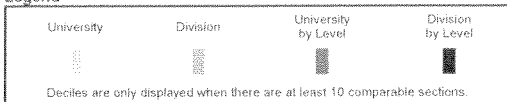
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Hours per Week

Students Taking Class As

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Legend



Philosophy and Science of Well-Being

Instructor: Richard Kim

Course Description

This course explores philosophical issues connected to happiness and well-being through an interdisciplinary approach that draws on contemporary research in psychology, cognitive science, and neuroscience. Among the questions that we will explore are: (1) What is the nature of well-being? (2) What are the sources or ingredients of well-being? (3) How are the virtues connected to well-being? (4) Can we make ourselves happier? (5) What can the empirical sciences tell us about the nature and sources of well-being? (6) What are the limits of science in exploring questions about happiness and well-being?

Through an interdisciplinary study of well-being, we will not only explore how philosophy and the sciences can be integrated to yield a more powerful understanding of the nature of the good life, but also reflect on the limits of empirical research in addressing normative issues. One significant aim of this course will be to obtain a more sophisticated understanding of the complex nature of the relationship between normative inquiry and empirical research.

Required Text:

The Good Life: Unifying the Philosophy and Psychology of Well-Being, Michael Bishop

Readings (provisional list):

Contemporary philosophical research

"The Concept of Well-Being," Steven Campbell, in *Routledge Handbook of the Philosophy of Well-Being* ed. Guy Fletcher, 2016

"Happiness, Well-Being, and the Good Life: A Primery," Daniel Haybron, in *The Pursuit of Unhappiness*, Ch. 2, 2008

"Well-Being: Psychological Research for Philosophers." Valerie Tiberius, *Philosophy Compass* 1, 5:493-505, 2006

Contemporary psychological research

"Positive Psychology: An Introduction." Martin Seligman and Mihaly Csikszentmihalyi, *American Psychologist* 55, 1:5-14, 2000

“The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions.” Barbara Frederickson, *American Psychologist* 56, 3:218-226, 2001

“Why Are Some People Happier Than Others? The Role of Cognitive and Motivational Processes in Well-Being” Sonja Lyubomirsky, *American Psychologist* 56(3), 239-249, 2001

“The Benefits of Frequent Positive Affect: Does Happiness Lead to Success.” Sonja Lyubomirsky, Laura King, Ed Diener *Psychological Bulletin* 131, 6:803-855.

“Pursuing Happiness: Architecture of Sustainable Change” (*Review of General Psychology*)

“Subjective well-being: The science of happiness and a proposal for a national index,” Ed Diener, *American Psychologist*, 55, 34-43.

Contemporary neuroscience research

“The neural correlates of happiness: A review of PET and fMRI studies using autobiographical recall methods,” Angelo Suardi et al., *Cognitive, Affective, and Behavioral Neuroscience*, Vol. 16(3): 383-392, 2016.

“Neural evidence that human emotions share core affective properties,” Christine D. Wilson-Mendenhall et al., *Psychological Science* 24(6): 947-56, 2013.

“The brain basis of emotion: a meta-analytic review,” K.A. Lindquist et al., *Behavioral Brain Science* 35(3): 121-43, 2012.

“Making a life worth living: neural correlates of well-being,” H.L Urry et al., *Psychological Science* Vol. 15 (6), 2003.

“Emotion, plasticity, context, and regulation: Perspectives from affective neuroscience,” R.J. Davidson et al., *Psychological Bulletin*, 126, 890-909.

Challenges to the relevance of science for normative inquiry

“The Science of Morality and its Normative Implications,” Regina Rini, Tommaso Bruni, and Matteo Mameli *Neuroethics* 7(2): 159-172, 2014

“Does Empirical Moral Psychology Rest on a Mistake?” Patrick Clipsham, *Philosophical Studies* 170(2): 215-233.

“Methodological Reflections,” M.R. Bennett and P.M.S. Hacker, in *Philosophical Foundations of Neuroscience*, Ch. 14.

