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In addition to the materials provided in this portfolio, the following materials are available on my website, at <https://jonathangingerich.net/teaching>:

Teaching Evaluations

- Full Student Comments from All Courses Taught as Instructor
- Full Student Comments from All Courses Taught as TA
- Original PDFs of Numerical Teaching Evaluations

Syllabi from All Courses Taught as Primary Instructor

- Philosophy of Law (upper-division course) (most recently taught Fall 2018)
- Moral Responsibility and Free Will (online upper-division course) (most recently taught Spring 2016)
- Late 19th and Early 20th Century Philosophy: Nietzsche, Freud, Husserl (upper-division course) (taught Summer 2015)
- Topics in Aesthetics: Philosophy of Popular Art (upper-division course) (taught Summer 2016)
- Topics in Political Philosophy: Paternalism (upper-division course) (taught Summer 2014)
- Nudges (advanced undergraduate honors seminar) (taught Summer 2014)
- Philosophy of Disembodiment (interdisciplinary freshman seminar) (taught Spring 2017)
- Principles of Critical Reasoning (online general education course) (taught Spring 2018)

Teaching Statement

My teaching aims to provide students with an opportunity to form and evaluate philosophical views for themselves, to practice and improve expressing their own beliefs, and to take pleasure in philosophical reflection undertaken for its own sake.

My approach to philosophical education draws on the history of philosophy. In “What is Enlightenment?,” Kant argues that enlightenment is a process in which people emerge from “immaturity” by forming their own understanding of the world without simply following the guidance of someone else. This ideal of enlightenment carries a commitment to intellectual equality with it: none of us has an epistemic master, and each of us must decide for ourselves what to believe. Developing a similar theme in “Philosophy and the Crisis of European Humanity,” Husserl suggests this liberation of inquiry is possible only once “immediate vital needs are satisfied” and “working hours are over.” At their best, my classes provide students with an occasion to pursue this sort of free and masterless curiosity. In this statement I describe several ways in which I guide my students toward this sort of inquiry.

I. Motivating Philosophical Curiosity

For many students who have not previously studied philosophy, it can be difficult to feel the attraction of philosophical curiosity. Why, they wonder, should we care what truth is or whether we have free will? One way that I make philosophical inquiry compelling is to connect abstract philosophical issues to students’ own lives. In “Philosophy of Law,” I initiate inquiry into the nature of legal authority by asking students to reflect on their own relationships with police, courts, and lawyers, and in “Philosophy of Popular Art,” I teach a unit on hip-hop and resistance, which encourages students to relate their own experiences of race and politics to aesthetic theory.

I also encourage students to form their own, independent judgments about the texts and questions that we study by asking students to speak up early and often about what they think. In lectures with 30 or 40 students, I break the class up into small groups that meet each day to work through a few assigned discussion questions and then report back to the class. Over the term, each student has several opportunities to act as spokesperson for their group. This ensures that all students participate in class discussion, including those who might otherwise hesitate to speak up. It also reduces pressure on students when they speak in front of the whole class, since they first have a chance to formulate their thoughts in a small conversation. This combination of small group work with large class discussions allows students to develop camaraderie and also helps them learn to formulate persuasive oral presentations of their ideas.

II. Advocating for Students

For students who are not from privileged backgrounds, finding the time “when working hours are over” to reflect philosophically can be difficult. Teaching at UCLA, a large public university that serves a diverse population including many first-generation students and recent immigrants, gave me a vivid sense of the many challenges that students face beyond the classroom. I recently worked with a student in my philosophy of law course who started out

the term always coming to class and handing in assignments but who gradually stopped attending. When I contacted him, it turned out that he was busy trying to renew his Deferred Action for Childhood Arrivals permit and was worried about whether his application would be approved. He ended up completing the course and doing well in it, and he later wrote to tell me how much my understanding and the flexibility I offered with course assignments helped him. I have found that when students fail to complete assignments or show up to class it is usually not because they are uninterested but because of other things going on in their lives. Reaching out to these students as a supportive mentor, connecting them to resources, advocating on their behalf, and providing flexibility to balance their coursework with other obligations can provide more students with a chance to practice and enjoy philosophical inquiry.

III. Writing to Read and Reading to Write

One important aspect of cultivating students' independent philosophical judgment is teaching them to put their own views into writing. I often ask students to keep a "commonplace book," in which they write out quotations that catch their interest along with questions and ideas about the readings. Commonplace books encourage students to notice and register their initial reactions to a text as they read (confusion, frustration, satisfaction, and so forth). They also prompt students to draw connections with other texts, other courses they have taken, and their own experiences. The privacy afforded by commonplace books, in which students are alone with an author, complements the public space of class discussion and lets students jot down ideas that they are unsure of and might not yet make sense to anyone else. Commonplace books thus institutionalize an often neglected component of the reading-thinking-writing process and encourage students to read in a way that naturally leads into writing.

I also help students to break down the project of writing a philosophy paper into smaller more manageable tasks. I provide students with writing scaffolding exercises that help them to develop a thesis, build up an argument for that thesis, and consider and respond to objections to it. I devote a significant amount of lecture time to talking and thinking about writing to emphasize that advancing one's own views in writing is as important to the study of philosophy as is understanding the thought of historical philosophers.

IV. Learning with Students

To encourage students to see themselves as autonomous thinkers, I try to construct a non-hierarchical classroom. In lectures, including large lectures with 100 or more students, I model scholarly inquiry by playing around with interpretations, even when I am not sure if they will succeed, and publicly acknowledging when they do not work out. When I talk to students about their writing, I show them that I take their ideas seriously. One of the most rewarding courses that I have taught was a seminar on Nietzsche, Freud, and Husserl. I worked closely with each student on drafts of research papers on topics of the students' choosing, and one student continued revising his paper for months after the course ended to submit to an undergraduate journal. My dissertation incorporated ideas that I worked out in conversation with these students. Students were excited to see that I was researching some of the same material that they were writing about and listening seriously to their ideas as an expert, but not as an authority who is owed epistemic deference. Modeling philosophical curiosity helps students feel free to take intellectual risks and to have more fun with the ideas we study.

Diversity Statement

A commitment to diversity runs throughout my teaching, research, and academic service.

In teaching, I strive to provide a welcoming environment for students of all backgrounds. I do so both through my management of classroom discussion and the construction of my syllabi. The value of philosophical discussion in the classroom can be compromised when a small handful of students do all of the talking, so I manage discussions to encourage a wide variety of students to participate. For instance, I preferentially call on students who have not yet participated in class discussion, or who have done so less than other students. I also encourage students to respect each another as full participants in a philosophical dialogue. If a student says something that another student later repeats as though it were a novel point, I intervene to recognize the earlier contribution. On my syllabi, I include readings like Marge Piercy's feminist science fiction novel, *Woman on the Edge of Time*, to make experiences of disability and mental illness visible. I also assign as many materials as possible written by women and authors of color. Assigning these texts legitimizes the viewpoints of students who feel that their experiences are not shared by white, male authors and helps students whose perspectives are better represented in the traditional philosophical canon to see how their assumptions may not be universal.

Outside of the classroom, I have worked to address the underrepresentation of women and people of color in philosophy as a profession. I encourage talented students from underrepresented groups to consider graduate school in philosophy, while also acknowledging the challenges that they may face. Through UCLA's Minorities and Philosophy chapter, I have mentored minority philosophy majors, and I started UCLA's Feminist Theory Reading Group, which offers an opportunity to discuss a type of philosophy that speaks to many students' experiences but that is often absent from philosophy curricula. The group provides a space for reflection on the roles of gender and race in the profession of philosophy and has encouraged undergraduates from underrepresented groups to pursue philosophy as a major or career.

My research addresses issues of diversity in its examination of types of inequality that analytic political philosophy has not traditionally focused on. For instance, while much political philosophy focuses on political and economic inequalities, my recent research builds on feminist critiques of liberalism to examine cultural inequalities and explores ways in which race and gender impact citizens' ability to participate in creating and consuming culture.

Achieving diversity also requires working at the institutional level. At UCLA, another philosophy graduate student and I worked for several years with the student-workers union, the philosophy department, the campus labor relations office, and the Title IX office to redesignate one of the bathrooms in the philosophy department as an all-gender restroom. The redesignation of this bathroom in 2016 made the department more welcoming to gender non-conforming graduate students and majors. Additional work that I undertook with the union and the labor relations office led UCLA to adopt a new campus-wide policy on gender inclusive restrooms, effective in 2018, that ensures greater access to all-gender restrooms not just in the philosophy department but for all students and staff.

Numerical Teaching Evaluations

I include here numerical data on all courses that I have taught at UCLA and at Harvard as either an instructor or a teaching assistant.

