

## **PHIL 101: Introduction to Philosophy (Happiness)**

Winter Term 1 2024-25

Tuesdays and Thursdays: 9.30am - 11.00am

Classroom details can be found on Canvas and the UBC Course Schedule.

### **Final course guide – September 1 2024**

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Office hours: Mondays, 2pm – 3pm via Zoom (see Canvas for the link)

#### **Short Description**

This course explores the makings of deep, lasting happiness. It studies joy, pleasure, and wellbeing, focusing on contemporary and classical philosophical works and noting debates in cognate fields such as psychology, religious studies, and sociology.

#### **Course Overview**

If someone asks you why you are studying a specific subject or why you picked a certain meal for lunch, or why you always take a particular route home, you might reply that you prefer it or that you want to try something new, or that you want to live up to your parents' expectations, or that you didn't give it much thought. But, if the person presses you further on why you made this choice, your answer may amount to something like: You wish to be happy.

Happiness is a bit like the Sun: it is vital, but hard to look at directly. Some societies, like the United States, have made the pursuit of happiness part of their national identity: 'life, liberty, and the pursuit of happiness'. Some societies, such as Bhutan, have made the amount of happiness per capita a point of national pride. Other societies turn away from happiness and view it as a superficial or gullible thing to value. Some of us may feel frightened of happiness or may feel that we don't deserve happiness. Many of us would like to be happier or even just a little less unhappy. And, many of us would like to make others happy, but have no idea where to start.

Happiness and related ideas lie at the heart of many theories in moral philosophy, including theories of a good life, theories of what to value, and theories of right and wrong action. This course invites students a) to reflect on the nature and value of *happiness* and related ideas such as *pleasure*, *wellbeing*, *joy*, *flourishing* and the *good*, and b) to explore through their own reflections, experiences, reading, and guided in-class and take-home practices the different attitudes, mindsets, and commitments that various intellectual traditions identify as parts of deep, lasting wellbeing. The course will study contemporary and classical philosophical writings and will refer to findings in cognate fields such as positive psychology, social neuroscience, religious studies, and sociology on the nature of happiness and credible ways to cultivate it. Students will be encouraged to try out new ways of thinking about happiness and wellbeing, to analyse both the philosophical literature and their own perceptions of what it means to be truly happy, and to put some of these ideas into practice.

The course will cover the following topics (one per lecture):

1. Introduction: Happiness
2. Pleasure
3. Desires
4. Higher Pleasures
5. General Happiness
6. The Love of Virtue
7. Flourishing
8. Belonging
9. Love and Intimacy
10. Friendship, Care, and Service
11. Altruism
12. Mindfulness
13. Compassion and Self-compassion
14. Positivity
15. Gratitude
16. Generosity / Kindness
17. Courage and Conscience
18. Good humour
19. Creativity and Play
20. Authenticity
21. Physical Exercise
22. Interspecies connection
23. Being in nature
24. Aesthetic appreciation
25. Emotional Depth: Loss, Sorrow, and Grief
26. Joy

### **Course Format**

Hybrid lecture format with two Course Sections

- Section 1: Tuesday in-person / Thursday flexible
- Section 2: Tuesday flexible / Thursday in-person

**You are required to attend at least one class in-person per week. You're welcome and encouraged to come in-person on both Tuesday and Thursday.**

### **Summary of Assignments**

- 500-word start-of-term personal essay 15 points
  - Due: **Friday Sept. 13**
- Journal entries on take-home practices (12 in total, 3 points each) 36 points
  - Due: **Weekly on the Friday of the next week.**
- Class attendance & participation: sign in upon arrival; contribute to activities 24 points
- 1,500-word final paper: 25 points
  - Due: **Friday Dec. 6**

## Detailed Description of Assignments

### a. Start of term personal essay (15 points)

- Write a brief 500-word essay in reply to the following prompt: ‘In my view, *happiness* is...’
- The essay should be clear, thoughtful, independent-minded, and cleanly presented.
- You do not need to cite any sources. But if you draw ideas from others’ work, you must cite them.
- Essays should be typed in a clear professional font, e.g. Times New Roman, 12-point font.
- This piece is due through Canvas on **Friday September 13 2024**. There is a 48-hour grace period until Sunday September 15 without penalty. You do not need to ask for permission to use the grace period. After that, **2 points** will be deducted per day for lateness. (After two days of lateness, an essay could receive at most 11 / 15.)
- If you enrol after September 13, please contact me.