Happiness: East and West

Richard T. Kim

Email: richakim@cityu.edu.hk

Course Description

This course focuses on a fundamental question that has been intensely scrutinized by philosophers: what is the nature of the good (or happy) life? To investigate this question we will critically examine the various accounts of happiness (sometimes labeled ‘well-being’) that have been proposed by important thinkers in both Eastern and Western traditions. Our cross-cultural approach will not only offer us an opportunity to learn from the accumulated wisdom of different cultures concerning the nature and sources of happiness, but also help us to appreciate philosophy as a *global* endeavor, a practice that is anchored in our very nature as intelligent beings. Additionally, this course takes on an interdisciplinary approach by not only using conceptual analysis and logical argumentation—the traditional tools of philosophy—but also by drawing upon recent developments in empirical psychology. Our goal is to deepen our understanding of *human* well-being—a realizable vision of flourishing given our bodily and psychological constitution.

Through our readings and discussions, we will tackle such questions as:

- What is the nature of the good life?
- What is the relationship between virtue and happiness?
- Should happiness be our ultimate practical aim?
- Is reason or emotion more central to the happy life?
- Can the empirical sciences tell us anything about the good life?
- Is happiness a matter of perspective, wholly dependent on subjective attitudes?
- Are there effective ways of increasing happiness?
- What is the impact of our social conditions on happiness?

Required Texts:

Six Myths About the Good Life: Thinking About What Has Value by Joel J. Kupperman

Additional readings will be made available.

Course Requirement:

Two short papers (2-3 pages): 15%

One longer paper (5-7 pages): 35%

Midterm exam: 15%

Final exam: 20%

Participation: 10%

Reading quiz: 5%

The first two papers will be 2-3 pages each. In the first paper you will reconstruct and explain an argument of another philosopher. In the second paper you will present and defend an argument of your own. In the third paper (5-7 pages) you will reconstruct and explain an argument of another philosopher and evaluate that argument.

The participation grade will be determined by your attendance and participation in class. Everyone is expected to participate by being attentive to both the lectures and the questions of other students. If you suffer from shyness, you may also help make up for the participation grade by coming to office hours.

5% of your total grade will be determined by reading quizzes. You will receive 10 short reading quizzes throughout the semester. Only the 5 highest scores will be graded. There will be no make-up quizzes. Each reading quiz will test your basic knowledge of the reading for that day.

Deadlines:

All assignments are due at the beginning of class. The hard copy should have a cover sheet with your name and the title of your paper. Any assignment that is late will be penalized one letter grade for each day that it is late.

Plagiarism and Cheating:

Any plagiarism or cheating may be reported to the Honesty Committee and can result in an F for the assignment and an F for the course. If you find yourself in a hard place, please explain your situation to me. Cheating has resulted in academic ruin for many students. Don't let this happen to you.

Provisional Class Schedule:

Week 1: Introduction to happiness

Daniel Haybron, "Happiness, Well-Being, and the Good Life: A Primer." (Excerpt from the *The Pursuit of Unhappiness*)
Christopher Heathwood, "Welfare" (*Routledge Companion to Ethics*)

Week 2: Pleasure-based accounts of happiness (hedonism)

Epicurus, "Letter to Menoecus"
L.W. Sumner, "Hedonism" (*Welfare, Happiness, and Ethics*: ch.4)
Joel Kupperman, "Myth One: Pursuing Comforts and Pleasure Will Lead to the Best Possible Life" (in *Six Myths*)

Week 3: Desire-based accounts of happiness

Christopher Heathwood, "Desire Satisfactionism and Hedonism" (*Philosophical Studies*)
Richard Kraut, "Desire and the Human Good" (*Proceedings and Addresses of the American Philosophical Association*)

Week 4: Objective-list accounts of happiness

Christopher Rice, "Defending the objective list theory of well-being" (*Ratio*)

L.W. Sumner, "Objective theories" (*Welfare*: ch. 3)

Short Paper #1 Due (2-3 pages)

Week 5: Virtue and happiness

Aristotle, *Nicomachean Ethics* (excerpt)

Daniel Haybron, "Well-being and Virtue" (*Journal of Ethics & Social Philosophy*)

Mark LeBar and Russell, "Well-Being and Eudaimonia" (*Aristotelian Ethics in Contemporary Perspective*)

Week 6: Eastern Conceptions of Happiness: Early Confucianism

Analects of Confucius (excerpts)

Mengzi (excerpts)

Xunzi (excerpts)