UCLA Philosophy Department, Primary Instructor

This chart summarizes numerical student evaluations from all courses at the UCLA Philosophy Department for which I was the primary instructor. Ratings are on **a scale of 1-9, with 9 being the highest.**

<u>Courses Taught as Instructor</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of Instructor</u>	<u>Department Mean for Instructors</u>
Philosophy and Literature (introductory course)	Spring 2018	92 students	8/9 median (7.4 mean)	8.07
Philosophy of Law (upper division)	Summer 2017	24 students	8/9 median (7.7 mean)	8.15
Medical Ethics (upper division)	Summer 2016	38 students	8/9 median (7.2 mean)	7.88
Topics in Aesthetics: Philosophy of Popular Art (upper division)	Summer 2016	17 students	9/9 median (8.0 mean)	7.88
Late 19th and Early 20th Century Philosophy: Nietzsche, Freud, Husserl (upper division)	Summer 2015	11 students	9/9 median (8.3 mean)	8.16
Topics in Political Philosophy: Paternalism (upper division)	Summer 2014	19 students	9/9 median (9.0 mean)	7.83
Honors Seminar: Nudges (taught in conjunction with Topics in Political Philosophy) (upper division honors course)	Summer 2014	3 students	n/a (too few students enrolled for evaluations to be processed)	

UCLA Undergraduate Educational Initiatives, Primary Instructor

This chart summarizes numerical student evaluations from my interdisciplinary seminar taught at UCLA in Spring 2017. Ratings are on **a scale of 1-5, with 5 being the highest.**

<u>Courses Taught as Instructor</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of Instructor</u>	<u>Department Mean for Instructors</u>
Philosophy of Disembodiment (freshman seminar)	Spring 2017	20 students	4.5/5 median (4.2 mean)	not available

UCLA Extension, Primary Instructor

This chart summarizes numerical student evaluations from all courses at the UCLA Extension for which I was the primary instructor. Ratings are on **a scale of 1-9, with 9 being the highest**. All of these courses were taught online, using Blackboard or Canvas.

<u>Courses Taught as Instructor</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of Instructor</u>	<u>Department Mean for Instructors</u>
Principles of Critical Reasoning (general education)	Spring 2018	24 students	7/9 median (6.83 mean)	not available
Moral Responsibility and Free Will (upper division)	Spring 2016	8 students	9/9 median (9.0 mean)	8.34
Philosophical Analysis of Contemporary Moral Issues (lower division)	Fall 2015	16 students	9/9 median (9.0 mean)	8.18
Moral Responsibility and Free Will (upper division)	Spring 2015	8 students	9/9 median (9.0 mean)	8.61
Moral Responsibility and Free Will (upper division)	Summer 2014	17 students	9/9 median (9.0 mean)	8.06
Moral Responsibility and Free Will (upper division)	Summer 2013	17 students	6.5/9 median (6.5 mean)	7.18

UCLA Philosophy Department, Teaching Assistant

This chart summarizes numerical student evaluations from all courses at the UCLA Philosophy Department for which I was a teaching assistant. Ratings are on **a scale of 1-9, with 9 being the highest**.

<u>Courses Taught as Teaching Assistant</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of TA</u>	<u>Department Mean for TAs</u>
Topics in Political Philosophy: Patriarchy (upper division)	Spring 2016	2 sections of 20 and 21 students	n/a (too few section evaluations completed for numerical scores to be computed because of cancellation of final day of class due to campus emergency)	
Intro to Ethical Theory, Writing Intensive (lower division)	Winter 2016	1 section of 20 students	8.5/9 median (8.2 mean)	8.03
Philosophy in Literature (lower division)	Fall 2015	2 sections of 25 students each	8/9 median (8.0 mean)	7.98
Intro to Political Philosophy (lower division)	Spring 2015	2 sections of 25 and 26 students	8/9 median (8.1 mean)	7.90
History of Ethics, Modern: Kant's Ethics (upper division)	Winter 2015	2 sections of 16 and 18 students	8/9 median (7.8 mean)	8.03

Topics in Ethical Theory: Friendship (upper division)	Fall 2014	2 sections of 25 students each	9/9 median (8.4 mean)	7.97
Moral Responsibility and Free Will (upper division)	Spring 2013	2 sections of 16 students each	9/9 median (8.5 mean)	7.78
Medieval and Early Modern Philosophy (upper division)	Winter 2013	2 sections of 20 and 22 students	9/9 median (8.3 mean)	7.96
Rationality and Action (upper division)	Fall 2012	2 sections of 10 and 19 students	7/9 median (7.1 mean)	7.99
Modern Philosophy, 1650-1800 (upper division)	Spring 2012	2 sections of 23 and 25 students	8/9 median (8.0 mean)	7.82
Medieval and Early Modern Philosophy (upper division)	Winter 2012	2 sections of 22 and 25 students	9/9 median (8.7 mean)	8.20
Intro to Political Philosophy (lower division)	Fall 2011	2 sections of 27 and 28 students	8/9 median (7.9 mean)	8.11

UCLA Undergraduate Educational Initiatives, Teaching Assistant

This chart summarizes numerical student evaluations from interdisciplinary courses taught at UCLA through UCLA Undergraduate Education Initiatives for which I was a teaching assistant. Ratings are on a **scale of 1-9, with 9 being the highest**.

<u>Courses Taught as Teaching Assistant</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of TA (Median/Mean)</u>	<u>Department Mean for TAs</u>
Biotechnology and Society (interdisciplinary general education course)	Winter 2017	2 sections of 13 and 18 students	9/9 median (8.2 mean)	not available
Biotechnology and Society (interdisciplinary general education course)	Fall 2016	2 sections of 18 and 22 students	8/9 median (7.7 mean)	not available

Harvard University, Teaching Assistant

This chart summarizes numerical student evaluations from courses taught at Harvard for which I was a teaching assistant. Ratings are on a **scale of 1-5, with 5 being the highest**.

<u>Courses Taught as Teaching Assistant</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of TA (Median/Mean)</u>	<u>Department Mean for TAs</u>
Justice (lower division)	Fall 2008	2 sections of 15 students each	3/5 median (2.8 mean)	3.98

Narrative Student Comments

Complete Student Comments from Nietzsche, Freud, Husserl

Below are all student evaluation comments that I have received for Late 19th and Early 20th Century Philosophy: Nietzsche, Freud, Husserl when I taught it at UCLA in Summer 2015. The comments are complete and are edited only for spelling. (Emphasis added.)

- **Before this class got going, I was skeptical about a class where the discussion is the lecture. However, this has been a delightful and engaging learning experience. I will probably look back at my philosophy years back at UCLA and remember this class. It has had a large impact on my ability to decode complex philosophical texts which there is not an encyclopedia that can be easily referenced for perspectives/answers. The success of this course couldn't have been possible without Jonathan's prudent leadership.** My only regret is that so many other classes are not in this (obviously) superior format. It's understandable why logic is not, but it's a crime not to have Plato, Aristotle, Kant, Leibniz, etc. in this tightly-packed format. **I feel closer to my classmates, as well.**
- **Short responses before classes were a great idea. You're a super fast grader!** In discussions, try to explain terms and make sure some kids don't just say nothing using big words. Get them to say it on their own so they and others really get it. Good facilitation of discussion.
- **Jonathan facilitates effective/meaningful discussions. He is engaging & fully attentive to students' thoughts/ideas/questions. He is an especially great instructor because he demonstrates a type of humility by making sure students realize that he too is on the quest for greater knowledge & in that sense united with them in the desire to be an authentic philosopher.**
- I really enjoyed this class. The discussions were extremely interesting and I benefited from hearing different perspectives on all the texts. **Jonathan did a great job of facilitating discussion** and the small class size was optimal for this kind of class. **Overall one of the best philosophy classes I've ever taken.**
- This course was informative and insightful. I thought the assigned readings were relevant to the course subject and I thought the class discussions helped in explaining philosophical ideas. I felt that there were times when class discussions seemed off track and sometimes we put too much time into interpreting a particular thinker (gets kinda dull). But other than that, this was a worthwhile course. I will recommend your classes to incoming students.
- **One of the most special classes I've ever had at UCLA. Great discussion with fellow philosophy lovers. Very high intensity of discussion!**
- Jonathan is terrific as a discussion leader and eventually as a professor, I assume. The workload felt heavy because of the 6 week course. In a 10 week course it would have been perfect. I enjoyed the class very much.
- **One of the best aspects of the course was the open discussions that fostered a greater understanding of the texts.** The instructor was also good at facilitating discussions.
- Strength: Jonathan helped facilitate excellent discussions that always supplemented the course reading in a great manner. Weakness: Sometimes I feel there might have been too much discussion and not enough lecture on the material.

Selected Student Comments from Courses Taught as Instructor

Below are selected comments that I have received from students evaluations for courses in which I was the primary instructor. The comments are edited only for spelling. Complete comments for all courses that I have taught as primary instructor or as a TA are available upon request and at <https://jonathangingerich.net/teaching>.

