

Phil 502: Proseminar
Fall 2021

Meeting Time: M 4-6:50
Location: Wilson 104
Mode of Instruction: In person
Instructor: Dr. Zoe Jenkin
Email: zoejenkin@wustl.edu
Office: Wilson 112

Course Description: This course provides an introduction to the philosophy and PNP graduate programs at WashU. We will cover a selection of major topics in philosophy of mind, epistemology, and ethics, focusing on the nature of mental attitudes and the norms that govern them. We will read relatively contemporary papers that present cutting-edge research, but also probe classic philosophical issues. We will survey a variety of different philosophical methodologies, many of which incorporate empirical data. The course will offer many opportunities to develop skills in writing, presenting, and discussing philosophy. We will also cover key topics in professional development.

Format: We will meet in person once a week. Course materials, announcements, assignments, grading rubrics, submission portals, and office hours scheduling can all be found on the Canvas site.

Office Hours: My office hours are **Wednesday 3-4** (in person, Wilson 112) and **Thursday 10-11** (via Zoom). Appointments are required, and must be reserved before **9 pm the previous evening**. You can schedule an appointment by going to Canvas → calendar → find appointments → select a timeslot → reserve. Please be aware of whether your appointment is in person or Zoom. For Zoom meetings, the link is provided in the appointment description, as well as under 'Zoom' on the menu. If you are unavailable during my office hours and would like to meet, you can email me to schedule an appointment at another time.

Course Goals:

- You'll develop a working knowledge of some central topics in philosophy of mind, epistemology, and ethics.
- You'll learn what some top-quality current philosophical research looks like.
- You'll hone your abilities to present philosophical arguments.
- You'll become more comfortable with philosophical discussion at the graduate level.
- You'll learn to construct and analyze arguments that incorporate both empirical and theoretical considerations.
- You'll develop your own views on the topics covered.
- You'll improve your philosophical writing.

Requirements:

Readings: There is a reading assignment for each class meeting. