



## **Hankuk University of Foreign Studies**

### **2023 Summer Session**

### **PHIL 101 Introduction to Philosophy**

#### **Course Outline**

**Class Hours: 16:00-18:00 (Monday through Friday)**

**Course Code: PHIL 101**

**Instructor: Dimiter Kirilov**

**Home Institution: George Washington University**

**Office Hours: TBA and by appointment**

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**Credit: 4**

#### **Class Hours:**

This course will have 72 total class hours, including 40 lecture hours, 12 instructor office hours, 12-hours of TA-led discussion sessions (four sessions of 3 hour each), 8 hours of review sessions (four review sessions, 2 hours each).

#### **Course description**

This is a course that aims to teach you to think critically: to be able to understand and analyze arguments, to evaluate reasons, to come up with your own arguments, and in general to engage in thoughtful and well-reasoned debate. The course also introduces you to some of the literature, problems, and methods of philosophy through an examination of metaphysical questions about the existence of God and about the nature of the mind, epistemological questions about the nature of knowledge and justification, and ethical questions about the application, type, and nature of ethical theories



### **Prerequisites**

The course is designed for students who have little or no knowledge/background in logic, philosophy, or ethics. Accordingly, the course will begin by introducing students to basic moral concepts and to the basic principles of reasoning that are used to distinguish between good and bad reasoning. Students will acquire the ability to express their ideas clearly and concisely, enlarge their capacity to understand the relationship between premises and conclusions, and increase their skill in determining when arguments succeed or fail to establish their conclusions.

### **Average amount of learning time outside the classroom per week**

Students are expected to devote about 8 hours of learning time per week distributed as follows:

- a) 6 hours reading the assigned reading for the week
- b) 2 hours doing homework assignments

### **Course textbook**

There is no course textbook for this course. All readings will be provided by the instructor.

### **Learning objectives and outcomes**

- a) Students will acquire the ability to critically analyze arguments;
- b) Students will become persuasive reasoners capable of developing their own arguments;
- c) Students will be able to present and critically analyze some of the main positions in some of the core disciplines of philosophy: metaphysics (in particular metaphysics of God and the mind), epistemology, and ethics; and
- d) Students will be able to write a well thought-out, college level philosophy paper that presents and critically analyzes a position and contains an original and well-reasoned argument about the position.

### **Grading:**

- a) Your total course grade will be determined based on the following:

Participation 10%	weekly
Mid-term exam 20%	W2, Thu
HW assignments 20%	see course schedule
Final paper 30%	W5, Fri
Final exam 20%	W5, Fri



b) Grade scale:

I'll be using the "standard" grading scale:

A+ : 96 - 100	A : 91 - 95
B+ : 86 - 90	B : 81 - 85
C+ : 76 - 80	C : 71 - 75
D+ : 66 - 70	D : 60 - 65
F : 0 - 59	
Pa : Pass	Fa : Fail

**Participation:**

- a) Participation is 10% of your overall grade
- b) I expect that each week a student makes at least two contributions and responses to other students' contributions. To get 100% for your participation grade you need 15 contributions + responses
- c) Discussion during lecture and on the course website will help you and your classmates to understand the material better and relate it with issues not covered in class. It will also train a skill that you will be learning this semester--to present and critically analyze arguments.
- d) Students who have anxiety about speaking during class should contact the instructor in the first week of the course. They will be offered to write a paper in lieu of class participation. The instructor will provide the paper assignment. If the students do not contact the instructor within the first 2 days, then they are responsible for their participation grade as measured via class participation.
- e) Students with 15 or above contributions and responses may be bumped up, if their course grade is borderline
- f) For the asynchronous discussion forums:
  - i) The types of postings on the discussion forum should be of three types: questions about the material, answers to another student question, and responses to another student's answer to your question. You are supposed to do the first two for each forum.
  - ii) To answer another student's question, always look for a question without an answer. Only if there aren't such can you go and answer an answered question.
  - iii) The class-day after each discussion forum you should go and read the answer(s) to your questions and state whether they answered your question or not
- g) To get 100% (an A) for your participation grade you need to:



- i) Ask questions for clarification of an issue that elucidates the material;
  - ii) Give answers to another student's question that fully address the question; and
  - iii) Give responses to an answer that explain why the answer was/wasn't good
- h) Warning: you will get credit based on the insight, relevance, and frequency of your participation.
- i) You can receive a maximum of two participation points per meeting with me during office hours