Philosophy and Literature, introductory philosophy course, Spring 2018

- This is absolutely one of the best classes I have ever taken at UCLA. Not only was the course a wonderful and true learning experience, the teachers showed as much interest for what they teach, in the students as well. Never take this class or the instructors away from UCLA
- Professor Gingerich was honestly one of the most passionate professors I've ever had the pleasure to listen to! Every lecture you could just tell he was immersed in the subjects at hand. He would carefully outline all of the lectures to ensure that students could follow along with the fast pace. I appreciate him for facilitating participations during lectures because I felt like I got to hear so many new perspectives I never considered! Overall this is a professor that is passionate about his career and I hope the best for him as he continues on his PhD journey!
- Strengths: SUPER HELPFUL! If I felt lost because of a reading, he would literally explain everything that was confusing in lecture, without me having to ask questions. When he summarizes a text or gives content, everything becomes a lot more clearer. He also lends his knowledge by posting his notes which are amazing for understanding and for studying. He demonstrates deep and intelligent analysis of topics I wouldn't immediately think of; I begin to see all these things like happiness and self because of questions that he prompts during lecture. Super amazing man! Professor's knowledge is so imminent. Weaknesses: Can talk for extended periods sometimes, this can be disengaging because our mind isn't immediately be stimulated when only one person is talking. I think you can take more pauses to ask questions instead of going on for a long time on a single topic.
- The greatest strengths of the professor are that he always had organized presentations prepared for his students that would critically assess the course material. The presentations are set up to invoke a deep discussion of the course topics and themes found within the material. The instructor truly went in depth with the material and provided an environment specifically for a deep thought process, excellent traits to have in an instructor.
- There was a real desire for all the students to participate and learn about the relationship of philosophy and the course literature. Jonathan was always well prepared, explained the material well, and could thoughtfully answer any question posed at him. The random nature of common book collection was my only minor gripe. I feared that if I couldn't attend class I might miss a common book collection.
- This is a great class and Dr. Jonathan is a great professor. He is very articulate and organized in his lectures. Posting lecture notes is extremely helpful for us as students. The course material was very interesting and I got a very good introduction to philosophy through this class.

Principles of Critical Reasoning, general education course, Spring 2018

- He was one of the few online class professors to actually interact regularly with the class, and he had a large presence during the course.
- Good professor explained content well during office hours and always willing to help.

Philosophy of Law, upper-division course, Summer 2017

- Jonathan is an excellent lecturer. He does an amazing job facilitating class discussions and organizing the course. He is welcoming outside of class and always helped me understand difficult concepts.
- Gingerich was an excellent lecturer who used facilitated discussions to help students arrive at their own conclusions about the readings. I personally felt the pace was a bit too fast (we were assigned about 30 pages of dense reading per lecture, often without much specified focus or direction), but I would attribute this to the short summer term. However, I felt the discussion questions given in lecture were helpful guides to the important points of the readings, especially when I returned to the readings after lecture. Overall, I enjoyed the class and Gingerich's engaging style of lecture.
- I enjoyed the class very much. Not only is it a class that applies to what I want to do in the future, it was structured in way as to make it practical, or applicable in every day life. The only difficulty in the course was the fact that there were three readings a week. Though this is understandable, as it is a summer course, the workload was still a lot.

Philosophy of Disembodiment, freshman seminar, Spring 2017

- I think the lesson I found most valuable in this seminar is simply that science is an overarching field and the philosophy behind science is never black and white. It was incredible to see my peers' input on issues and bring in arguments that I never would have considered on my own. This is a tough seminar to be a part of, but in the end, I'm grateful to have taken the course.
- The topics of this seminar were incredibly interesting and taught me how to think more analytically. I also learned how to write a philosophical paper and support philosophical arguments. This seminar helped me become a better writer and think in a different way.

Topics in Aesthetics: Popular Culture, upper-division course, Summer 2016

- Professor Gingerich does a good job of teaching through discussion.
- Professor Gingerich was as knowledgeable and caring an instructor as I could've hoped for my first philosophy in aesthetics class. I would recommend any peer to take this course with him.

Medical Ethics, upper-division course, Summer 2016

- Gingerich was a great instructor. He was helpful in and outside of class, and was able to offer interesting insights that helped to clarify author positions I didn't necessarily agree with after the readings alone. Many of the readings were really interesting and not something I'd likely have been exposed to were it not for this class.

Moral Responsibility and Free Will, upper-division course, taught online, Spring 2016

- The readings were challenging and interesting and extremely well curated and the lectures were clear and organized and helped illuminate the material from the readings and provided occasional context. The syllabus was an excellent guide, the overviews and handouts each week set a clear focus, the lectures were broken up nicely into manageable chunks, and the homework and paper topics were inspiring. The grading system is fair and motivating. Overall I would say this is a very well organized and well run class, and I for one also find the topic incredibly interesting and important - quite a bit more so now that I've taken this class.
- Professor Gingerich's lectures were thorough and engaging, and his level of expertise was obvious from the beginning. He made it clear that he was available to communicate in office hours and by appointment, and responded quickly to every question. His comments on homework, though sparing, were insightful and provided good feedback - very satisfying to hear his voice at the conclusion of the discussion among students. His paper comments were more in depth and were edifying and satisfying to read. I was sorry not to be able to take advantage of office hours more frequently, but when I did, I found Jonathan to be very open and thoughtful in engaging my questions.

Philosophical Analysis of Contemporary Moral Issues, lower-division course, taught online, Fall 2015

- Course was such a great one, it was full of challenging, yet interesting and mind stimulating topics. The set up of the class went great as well.
- I loved this class. It made me think about other people's perspectives and see issues from a new light.

Topics in Political Philosophy: Paternalism, upper-division course, Summer 2014

- The lectures were great – sometimes I wished more time was spent on the lectures. I found the lecture handouts to be very helpful. The page numbers on the handouts made it easier to focus my studies on the areas discussed in class. The groups were helpful. I thought that the analogies that the professor presented were funny and made me look forward to lectures.
- I really liked how organized you were, it assured me that the class was in good hands when it came to guidance on the material. The handouts were great too, as they helped frame what it was we ought to or can have thought about when we did or do our readings. Maybe next time don't have as much reading due, since in my opinion, it made things too overly complex to think and connect to themes we were supposed to be following throughout the class. All in all though, great class!

Sample Syllabi

The following syllabus is the syllabus that I used for my quarter-long introduction to philosophy through literature taught at UCLA in Spring 2018.

Philosophy in Literature (lower-division course) (taught Spring 2018)

Meetings: TR 10:00-11:50, Dodd 175
Instructor: Jonathan Gingerich
TAs: Sarah Beach, Ayana Samuel, Aaron West
Email: jgingerich@humnet.ucla.edu
Office: Dodd 370
Office Hours: TR 12:00-1:00
Website: <https://ccle.ucla.edu/course/view/18S-PHILOS5-1>

Course Description

This course explores a selection of central questions about what it means to be human. The questions we will consider include: What is happiness? Do we need to be free in order to be happy, and, if so, what sort of freedom and responsibility must I have in order to be satisfied with who I am? What sort of political circumstances do I need in order to be free? And who is the “I” who can experience freedom and happiness? As we explore these questions, we will consider what roles art, literature, and philosophy should play in figuring out how to live.

This course will address these questions by reading novels, poems, and plays (including *Mrs. Dalloway*, *Wide Sargasso Sea*, *Swann’s Way*, and *The Man Without Qualities*), viewing movies and paintings (including *Ikiru* and *The Music Room*), and reading some philosophy (including some Plato, some Thomas Nagel, and some Selma James). Lectures will provide a philosophical framework for approaching and engaging with the artworks that we study. Students will be encouraged to draw on their own life experience to deepen their engagement with the texts that we read.

By taking this class, students will learn: how to think philosophically about literature and movies, how to communicate clearly and persuasively about theoretical topics (orally and in writing), how to think independently about arguments and decisions, how to read literary texts with the aim of identifying their philosophical assumptions and arguments, how to write a philosophy essay, and, if all goes well, how to take pleasure in the challenges of careful and rigorous reading and thinking.

Texts

Philosophical texts, poems, and paintings will be posted on the course website, although an optional course reader will also be available from the campus bookstore, if you would like a set

of the readings printed out and bound. Screenings of required films will be arranged, and films will also be on reserve at the library. The following novels need to be purchased for the class:

Robert Musil, *The Man Without Qualities*, vol. 1 (ISBN 0679767878)

Virginia Woolf, *Mrs. Dalloway* (ISBN 0156628708)

Marcel Proust, *Swann's Way* (ISBN 0142437964)

Jean Rhys, *Wide Sargasso Sea* (ISBN 0393352560)

Maggie Nelson, *The Argonauts* (ISBN 1555977359)

These books will be available through the campus bookstore, and they are available used from Amazon and many other online booksellers. You will also need a notebook for the commonplace book assignment (described below).

It is important that you get a copy of the precise edition of these books listed here (that is, your copy should have the ISBN number listed above), because our discussion of these books will go best if everyone is working with the same page numbers.

It is essential that students complete the assigned reading in advance of the lectures that are devoted to the material. Many of the texts we will be reading are dense philosophical and literary texts, and I strongly encourage you to read them at least twice. (Many students find reading once before the lecture and once after to be an effective reading strategy.)

Screen Free Classroom

In order to avoid distractions and to promote lively participation, thoughtful note taking, and good cheer, I ask that you bring (1) a paper notepad, (2) a writing utensil, and (3) a paper copy of the reading to every class meeting, and **refrain from using your cell phones, tablets, and laptops in class**. Please notify your TA if special circumstances, such as an injury or a disability, require you to take notes electronically. Please also notify your TA if obtaining hard copies of the course materials poses a problem for you.

Course Requirements

The required assignments for the course, described in detail below, are the following: (1) section attendance and participation; (2) keeping a commonplace book; (3) an exam in week 4; (4) an initial topic for the final essay; (5) a finalized topic for the final essay; (6) a rough draft of the final essay; (7) a peer editing assignment based on the rough draft of the final essay; (8) an exam in week 10; and (9) a final draft of the final essay. **All course requirements must be completed in order to pass this course.**

(1) Section Attendance and Participation

By attending class and talking through the literature and philosophy that we read with me, your TA, and your fellow students, you will improve your ability to identify philosophical themes in literature with sophistication and to clearly articulate philosophical views and arguments orally. To participate effectively, it is essential to carefully read the assigned reading.