### b. Weekly 250-word journal entries on the take-home practices (36 points)

- At the end of each class, you will be given ideas for one or two take-home practices on happiness. Try out the practices (or reflect on them or discuss them with someone) and write a short 250-word comment on your experiences.
- The entries are to be submitted as text-entry in Canvas.
- The entries should be written in clean, clear, engaging prose, i.e. complete sentences.
- You will write 12 journal entries. The journal entry for a given week should comment on both classes. In other words, each journal entry should comment on at least **two** take-home practices.
- **There is no grace period for the journal entry deadlines and entries may not be submitted late. If you require accommodation, please contact Arts Advising or the Centre for Accessibility.**

### c. Class attendance and participation (24 points)

- This mark is one point per class starting in Week 2.
- Please come in whenever you arrive. You are welcome.
- Sign into iClicker at the start of the class. If you’re late, please join anyway. You are welcome. Signing in is your responsibility. If you forget to sign in during a given class, this will not be corrected afterward. If you have difficulty, ask the TA at the beginning or end of the class to help you to sign in.
- **You must attend in person at least once a week. You are encouraged to attend all classes in person.**
- Any questions about attendance should be directed to the TA.
- Contribute to online polls, in-class activities, and class discussion.
- If you are unable to attend regularly, **please contact Arts Advising or the Centre for Accessibility to inquire about accommodation.**

### e. Final paper (25 points)

- Write a 1,500-word essay in response to an assigned question.
- The word limit does not include the footnotes or bibliography.

- You may exceed the word-limit by 10% without penalty.
- Papers should be typed in a clear professional font, e.g. Times New Roman, 12 point font.
- Please follow a recognised reference style. Check here for guidance: <https://guides.library.ubc.ca/c.php?g=707463&p=5035495>
- The paper will be marked according to four criteria:
  - 1. Argument and analysis
  - 2. Understanding and interpretation of the literature
  - 3. Structure and organisation
  - 4. Quality of writing (i.e. prose, referencing, bibliography, spelling, grammar, etc.)
- The paper is due on **Friday December 6 2024**. You may have an automatic grace period until Sunday December 8. After that date, two points will be deducted per day for lateness. (A paper that is two days late could receive at most 21 / 25.)
- If you have a personal reason such as illness or bereavement to request an extension, please contact me before the deadline to arrange an alternative submission date. **After the deadline, contact Arts Advising or the Centre for Accessibility about accommodation.**
- Advice on papers can be found in the Appendix below.

The rubric for the four criteria for the paper can be elaborated as follows:

1. Argument and Analysis (25%)
2. Understanding and Interpretation (25%)
3. Structure and Organisation (25%)
4. Quality of Writing (prose, spelling, grammar, length, referencing, and bibliography) (25%)

**1. Argument and Analysis:** An outstanding paper will give a clear defence of a precisely stated thesis. The paper will display excellent analysis and argumentative rigour appropriate to the first-year UG level. It will be sensitive to challenges and counterarguments and to the strength of the conclusion that may be drawn from the arguments provided. An outstanding paper will not try to do too much (it will not tackle too many issues / themes); it will have a tightly focused set of ambitions.

**2. Understanding and Interpretation:** An outstanding paper will show an impressive command of the relevant literature, appropriate for a first-year course. There will be no obvious inaccuracies in the interpretation of that literature. The discussion will situate the author's argumentative contribution in relation to ideas in the literature. (Be aware that a great contribution can be as simple as offering a new reason to endorse a well-established view.)

**3. Structure and Organization:** An outstanding paper will be clearly and logically structured. Sections are not required, but they can help to impose a clear structure.