Philip J. Ivanhoe, "A Happy Symmetry: Xunzi's Ecological Ethic" (*Ritual & Religion in the Xunzi*)

Richard Kim, "Well-Being and Confucianism" (*Routledge Handbook of the Philosophy of Well-Being*)

Week 7: Eastern Conceptions of Happiness: Daoism

Daodejing (excerpts)

Zhuangzi (excerpts)

Philip J. Ivanhoe, "Happiness in Early Chinese Thought" (*Oxford Handbook of Happiness*)

Justin Tiwald, "Well-Being and Daoism" (*Routledge Handbook of the Philosophy of Well-Being*)

Week 8: Eastern Conceptions of Happiness: Buddhism

Readings on the Buddhist tradition (*A Sourcebook in Indian Philosophy*)

Christopher Gowans, "Well-Being and Buddhism" (*Routledge Handbook of the Philosophy of Well-Being*)

Week 9: Islamic Conceptions of Happiness

Al Ghazali, *The Alchemy of Happiness* (excerpts)

Al Farabi, *The Attainment of Happiness* (excerpts)

Short Paper #2 Due (2-3 pages)

Week 10: Empirical Study of Happiness: Positive Psychology

Valerie Tiberius and Alexandra Plakias, "Well-Being" (*The Moral Psychology Handbook*)
Martin Seligman, "The Past and Future of Positive Psychology." (*Flourishing: Positive psychology and the life well-lived*)

Week 11: Empirical Study of Happiness: Positive Psychology (continued)

Ed Diener et al., "Subjective Well-Being: The Science of Happiness and Life Satisfaction."
(*Handbook of Positive Psychology*)

Richard Lazarus, "Does the Positive Psychology Movement Have Legs?" (*Psychological Inquiry*)

Week 12: Empirical Study of Happiness: Introspection and self-reporting

Daniel Haybron, "Do we know how happy we are? On some limits of affective introspection and recall." (*Nous*)

Jonathan Schooler et al., "The Pursuit and Assessment of Happiness can be Self-Defeating" (*The Psychology of Economic Decisions*)

Week 13: Can we make ourselves happier? Strategies from empirical science

Barbara L. Frederickson and Marcial F. Losada, "Positive Affect and the Complex Dynamics of Human Flourishing," (*American Psychologist*)

Sonja Lyubomirsky, "Why Are Some People Happier Than Others? The Role of Cognitive and Motivational Processes in Well-Being." (*American Psychologist*)

Sonja Lyubomirsky et al., "Pursuing Happiness: Architecture of Sustainable Change." (*Review of General Psychology*)

Long Paper Due (5-7 pages)

Syllabus for Philosophy 10101

Instructor: Richard Kim

rkim@nd.edu – (562) 412-4368

Office Hours: (Malloy 111) Tuesdays and Thursdays: 12:30p.m. - 1:30p.m. and by appointment

Class Time: 11:00-12:15 TR

Spring 2011

Course Description

This course will center around three questions: What are we? Where did we come from? Where are we going?

The first question centers on issues about the nature of the human person: Are we immaterial souls, material bodies, or both? Do we have free will? Are we capable of knowledge? The second question centers on issues about the existence of God: Does God exist? What are the arguments for God's existence? What are the arguments against God's existence? The third question centers on ethical issues: What is the best human life? What makes an action right or wrong?

By investigating these issues we will accomplish two objectives: (1) Clarify our understanding of important philosophical issues by examining different contending positions, and (2) Develop critical reasoning skills by learning how to articulate and defend arguments both in writing and in speech.

Texts:

Reason and Responsibility: Readings in Some Basic Problems of Philosophy, 14th edition, Joel Feinberg and Russ Shafer-Landau.

What Does it All Mean? Thomas Nagel.

(All other texts will available on the web.)

Course Requirements:

Two Exams: mid-term (20%), final (20%).

Three Essays: 10%, 10%, 20%.

Participation: 10%

Logic quiz: 5%
Reading quiz: 5%

The first two papers will be 2-3 pages each. In the first paper you will reconstruct and explain an argument of another philosopher. In the second paper you will present and defend an argument of your own. In the third paper (4-6 pages) you will reconstruct and explain an argument of another philosopher and evaluate that argument.