Attendance and participation grades will be based on engagement in section discussion, including actively listening to and supportively engaging with other participants, arriving fully prepared for discussion, and routinely making comments that advance the discussion. Failure to attend section, failure to participate, and failure to engage with other participants can negatively affect your attendance and participation grade, while particularly insightful contributions and attentive engagement with other participants can positively affect your grade.

(2) Commonplace Book

A commonplace book is a notebook that collects ideas, observations, quotations and arguments and organizes them thematically. Many students and scholars kept commonplace books in the European Renaissance and early modern period, using them as a resource to store and retrieve information. You will keep a commonplace book for this class.

The goal of this assignment is to help you draw connections across the books and stories that we read, to provide a store of information and ideas that you can draw on when you write your term paper, and to provide you with an opportunity to reflect on connections between the material that we discuss in class and your own life.

There is not a single method for creating a commonplace book, but it is important that you use it regularly (two times a week at minimum, and ideally around four times a week) and that you systematically organize it.

Some suggestions for ways in which you might use your commonplace include:

- Think about the overarching philosophical questions that we consider in class (What is freedom? What is the self? How are freedom and happiness related?) and create pages or sections of your commonplace book with these headings. (If you run out of room under one heading, you can always create a continuation of that heading later on in your commonplace book.) As you read, when you find something that is related to the topic, write down the quotation or your idea along with the the author and the page number.
- If you find a particularly interesting topic or question as you read, make a new page or section in your commonplace book focused on that topic. As you find related quotations in other books that we read, add them to that section of your commonplace book. Consider writing out your reactions to the quotations you write out—does the passage make you frustrated? confused? satisfied? overjoyed? Why?
- When you come across a related idea in reading that you're doing for another class or for fun or a movie or TV show that you're watching or a conversation with friends over lunch or dinner, jot it down in the commonplace book.
- Much of our class will concern questions about how to live one's life well. Spend some time thinking about the connections between the books that we read and discussions we have and

your own life. Do you agree with the theory of freedom that Musil presents in *Man without Qualities*? Write down what features of your own experience support or confound the theory.

- Many of the best commonplace books incorporate visual presentations of material, like charts, diagrams, and drawings. Consider creating graphic representations of relationships among the different theories and authors who we study.
- You can also use your commonplace book in class or in section—for instance, to jot down a question that you don't get a chance to ask, or a connection that you notice between readings and lecture.

Grading: A few times during the term, at unspecified times, commonplace books will be collected and graded for evidence that you have put effort into compiling a commonplace book that works for you. A grading rubric for commonplace books will be distributed. Because the commonplace book is an unfamiliar assignment for many students, if your commonplace book improves throughout the course, grades from later collections will replace those from earlier collections.

You should **bring your commonplace book with you to lecture every day**, both so that you can use it to take down ideas that you have during lecture and so that you can hand it in if commonplace books are collected that day.

(3) First Examination

There will be **an exam administered in class at the end of week 5**. Further details will be provided by the beginning of week 4.

(4) Initial Essay Topic

An essay is required, of 7-8 pages, double-spaced, on a topic of your choosing that grows out of one of our meetings or reading. An initial topic (just a sentence or two) is due by the beginning of our second lecture in Week 7. You will submit your initial essay topic by posting it on the discussion board on the course website.

(5) Final Essay Topic

A finalized essay topic that describes your plan for your final essay is due by the beginning of the first lecture in Week 8. The finalized essay topic should be a one-paragraph abstract or statement of a question that you plan to discuss in your final essay. You will submit your final essay topic by posting it on the discussion board on the course website. Your TA will review your essay topic and let you know if they have any concerns about the feasibility of your essay topic.

(6) First Draft of Essay

You will develop your essay ideas by helping one another with feedback on a rough draft of the essay. Giving feedback on your peers' writing also helps you to take up the perspective of

the reader in thinking through what makes for a good philosophy essay. To be ready for the collaborative editing process, you will submit **a rough, first draft of your final essay (around 5-6 pages long), due through Turnitin on the course website by 5:00 pm on Monday of week 9.** Please **also bring two hard copies to class for our first lecture in week 9.** It is crucial that you complete your draft on time and bring two copies of it with you to lecture so that you can participate in the peer editing exercise, which you must complete in order to pass the course.

(7) Peer Editing Exercise

We will have **a collaborative editing exercise in class for our first lecture of week 9.** In addition to the in-class exercise, you will **submit written comments on another student's paper by 5:00 pm on Friday of week 9.** You will submit your written comments by posting them on the discussion board on the course website. Because your partner will rely on your comments in revising their paper, extensions will be granted only in extraordinary circumstances.

(8) Second Examination

There will be **an exam administered in class at the end of week 10.** Further details will be provided by the beginning of week 9.

(9) Final Draft of Essay

The final essay, of 7-8 pages, double-spaced, is **due through Turnitin on the course website by 2:30 PM on Monday, June 11.** Aside from last minute emergencies, extensions must be arranged at least 24 hours in advance. A grading rubric for essays will be distributed in advance of the due date.

Final Grades

Final grades will be calculated by assigning the following weights to the graded assignments.

5% Attendance and participation in both lecture and section

20% Commonplace book

15% First exam

5% Peer editing assignment

25% Second exam

30% Final draft of essay

As noted above, all course requirements must be completed in order to earn a passing grade in this course.

Academic Integrity

You are expected to abide by UCLA's policies on academic misconduct. You may wish to review the flyer on academic misconduct that has been prepared by the Dean of Students at <https://www.deanofstudents.ucla.edu/portals/16/documents/studentguide.pdf>.

A few important reminders about academic integrity are relevant to the writing assignments for this course: You should write your own papers and properly attribute ideas and words that you include in your writing. If you copy someone else's words into your assignment word for word, indicate that these words are a quotation, by enclosing them in quotation marks or setting them off from the text. Also provide a citation that includes enough information that your reader could locate the material that you're citing. (It is not important that you use any particular style of citation, as long as your citations provide enough information to locate the material that you are citing. For our course materials, you can just give the author's last name and a page number.) You should also provide a citation if you paraphrase someone else's idea in your own writing. If you have any questions about whether what constitutes academic misconduct, please ask.

Accessibility

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Schedule of Lectures and Reading Assignments

- I. WEEK 1: Introduction to the Course; Philosophy and Literature
 - A. Lecture 1
 - 1. View selected Jean-Baptiste-Siméon Chardin paintings (course website/reader)
 - B. Lecture 2
 - 1. No reading assignment for lecture 2. In lecture, we will view Satyajit Ray's film, *The Music Room*
- II. WEEK 2: Philosophy and Literature
 - A. Lecture 3
 - 1. Plato, *Republic* (excerpt on art) (course website/reader)
 - B. Lecture 4
 - 1. Percy Bysshe Shelley, *A Defence of Poetry* (course website/reader)
- III. WEEK 3: Happiness
 - A. Lecture 5
 - 1. Walt Whitman, "Song of Joys" (course website/reader)
 - 2. Walt Whitman, "I Sing the Body Electric" (course website/reader)
 - 3. Philip Larkin, "High Windows" (course website/reader)
 - 4. View selected Kerry James Marshall paintings (course website/reader)
 - B. Lecture 6
 - 1. Aristotle, *Nicomachean Ethics* (excerpt on happiness) (course website/reader)
 - 2. Jeremy Bentham, *An Introduction to the Principles of Morals and Legislation* (excerpt on happiness) (course website/reader)
- IV. WEEK 4: Freedom
 - A. Lecture 7
 - 1. Robert Musil, *The Man Without Qualities*, ch. 1-19

- B. Lecture 8
 - 1. Robert Musil, *The Man Without Qualities*, ch. 20-30, 30-36, 74
 - 2. Thomas Nagel, "Moral Luck" (excerpt on freedom) (course website/reader)
- V. WEEK 5: Freedom, Continued
 - A. Lecture 9
 - 1. Akira Kurosawa, *Ikiru* (film) (a screening will be arranged early in week 5 and the film will be available on reserve in the library and on the course website)
 - B. Lecture 10
 - 1. **FIRST EXAM, TO BE HELD IN CLASS**
- VI. WEEK 6: Freedom, Continued
 - A. Lecture 11
 - 1. Virginia Woolf, *Mrs. Dalloway*, pp. 1-102
 - B. Lecture 12
 - 1. Virginia Woolf, *Mrs. Dalloway*, pp. 102-194
- VII. WEEK 7: Oppression
 - A. Lecture 13
 - 1. Selma James, "Sex, Race, and Class" (course website/reader)
 - 2. Jean Rhys, *Wide Sargasso Sea*, part 1
 - B. **INITIAL ESSAY TOPICS DUE ON COURSE WEBSITE BY 10:00 AM ON THURSDAY**
 - C. Lecture 14
 - 1. Jean Rhys, *Wide Sargasso Sea*, parts 2-3
- VIII. WEEK 8: Self
 - A. **FINALIZED ESSAY TOPICS DUE ON COURSE WEBSITE BY 10:00 AM ON TUESDAY**
 - B. Lecture 15
 - 1. Marcel Proust, *Swann's Way*, pp. 1-48
 - C. Lecture 16
 - 1. Marcel Proust, *Swann's Way*, pp. 49-117
- IX. WEEK 9: Self, Continued
 - A. **ROUGH DRAFT DUE ON COURSE WEBSITE BY 5:00 PM ON MONDAY**
 - B. Lecture 17
 - 1. **PEER EDITING WORKSHOP IN CLASS (BRING TWO HARD COPIES OF YOUR ROUGH DRAFT TO CLASS)**
 - C. Lecture 18
 - 1. Maggie Nelson, *The Argonauts*, pp. 1-73
 - D. **PEER EDITING COMMENTS DUE ON COURSE WEBSITE BY 5:00 PM ON FRIDAY**
- X. WEEK 10: Self, Continued
 - A. Lecture 19
 - 1. Maggie Nelson, *The Argonauts*, pp. 74-143
 - B. Lecture 20
 - 1. **SECOND EXAM, TO BE HELD IN CLASS**
- XI. FINALS WEEK
 - A. **FINAL DRAFT OF ESSAY DUE ON COURSE WEBSITE BY 2:30 PM ON MONDAY, JUNE 11**