**4. Quality of Writing:** An outstanding paper will be written in clear, lucid prose. The paper will be clean in its presentation, including grammar, spelling, punctuation, referencing, and bibliography. The paper will use a standard referencing style consistently and accurately. The paper will provide a complete bibliography of all and only those works cited in the paper. The

paper may be single-spaced or double-spaced. It need not reach the word limit. (Quality matters more than quantity, but usually more quality is better than less quality.) The paper may exceed the word limit by no more than 10%. The word limit does not include notes or the bibliography.

## Required and Recommended Readings

- A range of further readings have been provided at the end of this course guide.
- A useful online resource is *The Stanford Encyclopedia of Philosophy* (<http://plato.stanford.edu/>). **This resource does not replace original texts. Do not cite this source when you could and should read and cite the original work.**
- **NB:** Beware of relying on Wikipedia or other non-specialist internet encyclopaedias. They are not peer-reviewed and may contain inaccuracies and misinterpretations. **Do not regard them as reliable academic sources.**

## Core Readings, In-class Activities, and Take-home Practices

### Week 1

Thursday September 5

#### 1. Introduction: Happiness

- Reading: [World Happiness Report 2023](#) Executive Summary ([link](#))
- Reading: [Bhutan and the Gross National Happiness Index](#).
- In-class activities: Happiness word cloud; Songs that make you feel good.
- Take home practice: The Happier Person: Think of someone you admire who seems to exude wellbeing, contentment, or even delight in life. If it's someone you know personally, see if you can spend some time with them this week. Notice what distinguishes that person. Write a short description of them for your journal entry. **(This first entry is non-assessed.)**

### Week 2

Tuesday September 10

#### 2. Pleasure

- Reading: Jeremy Bentham, *Introduction to the Principles of Morals and Legislation*, chs. I-V in Mary Warnock (ed.), *Utilitarianism and On Liberty*: [UBC eLink](#).
  - Warnock's Introduction to this book is also worth reading.
- In-class activity: The Intensity and Duration of Pleasure in M&Ms.
- Take home Practice: Make a list of 'happiness boosters' or a 'nourishment list' that you can pursue throughout the week (Source: Tal Ben Shahar, *Happier*)

Thursday September 12

#### 3. Desires

- Reading: Heathwood, C. 'Desire-Fulfilment Theory', in the *Routledge Handbook of Philosophy of Well-being*.
- In-class activity: Holding your breath.

- Take home practice: Distinguishing What We Want from What We Truly Need. (Source: James Baraz, *Awakening Joy*).

**\*\*Start of term personal essay due Friday September 13.\*\***

### Week 3

Tuesday September 17

#### 4. Higher Pleasures

- Reading: Mill, J. S., *Utilitarianism*, Chs I, II.
- In class activity: [Meaning](#) – Being part of something bigger.
- Take home practice: Becoming Competent Judges: Identify two possible pleasures to experience, one which is ‘higher’ than the other, in Mill’s sense. In picking your chosen pleasures, ensure that neither involves causing distress to others. Undertake to experience each of the two pleasures. Reflect on your experience of each in your journal entry.

Thursday September 19

#### 5. General Happiness

- Reading: Mill, J. S., *Utilitarianism*, Ch. III
- In class activity: What do we all wish for?
- Take home Practice: [Action for Happiness](#) identifies 10 Keys to Happier Living (which together make the acronym GREAT DREAM). Pick one key, read the description of it on their site. If you feel able, try it out. Reflect on it in your journal entry.

**\*\*Deadline for journal entry on Week 2 take-home practices: Friday September 20.\*\***

### Week 4

Tuesday September 24

#### 6. The Love of Virtue

- Reading: Mill, J. S., *Utilitarianism*, Ch. IV
- In class activity: The virtues we value.
- Take home practice: Wishing others well: See if you can, silently in your own mind, say ‘I wish you well’ to each of the people you pass-by on the street or to each person you speak with. Record your impressions in your journal.

Thursday September 26

#### 7. Flourishing

- Reading: Aristotle, *Nicomachean Ethics*, Book I.
  - See also, Kraut, ‘Aristotle on Well-being’ in the *Routledge Handbook of Philosophy of Well-being*.
- In class activity: Setting an intention.
- Take home Practice: Following on from Aristotle’s observation that one swallow [i.e. one songbird] does not make a summer, choose one virtue or one key to a happier life and, if you feel comfortable, try to incorporate it into your daily routine for a week (or for the rest of the term). If that feels difficult, then try to think about it each day. See Canvas for a Habits of Happiness Tracker template.