The participation grade will be determined by your attendance and participation in class. Everyone is expected to participate by being attentive to both the lectures and the questions of other students. If you suffer from shyness, you may also help make up for the participation grade by coming to office hours.

5% of your total grade will be determined by reading quizzes. You will receive 10 reading quizzes throughout the semester. Only the 5 highest scores will be graded. There will be no make-up quizzes. Each reading quiz will test your basic knowledge of the reading for that day.

Deadlines: All assignments are due at the beginning of class. The hard copy should have a cover sheet with your name and the title of your paper. Any assignment that is late will be penalized one letter grade for each day that it is late.

Plagiarism and Cheating: Any plagiarism or cheating may be reported to the Honesty Committee and can result in an *F* for the assignment and an *F* for the course. If you find yourself in a hard place, please explain your situation to me. Cheating has resulted in academic ruin for many students at Notre Dame – don't let this happen to you.

Schedule of Meetings and Required Readings

Introduction: What is philosophy? Why should I study it? Why should I care?

Tuesday January 18: Introduction and a puzzle or two. [Nagel (Ch.1) and Lear (Ch.1)]
Thursday January 20: Deductive Logic [Louis Pojman (via e-mail)]

Logic: What is logic? Why is it important?

Tuesday January 25: Deductive Logic Continued...
Thursday January 27: Inductive Logic

Where Did We Come From?: Existence of God

Cosmological Arguments

- Tuesday February 1: Thomas Aquinas, "The Five Ways"; Hume, selections from *Dialogues Concerning Natural Religion* (Part IX) [Hume is available at www.earlymoderntexts.com] [**LOGIC QUIZ**]
- Thursday February 3: William Rowe, "The Cosmological Argument"

Teleological Arguments

- Tuesday February 8: William Paley, "The Argument from Design"
- Thursday February 10: David Hume, selections from *Dialogues Concerning Natural Religion* (Parts II & V) [Hume is available at www.earlymoderntexts.com]

The Problem of Evil

- Tuesday February 15: J.L. Mackie, "Evil and Omnipotence"
- Thursday February 17: Marilyn McCord Adams, "Horrendous Evils and the Goodness of God" (to be sent via gmail)
(First Paper Due)

- Tuesday February 22: Peter van Inwagen, "Problem of Evil" (via gmail)

What Are We?: What Can We Know?

The Nature of Knowledge

- Thursday February 24: Thomas Nagel, Chapter 2: How Do We Know Anything? (*What Does It All Mean?*);
- Tuesday March 1: John Pollock, "A Brain in a Vat";
Rene Descartes, *Meditations on First Philosophy* (First Meditation)

What Are We?: Are we Minds or Bodies?

Mind-Body Problem

- Thursday March 3: Thomas Nagel, Chapter 4: The Mind-Body Problem;
John Searle, "Minds, Brains, and Programs"
- Tuesday March 8: Peter Carruthers: "The Mind Is the Brain"
- Thursday March 10: Midterm Exam

SPRING BREAK: March 12-20

Freedom of the Will

- Tuesday March 22: Thomas Nagel, Chapter 6: Free Will (*What Does It All Mean?*)
- Thursday March 24: Robert Kane, "Free Will: Ancient Dispute, New Themes"
(Second Paper Due)

Where Are We Going?: In Search of the Good Life

- Tuesday April 5: James Rachels, "The Challenge of Cultural Relativism"
- Thursday April 7: Plato, "The Immoralist's Challenge," excerpts from *The Republic*
- Tuesday April 12: J.S. Mill, *Utilitarianism* Ch. 1 and Ch. 2

Thursday April 14: Peter Singer, "Famine, Affluence, and Morality"

Tuesday April 19: Immanuel Kant, "The Good Will and the Categorical Imperative," excerpts from *Groundwork on the Metaphysics of Morals*

Thursday April 21: Aristotle, "Virtue and the Good Life," excerpts from *Nicomachean Ethics* (pp. 561-566)

Tuesday April 26: Aristotle, "Virtue and the Good Life," excerpts from *Nicomachean Ethics* (pp. 566-571)

Thursday April 28: G.K. Chesterton, "The Ethics of Elfland" (from *Orthodoxy*)

Tuesday May 3: G.K. Chesterton, "The Ethics of Elfland" continued...

(Third Paper Due)

Final Exam: TBA