

INTRODUCTION TO PHILOSOPHY

PROFESSOR: Dr. Blake Hereth (“Dr. H”)

EMAIL: sbhereth@uark.edu

E-OFFICE: Collaborate Ultra (Blackboard)

CLASS MEETINGS: Tuesday/Thursday 12:30pm-1:45pm via Collaborate Ultra

STUDENT HOURS: Wednesdays 12-2pm and by appointment via Collaborate Ultra

COURSE DESCRIPTION:

Thales claims that the universe consisted entirely of water. Socrates says that the unexamined life isn't worth living. Aquinas believes each thing has a 'proper' function. And Chalmers thinks your iPhone is part of your mind. Are any of them right? How would we even go about finding out? This course introduces you to some big ideas in historical and contemporary philosophy—not just the old, dusty stuff, but the new, cutting-edge stuff. Beginning with methodology, we will cover a little bit of everything from ‘Do we know anything at all?’ to ‘Should we use gender-neutral pronouns for everyone?’ But this course is more than an introduction to these issues: It's also an invitation for you to contribute to the millennia-old enterprise of asking big questions and questioning big answers.

COURSE GOALS:

By the end of the course, students should be able to:

- associate major historical and contemporary philosophers with their big ideas;
- explain the big ideas, why they matter, and what can be said in support of them; and
- develop a big idea of their own and provide strong support for it.

COURSE REQUIREMENTS:

- Class Participation (15%): Class will be held in Blackboard's Collaborate Ultra feature. Do the required readings carefully and come prepared to discuss them. Then, when in online class, discuss them. You won't receive credit just for being present.
- Content Quizzes (20%): There will be random quizzes over class content. These may be questions about the (required) readings, in-class PowerPoints, or other content introduced during class. The lowest two quizzes will be dropped.
- Midterm Exam (20%): an exam covering material from the first half of the course. The exam will be held on Blackboard on Thursday, October 15th, during regular class time.
- Term Paper (25%): Each student will develop a philosophical argumentative paper that explains and then makes an original argument regarding one of the topics we have covered. The paper is due Monday, December 14th, at 5pm on Blackboard.
- Final Exam (20%): an exam covering material from the second half of the course. The exam will be held on Blackboard on Tuesday, December 15th, from 12:45-2:45pm.

GRADING SCALE:

I use a standard grading scale for this course:

A = 90-100%

B = 80-89.99%

C = 70-79.99%

D = 60-69.99%

F = 59.99 or below

TEXTBOOK(S):

- There is no textbook for this course. (Yay! Saving money!) All the readings are on Blackboard.

READING SCHEDULE:

(NOTE: THIS IS A TENTATIVE READING SCHEDULE. I MAY ADJUST IT DEPENDING ON NEED OR CLASS PROGRESS.)

WEEK 1 (AUG 25 & 27): COURSE INTRODUCTION

Readings:

- Syllabus

WEEK 2 (SEP 1 & 3): VALUE OF PHILOSOPHY

Readings:

- Bertrand Russell, "The Value of Philosophy"
- Plato, *Republic*, Book VII

WEEK 3 (SEP 8 & 10): LOGIC

Readings:

- Logic Handouts

WEEK 4 (SEP 15 & 17): EPISTEMOLOGY

Readings:

- René Descartes, *Meditations on First Philosophy*: Meditation I (pp.6-8)
- Edmund Gettier, "Is Justified True Belief Knowledge?"
- Richard Feldman, *Epistemology*

WEEK 5 (SEP 22 & 24): EPISTEMOLOGY

Readings:

- Phyllis Rooney, "Gendered Reason: Sex Metaphor and Conceptions of Reason"
- Daniel Kelly and Erica Roedder, "Racial Cognition and the Ethics of Implicit Bias" (sections 1 and 2)

WEEK 6 (SEP 29 & OCT 1): METAPHYSICS

Readings:

- Earl Conee, "Universals"
- Peter van Inwagen, "The Powers of Rational Beings"

WEEK 7 (OCT 6 & 8): METAPHYSICS

Readings:

- Mari Mikkola, "Feminist Metaphysics and Philosophical Methodology"
- Theodore Sider, "Time"

WEEK 8 (OCT 13 & 15): MIDTERM EXAM PREP + MIDTERM EXAM

Readings:

- Tuesday, October 13, will be devoted to prepping for the Midterm Exam.
- The Midterm Exam will be held Thursday, October 15, during regular class time.

