

# Introduction to Philosophy

<b>Units</b>	1.0	<b>Instructor</b>	David Emmanuel Gray
<b>Time</b>	Sunday, Tuesday, Thursday: 11:00–11:50AM	<b>Contact</b>	CMUQ 1039, d-gray@northwestern.edu
<b>Location</b>	CMUQ 3035	<b>Office hours</b>	Sunday, Monday, Tuesday, Wednesday, Thursday: 1:00–3:00PM
<b>Assistant</b>	Sara Kawas, SaraKawas2012@u.northwestern.edu		

## Course Overview

### Description

“Wonder is the feeling of a philosopher,” said Plato, “and philosophy begins in wonder”. In this course, I hope to share the feelings of wonder that have affected philosophers for millennia. In particular, we will explore classical and contemporary works that address a few representative philosophical problems concerning God, the Good and the Beautiful. While this course’s approach may be more rigorous than you are used to, the problems we address should be familiar. For as long as there have been people, adults and children (*especially* children) have asked these questions. You have undoubtedly asked some of them yourself.

There is no simple and precise definition of the subject-matter for philosophy, as it covers many different topics and disciplines. For this course, we will look at three branches within philosophy and some of the basic problems they address: theology, ethics, and aesthetics. We will begin by analyzing some traditional arguments purporting to prove God’s existence. Then we will move into the domain of ethics, which concerns the nature of morality and questions of right and wrong. Following that, we will briefly return to philosophy of religion and examine the relationship between reason and religious faith. Finally, we will conclude with aesthetics, focusing on the nature of judgments concerning beauty and art.

Throughout the course, you will not merely learn about philosophy, but you will also actively practice it. Therefore, I encouraged you to critically examine and develop your own views on these issues. While some of these problems may initially appear obscure, our responses to them profoundly shape how we understand ourselves and our place in the world.

### Readings

All readings will be posted on the course webpage. You are expected to read all the required reading according to the class schedule.

### Objectives

By the end of this term, I expect that you will be able to:

- Assess competing claims concerning philosophical issues raised in theology, ethics, and aesthetics;
- Form considered positions concerning what you judge to be the superior responses to these issues; and
- Communicate your analysis of these issues through both verbal and written discourse.

I have designed each course requirement with these objectives in mind.

### Announcements and Other Communication

I will post important information on the course webpage, so please routinely check for updates at

<http://www.andrew.cmu.edu/user/deggray/phil/>

Otherwise, I am glad to answer your questions, discuss your work, or respond to you concerns. Please see me at my office hours or get in touch via email.

### Submitting Assignments

To encourage proper citation of sources, all papers must be submitted to [www.TurnItIn.com](http://www.TurnItIn.com). Please refer to page 5 for more information about my academic integrity policy, and see page 6 for how to set up your TurnItIn account and submit your papers through it.

### Requirements and Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those advocating them. Classes will typically follow an interactive lecture format, with certain days set aside for seminar-style discussions. As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and engage in philosophical activity as a group.

I strongly encourage you to discuss the course’s material outside of class with your fellow classmates, friends, and family, as well as with myself. However, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

**Assignments** include 30 quizzes and 4 papers. Please refer to page 2 for more information.

The total points will vary from assignment to assignment. However, each is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading distribution will be as follows:

4.67–5.00	A+	3.67–3.99	B+	2.67–2.99	C+	1.00–1.99	D
4.33–4.66	A	3.33–3.66	B	2.33–2.66	C	0.00–0.99	F
4.00–4.32	A–	3.00–3.32	B–	2.00–2.32	C–		

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on page 2. (The wise student will realize that using this scale allows you to do poorly on an assignment or two without seriously damaging your overall class grade.)

If during the semester you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me. Please note, however: due to Family Educational Rights and Privacy Act (FERPA) regulations, *I will not transmit grade information over email*. All discussion of grades must be done face-to-face with me.

