



These reflection paragraphs are designed to test that you have done the reading for the class ahead of time, and to help prepare you for the class lecture/discussion. Your reflection paragraphs will be graded by a graduate student in the philosophy department. (All *other* work in this course, i.e., all tests and essays, will be graded the course instructor.) It is *extremely easy* to get *great* marks in these paragraphs: if you demonstrate a good faith effort to answer these questions, and if you manage to hand in all of your answers, you'll get yourself a very easy 10% for this course, and in all likelihood your overall course experience will be significantly enhanced.

d) In this course you can assume that all essay or exam topics are intended to test you on the material covered in class. You are of course permitted and encouraged to supplement class discussion of the subject with outside material, but the minimum expectation is that you deal with the material covered in class, and that you address the points raised there about that material. This does not mean that for tests and essays you are expected merely to repeat the in-class proceedings. Rather, it means that you are expected to take account of or do justice to in-class discussion. The reason for this requirement is that the tests and essays for this course constitute part of a continuous whole with the lectures and in-class discussions. They do not float free of the work done in the classroom, though of course the tests and especially the essays also provide you with room to explore topics outside of the classroom confines. Roughly speaking, "B+" and "A-" papers take account of and rise to the level of the class discussion; "A" and "A+" papers take that discussion to a higher/deeper level.

e) Evaluation Criteria: The criteria I use to evaluate essays and tests are, I believe, criteria which common sense would suggest in the assessment of a philosophy essay. Primarily my concern is with content or substance. Of course, this does not mean that form or style count for nothing (and indeed it may not ultimately be possible to divorce form from content). In indicating these evaluation criteria I emphasize that philosophy is an arts or humanities subject, which means that assessing the merits of a philosophy paper ultimately requires qualitative evaluation or judgment on my part. Therefore, I do not assign precise numerical values to the following assessment criteria; nor is there a mathematical formula I can employ to judge the quality of philosophical writing. However, as a rough guide I employ a list of relative values, presented here in ascending order of importance:

- spelling/grammar
- organization & clarity of expression
- accuracy of exposition
- use of examples reflecting understanding of the subject
- breadth of analysis, i.e., number of points covered
- depth of analysis, i.e., how far analysis is pushed
- resourcefulness, originality and imagination
- tightness, rigor or logical coherence of analysis
- overall quality of philosophical insight and expression

I stress that the order of these criteria is not absolute. Thus, sometimes less important criteria will be given more weight than more important ones. For instance, a student's use and analysis of examples might be so good that I am led to conclude that that student has an excellent understanding of the subject. In such a case the value I attach to the use of examples might increase significantly, and I

might overlook the fact that, for instance, the student has failed to cover as many points as other students.

#### ACADEMIC HONESTY:

a) Cheating of any kind, including collusion (working with others too closely) and plagiarism from (i) books and/or articles, (ii) other students' papers, and (iii) papers or other material on the internet, is a serious academic offence. University regulations also prohibit students from submitting the same work for two different courses; in other words, plagiarizing or "recycling" one's own work is not permitted. If detected, cheating can result in dismissal from this course (with an "F"), and dismissal from the university. Here is a link to the University's Academic Integrity policy:

<https://www.uvic.ca/students/academics/academic-integrity/index.php>

b) Editing: The university has a strict view about seeking the help of others for editing: "An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized. Review by fellow students and tutoring that do not include editing are normally permitted. In addition to consulting with their instructors, students are encouraged to seek review of and feedback on their work that prompts them to evaluate the work and make changes themselves."

c) For further information concerning classroom conduct, please refer to the Trifaculty Code of Professional Behaviour for Students:

<https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>.