Rubric for the discussion forums:

Completeness: 2 pts	2 pts: A question, answer, and response to an answer have been submitted	1 pts: One of the following is missing: question, answer, and response to an answer have been submitted	0 pts: More than one of the following is missing: question, answer, and response to an answer have been submitted
Clarity: 3 pts	3-2 pts: Clear question, answer, and response to answer that does not confuse the reader about what the writer was trying to say	2-1 pts: Some of the postings (question, answer, and response to answer) take a bit of effort on the reader's part to determine what the writer was trying to say	1-0 pts: Confusing postings (question, answer, and response to answer) where the reader cannot determine what the writer was trying to say
Content: 5 pts	5-4 pts: The question asks for clarification of an issue that elucidates the material; the answer addresses fully the question; the response to an answer explain why the answer was/wasn't good	3-2 pts: One of the following problems is present: the question asks for clarification of an issue that does not elucidate the material; the answer does not address fully the question; the response to an answer does not explain why the answer was/wasn't good	1-0 pts: More than one of the following problems is present: the question asks for clarification of an issue that does not elucidate the material; the answer does not address fully the question; the response to an answer does not explain why the answer was/wasn't good



● **Exams:**

- a) The midterm exam is 20% of your overall grade
- b) The midterm exam will be due **W2, Thu**
- c) The midterm exam will test your comprehension of material presented in the readings, lectures, and HW assignments
- d) The midterm exam will contain about 20 true/false and multiple choice questions and about 2 short answer questions. The quantity of questions is subject to change.
- e) The final exam is 20% of your overall grade
- f) The final term exam will be due **W5, Fri**
- g) The final exam will test your comprehension of material presented in the readings, lectures, and HW assignments
- h) The final exam will contain about 20 true/false and multiple choice questions and about 2 short answer questions. The quantity of questions is subject to change.

Rubric for the exams:

- 1. Each wrong answer on the multiple choice questions diminishes your grade by 2 pts.
- 2. Short-answer questions:

Clarity: 1 pt	1 pt: Clear answer that does not confuse the reader about what the writer was trying to say	½ pt: Answer that takes a bit of effort on the reader's part to determine what the writer was trying to say	0 pts: Confusing answer where the reader cannot determine what the writer was trying to say
Content: 9 pts	9-7 pts: The answer answers fully the question	6-4 pts: The answer answers the question, but lacks some important elements	3-0 pts: The answer does not answer the question: it misses most important elements

● **Homework assignments:**

- a) The HW assignments are 20% of your overall grade.
- b) There will be 10 HW assignments (see course schedule) and will consist of multiple choice questions and occasionally a short answer question
- c) The HW assignments will test your comprehension of material presented in the readings and lectures
- d) If you wish to succeed in this course, you must keep up with the readings and lectures, and do the HW assignments. The course material is cumulative and will get more difficult as we go along. To help you keep up, you will be expected to hand in completed homework assignments.

Rubric for the HW assignments: same as the one for the exams



- **Final paper:**

- a) The final paper is 30% of your overall grade
- b) The final paper is due on **W5, Fri**
- c) The paper must be around 1200-1500 words.
- d) You will receive the paper assignment on **W3, Mon**
- e) You will be tasked with:
  - i) Picking a position on one of the topics discussed and stating it as your thesis;
  - ii) Presenting an argument for your thesis (could be one that has been discussed in class) (between 250-500 words);
  - iii) Presenting a considered objection to your argument (could be one that has been discussed in class) (between 250-500 words);
  - iv) Presenting a response to the considered objection (could be one that has been discussed in class) (between 250-500 words); and
  - v) Having an original contribution in your your paper. An original contribution consists of giving an argument, objection, and/or rebuttal that you have come up with on your own
  - vi) Your paper will be evaluated on the basis of clarity, how strong the argument, objections, and responses are, and the quality of your original contribution. When the paper shows excellent clarity, structure, and understanding of the material, but poor original contribution, then the student would get at most a B. Outside research is not required. If you do outside research, it is strongly suggested that you check with me on your understanding of the relevant material. It is strongly suggested that you make a paper outline and come and discuss it with me.