### Late Policy / Absence Policy

I do not accept late assignment submissions, and you get *no* “free” absences in this class. There are only two exceptions to this:

1. You and I agree on a reasonable accommodation *prior* to either the original due date or the date you are missing class, or
2. You provide me with a signed letter from the Office of Student Affairs justifying why it is permissible for you to turn in the assignment late or to be absent from class.

I recognize that these are extremely demanding requirements. *If you do not feel that you can meet them, please enroll in another course.*

### Participation and Attendance

Every class meeting will involve all of us actively *doing* philosophy, rather than passively learning what others may say about philosophical issues. As such, attendance and participation are very important. I expect you to show up to class on time, participate thoughtfully, ask questions when you are confused, take notes, and have a grasp of what was accomplished in each meeting. *Attendance is therefore required without exception, and anyone showing up more than 10 minutes late will be politely asked to leave and come back (on time) to our next class meeting.* To enforce this policy, I will promptly take attendance at 11:00AM. If you arrive after I have called your name, then you will be marked as tardy. Please refer to page 2 for details.

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# Assignments

## Reading

Most days of class will have an assigned reading (see the schedule on pages 3 and 4) that you will be expected to have read and thought about *before* class. This will allow us to devote our time to discussing applications of the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading philosophy is not like reading a novel or a textbook. There will be times when you have to read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread if necessary. In some cases, multiple readings of the text may be necessary. I highly recommend taking notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

## Participation (10% of Final Grade)

Your base participation grade will be on the 5-point scale from page 1, and it will consist of your overall grade on all graded assignments. For example, if your weighted average of papers, quizzes, and exams is an 3.57, then your base participation grade is also an 3.57, or a B. Calculating your base participation grade can be done with a calculator. The formula is as follows:

$$\begin{aligned} \text{Base Participation Grade} = & [( \text{Overall Quiz Grade} \times 0.20 ) + \\ & ( \text{Analytical Summary Grade} \times 0.10 ) + \\ & ( \text{Position Paper Grade} \times 0.10 ) + \\ & ( \text{Analytical Essay \#1 Grade} \times 0.25 ) + \\ & ( \text{Analytical Essay \#2 Grade} \times 0.25 ) ] \div \\ & 0.90. \end{aligned}$$

At the end of the semester, I will calculate your base participation grade this way. After that, I will then take into consideration the items below in order to raise or lower this grade.

**Absences, tardy arrivals, and distracting behavior** impact your participation grade in the following ways: each class absence will lower your participation grade by 1.0 point (one letter grade), while each time you are tardy will lower it by 0.5 points (one-half letter grade). Being caught sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, or similar behavior will be treated as an absence or as tardiness depending on the particulars of the circumstances.

**Active and productive class participation**, on the other hand, boosts your participation grade by up to 2.0 points (two letter grades). Also, if you have perfect attendance with no tardy arrivals, your participation grade will be automatically boosted an additional 1.0 point (one letter grade).

Note that it is possible that your participation grade can go negative because of penalties. On the other hand, it is also possible that your participation grade could go well above 5.0 points. Strive for the latter!

## Extra Credit

There are twelve opportunities for extra credit, each of which can add up to 0.1 points to your overall quiz grade *after* your lowest five quizzes have been dropped. This may not seem like a lot, but if you do all the extra credit, your overall quiz grade could go up by 1.2 points, well over a letter grade!

**Group work** is allowed for these extra credit problems. However, each of you must turn in your own individual response, putting the answers in your own words and not just copying what your partner wrote. You must also denote the names of everyone in your group on your submission. If I get the impression that only one student in a group is actually doing the work, I will no longer make extra credit problems available.

## Quizzes (20% of Final Grade)

Throughout the semester, there will be thirty short quizzes, with the lowest five dropped and your highest twenty five each counting for 0.8% towards your final course grade. A quiz will consist of three or four multiple-choice questions covering the main points from the reading for that day. You are allowed to use a single page of your own notes for reference.