WEEK 9 (OCT 20 & 22): PHILOSOPHY OF MIND

Readings:

- “Correspondence Between Descartes and Princess Elisabeth”
- Andy Clark and David Chalmers, “The Extended Mind”

WEEK 10 (OCT 27 & 29): PHILOSOPHY OF MIND & ETHICS

Readings:

- Eric Funkhouser, “Do the Self-Deceived Get What They Want?”
- Timothy Hsiao, “How to Think About the Gun Control Debate”

WEEK 11 (NOV 3 & 5): ETHICS

Readings:

- Kate Manne, “Why I Use Trigger Warnings”
- Anne Barnhill, “Just Pushy Enough”

WEEK 12 (NOV 10 & 12): ETHICS

Readings:

- Julie Kirsch, “Is Abortion a Question of Personal Morality?”
- Robin DiAngelo, “Racism and White Supremacy”

WEEK 13 (NOV 17 & 19): PHILOSOPHY OF RELIGION

Readings:

- Nick Trakakis, “The Evidential Problem of Evil” (available online)
- Kathryn Pogin, “God is Not Male”

WEEK 14 (NOV 24 & 26): THANKSGIVING BREAK!

WEEK 15 (DEC 1 & 3): PHILOSOPHY OF DISABILITY

Readings:

- Elizabeth Barnes, *The Minority Body*, chapter 2 (pp.54-77)
- Abigail Gosselin, “Mental Illness Stigma and Epistemic Credibility”

WEEK 16 (DEC 8 & 10): PHILOSOPHY OF SEX & GENDER

Readings:

- John Corvino, “Homosexuality, Harm, and Moral Principles”
- Robin Dembroff and Daniel Wodak, “He/She/They/Ze” (sections 1, 2, and 4)

WEEK 17 (DEC 19): FINALS WEEK

- The Term Paper is due Monday, December 14th, at 5pm on Blackboard.
- The Final Exam will be held on Blackboard on Tuesday, December 15th, from 12:45-2:45pm.

POLICIES:

- Academic Integrity: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and

individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

- Selling Notes: There are companies that will try to lure you into selling the notes you take in this class. Don't let these companies take advantage of you. Selling my notes to any commercial service I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.
- Respect of Self and Others: As a (mostly) consistent Kantian, I expect everyone in this course to maintain a certain level of self-respect. This means taking yourself seriously (although not *too* seriously) and avoiding excessive self-deprecation. You are valuable and an important part of the philosophical community. I also expect everyone in this course to maintain respect for others. Philosophical engagement is often aggressive and it's easy to see why: Sometimes you develop a devastating objection to someone's argument and you want to deliver it in epic fashion. But we won't indulge those impulses here. It's okay to care about the material and to discuss it passionately, but *don't* interrupt others, *do* be equitable with your speaking time (and be aware that we're often bad judges of when we've exceeded our equitable speaking time), *do* aim to help someone identify any flaws in their view *and* make suggestions for how they might improve it, and *do* respect others' pronouns.
- Attendance: Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible. Examples of absences that should be considered excusable include those resulting from the following: (1) illness of the student, (2) serious illness or death of a member of the student's immediate family or other family crisis, (3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, (4) religious observances (see Students' Religious Observances policy below), (5) jury duty or subpoena for court appearance, and (6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.
- Weather: When the University of Arkansas declares that the inclement weather policy is in effect, we won't meet for seminar. In such cases, and in any other case when class is cancelled, you will be notified via email or Blackboard. In cases of questionable whether, please check the university website.
- Disability Related Accommodation: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first

verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

- Reminder About Concealed Carry on Campus: Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner. If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual's immediate vicinity (within arm's reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department. For more information, please go to safety.uark.edu.
- Problems with the Course: If you have concerns or suggestions regarding this course, I encourage you to speak to me directly about them. If you would prefer to speak with someone else, however, you may contact:

Dr. Edward Minar
Chair, Department of Philosophy
Old Main 318E
479-575-8712
eminar@uark.edu

Course:	PHIL 2003 011 - INTRO TO PHILOSOPHY	Department:	PHIL
Responsible Faculty:	Stephen Hereth	Responses / Expected:	18 / 39 (46.15%)
Overall Mean:	4.79 5 Point Likert Scale (126 responses) 4.53 Excellent to Very Poor (36 responses)		