Rubric for the paper:

**1. Introduction: 5 points max**

5-4 points for well-stated introduction (you motivate a problem and explain how you plan to solve it in the paper (i.e. provide a roadmap for the paper: main argument, considered objection, and conclusion))

3-2 points for weak motivation of the problem, confusing solution, and unclear roadmap

1-0 points for very confusing weak motivation of the problem or lack of such, confusing solution, or lack of such, and unclear roadmap, or lack of such



## **2. Conclusion: 5 points max**

5-4 points for well-stated conclusion (you summarize what you have done in the paper and a clear and relevant presentation of at least one of the following: implications of your solution, directions for future research, and outstanding problems)

3-2 points for weak summary of what you have done in the paper and an unclear and/or not very relevant presentation of at least one of the following: implications of your solution, directions for future research, and outstanding problems

1-0 points for very confusing or lacking summary of what you have done in the paper and a very confusing or missing presentation of implications of your solution, directions for future research, and outstanding problems

## **Grammar and Structure: 5 points max**

5-4 points for a well-written paper that utilizes proper grammar and has a clear structure that facilitates a natural progression of ideas

3-2 points for a paper that is somewhat confusing due to grammar issues or poor structure

1-0 points for glaring grammatical and structural problems that make the paper very hard to follow

## **3. Exposition: 15 points max**

15-14 points for excellent exposition where the arguments, objections, and rebuttals are presented clearly and charitably without misrepresentation or omission of key elements

13-11 points for a decent exposition, but where the arguments, objections, or rebuttals are a bit oversimplified and key elements are missing

10-8 points for an exposition where some of the arguments, objections, or rebuttals are misrepresented or very oversimplified

7-0 points a very poor exposition where most of the arguments, objections, or rebuttals are misrepresented

## **4. Persuasiveness of Argument: 8 points max**



8-7 points for a persuasive argument that justifies the conclusion

6-5 points for an argument that does a decent job at justifying the conclusion, but has some obvious problems (false premises or invalid inferences)

4-3 points for a weak argument with glaring problems

2-0 points for no argument

### 5. Relevance and Research: 7 points max

7-6 points touching upon the appropriate sources, providing a relevant argument with respect to the thesis, presenting a relevant objection to the argument, and presenting a relevant rebuttal to the objection

5-4 points for touching upon the appropriate sources and providing some relevant arguments, objections, and rebuttals, but not addressing important arguments, objections or rebuttals

3-2 points for touching upon some appropriate sources but not providing the relevant arguments, objections, and rebuttals

1-0 points for not touching upon any of the relevant sources and not providing arguments, objections, and rebuttals relevant to the thesis

### 6. Originality: 10 points max

10-9 points for an original and well-developed contribution that goes beyond what was covered in class

8-6 points for an original, but not-well developed contribution

5-4 points for a modest attempt at originality

3-0 points for little to no attempt at originality

*Class online policies (for the asynchronous discussion forums):*

#### 1. Online communication

- a) Check the discussion board frequently and respond appropriately and on subject.





- b) Focus on one subject per message and use pertinent subject titles.
- c) Capitalize words only to highlight a point or for titles--capitalizing otherwise is generally viewed as SHOUTING!
- d) Be professional and careful with your online interaction. Cite all quotes, references, and sources.
- e) When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- f) It is considered extremely rude to forward someone else's messages without their permission, so always ask first.
- g) It is fine to use humor, but use it carefully. The absence of face-to--face cues can cause humor to be misinterpreted as criticism or flam-ing (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know that you're being humorous.

## 2. Emoticons

- a) Emoticons (emotional icons) are used to compensate for the inability to convey voice inflections, facial expressions, and bodily gestures in written communication. Some emoticons are better known as "smileys." Emoticons can be very effective toward avoiding misinterpretation of the writer's intents. Although there are no standard definitions for the following emoticons, we have supplied their most usual meanings. Most emoticons will look like a face (eyes, nose, and mouth) when rotated ninety degrees clockwise.
- b) :) or :-) Expresses happiness, sarcasm, or joke
- c) :( or :-( Expresses unhappiness
- d) :) or :-] Expresses jovial happiness
- e) :[ or :-[ Expresses despondent unhappiness
- f) :D or :-D Expresses jovial happiness
- g) :I or :-I Expresses indifference
- h) :-/ or :- Indicates undecided, confused, or skeptical. Also :/ or :<.
- i) :Q or :-Q Expresses confusion
- j) :S or :-S Expresses incoherence or loss of words
- k) : or :- Expresses shock or screaming
- l) :O or :-O Indicates surprise, yelling, or realization of an error ("uh oh!")