Quizzes will be given promptly at the start of class at 11:00AM and collected five minutes later. If you come in late before they are collected, you will not be given extra time. If you come in after they are collected, you will have missed your chance to take the quiz. *So arrive promptly for class.* Quizzes are announced in advance, but cannot be made up. The reason that three of your quizzes are dropped is so you have the freedom to miss or do poorly on a quiz with no questions asked. To summarize: *there will be no make-up quizzes.*

## Analytical Summary (10% of Final Grade)

There will be one analytical summary, which will count for 10% towards your final course grade. It will consist of a brief (about 700 words, or around 2 pages) summary of an argument presented in the reading, but without providing any critically commentary of that argument. The purpose of the analytical summaries is to practice taking a longer argument and condensing it down to a concise statement of (1) the main conclusion, (2) the set of premises, reasons, or evidence that are offered as support for that conclusion, and (3) how those premises are supposed to support or otherwise entail the conclusion. More details, including a grading rubric, will be provided in class.

## Position Paper (10% of Final Grade)

There will be one position paper, which will count for 10% towards your final course grade. It will consist of a brief (about 700 words, or around 2 pages) argument supporting a particular claim or conclusion. The purpose of this paper is to practice building a reasoned argument in support of a position of your own on a given issue. In this paper, you are asked to (1) state concisely your central claim and then (2) demonstrate how this conclusion is supported or entailed by premises, reasons, and/or evidence that are plausible in their own right or difficult to deny. More details, including a grading rubric, will be provided in class.

## Analytical Essays (50% of Final Grade)

There will be two analytical essays, each of which will count for 25% towards your final course grade. Each consists of a more extended analysis of an issue raised by the reading and covered in class. The first essay will have you (in about 1,800 words, or around 4 pages) summarize two opposing arguments on an issue, isolate the fundamental point of disagreement between these two positions, and then construct your own argument concerning which position you believe, in your considered judgment, is stronger and more compelling than the other. The second essay will have you (in about 2,100 words, or around 5 pages) defend a thesis of your own choosing on a given issue while showing why your own position is superior to those discussed in class. The purpose of these essays is to demonstrate your ability to (1) reconstruct and critically evaluate important philosophical arguments and (2) to construct a reasoned argument in support of a considered position or claim. More details, including grading rubrics, will be provided in class.

# Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	9/4 (Sun)	<b>Introduction</b>		
	9/6 (Tue)	<b>Prologue: What is Philosophy?</b> Irving M. Copi and Carl Cohen, "Propositions and Arguments".	14	Quiz #1.
	9/8 (Thu)	<b>Prologue: What is Philosophy?</b> Plato, <i>Apology</i> .	15	Quiz #2.
2	9/11 (Sun)	<b>Proving the Existence of God (Unit #1)</b> Discussion on proving the existence of God.		Extra credit #1 and #2 due.
	9/13 (Tue)	<b>Proving the Existence of God</b> Saint Anselm, "The Ontological Argument". William Rowe, "The Ontological Argument".	11	Quiz #3.
	9/15 (Thu)	<b>Proving the Existence of God</b> Discussion on deductive arguments.		
3	9/18 (Sun)	<b>Proving the Existence of God</b> Saint Thomas Aquinas, "Five Ways to Prove that God Exists". Michael Martin, "The Cosmological Argument".	6	Quiz #4, and Topic for analytical summary handed out.
	9/20 (Tue)	<b>Proving the Existence of God</b> Discussion on paper topic and non-deductive arguments.		Quiz #5, and Extra credit #3 due.
	9/22 (Thu)	<b>Proving the Existence of God</b> David Hume, <i>Dialogues Concerning Natural Religion</i> .	6	Quiz #6, and Extra credit #4 due.
4	9/25 (Sun)	<b>Proving the Existence of God</b> William Paley, "The Argument from Design".	5	Quiz #7.
	9/26 (Mon)			Analytical summary due by 12:00PM (noon) via TurnItIn.
	9/27 (Tue)	<b>Proving the Existence of God</b> Stephen Jay Gould, "The Panda's Thumb" and "Senseless Signs of History".	6	Quiz #8, and Topic for position paper handed out.
	9/29 (Thu)	<b>Proving the Existence of God</b> Discussion on paper topic and unit wrap up.		Extra credit #5 due.
5	10/2 (Sun)	<b>The Nature of Morality (Unit #2)</b> Ruth Benedict, "Anthropology and the Abnormal". James Rachels, "The Challenge of Cultural Relativism".	17	Quiz #9.
	10/3 (Mon)			First rough draft of position paper due by 12:00PM (noon) via TurnItIn.
	10/4 (Tue)	<b>The Nature of Morality</b> David Hume, "Morality as Based on Sentiment". James Rachels, "Subjectivism in Ethics".	16	Quiz #10.
	10/6 (Thu)	In-class peer review of position papers.		Peer review letters due.
6	10/9 (Sun)	<b>The Nature of Morality</b> Plato, <i>Euthyphro</i> .	13	Quiz #11.
	10/11 (Tue)	<b>The Nature of Morality</b> Discussion on the foundation of morality.		Extra credit #6 due.
	10/13 (Thu)	<b>The Nature of Morality</b> Ayn Rand, "Value Yourself". James Rachels, "Ethical Egoism".	24	Quiz #12.
7	10/16 (Sun)	<b>The Nature of Morality</b> Jeremy Bentham, "The Principle of Utility". Robert Nozick, "The Experience Machine".	8	Quiz #13.
	10/18 (Tue)	<b>The Nature of Morality</b> John Stuart Mill, <i>Utilitarianism</i> . E. F. Carrington, "Criticisms of Utilitarianism".	7	Quiz #14.
	10/19 (Wed)			Position paper due by 12:00PM (noon) via TurnItIn.
	10/20 (Thu)	<b>The Nature of Morality</b> Discussion on utilitarianism.		Extra credit #7 due.