ARSC College Core: Course Questions	PHIL 2003 - 011							--- Survey Comparisons ---							
	Responses (%)							Course		PHIL			All		
	SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk		
Q1	14 77.8%	4 22.2%	0	0	0	18	4.78	1.2K	4.58	68	34K	4.58	63		
Q2	12 66.7%	4 22.2%	2 11.1%	0	0	18	4.56	1.2K	4.18	72	34K	4.19	62		
Q3	13 72.2%	5 27.8%	0	0	0	18	4.72	1.2K	4.44	73	34K	4.47	65		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Demographics	PHIL 2003 - 011										
	Responses (%)										Course
	COE	COE	DBC	FJS	JWF	SMW	SOL	GS	U	N	
Q4	7 38.9%	0	1 5.6%	0	7 38.9%	3 16.7%	0	0	0	18	

Responses: [COE] College of Education and Health Professions
[COE] College of Engineering
[DBC] Dale Bumpers College of Agricultural, Food and Life Sciences
[FJS] Fay Jones School of Architecture and Design
[JWF] J. William Fulbright College of Arts and Sciences
[SMW] Sam M. Walton College of Business
[SOL] School of Law
[GS] Graduate School
[U] UNDECLARED

Demographics	PHIL 2003 - 011						
	Responses (%)						Course
	A	B	C	D	F	N	
Q5	8 44.4%	9 50%	1 5.6%	0	0	18	

Responses: [A] A/PASS [B] B [C] C [D] D [F] F/FAIL

Demographics	PHIL 2003 - 011							
	Responses (%)							Course
	F	S	J	S	G	O	N	
Q6	0	11 61.1%	4 22.2%	3 16.7%	0	0	18	

Responses: [F] Freshman [S] Sophomore [J] Junior [S] Senior [G] Graduate [O] Other

Demographics	PHIL 2003 - 011			
	Responses (%)			Course
	YES	NO	N	
Q7	11 61.1%	7 38.9%	18	

Responses: [YES] Yes [NO] No

University Core Course		PHIL 2003 - 011						--- Survey Comparisons ---						
		Responses (%)					Course		PHIL			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q8	Overall, I would rate this course as:	7 38.9%	10 55.6%	1 5.6%	0	0	18	4.33	1.2K	4.08	55	34K	4.18	49

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

ARSC College Core: Instructor Questions		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q9	My instructor displays a clear understanding of course topics.	16 88.9%	2 11.1%	0	0	0	18	4.89	1.2K	4.68	77	36K	4.59	69
Q10	My instructor is readily available for consultation.	16 88.9%	2 11.1%	0	0	0	18	4.89	1.2K	4.57	86	36K	4.42	78
Q11	My instructor explains difficult material clearly.	15 83.3%	2 11.1%	1 5.6%	0	0	18	4.78	1.2K	4.27	85	36K	4.23	75

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q12	My Instructor is fluent in English	17 94.4%	1 5.6%	0	0	0	18	4.94	1.2K	4.95	36	36K	4.78	46

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q13	Overall, I would rate this instructor as:	14 77.8%	3 16.7%	1 5.6%	0	0	18	4.72	1.2K	4.37	67	36K	4.38	61

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Faculty:	Stephen Hereth
Question:	Comments:
Response Rate:	66.67% (12 of 18)

- 1 You teach very well and I enjoyed listening to you. I felt like there could be a few more quizzes and assignments which as strange as that is to say is true. I feel like more assignments could have helped my grade and given me a better opportunity to express the knowledge I gained. I am hoping there is a small curve in the course.
- 2 Wonderful instructor! They made this class so much fun and so easy to understand!
- 3 Very interesting class!
- 4 This course really got my brain thinking. Made me look at everything around me with a different perspective. Professor Hereth did a great job instructing this course. He made it really engaging and easy to understand. Only wish there was more student interaction, discussion, and debate time.
- 5 They are extremely capable and ready to answer any and all questions. They handled the stressful semester very well and made sure that everyone's needs were taken care of. They made the material fun and interesting to learn about and provided plenty of outside resources for help. They are also wonderful, funny, and relatable and made difficult concepts feel like a breeze! I would love to take a class from them again.