### 3. Netiquette

- a) Netiquette provides basic information about writing online, so you can do the following:
- i) Be properly understood.
  - ii) Get your points across effectively.
  - iii) Avoid getting anybody annoyed.
  - iv) Avoid looking like a "noob".
- b) One of the first rules you learn when you get online is: Don't write EVERYTHING IN UPPERCASE! Mixed-case text is more relaxing to read. See for yourself! HERE IS AN EXAMPLE OF A SENTENCE WRITTEN ENTIRELY IN UPPER-CASE! It may be easier to type that way, but it instantly tells everybody that you are new to the Net. Uppercase is sometimes used, when somebody wants to indicate that they are SHOUTING! But few people will read a message that SCREAMS at them.
- c) When typing in a message, break it up into paragraphs. People often skip enormous blocks of text. You do want them to read what you say, don't you? You should also put a blank line between paragraphs. This makes it easier to read.
- d) Keep it short. There is a lot of information on the net, and when people read what you've written, they want you to get to the point. They're busy, and they simply don't have the time to read a message in which you are "thinking out loud."
- e) Don't just make it up as you go along. Plan ahead. So before you start to type, think first about what you want to say. Get your ideas straight in your head, and figure out how they all fit together. Then write it in as few words as possible. Some people actually jot down notes before they type a message online. This helps them figure out what they need to say. Such people usually sound like they know what they're talking about, because their brief statements are never vague. It's a good idea to use short paragraphs. This forces you to express yourself with a minimum of words. Also, bear in mind that it is harder to read text on a computer screen than in a book. Small paragraphs give the reader's eyes some relief.

Other Class policies:

**a) No submission**

You are expected to read all the lectures and the reading materials, complete and submit all the assignments on time, and participate in the class discussions. You will get a 0 for any assignment that you have missed

**b) Late submission**

1. Late submissions without justified causes will be accepted, but **they will be graded down one full letter grade per each calendar day** they have been late.
2. Late submissions with justified causes will be accepted with no lateness penalty.



3. Justified causes for submitting late work are:
  - i) Documented family emergency
  - ii) Documented medical emergency

**c) Incomplete**

An incomplete will only be awarded if the following three conditions are met:

1. The student asks for it;
2. The student has completed 85% of the assigned work;
3. The student has encountered documented family or medical emergency that the instructor agrees will prevent the student from finishing the course

**d) Withdrawal from the course**

09/04 is the last day when a student can withdraw from the course

**e) Academic integrity**

1. *There are four types of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism. It is your responsibility to understand what constitutes dishonesty of these four types. Please consult ##### or speak to the instructor if you would like any clarification (e.g., regarding what constitutes plagiarism);*
2. *I take incidents of academic dishonesty very seriously. I will forward to ##### any cases of it that come to my attention.*

**f) Student grievances**

**If you wish to contest your grade on an exam, you must do so within *two days* of that assignment's being graded and made available to you.**

**g) Grading**

1. It is your responsibility to submit your work on time. If you are finishing a homework assignment at the last minute, and something goes wrong—the internet connection doesn't work, your computer breaks down, etc.—that's one way an assignment can end up being late. "My internet didn't work," "something went wrong with my computer," etc., will not count. Please plan ahead and submit your work on time.
2. Also, the fact that you "need" a certain grade is not a reason for giving it to you. I will give you an 'A' only if you earn an 'A'; if you earn a 'C' and "need" a 'B', it is not my concern. The integrity of the grading process, the course and, indeed, the HU depends



on instructors and students understanding this distinction. If you need help, let me know. I'll do what I can within reason, and dealing with problems early can help a lot.

- You will be evaluated based on the *quality* of your work and not on the effort exerted. Some assignments will test comprehension; others will test your ability to present ideas clearly, or critically analyze an argument and demonstrate reflection. Some students may need to work much harder than other students to get the same grade. Nevertheless, I grade the work and not the student.