Second rough draft of  
position paper must be  
reviewed by the Academic  
Resource Center this week.  
Be sure to book your  
appointment early!

wk	Date	Topic/Readings	# Pages	Assignments
8	10/23 (Sun)	<b>The Nature of Morality</b> Immanuel Kant, <i>Groundwork for the Metaphysics of Morals</i> .	15	Quiz #15.
	10/25 (Tue)	<b>The Nature of Morality</b> Onora O'Neill, "Kantian Approaches to Some Famine Problems".	6	Quiz #16, and Topic for analytical essay #1 handed out.
	10/27 (Thu)	<b>The Nature of Morality</b> Discussion on paper topic and unit wrap up.		
9	10/30 (Sun)	<b>Reason and Religious Faith (Unit #3)</b> Richard Swinburne, "Why God Allows Evil".	9	Quiz #17.
	10/31 (Mon)			Rough draft of analytical essay #1 due by 12:00pm (noon) via TurnItIn.
	11/1 (Tue)	<b>Reason and Religious Faith</b> J. L. Mackie, "Evil and Omnipotence".	8	Quiz #18.
	11/3 (Thu)	In-class peer review of analytical essay #1.		Peer review letters due.
10	11/6, 8	 <b>Eid Al-Adha Break</b>		
	11/10 (Thu)	<b>Reason and Religious Faith</b> Søren Kierkegaard, <i>Fear and Trembling</i> .	20	Quiz #19, and Extra credit #8 due.
11	11/13 (Sun)	<b>Reason and Religious Faith</b> Friedrich Nietzsche, "The Death of God".	18	Quiz #20.
	11/14 (Mon)			Analytical essay #1 due by 12:00pm (noon) via TurnItIn.
	11/15 (Tue)	<b>Reason and Religious Faith</b> Unit wrap up.		
	11/17 (Thu)	<b>Art and Aesthetic Judgment (Unit #4)</b> Plato, <i>Republic</i> .	13	Quiz #21.
12	11/20 (Sun)	<b>Art and Aesthetic Judgment</b> Aristotle, <i>Poetics</i> .	14	Quiz #22.
	11/22 (Tue)	<b>Art and Aesthetic Judgment</b> David Hume, "Of the Standard of Taste".	9	Quiz #23, and Topic for analytical essay #2 handed out.
	11/24 (Thu)	<b>Art and Aesthetic Judgment</b> Discussion on paper topic and the aesthetic experience.		Extra credit #9 and #10 due.
	11/27 (Sun)	<b>Art and Aesthetic Judgment</b> Immanuel Kant, <i>Critique of Judgment</i> .	26	Quiz #24.
13	11/28 (Mon)			First rough draft of analytical essay #2 due by 12:00pm (noon) via TurnItIn.
	11/29 (Tue)	<b>Art and Aesthetic Judgment</b> Arthur Schopenhauer, <i>The World as Will and Representation</i> .	9	Quiz #25.
	12/1 (Thu)	In-class peer review of analytical essay #2.		Peer review letters due.
	12/4 (Sun)	<b>Art and Aesthetic Judgment</b> Friedrich Nietzsche, <i>The Birth of Tragedy</i> .	18	Quiz #26, and Extra credit #11 due.
14	12/6 (Tue)	<b>Art and Aesthetic Judgment</b> Leo Tolstoy, <i>What is Art?</i>	12	Quiz #27.
	12/8 (Thu)	<b>Art and Aesthetic Judgment</b> Unit wrap up.		Quiz #28.
15	12/11 (Sun)	<b>Epilogue: What Philosophy Is (and Isn't)</b> Harry Frankfurt, <i>On Bullshit</i> .	17	Quiz #29.
	12/13 (Tue)	<b>Epilogue: What Philosophy Is (and Isn't)</b> Plato, "The Allegory of the Cave". Voltaire, "The Good Brahmin".	8	Quiz #30, and Extra credit #12 due.
	12/18 (Mon)			Analytical essay #2 due by 12:00pm (noon) via TurnItIn.