**\*\*Deadline for journal entry on Week 3 practices: Friday September 27.\*\***

## Week 5

Tuesday October 1

### 8. Belonging

- Reading: Brownlee, *Being Sure of Each Other*, Chs. 1, 3.
  - See also: Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529. <https://doi.org/10.1037/0033-2909.117.3.497>
  - See also: Gillian M. Sandstrom, Erica J. Boothby, Gus Cooney (2002), ‘Talking to strangers: A week-long intervention reduces psychological barriers to social connection’, *Journal of Experimental Social Psychology*, Volume 102, <https://doi.org/10.1016/j.jesp.2022.104356>
- In class activity: Introducing ourselves.
- Take home Practice: Talking to strangers: See whether you can speak with at least one stranger this week and perhaps even one a day for this week. Ensure that you feel safe and comfortable in your surroundings. You might choose settings you know are likely to be benign, e.g. on campus, in department front offices, etc.

Thursday October 3

### 9. Love and Intimacy

- Reading: Fredrickson, *Love 2.0*, Chs. 1-2.
- Reading: Frankfurt, *The Reasons of Love*, Ch. 1.
- In class activity: : [36 Questions](#)
- Take home Practice: Love Languages. (Source, [Gary Chapman](#)). See if you identify with one way of expressing love more than with another. See if you can identify the ways the people you care about tend to express love and recognise as expressions of love to them.

**\*\*Deadline for journal entry on Week 4 practices: Friday October 4.\*\***

## Week 6

Tuesday October 8

### 10. Friendship, Care, and Service

- Reading: Aristotle on friendship, *Nicomachean Ethics*, Book VIII.
- In class activity: Venting and Appreciating
- Take home Practice: Option 1: What does it mean to be a true friend, in your view? Ask a few others what they think true friendship means. Report on their replies in your journal entry. Option 2: Either make a list of ways in which you have helped or are presently helping other people (it can be as simple as a friendly smile) or see if you can try out one or two new ways to help others.
  - For a Dharma talk on the Buddha’s thoughts on friendship, see <https://dharmaseed.org/talks/73414/>

Thursday October 10

### 11. Altruism

- Reading: Plato, *The Republic*, Book II (the Story of Gyges)
- In class activity: Jacob Needleman on [Attentive Listening](#).
- Take home Practice: The Good Gyges. See if you can do some invisible good this week (e.g. pick up some litter without anyone noticing, wash all the dishes without anyone seeing, etc.). Report on your choice and your experience in your journal entry.

**\*\*Deadline for journal entry on Week 5 practices: Friday October 11.\*\***

## Week 7

Tuesday October 15

### 12. Mindfulness

- Reading: Gowans, 'Buddhist Understandings of Well-being' in the *Routledge Handbook of Philosophy of Well-being*.
  - See also [Just-a-minute Meditation](#) on relaxing the mind
- In class activity: Guided meditation.
- Take home Practice: Option 1: See if you can go 24-hours without looking at your phone (or any other device). Option 2: Take a moment to pause and close your eyes and focus on what you hear. See how many different things you can identify.

Thursday October 17

### 13. Compassion and Self-compassion

- Reading: Alison Hills, (2003). 'Duties and Duties to the Self'. *American Philosophical Quarterly*, 40(2), 131–142. <http://www.jstor.org/stable/20010107>
  - See also: Kristen Neff on [self-compassion](#).
- In class activity: Self-compassion exercise.
- Take home Practice: Self-acceptance: What would a wise, kind, and caring friend say to you when you make a mistake or don't meet your own expectations? How would that person say it? (Source: [Action for Happiness](#))

**\*\*Deadline for journal entry on Week 6 practices: Friday October 18.\*\***

## Week 8

Tuesday October 22

### 14. Positivity

- Reading: Fredrickson, *Positivity* (2009), Part I.
- Reading: Fredrickson, 'Erratum' in: *Am Psychol.* 2013 Dec; 68(9): 822.
- In-class activity: Sources of positivity
- Take home Practice: Without forcing it, see if you can lightly create a mindset for positive emotions, noticing that this exact moment right now is most likely benign, and then gently use that observation to lightly cultivate an inclination to be attentive, curious, kind, genuine, and open.