#### SUBMITTING AND RETURNING GRADED WORK:

a) All essays must be typed (12-font, Times), double-spaced, paginated, and contain the word-count on the front cover. Submission of your essays will be either through Brightspace or as a hard copy (or both), and the method of submission will be indicated on each assignment. In general, I do not accept essays submitted as email attachments. I will not be available to discuss test or essay questions on the day before or on the due date of submission, as I need to avoid being swamped by last-minute enquiries.

b) Your graded work will be returned either through Brightspace or in class (in person), within two weeks of its having been submitted. (Because I do not use graduate students to grade your assignments, returning your work often takes longer than it does in courses in which graduate students are used as graders.)

When your graded work is returned to you it will frequently be annotated with comments. If you wish to discuss your graded work with me, please read those comments first. To give you a chance to do this, as a matter of policy I do not discuss work on the same day as it is returned.

In cases when I return graded work in class (in person), it is *up to students* to claim their work: I am not responsible for tracking students down to deliver their work. Normally I will bring graded papers

to class three times in a row, where students have the opportunity to claim it. After that, any unclaimed assignments can be obtained from me in person, by appointment.

#### LATE ASSIGNMENTS / MISSED TESTS:

Late assignments will be accepted without penalty only with medical or other compelling reason. Otherwise, late assignments will be accepted with penalty. The penalty is a reduction of 10 percentage points from the assessed grade of the paper per (working or non-working) day or part thereof, up to a maximum of 4 days. After 4 days late papers will not be accepted. Missed tests can be made up, but only with medical or other compelling reason. Please note: this policy concerning late assignments does *not* apply to the reflection paragraphs that are the basis of your class participation grade. Those paragraphs will be accepted late only with medical or other compelling reason for

those requires is to attend class. As for use of external sources (i.e., secondary literature), this will be regarded as beneficial only *after* the class-based material has been addressed.

Overall, then, the various assignments for this course constitute part of a continuous whole with

that regard. If, as sometimes happens, you wish to invite a friend to attend my class to check it out, you need to ask permission ahead of time.

d) Use of computers in the class: For the purpose of taking notes, you are of course welcome to use laptops with quiet keyboards in the classroom. Watching films and other distracting uses of computers are prohibited.

**WEEK 1 (Classes 1 & 2: Jan 9 & 12)**

**Class 1.** Mon. Jan. 9 St. Thomas Aquinas' and the five ways (p. 183-185).

**Class 2.** Thurs. Jan. 12 Anselm vs Gaunilo, "The Ontological Argument" (p. 185).

**WEEK 2 (Classes 3 & 4: Jan 16 & 19)**

**Class 3.** Mon. Jan. 16 Copleston/Russell, "Argument from Design" (p. 188).

**Class 4.** Thurs. Jan. 19 Copleston/Russell, "Argument from Religious Experience" (p. 188).

**WEEK 3 (Classes 5 & 6: Jan 23 & 26)**

**Class 5.** Mon. Jan. 23 Broad, "The Argument from Religious Experience" (pp. 212-213)  
Mon. Jan. 23 ESSAY ASSIGNED

**Class 6.** Thurs. Jan. 26 Broad, "The Argument from Religious Experience" (pp. 212-213)

**WEEK 4 (Classes 7 & 8: Jan 30 & Feb 2)**

**Class 7.** Mon. Jan. 30

**WEEK 8 (Classes 13 & 14: Feb. 27 & March 2)**

- Class 13.** Mon. Feb. 27 d'Holbach, "A Defense of Determinism" (pp. 396ff).  
**Class 14.** Thurs. Mar 2 Taylor, *Libertarianism: Defense of Free Will* (pp. 401ff).  
Fri. March 3 - ESSAY DUE.

**WEEK 9 (Classes 15 & 16: March 6 & 9)**

- Class 15.** Mon. Mar 6 Taylor, *Libertarianism: Defense of Free Will* (p. 401).  
**Class 16.** Thurs. Mar 9 Aristotle, *Virtues*, (p. 592).

**WEEK 10 (Classes 17 & 18: March 13 & 16)**

**Class 17.** Mon. Mar 13 (s)3 (15.)  
**Class 18.** Thurs. Mar 16 (r)6 (14.)

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