Grading Rubric for Essays

A, A-	Excellent essay	<ul style="list-style-type: none"> • Writing is straightforward and easy to read. • Essay is clearly organized so that paragraphs clearly flow from one another and the reader is never lost. • Essay topic clearly sets out a significant philosophical problem or question and makes the reader care about it. • Exposition shows mastery of the philosophical and literary materials used and conveys complete comprehension to the reader. Exposition provides a new point of access to the material discussed. • Essay advances an insightful, creative, or very thoughtful philosophical argument that is well supported. Demonstrates awareness of significant objections to the position it advances and responds effectively to them.
B+, B, B-	Good essay	<ul style="list-style-type: none"> • Writing is readable, although some sentences may be difficult. • Essay is coherently organized, but the reader is sometimes lost. • Essay topic sets out a significant philosophical problem or question, although the essay may fail to show the reader why they should care about the topic. • Exposition of philosophical and literary materials contains no major mistakes and effectively conveys the central arguments and themes to the reader. • Essay advances a philosophical argument and provides support for it although the argument might contain minor errors or need more development in places. Demonstrates independent thought about the topic and awareness of significant objections to the position it advances.
C+, C, C-	Adequate essay	<ul style="list-style-type: none"> • Writing is very difficult but not impossible to read. Many sentences are convoluted or ungrammatical. • Essay is poorly organized and the reader is often lost. • Essay topic provides an opportunity to exposit and argue about course materials but is not otherwise philosophically significant. • Exposition shows a grasp of the central arguments and themes of the philosophical and literary texts discussed but does not effectively convey it to the reader. • Essay advances a philosophical argument. There may be serious problems with the argument, but the argument has promise of amounting to more than mere counter-assertion. Essay rehashes reading or lecture material rather than demonstrating independent thought about the topic.
D+ or lower	Inadequate essay	<ul style="list-style-type: none"> • Writing is very difficult but not impossible to read. Most sentences are convoluted or ungrammatical and it is very difficult for the reader to understand the author's meaning. • Essay is unorganized and it is unclear to the reader why one paragraph follows another. • Essay topic poses a coherent question but is unrelated to the philosophical or literary themes of the course. • Exposition fails to show a grasp of the central arguments and themes of the philosophical and literary texts discussed. • Essay makes large argumentative errors or amounts to mere counter-assertion and fails to demonstrate original thought about the material.
F	Failing essay	Essay does not make a good faith effort to meet the requirements of the assignment.

Grading Rubric for Attendance and Participation

A	Excellent participation	<ul style="list-style-type: none"> • Student almost always attends class. • Student is engaged in discussion, including actively listening to and supportively engaging with other participants, arriving fully prepared for discussion, and routinely making comments that advance the discussion.
B	Good participation	<ul style="list-style-type: none"> • Student attends class most of the time. • Student treats other students respectfully but does not regularly engage with other participants or contribute to discussion.
C	Adequate participation	<ul style="list-style-type: none"> • Student only irregularly attends class. • Student treats other students respectfully but does not regularly engage with other participants or contribute to discussion.
F	Inadequate participation	<ul style="list-style-type: none"> • Student never attends class or does not treat other students respectfully in discussion.

Grading Rubric for Commonplace Books

A	Excellent commonplace book	<ul style="list-style-type: none"> • Commonplace book shows evidence of thinking deeply and independently about philosophical questions considered in class and how they connect to the literary texts that we read. • Commonplace book engages with all or almost all of the assigned reading for the course. • Commonplace book shows evidence of regular, ongoing student engagement.
B	Good commonplace book	<ul style="list-style-type: none"> • Commonplace book shows evidence of thinking about philosophical questions considered in class and how they connect to the literary texts that we read. • Commonplace book engages with the majority of the assigned reading for the course. • Commonplace book shows evidence of moderate student engagement.
C	Adequate commonplace book	<ul style="list-style-type: none"> • Commonplace book shows intermittent evidence of thinking about philosophical questions considered in class and how they connect to the literary texts that we read. • Commonplace book engages with some of the assigned reading for the course. • Commonplace book shows evidence of student engagement.
F	Inadequate participation	<ul style="list-style-type: none"> • Commonplace book does not show evidence of thinking about philosophical questions considered in class and how they connect to the literary texts that we read. • Commonplace book does not show evidence that that the student has completed assigned reading for the course. • Commonplace book does not show evidence of regular engagement with readings or lectures.

The following syllabus is for a quarter-length introduction to philosophy, designed to be taught online. It is a revised version of the syllabus I used when teaching Philosophical Analysis of Contemporary Moral Issues online for UCLA Extension in Fall 2015.

Contemporary Moral Issues (online lower-division course) (taught Fall 2015)

Instructor: Jonathan Gingerich

Meeting Times, Type, and Location

This course will be taught online. A video lecture will be posted on the course website each Monday. Students will participate on the discussion board on the course website every week.

Contact Information

Email: jgingerich@humnet.ucla.edu (You can also contact me using Canvas Conversations, which is the preferred means of contacting me about this course.)

Office Location: TBA

Office Hours: I will hold two hours of video office hours on the course website each week. I'll conduct a poll when class begins to figure out a time that is convenient for as many students as possible.

Contacting Me: On weekdays I'll typically respond to Canvas Conversation messages, emails, and questions posted on the discussion boards within 24 hours unless I'm traveling or there are other extenuating circumstances, in which case I'll answer within 48 hours at most. On weekends, I may take longer to respond. I'm also available for videoconferencing through Canvas by appointment, and I'm available by appointment to meet face to face with students who are in Los Angeles.

Course Description

This course will investigate a range of moral questions that arise in contemporary society, focusing in particular on questions about equality and oppression. In addition to discussing classic philosophical texts about the nature of morality, we will consider questions about how states should provide access to healthcare, whether one has an obligation to obey the state, conditions under which revolutions are justified, and how the government regulates intimate relationships. In this class we will critically investigate the arguments and principles invoke in these debates. Our goal will not be to settle the questions we examine, but to expand our understanding of them and to elevate the level of debate about them.

Learning Objectives

During the course, students will:

- Summarize and evaluate complex philosophical arguments

- Ask insightful questions about difficult philosophical texts
- Write clear and careful philosophy essays
- Revise their own philosophical writing
- Assemble philosophical arguments and anticipate objections to them
- Debate controversial philosophical topics with people who have different views

Learning Outcomes

Upon completion of this course, an effective learner should be able to:

- Describe utilitarian and non-consequentialist approaches to morality
- Argue for and against views in contemporary moral debates about healthcare, the state, and relationships
- Explain the positions and arguments developed in the readings

Materials

Immanuel Kant, *Groundwork of the Metaphysics of Morals*, edited by Mary Gregor and Jens Timmermann (Cambridge: Cambridge UP, 2012) (ISBN 1107401062)

John Stuart Mill, *Utilitarianism*, edited by Georg Sher (Indianapolis: Hackett, 2010) (ISBN 087220605X)

Course Reader (available from the UCLA Store in either print or digital format)

Please do the reading at least once before the lecture at which it will be discussed. Most of the readings are complex, and you will find it helpful to read the material at least twice. If you're having trouble with the reading, please talk with me about strategies for approaching this material.

Evaluation

Course requirements include doing the assigned reading and watching the recorded lecture each week, submitting homework assignments and participating on the course discussion board every week, a short paper (2-3 pages), a rough draft of a final paper (5-6 pages), and a final draft of the final paper (5-6 pages). Each of these assignments are discussed in greater detail below.

You will receive a letter grade in each of the following categories, from which your course grade will be calculated using the weightings below:

- 30%: Weekly homework assignments due every Thursday by 11:59 PM
- 10%: Replies to at least two other homework assignments due every Sunday by 11:59 PM
- 10%: Short paper (2-3 pages) due Friday of week 4 by 5:00 PM
- 10%: Rough draft of final paper (5-6 pages) due Friday of week 9 by 5:00 PM
- 40%: Final draft of final paper (5-6 pages) due Monday of week 11 by 5:00 PM

Extra credit may be given for thoughtful (not necessarily frequent) contributions in office hours or for participation on the discussion board that goes above and beyond that required by the homework assignments.

Your grades will be available on the course website as assignments are completed.

Homework and Discussion Board Participation

A homework assignment will be due on the discussion board **each Thursday night by 11:59 PM**.