Thursday October 24

### 15. Gratitude

- Reading: Carr, D. (2013), 'Varieties of Gratitude', *Journal of Value Inquiry*, 47(1–2): 17–28.



- In class activity: Short Gratitude List; Look for the Good in This Moment. (Source: Rick Hanson)
- Take home Practice: Option 1: A Gratitude List. For a few minutes, write down everything you can think of that you are grateful for, or people to whom you are grateful. If you're in a difficult place, gratitude may feel inaccessible. That's ok. See if you can think of a few things that are going well, even small things. Consider sharing your list with someone. Option 2: Whom could you thank this week for something they give to you? (see [Action for Happiness](#) suggestion).

**\*\*Deadline for journal entry on Week 7 practices: Friday October 25.\*\***

## Week 9

Tuesday October 29

### 16. Generosity / Kindness

- Reading: Coren, D. 'Sympathetic Joy', *Erkenntnis* (forthcoming).
- See also Fredrickson, B., *Love 2.0*, Chs. 5-6.
- In class activity: Appreciative Joy (Mudita)
- Take home Practice: Kindness Spotting: See if you can notice the moments when others are kind to you, from simple acts of holding a door open for you and pointing out you've dropped something, to deeper acts of love and care. (Source James Baraz, *Awakening Joy*)

Thursday October 31

### 17. Courage and Conscience

- Reading: Kimberley Brownlee, *Conscience and Conviction*, ch. 2.
- See also the section on *Laches* in Woodruff, Paul, "Plato's Shorter Ethical Works", *The Stanford Encyclopedia of Philosophy* (Spring 2023 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = <https://plato.stanford.edu/archives/spr2023/entries/plato-ethics-shorter/>
- In class activity: Interactional Dexterity: Two Truths and a Lie.
- Take home Practice: Acting with Integrity in the Moment of Choice: As you go about your days this week, notice if moments arise that require you to make a choice – in an instant – to say X or Y, to do X or Y. See whether you can make your choices in those moments with integrity, in line with the values you espouse and that you can feel comfortable with yourself afterward about the choice you made.

**\*\*Deadline for journal entry on Week 8 practices: Friday November 1.\*\***

## Week 10

Tuesday November 5

### 18. Laughter, Jokes, and Good humour

- Reading: Aristotle, *Nicomachean Ethics*, Book IV, Sections 6-8. Translated by W. D. Ross [various editions] on the social virtues, including a ready wit.
- In-class activity: [Laughter yoga](#); ChatGPT Joke generator.

- Take home Practice: Option 1): Jerry Seinfeld made a commitment to write one joke a day, every day, throughout his career, and he didn't worry if they were good or not. See if you can write down one joke or silly thought a day for a week. You're welcome to share your jokes in your journal entry or write about your experience of creating jokes. Option 2): Try out the suggestion to manufacture laughter – perhaps along with the video or with someone else – and see how it makes you feel.

Thursday November 7

### 19. Creativity and Play

- Reading: Bernard Suits (1978), *The Grasshopper*, Introduction.
- Reading: Julie Rose (2017), *Free Time*. Princeton University Press.
  - See also: Martha Nussbaum (2011), *Creating Capabilities: The Human Development Approach*. Cambridge, MA: Harvard University Press. chs. 1-2.
- In class activity: Make up a handshake. Balloon game.
- Take home Practice: Option 1: Enjoying rest and leisure: Can you sit in a chair and do literally nothing for an hour? How hard is it for you? Do you get interrupted or distracted? Option 2: Invent a game. It can be for one person or for several people. Try it out. Describe it in your journal entry.