6	Professor Hereth is always willing to help and provide support to us when we have questions about what we're going over or discussing. The class is certainly the most interactive course I've had at the University to date, even online. There are always polls to answer asking us how we personally feel about the topic, how our week or break was, how the exam was, and which topics we find hard to understand or dont really agree with. I found that very interesting and I greatly appreciated it. Though the course wasn't specifically my cup of tea, I had a great respect for the professor and the topics we went over. Though I found some of them hard to agree with, I certainly understood them thanks to prof. Hereth.
7	Mr. Hereth was a great instructor and made class fun and personable. He always checked in on the class to see how our weeks were before getting into lectures which makes his class one of my favorites.
8	Loved this class!!
9	I love this class and I love you. This class is very eye opening and I honestly think that everyone should be required to take courses like this. My generation is far too opinionated to be as uneducated as we are. Thank you for providing a safe, opinion free zone for these topics to be discussed.
10	I had a hard time in this class because my brain does not understand topics like these very well. I think it would have been easier to understand class material if there were homework assignments or more opportunities for points.
11	Great teacher. He cares about the subject, class and students. He explains everything nicely. Almost half of the class grade riding on one paper is scary, that's the only part that worries me!! Other than that I LOVE THIS CLASS AND MY TEACHER.
12	Dr. H was extremely helpful this semester. Through all of the changes with COVID-19, Dr. H was by our side the entire time and was great through these hard times. His class is ran very smoothly and I never felt like I could not ask questions or speak. He brings a lot of inclusiveness into the class room which allowed his class to be ran a lot by student discussion which I found helpful. I would gladly take any course taught by Dr. H again!

Course:	PHIL 2003 012 - INTRO TO PHILOSOPHY	Department:	PHIL
Responsible Faculty:	Stephen Hereth	Responses / Expected:	19 / 39 (48.72%)
Overall Mean:	4.71 5 Point Likert Scale (133 responses) 4.29 Excellent to Very Poor (38 responses)		

ARSC College Core: Course Questions	PHIL 2003 - 012							--- Survey Comparisons ---					
	Responses (%)					Course		PHIL			All		
	SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Assignments are related to goals of this course.	16 84.2%	3 15.8%	0	0	0	19	4.84	1.2K	4.58	85	34K	4.58	74
Q2 The teaching methods used in this course enable me to learn.	14 73.7%	2 10.5%	0	1 5.3%	2 10.5%	19	4.32	1.2K	4.18	48	34K	4.19	44
Q3 The stated goals of this course are consistently pursued.	13 68.4%	5 26.3%	0	0	1 5.3%	19	4.53	1.2K	4.44	52	34K	4.47	42

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Demographics	PHIL 2003 - 012									
	Responses (%)									Course
	COE	COE	DBC	FJS	JWF	SMW	SOL	GS	U	N
Q4 Your College:	4 21.1%	1 5.3%	1 5.3%	0	10 52.6%	3 15.8%	0	0	0	19

Responses: [COE] College of Education and Health Professions
[COE] College of Engineering
[DBC] Dale Bumpers College of Agricultural, Food and Life Sciences
[FJS] Fay Jones School of Architecture and Design
[JWF] J. William Fulbright College of Arts and Sciences
[SMW] Sam M. Walton College of Business
[SOL] School of Law
[GS] Graduate School
[U] UNDECLARED

Demographics	PHIL 2003 - 012					
	Responses (%)					Course
	A	B	C	D	F	N
Q5 Expected grade	12 63.2%	6 31.6%	1 5.3%	0	0	19

Responses: [A] A/PASS [B] B [C] C [D] D [F] F/FAIL

Demographics	PHIL 2003 - 012						
	Responses (%)					Course	
	F	S	J	S	G	O	N
Q6 Your class	0	17 89.5%	2 10.5%	0	0	0	19

Responses: [F] Freshman [S] Sophomore [J] Junior [S] Senior [G] Graduate [O] Other

Demographics	PHIL 2003 - 012		
	Responses (%)		Course
	YES	NO	N
Q7 Course required	14 73.7%	5 26.3%	19

Responses: [YES] Yes [NO] No

University Core Course		PHIL 2003 - 012						--- Survey Comparisons ---						
		Responses (%)					Course		PHIL			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q8	Overall, I would rate this course as:	10 52.6%	5 26.3%	1 5.3%	1 5.3%	2 10.5%	19	4.05	1.2K	4.08	40	34K	4.18	32