### **h) Preparation**

I expect you to come to class prepared, meaning that you have read the assigned reading material and given lots of thought about it. Reading philosophy is a very challenging task. You will often have to read the material more than once to understand the presented argument. And this cannot be done overnight.

- Schedule**

(Readings might be altered as the course progresses. If there are any changes, they will be announced in class.)

	<b>0. Introduction</b>		
W1, Mon	0.1. Introduction to course	<b>Assigned reading:</b> Course syllabus	<b>Activities:</b> 1. Read the syllabus
	<b>1. Arguments</b>		
W1, Mon	1.1. Deductive and inductive arguments	<b>Assigned reading:</b> Lectures on deductive and inductive arguments	<b>Activities:</b> 1. Read the assigned reading: "Deductive arguments" and "Inductive arguments"
W1, Tue	1.2. Abductive Arguments	<b>Assigned reading:</b> Lecture on abductive arguments	<b>Activities:</b> 1. Read the assigned reading: "Abductive arguments" 2. Do HW1 and HW2 on deductive and inductive arguments
	<b>2. Metaphysics</b>		
W1, Wed	2.1. Concepts of God	<b>Assigned reading:</b> Lecture on concepts of God	<b>Activities:</b> 1. Read the assigned reading: Lecture on concepts of God 2. Do HW3 on abductive arguments
W1, Thu	2.2. The Design argument	<b>Assigned reading:</b> Lecture on the	<b>Activities:</b> 1. Read the assigned reading: Lecture on the



		design argument; Paley's "Natural Theology" ( <a href="https://www.earlymoderntexts.com/assets/pdfs/paley1802.pdf">https://www.earlymoderntexts.com/assets/pdfs/paley1802.pdf</a> Sections 1 and 2)	design argument; Paley's "Natural Theology" 2. Do HW4 on concepts of God
W1, Fri	2.3. Discussion session	<b>Assigned reading:</b> Discussion questions W1	<b>Activities:</b> 1. Participate in the discussion session by answering the discussion questions and asking questions of your own
W2, Mon	2.4. The Cosmological argument (+ optional ontological argument)	<b>Assigned reading:</b> Lecture on the cosmological argument; Aquinas's "The Existence of God" ( <a href="http://www.faculty.umb.edu/adam_bereford/courses/phil_100_11/reading_five_ways.pdf">http://www.faculty.umb.edu/adam_bereford/courses/phil_100_11/reading_five_ways.pdf</a> )	<b>Activities:</b> 1. Read the assigned reading: Aquinas's "The Existence of God" (+ optional lecture on the ontological argument) 2. Do HW5 on the design argument
W2, Tue	2.5. The Problem of Evil	<b>Assigned reading:</b> Lecture on the problem of evil; Hume's <i>Dialogues Concerning Natural Religion</i> ( <a href="https://www.earlymoderntexts.com/assets/pdfs/hume1779.pdf">https://www.earlymoderntexts.com/assets/pdfs/hume1779.pdf</a> Parts 2, 3, 4, 5, 8, 9, 10, 11, 12)	<b>Activities:</b> 1. Read the assigned reading: Hume's <i>Dialogues Concerning Natural Religion</i> (Parts 2, 3, 4, 5, 8, 9, 10, 11, 12) 2. Do HW6 on the cosmological argument
	<b>Midterm exam</b>		



W2, Wed	<b>Review</b>	<b>Assigned reading:</b> Review sheet for the Midterm exam	<b>Activities:</b> 1. Read the review sheet for the Midterm exam and look over the lectures and HWs 2. Prepare questions about the review sheet and ask them in class
W2, Thu	<b>Midterm exam</b>		
W2, Fri	Midterm exam discussion session		<b>Activities:</b> 1. Participate in the discussion session by asking question about the midterm exam (e.g. why a given answer was wrong or why an answer was correct)
	<b>Final paper assignment</b>		
W3, Mon	<b>Paper assignment</b>	<b>Assigned reading:</b> Paper assignment	<b>Activities:</b> 1. Read the paper assignment for the Final paper and ask questions about it
	<b>3. Epistemology</b>		
W3, Mon	3.1. Descartes	<b>Assigned reading:</b> Descartes' "Meditation I" <a href="https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf">https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf</a>	<b>Activities:</b> 1. Read the assigned reading: Descartes' "Meditation I"