**\*\*Deadline for journal entry on Week 9 practices: Friday November 8.\*\***

## Week 11

**Reading break: No class on Tuesday November 12**

Thursday November 14

### 20. Authenticity

- Reading: Varga, Somogy and Charles Guignon, '[Authenticity](#)', *The Stanford Encyclopedia of Philosophy* (Summer 2023 Edition), Edward N. Zalta & Uri Nodelman (eds.),
  - See also, Charles Taylor (1989), *Sources of the Self. The Making of the Modern Identity*, Cambridge University Press; and Charles Taylor (1991), *The Ethics of Authenticity*, Cambridge: Harvard University Press.
- In-class activity: Who are you? Make a list of your values and beliefs. Make another list of the steps of a typical day of yours. Do your day-to-day activities align with your values and beliefs?
- Take home Practice: Reflect on the two lists you made in class. Consider whether you can take steps to bring your daily routine closer in line with your core values and beliefs.

**\*\*Deadline for journal entry on Week 10 practices: Friday November 15.\*\***

## Week 12

Tuesday November 19

### 21. Physical Exercise

- Reading: Gros, Frédéric, *A Philosophy of Walking*, chs. 1-5, 17-18.
  - See also the Action for Happiness page on [exercising](#).

- In-class activity: NYT: [The Joy Workout](#)
- Take home Practice: Go for a walk in the Pacific Spirit Park (or a wooded area near where you live). What do you notice? Describe your observations in your journal entry.

Thursday November 21

## 22. Interspecies connection

- Reading: Martha Nussbaum (2011), *Creating Capabilities: The Human Development Approach*. Cambridge, MA: Harvard University Press. chs. 1-2.
  - See also, the stories by James Herriot, and also James Bowen's *A Street Cat Named Bob*.
- In-class activity: What are your thoughts on, and experiences with, non-human animals? Video of puppies.
- Take home Practice: Option 1: If you own a pet or if you know someone who owns one, spend some time with that animal this week. Observe their behaviour, their habits. Do they seem to show emotions? How do you feel being around them? What kinds of interaction do they seem to enjoy? Option 2: Find an animal on campus to observe (without disturbing them). There are many birds and squirrels on campus. Sit quietly and observe them for as long as you can. What do they do? What do they need? What happens to them during the time that you observe them. What conditions would make their lives go well?

**\*\*Deadline for journal entry on Week 11 practices: Friday November 22.\*\***

## Week 13

Tuesday November 26

## 23. Being in nature

- Reading: Robin Wall Kimmerer, *Braiding Sweetgrass*, Chapter titled 'Skywoman Falling'
- In class activity: Your Thoughts on Plants.
- Take home Practice: Option 1): Visit the UBC Botanical Garden. Write about the experience. Option 2): Adopt a plant. It need not come into your home. You might choose one that you see on your regular route. Decide to observe it over time to see how it is faring. Notice its leaves or needles. Learn its name. You might take photos, make sketches, or record changes in it. Write about your observations.

Thursday November 28

## 24. Aesthetic appreciation

- Reading: Dominic McIver Lopes, *Being for Beauty*, Introduction and Ch. 1.
- In class activity: Draw with Rob.
- Take home Practice: Making Art: Option 1: Try something new in a fine art area, e.g. drawing, dancing, singing, poetry writing, improvising on an instrument, spoken word, photography, Lego building, etc. ([Action for Happiness](#)) Option 2: Make time each day this week to engage in a hobby of yours. Report on your experiences and observations in your journal entry. Option 3: Look for beauty in your surroundings. What do you notice?

**\*\*Deadline for journal entry on Week 12 practices: Friday November 29.\*\***

## Week 14

Tuesday December 3

### 25. Emotional Depth: Loss, Sorrow, and Grief

- Reading: Vitrano, Christine (2013), 'Love and Resilience', *Ethical Perspectives*, Vol 20, No. 4, 591-604.
  - See also the films *Inside Out* and *Hector and the Search for Happiness*
- In-class activity: Holding Difficult Feelings.
- Optional take home practice: Resilience: This [Action for Happiness](#) page identifies several common 'thinking traps', e.g. blaming ourselves or others, thinking some problem will be permanent, etc. Look at the list and see if you identify a tendency in yourself to have some of these kinds of thoughts. See if you can begin to notice when they arise. Make a note each time you identify one and label what kind of thought it is. Share your observations in your journal entry.