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# Policies

## Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, etc. . . will inevitably lead to legitimate conflicts over your time. If you expect that you will be missing class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations will still carry a penalty: your grade on the assignment may be reduced (since you will be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact require a signed letter from the Office of Student Affairs.

## Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation with not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, but recognize that it was not due to a fault in the grading, I encourage you to talk with me to learn how to improve on future assignments.

## Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<http://www.northwestern.edu/disability/>

## Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment.

For more information, visit

<http://www.northwestern.edu/sexual-harassment/policy/index.html>

## A Note on Classroom Courtesy

Class begins promptly at 11:00AM. You are expected to be seated by that time and to remain seated until the class is dismissed. If you must leave before the class ends because of a medical appointment, or similar commitment, notify me before class begins and sit near the door. Students who leave without providing such notice and have not suddenly taken ill will be expected to drop the course and not to return.

## Video Taping and Audio Recording

Your classmates and I have a reasonable expectation to not be recorded in this course. Therefore, videotaping and audio recording are prohibited without our expressed, unanimous permission.

## Cell Phones, Laptops, and Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Therefore, I expect you to silence your cell phones prior to class and to not text-message during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

## Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your papers, and seeking help whenever you feel that you are struggling.

In this class, typical violations of academic integrity involve plagiarism. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using the pronoun "I") and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes the ideas of your classmates: if a classmate says something that you want to use in your own paper, then you should simply cite it, for instance, as "from a conversation with X".

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating you expanding on someone else's ideas? All of these tasks are important in philosophy, so don't be ashamed when you are doing them. I honestly don't expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I will immediately contact the Dean of Student Affairs, whose office will conduct an investigation of the issue. Until that investigation is resolved, university policy prevents me from discussing the matter with the student in question. The intent of this policy is to protect the student. If the investigation concludes that there was a violation, I will typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written a paper at all. Such an action is also a violation of the community standards at Northwestern University. As such, there may be further penalties imposed by the university. For more information, see

<http://www.northwestern.edu/uacc/plagiar.html>

If you ever find yourself tempted to violate these standards of academic integrity, please find an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.