W3, Tue	3.2. Descartes	<b>Assigned reading:</b> Descartes' "Meditation I" <a href="https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf">https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf</a>	<b>Activities:</b> 1. Read the assigned reading: Descartes' "Meditation I"
W3, Wed	3.3. Hume	<b>Assigned reading:</b> Hume's "An Enquiry Concerning Human Understanding" <a href="https://www.earlymoderntexts.com/assets/pdfs/hume1748.pdf">https://www.earlymoderntexts.com/assets/pdfs/hume1748.pdf</a> Sections 2, 3, 4, 5, 6, 7	<b>Activities:</b> 1. Read the assigned reading: Hume's "An Enquiry Concerning Human Understanding" 2. Do HW7 on Descartes
W3, Thu	3.3. Hume	<b>Assigned reading:</b> Hume's "An Enquiry Concerning Human Understanding" <a href="https://www.earlymoderntexts.com/assets/pdfs/hume1748.pdf">https://www.earlymoderntexts.com/assets/pdfs/hume1748.pdf</a> Sections 2, 3, 4, 5, 6, 7	<b>Activities:</b> 1. Read the assigned reading: Hume's "An Enquiry Concerning Human Understanding"
W3, Fri	3.4. Discussion session	<b>Assigned reading:</b> Discussion questions W3	<b>Activities:</b> 1. Participate in the discussion session by answering the discussion questions and asking questions of your own
	<b>4. Mind</b>		
W4, Mon	4.1. Descartes' Mind	<b>Assigned reading:</b> Descartes' "Meditation VI" <a href="https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf">https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf</a>	<b>Activities:</b> 1. Read the assigned reading: Descartes' "Meditation VI" 2. Do HW8 on Hume



		<a href="#">1.pdf</a>	
W4, Tue	4.2. Descartes' Mind	<b>Assigned reading:</b> Descartes' "Meditation VI" <a href="https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf">https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf</a>	<b>Activities:</b> 1. Read the assigned reading: Descartes' "Meditation VI"
W4, Wed	4.3. Functionalism and the Chinese room	<b>Assigned reading:</b> Searle's "Minds, Brains, and Programs" <a href="http://cogprints.org/7150/1/10.1.1.83.5248.pdf">http://cogprints.org/7150/1/10.1.1.83.5248.pdf</a>	<b>Activities:</b> 1. Read the assigned reading: Searle's "Minds, Brains, and Programs" 2. Do HW9 on Descartes' mind
W4, Thu	4.4. Functionalism and the Chinese room	<b>Assigned reading:</b> Searle's "Minds, Brains, and Programs" <a href="http://cogprints.org/7150/1/10.1.1.83.5248.pdf">http://cogprints.org/7150/1/10.1.1.83.5248.pdf</a>	<b>Activities:</b> 1. Read the assigned reading: Searle's "Minds, Brains, and Programs"
W4, Fri	4.5. Discussion session	<b>Assigned reading:</b> Discussion questions W4	<b>Activities:</b> 1. Participate in the discussion session by answering the discussion questions and asking questions of your own
	<b>5. Ethics</b>		
W5, Mon	5.1. Types of ethics	<b>Assigned reading:</b> Lecture on applied, normative, and meta-ethics	<b>Activities:</b> 1. Read the assigned reading: "Types of ethics" 2. Do HW10 on Functionalism
W5, Tue	5.2. Contemporary moral issues 1: abortion	<b>Assigned reading:</b> Lecture on Warren on the permissibility	<b>Activities:</b> 1. Read the assigned reading: "The issue of abortion"





		of abortion; Warren, "On the Moral and Legal Status of Abortion"	
W5, Wed	5.3. Contemporary moral issues 2: students' choice	<b>Assigned reading:</b> TBD	<b>Activities:</b> 1. Read the assigned reading: TBD
	<b>Final exam</b>		
W5, Thu	<b>Review</b>	<b>Assigned reading:</b> Review sheet for the Midterm exam	<b>Activities:</b> 1. Read the review sheet for the Midterm exam and look over the lectures and HWs 2. Prepare questions about the review sheet and ask them in class
W5, Fri	<b>Final exam</b>		<b>Activities:</b> 1. Take the Final exam