Thursday December 5

### 26. Joy

- Reading: Locke, John [1690] *Essay Concerning Humane Understanding*, Book ii, ch xx: 'Of Modes of Pleasure and Pain'.
- In class activity: Sharing of happiness projects / personal reflections.
- Optional take home practice: Reread your journal entries and review your take-home activities. Which ones resonated with you? Which ones did you find challenging? Write your final entry in response to these two questions. Consider implementing some of the most enjoyable practices and one or two of the most challenging ones into your daily life.
- Take home video suggestion: [Finding Joy in Difficult Times](#)

**\*\*Deadline for journal entry on Week 13 practices: Friday December 6.\*\***

**\*\*Final essay: Due Friday December 6.\*\***

## Selected Further Readings

- Aquinas (1274), *Summa Theologiae* (many editions).
- Arneson, R. (1999) "Human Flourishing Versus Desire Satisfaction," *Social Philosophy and Policy* 16: 113–142.
- Augustine (1416), *De Trinitate* (many editions).
- Annas, J. (1993), *The Morality of Happiness*, Oxford: Oxford University Press.
- Anscombe, G.E.M. (1958), 'Modern Moral Philosophy', *Philosophy* 33: 124, 1-19.
- Brandt, R.B. (1966) "The Concept of Welfare," in S.R. Krupp (ed.) *The Structure of Economic Science*, Englewood Cliffs, NJ: Prentice-Hall, pp. 257–276.
- Brandt, R.B. (1982) "Two Concepts of Utility," in H.B. Miller and W.H. Williams (eds.) *The Limits of Utilitarianism*, Minneapolis, MN: University of Minnesota Press, pp. 169–185.
- Critchley, Simon (2002), *On Humour*. Routledge.

- Eggleston, B., and D. Miller (eds.) *The Cambridge Companion to Utilitarianism*, Cambridge: Cambridge University Press.
- Feldman, F. (2010), *What is This Thing Called Happiness?*, New York: Oxford University Press.
- Foot, P. (1985), 'Utilitarianism and the Virtues', *Mind*, vol 94 pp 196-209.
- Griffin, J. (1986). *Well-Being: Its Meaning, Measurement, and Moral Importance*, Oxford: Clarendon Press. Hare, R.M. (1981) *Moral Thinking*, Oxford: Clarendon Press.
- Nagel, Thomas (1979), *The Possibility of Altruism*. Princeton University Press.
- Ricard, Matthieu (2015), *Altruism: The Power of Compassion to Change Yourself and the World*, New York: Little, Brown & Co.
- Stohr, Karen (2019), *Minding the Gap*. Oxford University Press.

## Plagiarism

Plagiarism is a serious form of academic misconduct involving intellectual theft. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments. Please see: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>. **Please ensure that you are familiar with the standards for good academic practice and the university's norms and regulations: <https://artsone.arts.ubc.ca/about-arts-one/ubc-policies/ubc-plagiarism-policy/> and <https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/plagiarism>**

## Statement of UBC values and policies:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success/>.

## Academic Concession

UBC's academic concession policy “articulates the University’s commitment to support students in their academic pursuits through the application of academic concessions in the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work.” An academic concession may be granted for a student when an unexpected situation or circumstance prevents them from completing graded work or exams.

Students may request an academic concession for the following three reasons:

- Unanticipated changes in personal responsibilities that create a conflict
- Medical circumstances
- Compassionate grounds

If students have a disability or ongoing medical condition that affects their studies for more than one term, they may request an academic accommodation.

Requests should be made as early as reasonably possible. Depending on the situation, either the academic advising office or course instructor will manage student’s request.

If you miss marked coursework (assignment, exam, presentation, participation in class) and are an Arts student, review the Faculty of Arts’ [academic concession page](#) and then complete Arts Academic Advising’s online academic concession form, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty’s webpage on academic concession, and then contact me where appropriate.

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found under *Discipline for Academic Misconduct* in the Academic Calendar.