You should substantively and thoughtfully reply to at least two other student's discussion board postings by **each Sunday night by 11:59 PM**.

Each week, I will grade your homework assignment and discussion board participation on a scale of distinguished/proficient/basic/unsatisfactory. (I'll use the "Discussion Rubric" posted on the course website under "Resources" to assess your postings and participation.)

If you receive a "proficient" grade for your homework assignment and participation each week, you will receive a B+ for the homework and participation portions of your grade. "Distinguished" grades will bring your grade up from a B+; "basic" and "unsatisfactory" grades and missed assignments will bring it down.

Extensions for weekly homework assignments will only be granted in exceptional circumstances because these assignments provide the basis for class discussion on the discussion board each week. You may miss up to *two* homework assignment without penalty, and if you complete all of the homework assignments, I will drop your two lowest scores when calculating your grade.

A few pointers about completing homework assignments and participating in discussion:

- The classroom should be active all week, not just on weekends. Pacing your work earlier in the week will give you more time for larger projects when you need it.
- A good way to learn philosophy is by discussing your ideas and working through the materials that we read with other students on the discussion board.
- Your responses to other students' postings on the discussion board should include more than phrases like "I agree with that," or "Interesting comment." If you offer an opinion, you should provide reasons in support of your opinion.
- Distinguishing features of a good post might include exposition of the readings or lectures that helps other students understand them, a well supported argument for a philosophical view, or thoughtful and probing questions on topics that you find unclear.
- Because effective philosophical writing needs to clearly communicate difficult ideas well-done posts will also feature good writing.
- I expect respectful disagreement about the complicated philosophical issues that we will discuss. Critical posts should never target other *participants* in the course but should address the *content* of other posts, and should interpret other posts as charitably as possible.

Papers

This course requires a short paper (2-3 pages) and a longer final paper (5-6 page).

The short paper is due **Friday of week 4 by 5 PM**.

A rough draft of the final paper is due on **Friday of week 9 by 5 PM**.

You will revise your final paper in light of the comments that I give you on your rough draft, and the final draft of the final paper is due on **Monday of week 11 by 5 PM.**

Paper topics will be posted on the course website at least a week before each paper is due, and papers will be assessed using the “Grading Rubric for Papers” posted on the course website. If you think that the deadlines for these assignments will pose any problem for you, you should contact me *at least 48 hours in advance* so we can discuss an alternative.

Schedule

Date	Lecture Topic	Readings	Quizzes/Exams and Assignment Due Dates
Week 1	Introduction: Value	Plato, <i>Euthyphro</i> (course reader)	Wednesday: Post brief bio on course website. Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due
Week 2	Morality and Autonomy	Immanuel Kant, <i>Groundwork of the Metaphysics of Morals</i> , sections 1-2	Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due
Week 3	Utilitarianism	J.S. Mill, <i>Utilitarianism</i> , ch. 1-4	Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due
Week 4	Health and Medicine: Access to Healthcare	<u>Robert C. Hughes, “Strict Egalitarianism about Medical Treatment”</u> Allen E. Buchanan, “The Right to A Decent Minimum of Healthcare” (course reader)	Thursday: Homework due on discussion board. Friday: Short paper due by 5:00 pm Sunday: Substantive replies to at least two other students on discussion board due
Week 5	Health and Medicine: Global Justice, Patents, and Drugs	<u>William W. Fisher & Talha Syed, “Global Justice in Healthcare: Developing Drugs for the Developing World”</u>	Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due

Week 6	The State: Obligations to Obey	Plato, <i>Crito</i> (course reader) Robert Paul Wolff, <i>In Defense of Anarchism</i> , ch. 1 (course reader) Tommie Shelby, "Justice, Deviance, and the Dark Ghetto" (course reader)	Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due
Week 7	The State: Participation and Democracy	Rousseau, <i>The Social Contract</i> , bk. 1-2 (course reader) <u>V.I. Lenin, <i>The State and Revolution</i>, ch. 5</u> <u>Rosa Luxemburg, <i>The Russian Revolution</i>, ch. 6</u>	Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due
Week 8	The State: Oppression and Equality	John Locke, <i>Second Treatise of Government</i> , ch. 1-5, 17-19 (course reader) <u>David Singh Grewal, "The Laws of Capitalism," part II</u>	Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due
Week 9	Relationships: Sex Equality and Sexuality	<u>Janet Halley, "Trading the Megaphone for the Gavel in Title IX Enforcement"</u> <u>Diane Rosenfeld, "Uncomfortable Conversations: Confronting the Reality of Target Rape on Campus"</u>	Thursday: Homework due on discussion board. Friday: Rough draft of final paper due by 5:00 pm Sunday: Substantive replies to at least two other students on discussion board due
Week 10	Relationships: Partiality	Dean Cocking and Jeanette Kennett, "Friendship and Moral Danger" (course reader) Susan Wolf, "Morality and Partiality" (course reader)	Comments on rough drafts returned by 5:00 pm on Wednesday Thursday: Homework due on discussion board. Sunday: Substantive replies to at least two other students on discussion board due
Week 11	Conclusion: Value	Friedrich Nietzsche, <i>On the Genealogy of Morality</i> , preface & first essay (course reader) Philippa Foot, "Nietzsche's Immoralism" (course reader)	Monday: Final paper due by 5:00 pm NO WEEK 11 HOMEWORK ASSIGNMENT

The following syllabus is an expanded version of the syllabus that I used to teach Medical Ethics at UCLA in Summer 2017. It has been expanded from a 6 week course to a semester-long course.

Medical Ethics (upper-division course) (taught Summer 2016)

MEDICAL ETHICS UCLA, SUMMER 2016

Meetings: TBD

Instructor: Jonathan Gingerich

TAs: TBD

Email: jgingerich@humnet.ucla.edu (I am happy to answer any administrative questions by email. If you have substantive questions, please come and see me during office hours.)

Cell: [see course website] (I'm unlikely to answer texts and calls after 7 PM)

Office Hours: TBD

Website: TBD

Course Description

This course will provide an introduction to some central issues in bioethics. We will consider questions such as the following: What is health and what is the appropriate aim of medicine? How should healthcare professionals should treat their patients in a clinical context? What should they do when their patients want access to treatments that they may consider immoral, such as abortion and physician assisted suicide? How should clinicians approach psychiatric care and, particularly, the classification of mental illnesses? What obligations do medical researchers have to research subjects and to the medical community? What is the best way for clinicians to communicate with patients about illness and medical interventions?

We will explore these questions by reading contemporary philosophical texts on medical ethics and the philosophy of medicine, literature from medical anthropology on how medicine works in the contemporary world, and a small number of historical texts on the appropriate aims of medicine. By taking this class, students will learn to: carefully read and explain difficult philosophical texts; clearly articulate and defend philosophical views about medicine, both orally and in writing; independently assess philosophical arguments about medicine; refine and defend their beliefs about what medicine should aim to achieve and whether it in fact achieves those aims; and take pleasure in the challenges of careful and rigorous reading and thinking about both philosophy and health.

Texts

All texts will be available on the course website.

Many of the texts we will be reading are dense, philosophical texts, and I strongly encourage you to read them at least twice.

Screen Free Classroom

In order to avoid distractions and to promote lively participation, thoughtful note taking, and good cheer, I ask that you bring (1) a paper notepad, (2) a writing utensil, and (3) a paper copy of the reading to every class meeting, and **refrain from using your cell phones, tablets, and laptops in class**. Please notify me if special circumstances, such as an injury or a disability, require you to take notes electronically. Please also notify me if obtaining hard copies of the course materials poses a problem for you.

Graded Coursework

Philosophy is a conversational activity. This course will be discussion-based: every session will center around in-class discussion, and most will involve group work so that everyone has a chance to participate. Group work will be conducted in small groups of 4 or 5. We will assign the groups on the first day of class. If you join the class after the first day, please contact me ASAP so that you can be placed in and introduced to your group.

In order for this collaborative endeavor to work, you must complete the assigned reading before class and arrive prepared to discuss it. You owe it not only to yourself, but to your fellow students, to come prepared, and to bring your energy and enthusiasm to share.

All of the following course requirements must be completed in order to receive a passing grade in the course. If you are at all concerned that you may not be able to satisfy one of the course requirements on time, please get in touch with me as soon as possible.

Class Participation

Regular class attendance and active participation will be essential in this collaborative, discussion-based course. Consistently helpful contributions to class discussion may result in the raising of a student's final grade by up to a third of a full letter (e.g. from a B to a B+). Likewise, I may lower the final grade by up to one third of a full letter (e.g. from a B to a B-) in case of spotty attendance or failure to contribute productively to class discussion.

Note that philosophical conversation is more about listening and thinking than it is about speaking, especially when the conversation involves more than two people. I do not care about the quantity but rather about the thoughtfulness of your contributions to the discussion. A thoughtful contribution is one that arises from the careful attention you will pay to your face-to-face interlocutors and to the text.

Reading Responses

Throughout the term, I will ask you to write **ten** brief (approximately 1 page, double-spaced) response papers to the reading assignment.

You may turn in a reading response paper through the course website **the morning of each lecture by 9:00 AM**. You should also submit a hard copy of your reading response paper in lecture.

The purpose of the reading response papers is to get you thinking about the readings before we meet and discuss them, let you practice and improve your philosophical writing, and provide you with a chance to try out ideas and arguments that you may wish to develop in your final paper.