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# Using TurnItIn

## Setting Up Your TurnItIn Account

For this course, I will be using TurnItIn to assist me in verifying that each of your papers is an original piece of scholarly work. For those of you not familiar with this website, you submit a copy of each of your papers to it, and TurnItIn examines your work against its database of papers and websites. This allows me to quickly confirm that you are correctly citing your sources. I will then print your papers myself, so you do *not* need to hand in any hardcopies to me.

Before you can turn anything in, you must set up an account on TurnItIn and get it connected to this course. This is a relatively painless process so do not be scared. If computers frighten you, find a classmate who may help you set up your account.

Regardless, follow these simple instructions in order to begin your journey on the path of originality:

1. Get a computer with Internet access.
2. Open up a web browser and go to: <http://www.TurnItIn.com>.
3. You may be asked to select your language. If so, please click on [English \(US\)](#). (Beyond English, I am familiar with Ancient Greek and Latin, neither of which is useful for guaranteeing that these instructions work for any of the site's other supported languages.)
4. Now look towards the top right of the webpage and click on [Create Account](#).
5. On the next screen, look for the section entitled "Create a New Account". In that section, click on [student](#).
6. On the next screen, enter the following information:

class ID:	<b>4249736</b>
class enrollment password:	<b>plato</b>

Enter your (real) first and last name, along with your *university* email address (or whatever email address you actually check).

Make up a password (and *write it down!* No seriously, write it down *right now!* Just write it here: \_\_\_\_\_) and enter it into the two fields.

Select a secret question from the pull down menu and then type the answer in the space provided.

Unless you are a child prodigy, please tick the circle next to "I am at least 13 years of age".

Finally, read and understand the license agreement, or (like me) just skip it and click the "**I agree -- create profile**" button.
7. On the next screen it should say you are now setup and enrolled in my class. And so you are done. Ignore the instructions it gives you. You do not need to turn anything in right now—unless, of course, you put this off until the first paper was due!

## Turning It In with TurnItIn

Now that you have set up your TurnItIn account, you are now ready to submit your highly original papers. Please note that you are expected to submit all papers via the TurnItIn website *before* their respective due date/time in order to avoid a late penalty. The website is set to stop accepting papers after that time. Turning in a hardcopy in class is not required as long as the paper has been successfully submitted to TurnItIn.

In order to turn in your first assignment, please follow these instructions:

1. Finish the assignment. Make sure it is all in a *single* text file (acceptable formats are MS Word, WordPerfect, PostScript, PDF, HTML, RTF, and plain text) on a computer.
2. Find a computer with Internet access and put your paper's file on it.
3. Open up a web browser and go to: <http://www.TurnItIn.com>.
4. You may be asked to "Select your language". If so, please click on [English \(US\)](#). (See previous instructions for my esoteric knowledge of foreign languages.)
5. Look towards the top right of the webpage and enter your email address and password (which you had better have written down) and then click on the "**SIGN IN**" button.
6. On the next screen, click on [Introduction to Philosophy](#).
7. On the next screen, click the "**Submit**" button next to the name of the assignment you wish to turn in.
8. On the next screen, select "**single file upload**" from the pull down menu. Do *not* use "cut & paste upload", as it will remove all your document's precious formatting!  
Your first and last name should already be filled in.  
For the submission title enter "My Assignment" (or "Plato Approved" or something else witty and clever).  
Then click the "**Choose File**" button to find the location of the assignment's file on the computer.  
Finally, click the "**upload**" button and wait patiently until your file has indeed been uploaded.
9. On the next screen, make sure this is the file you wish to submit and then click the "**submit**" button.
10. On the next screen, it should that your submission was successful. Now you are almost done. Please *save a copy* of this "TurnItIn Digital Receipt" so that, in case anything goes wrong, I can verify that you turned it in on time. It is *your responsibility* to do this. Failure to do so means that you will not be absolved of any late penalties. Now you are really done. Congratulations.

### Problems Submitting Your Paper?

If any problems occur when trying to submit, please email a copy of your assignment to me *before* the posted date and time that the assignment is due. I can then submit the paper for you. If you cannot do this, then you must submit a hardcopy to me personally to avoid a late penalty (and I must actually have the paper in hand before the due date/time).