### **Resources to Support Student Success**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website: <https://senate.ubc.ca/policies-resources-support-student-success>

## **Appendix: Advice on Writing an Essay in Philosophy**

### **Guides on Writing in Philosophy**

- Joel Feinberg, *Doing Philosophy*
- Jim Pryor: <http://www.jimpryor.net/teaching/guidelines/writing.html>
- Harvard Writing Centre:  
[https://philosophy.fas.harvard.edu/files/phildept/files/brief\\_guide\\_to\\_writing\\_philosophy\\_paper.pdf](https://philosophy.fas.harvard.edu/files/phildept/files/brief_guide_to_writing_philosophy_paper.pdf)

### **Guides on Writing Clearly and Elegantly**

- Williams, *Style: Toward Clarity and Grace*.
- Evans, *Do I Make Myself Clear*.

### **Basic Tips for Writing in Philosophy**

- A Philosophy essay is not a murder mystery. It's a reasoned defence of a claim.
- Announce your thesis (i.e. your central claim) at the beginning.
- Spend the rest of the essay defending that claim.
- Narrow your focus. Take charge of the question. Tell your reader at the outset what you will do and why you will do it (and also what you won't do and why).
- Have a clear structure. Signpost. After you've defended your first main point, briefly summarise what you've done and tell your reader what you will do next.
- Situate your view in relation to the literature, if appropriate.

Features of a good essay:

- A clear statement of the central claim that will be defended.
- A conceptual specification of the key terms necessary to defend that claim. (For instance, if your essay is about privacy, specify what you mean by *privacy*.)
- A clear, well-structured defence of the claim (i.e. the reasons for advancing it),
- Effective engagement with possible objections against the claim.
- Ensure your paper has been checked thoroughly for spelling and grammar.
- Adhere strictly to an accepted referencing style.
- Be willing to write several drafts. Figure out what you think while writing the bad first draft. First drafts are always bad. They are supposed to be bad! Then refine your ideas in the good second draft and refine them again in the excellent third draft.
- Read professional philosophy articles as (good and bad) models of style and structure. Think about the articles you've most enjoyed reading. Dissect them to understand how they are built.

Suggested structure:

- In the first few sentences, set the scene and explain why the topic matters.
- Next, introduce the thesis, e.g. 'In this essay, I shall argue that X.'
- Specify or refine that thesis. 'By X, I mean...'
- Finish the introductory section by listing the (2-5) steps that you will take to defend your claim.



- Then: go through those steps. Consider objections. Defend your view against those objections. (If you find an objection forceful and devastating for your view, then it's time to go back to the drawing board and change your thesis.) Engage with the literature as appropriate.
- Conclude briefly by highlighting what you've achieved in the essay.
- Once you've followed these 'rules' for many years, and you understand why they are the rules, then you may begin to break them.

## Essay Checklist

The following are necessary but insufficient conditions for an A-.

	Criteria	Answer <b>Yes</b> or <b>No</b> or <b>Not Sure</b>
1.	Does my paper have a thesis? (Do I have a <u>central claim</u> that I defend in my paper)? <sup>1</sup>	
2.	Do I announce my thesis in my introduction (i.e. in the first couple of paragraphs)?	
3.	Do I outline in my introduction the steps I will take in my paper to defend my thesis?	
4.	In my paper, do I consider possible objections to my thesis or my line of argument for it, e.g. "A critic of my view might say..."	
5.	Do I consider the strongest possible objections to my view that I can think of?	
6.	Do I answer these possible objections?	
7.	Can my own voice be heard? Is it clear where the thinkers I'm discussing stop and where my own views and arguments begin? Does my voice take centre stage as it should? (You may use: 'In my view...' and 'I argue...')	
8.	Have I consistently and accurately followed a standard referencing style, such as Chicago, Harvard, APA, etc.?	Name the style used:
9.	Have I included a bibliography that follows a standard style and includes all and only the works I cite in my paper? Do I include an appropriate number of scholarly sources, e.g. 5-10 sources?	Name the style used:
10.	Have I checked my grammar, spelling, quality of prose, structure, etc.? Is my prose clean, professional, and engaging?	
11.	Have I accurately summarized the readings I'm discussing?	

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<sup>1</sup> The test is whether you can complete the sentence: "In this essay, I shall argue that..."