We will have twenty-seven lectures with assigned reading over the course of the term. You are free to choose which ten times you submit reading response papers, but because you only need to submit reading response papers before ten lectures of your choice, late submissions of reading response papers will not be accepted except in extraordinary circumstances. I strongly recommend that you not wait until the middle of the course to begin submitting papers so they don't pile up.

A few pointers for writing reading response papers:

- You don't need to do any additional reading or research to write these papers; you simply need to read the assigned texts and think about questions that emerge from them.
- You should avoid merely summarizing the reading. Instead, you should look for thoughts in the readings that excite, confuse, intrigue, or infuriate you and write about them. If you do this, you are likely to write about important interpretative (what does the author mean?) or critical (is the author right?) issues. Comparative points (what is the relationship between one author and another?) may also arise over the course of the term.
- You don't have to write on everything in the reading for a particular day. Indeed, it would be best to select a narrower topic, because if you try to write about everything, you're likely to end up merely summarizing.
- You don't need to try to be original in your reading response papers. The aim is just for you to think critically and clearly about the text and try to understand it.
- Reading responses may serve as a good starting point for our discussion in class. If there is something you'd like to talk about in class, consider writing about it in a reading response paper.
- Reading response papers may also serve as a good starting point for a term paper: if our reading addresses a topic that you think you might want to write your term paper about, consider writing about it in a reading response.

Exams

There will be a closed book in-class midterm in class **at the beginning of week 8**. The exam will consist of one or more short essay questions, and will cover the material from the first seven weeks of class. Further details about the midterm will be provided at the end of week 7.

There will be a closed book final exam **during the examination period (date and time TBA)**. This exam will consist of one or more short essay questions, and will cover the material from weeks 8 to 15. Further details about the midterm will be provided at the end of week 14.

Short Essay

A short essay, 2 to 3 pages, double spaced, will be assigned on at the end of week 4 and **due through the course website by 5:00 PM on Friday of week 6**.

Term Paper

A longer term paper is required, of 7 to 8 pages, double-spaced, on a topic of your choosing that grows out of one of our meetings or readings. A proposed paper topic is **due Friday of week 10**, a rough draft is **due Friday of week 12**, comments on another student's paper are **due on Friday of week 13**, and the final paper is **due Friday of week 15**. Details about each component of the assignment follow.

Paper Topic: A copy of a proposed topic is **due through the course website by 5:00 PM on Friday of week 10**. The proposed topic should be a one-paragraph abstract or statement of a question that you plan to discuss in your term paper. This topic is not a commitment, and you may change your mind about your paper topic, but you will receive feedback on your proposed topic to help you improve your final paper.

Rough Draft: Another way in which you will develop your paper ideas is by helping one another with feedback on a rough draft of the paper. Giving feedback on your peers' writing also helps you to take up the perspective of the reader in thinking through what makes for a good philosophy paper. To be ready for the collaborative editing process, you will submit a rough, partial draft of your final paper (around 5 to 6 pages long), **due on the course website by 10:00 pm on Friday of week 12**. Please **also bring two hard copies to class for the first lecture of week 13**. This draft will not be letter-graded: everyone who turns in a satisfactory draft by the deadline will get full credit, whereas those not turning in a draft will receive a zero for this portion of the grade. It is crucial that you complete your draft on time so that you can participate in the peer editing exercise.

Peer Editing Exercise: We will have a collaborative editing exercise in class on at the beginning of week 13, shortly after the rough drafts are due. In addition to the in-class exercise, you will **submit written comments on another student's paper by 5:00 pm on Friday of week 13**. You will **email your comments to your partner as well as submitting them through the course website**. Because your partner will rely on your comments in revising their paper, extensions will be granted only in extraordinary circumstances.

Final Draft: The **final paper is due on the course website by 5:00 PM on Friday of week 15**. This paper will be graded on the standard letter scale using the rubric at the end of this syllabus. Aside from last minute emergencies, extensions must be arranged at least 24 hours in advance.

Final Grades

Your course grade will be computed as follows:

- 35% Weekly Reading Responses (approximately 2 pages each)
- 10% Short paper (2-3 pages)
- 10% Midterm Exam
- 25% Term paper (7-8 pages)
Breakdown of Term Paper Grade:
 - 5% Rough Draft (pass/fail)
 - 10% Peer Editing Comments
 - 85% Final Draft
- 20% Final Exam

As noted above, final grades may be adjusted upward or downward by up to a third of a letter grade on the basis of class participation.

Academic Integrity

You are expected to abide by UCLA's policies on academic misconduct. I recommend that you read through the flyer on academic misconduct that has been prepared by the Dean of Students at <https://www.deanofstudents.ucla.edu/portals/16/documents/studentguide.pdf>.

A few important reminders about academic integrity are relevant to the writing assignments for this course:

- Write your own papers and properly attribute other people's ideas and words that you include in your writing.
- If you copy someone else's words into your assignment word for word, indicate that these words are a quotation by enclosing them in quotation marks.
- Provide a citation if you paraphrase someone else's idea in your own writing.
- Whenever you cite something, provide a citation that includes enough information that your reader could locate the material that you're citing. (For our course materials, you can just give the author's last name and a page number.)
- If you have any questions about whether what constitutes academic misconduct, please ask.

Accessibility

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Schedule of Readings

I. UNIT 1: Introduction

- A. WEEK 1: What is health? What is medicine? What does and should medicine seek?

1. Lecture 1
 - a) Course introduction: Please read the syllabus before our first meeting
 2. Lecture 2
 - a) Hippocrates, *The Oath*
 - b) Hippocrates, *Airs, Waters, Places*
 - c) Galen, *The Best Doctor is Also a Philosopher*
- B. WEEK 2: Medicine, the State, and Politics
1. Lecture 3
 - a) Michel Foucault, “The Politics of Health in the Eighteenth Century”
 2. Lecture 4
 - a) Michel Foucault, *The Birth of the Clinic*, Preface
 - b) Margaret Lock, “Medicalization: Cultural Concerns”
- II. UNIT 2: Ethics of Clinical Care
- A. WEEK 3: Case Study—Abortion
1. Lecture 5
 - a) Judith Jarvis Thomson, “A Defense of Abortion”
 2. Lecture 6
 - a) Carolyn McLeod, “Referral in the Wake of Conscientious Objection to Abortion”
- B. WEEK 4: Case Study—Euthanasia
1. Lecture 7
 - a) James Rachels, “Active and Passive Euthanasia”
 2. Lecture 8
 - a) Ronald Dworkin, Thomas Nagel, Robert Nozick, John Rawls, and Judith Jarvis Thomson, et al., “Assisted Suicide: The Philosopher’s Brief”
- 3. SHORT ESSAY ASSIGNED**
- III. UNIT 3: Ethics of Institutions of Healthcare
- A. WEEK 5: Health Insurance and Justice
1. Lecture 9
 - a) Allen E. Buchanan, “The Right to A Decent Minimum of Healthcare”
 2. Lecture 10
 - a) Robert C. Hughes, “Strict Egalitarianism about Medical Treatment”
- B. WEEK 6: Global Justice and Drug Development
1. Lecture 11
 - a) William W. Fisher & Talha Syed, “Global Justice in Healthcare: Developing Drugs for the Developing World,” pp. 583-647 (skip the footnotes)
 2. Lecture 12
 - a) William W. Fisher & Talha Syed, “Global Justice in Healthcare: Developing Drugs for the Developing World,” pp. 647-678 (skip the footnotes)
- 3. SHORT ESSAY DUE THROUGH THE COURSE WEBSITE BY 5:00 PM ON FRIDAY**
- C. WEEK 7: Gene Patenting
1. Lecture 13
 - a) *Association for Molecular Pathology v. Myriad Genetics*, 133 S. Ct. 2107
 2. Lecture 14
 - a) Tania Simoncelli & Sandra S. Park, “Making the Case Against Gene Patents”
- D. WEEK 8: Midterm Exam

1. Lecture 15
 - a) **CLOSED BOOK MIDTERM EXAM IN CLASS (COVERS UNITS 1, 2 & 3)**
- IV. UNIT 4: Ethics of Psychiatric Care and Classification
 - A. WEEK 8, CONTINUED: Psychiatric Kinds
 1. Lecture 16
 - a) David Healy, "Shaping the Intimate: Influences on the Experience of Everyday Nerves"
 - B. WEEK 9: Psychiatric Kinds, Continued
 1. Lecture 17
 - a) Ian Hacking, "Kinds of People: Moving Targets"
 2. Lecture 18
 - a) Rachel Cooper, "Why Hacking is Wrong about Human Kinds"
 - b) T. M. Luhrmann, R. Padmavati, H. Tharoor, and A. Osei, "Differences in Voice-Hearing Experiences of People with Psychosis in the USA, India and Ghana"
 - C. WEEK 10: The DSM
 1. Lecture 19
 - a) Gary Greenberg, "Inside the Battle to Define Mental Illness"
 - b) Ian Hacking, "Lost in the Forest"
 - c) Arthur Caplan, "Stop Critiquing the DSM 5"
- V. UNIT 5: Ethics of Medical Research
 - A. WEEK 10, CONTINUED: Ethics of Medical Research
 1. Lecture 20
 - a) The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, *The Belmont Report*
 2. **PROPOSED TERM PAPER TOPIC DUE THROUGH THE COURSE WEBSITE BY 5:00 PM ON FRIDAY**
 - B. WEEK 11: Research, Medical Care, and the Distribution of Risk
 1. Lecture 21
 - a) *The Immortal Life of Henrietta Lacks* (film) (a screening will be arranged late in week 10 and the film will be available on reserve in the library)
 - b) Clarence Spigner, "Henrietta Lacks and the Debate Over the Ethics of Bio-Medical Research"
 2. Lecture 22
 - a) S. Lochlann Jain, "Inconceivable: Where IVF Goes Bad"
 - C. WEEK 12: Epistemological Concerns in Medical Research
 1. Lecture 23
 - a) Marcia Angell, "The Epidemic of Mental Illness: Why?" & "The Illusions of Psychiatry"
 - b) Ben Goldacre, "The Drugs Don't Work: A Modern Medical Scandal"
 2. Lecture 24
 - a) Jacob Stegenga, *Medical Nihilism*, ch. 1 and ch. 11
 3. **ROUGH DRAFTS OF TERM PAPER DUE THROUGH THE COURSE WEBSITE BY 5:00 PM ON FRIDAY**
- VI. UNIT 6: Ethics of Communication About Health and Illness
 - A. WEEK 13: Nudges
 1. Lecture 25