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

ARSC College Core: Instructor Questions		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q9	My instructor displays a clear understanding of course topics.	17 89.5%	1 5.3%	0	1 5.3%	0	19	4.79	1.2K	4.68	50	36K	4.59	53
Q10	My instructor is readily available for consultation.	18 94.7%	0	1 5.3%	0	0	19	4.89	1.2K	4.57	86	36K	4.42	78
Q11	My instructor explains difficult material clearly.	15 78.9%	2 10.5%	0	2 10.5%	0	19	4.58	1.2K	4.27	55	36K	4.23	58

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		SA	A	U	D	SD	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q12	My Instructor is fluent in English	19 100%	0	0	0	0	19	5.00	1.2K	4.95	76	36K	4.78	76

Responses: [SA] Strongly Agree=5 [A] Agree=4 [U] Undecided=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Stephen Hereth						--- Survey Comparisons ---						
		Responses (%)					Individual		PHIL			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q13	Overall, I would rate this instructor as:	14 73.7%	3 15.8%	1 5.3%	0	1 5.3%	19	4.53	1.2K	4.37	38	36K	4.38	45

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Faculty:	Stephen Hereth
Question:	Comments:
Response Rate:	47.37% (9 of 19)

- You can clearly see his love and passion for philosophy in this class.
- Professor Hereth kept class interesting and engaging which is important during remote course. I would definitely take another one of his courses.
- I loved coming to your lectures they were all so informative and fun! Thank you for teaching during this trying time! Well wishes and happy holidays!
- I am an egalitarian believe everyone is equal deserves equal opportunity. That said, This philosophy course felt more like a gender or grievance studies course. There were times that the professor taught about social issues that were completely incompatible with objective biological and psychoanalytical facts. If you want to take a course on feminist metaphysics, trigger warnings, and everything is gendered is bad take this course. I did not.. I do not think that the description of this course matched the curriculum. they should keep the curriculum but change the name to gendered theory and philosophy. I wanted to talk about philosophy such as the existence of God or the morality of abortion, which we did talk about. I just think needs more core ideas of philosophy were not touched on as much focus more on feminist theory type information. This course is very Social Justice Warrior esk. it seemed just anti-science. Because of this, I do not plan on taking another philosophy course at the UofA for fear that I will have to sit through another class of Sudo scientific gender theories. Frustrating for sure.

That all said! The professor was a really great guy who cared deeply about his students. misleading content aside he was a great professor and a solid dude. He was articulate and intelligent and if you're fine with the content I would recommend taking this course. I liked the professor. I did not like the content.
- I absolutely loved this class this semester! I wish Dr. H could teach all my classes.

6	I absolutely loved this class. The professor was very knowledgeable and made analyzing philosophy a joy, especially for a first-timer like myself. I thought the guidelines and expectations were clear, though I did find the philosophy paper a little bit of a challenge because I wasn't too sure what I was doing and how it would be assessed.
7	Excellent professor!! I'm not someone who is particularly interested in philosophy but he made this course very interesting and he explains things really well.
8	Dr. H really knows his stuff! He cares about his students and is willing to help if need be. He is also great at explaining controversial topics and explaining the reasoning behind each side/belief, all the while making sure every student is allowed to state their opinion even if it is different from his, or the majority of the class. He made me feel accepted and appreciated as a philosophy student.
9	Doesn't really teach much philosophy. This is more of a moralistic preaching sort of class, with some philosophical ideas sprinkled throughout. For example, a topic was feminist metaphysics. The majority of class discussion in this topic was deciding/arguing about if feminist metaphysics were even a thing, and who argued for the idea that feminist metaphysics was a topic and who argued it wasn't. Quite a worthless waste of time in my opinion. I'd rather learn actual philosophical ideas and positions than have someone preach to me to not hate LGBTQ people all the time, or try to convince me that disabilities aren't bad. How are these things even in a philosophy course? I don't know. Also, what little philosophy was taught in this course was bad. The instructor is confused on some basic logic definitions. He claimed in this course that a sound argument was defined as an argument where "all the premises are true and the conclusion is true" (FALSE) and that a "good" argument is an argument that is both sound and valid. A mainstream definition of a sound argument is "an argument that is both valid and all of the premises are true". This is the only definition I have ever seen. Might not seem like a big deal to students that don't know any better or care at all, but it just goes to show this instructor's lack of knowledge in this area.