- a) **PEER REVIEW WRITING WORKSHOP IN CLASS—BRING TWO HARD COPIES OF YOUR ROUGH DRAFT TO CLASS**
2. Lecture 26
 - a) Yashar Saghai, “Salvaging the Concept of Nudge”
3. **PEER EDITING COMMENTS DUE TO YOUR PARTNER AND THROUGH THE COURSE WEBSITE BY 5:00 PM ON FRIDAY**
- B. WEEK 14: Nudges, Continued
 1. Lecture 27
 - a) Nir Eyal, “Nudging and Benign Manipulation for Health”
 - b) Jonathan Gingerich, “The Political Morality of Nudges in Healthcare”
 2. Lecture 28
 - a) Jennifer Blumenthal-Barby, Zainab Shipchandler & Julika Kaplan, “An Ethical Framework for Public Health Nudges: A Case Study of Incentives as Nudges for Vaccination in Rural India”
 - b) Maya Dusenbery, “Is Medicine’s Gender Bias Killing Young Women?”
 - c) Anne Fausto-Sterling, “I Can’t Breathe”
- C. WEEK 15: Metaphor
 1. Lecture 29
 - a) Susan Sontag, *Illness as Metaphor*, ch 1-5
 2. Lecture 30
 - a) Susan Sontag, *Illness as Metaphor*, ch 6-9
 3. **TERM PAPER DUE THROUGH THE COURSE WEBSITE BY 5:00 PM ON FRIDAY**
- D. EXAM PERIOD
 1. **CLOSED BOOK FINAL EXAM (COVERS UNITS 4, 5 & 6) (DATE/TIME TBA)**

The following syllabus is a proposal for a graduate seminar. The course could also be taught as an upper-division undergraduate course by removing material on creativity in law.

Creativity and Originality in Ethics, Aesthetics, and Law (graduate or upper-division seminar)

CREATIVITY AND ORIGINALITY IN ETHICS, AESTHETICS, AND LAW

Instructor: Jonathan Gingerich, jgingerich@wustl.edu
Office Hours: TBA

This course will draw together treatments of creativity, novelty, and originality that arise in ethics, aesthetics, and law, with the aim of better understanding what is required for someone to exhibit creativity and why it might be valuable to act creatively. We will begin by asking what it means for a work of art to be original, to express genius, or to manifest creativity. We will also explore what values are achieved by works of art that instantiate these qualities and why philosophers of art like Kant have been inclined to regard genius or originality as necessarily connected to beautiful art. We will explore these questions by reading historical and contemporary philosophical accounts of creativity and genius, as well as considerations of these questions from literary and cultural theory.

Next, we will explore practical questions relating to how artists might be motivated to create original works. In doing so, we will read legal and political theory on copyright and intellectual property. Finally, we will consider what agential capacities we must ascribe to artists capable of producing genius or novel art. Do artists need to have powers that are odds with compatibilist theories of free will to make such art? By taking this course, students will gain a deeper understanding of contemporary approaches to a problem that cuts across aesthetics, legal theory, political philosophy, and the philosophy of freedom.

Course Requirements

- (1) Presentations: In addition to doing the reading and coming prepared to discuss it each week, two students each week will prepare brief (five to seven minute) presentations on the readings. These presentations will kick off our discussion of each text. I will circulate a link a sign up sheet at our first meeting for students to sign up for readings on which to present. At our first meeting we will also discuss how presentations should be formatted and strategies for preparing them.
- (2) Paper Proposal: A one or two page paper proposal will be due on the course website by 5 PM on Friday of week 10. I will circulate these proposals to the class, and our meeting in week 11 will be devoted to workshopping these proposals.
- (3) Draft: You will pair up with another student in class to exchange comments on the first draft of your seminar paper. Your draft will be due by email to your partner and to me by 5 PM on Friday of week 12.

- (4) Comments: During week 13, you will read over your partners paper and prepare a set of comments, about one-page single spaced in length. In your comments, you should report your general understanding of the paper's argument, your suggestions for how the paper could be improved in the next two weeks, and your ideas about how the ideas in your partner's paper might be extended to future research. Please email your comments to me and your partner by 5 PM on Friday of week 13. I will also send you comments on your first draft of your paper by 5 PM on Friday of week 13.
- (5) Final Draft: A seminar paper of around fifteen to twenty pages will be due to me by email by 5 PM on Friday of week 15.

If you anticipate that meeting any of the deadlines for this course will pose a problem for you, please let me know as soon as possible.

Course Readings

N.B. The following schedule is subject to change as we go along. Required readings are starred. If you have suggestions for further readings that aren't on this list, please let me know!

I. Historical Background

A. Week 1

1. *Immanuel Kant, *Critique of the Power of Judgment*, §§ 43-53
2. *Richard Wollheim, *Art and Its Objects*, § 62.

B. Week 2

1. *Walter Benjamin, "Art in the Age of Mechanical Reproduction"
2. *Alfred Lessing, "What is Wrong with a Forgery?"
3. Darrin M. McMahon, *Divine Fury: A History of Genius*

II. Contemporary Accounts of Novelty and Creativity

A. Week 3

1. *F.N. Sibley, "Originality and Value"
2. *Bruce Vermazen, "The Aesthetic Value of Originality"
3. Berys Gaut, "The Philosophy of Creativity"
4. *Noël Carroll, "The Creative Audience: Some Ways in which Readers, Viewers, and/or Listeners Use Their Imaginations to Engage Fictional Artworks"

B. Week 4

1. *Bence Nanay, "An Experiential Account of Creativity"
2. *Elizabeth Picciuto & Peter Carruthers, "The Origins of Creativity"
3. Roberto Unger, *The Self Awakened: Pragmatism Unbound*

III. Novelty in Literary and Cultural Theory

A. Week 5

1. *Harold Bloom, *The Anxiety of Influence*
2. Michael North, *Novelty: A History of the New*

B. Week 6

1. *Sianne Ngai, "Our Aesthetic Categories"
2. *Vito Campanelli, "Toward a Remix Culture: An Existential Perspective"
3. *Eduardo Navas, "Culture and Remix: A Theory of Cultural Sublation"

4. Vilém Flusser, *Towards a Philosophy of Photography*

IV. Constraints on Creativity: Mass Culture

A. Week 7

1. *Clement Greenberg, "Avant-Garde and Kitsch"
2. *Dwight Macdonald, "A Theory of Mass Culture"
3. Max Horkheimer & Theodor W. Adorno, "The Culture Industry"

B. Week 8

1. *Stuart Hall, "Culture, Resistance, and Struggle"
2. *Theodor W. Adorno, "Free Time"
3. Raymond Williams, "Art and Society"
4. Hannah Arendt, "The Crisis in Culture"

V. Legal Theory and Creativity

A. Week 9

1. *Jeannie Suk, "Originality"
2. *C. Edwin Baker, "Commercial Speech: A Problem in the Theory of Freedom"
3. Seana Shiffrin, "A Thinker-Based Approach to Freedom of Speech"

B. Week 10

1. *Rebecca Tushnet, "Copy This Essay: How Fair Use Doctrine Harms Free Speech and How Copying Serves It"
2. *Joseph P. Fishman, "Creating Around Copyright"
3. *Julie E. Cohen, "Creativity and Culture in Copyright Theory"
4. Howard B. Abrams, "Originality and Creativity in Copyright Law"
5. Lawrence Lessig, *Free Culture*

VI. Interlude

A. Week 11

1. Paper Topic Workshop

VII. Creativity, Genius, and Free Will

A. Week 12

1. *William Barrett, "Determinism and Novelty"
2. *Maria E. Kronfeldner, "Creativity Naturalized"
3. Jonathan Gingerich, "Spontaneous Freedom"

B. Week 13

1. *Eric Christian Barnes, "Freedom, Creativity, and Manipulation"
2. *Michael Garnett, "Freedom and Unpredictability"
3. Gregg D. Caruso, "Free Will Skepticism and the Question of Creativity: Creativity, Desert, and Self-Causation"

VIII. Flex/TBD

A. Weeks 14 & 15

1. Topics and readings for weeks 14 and 15 TBD depending on student interests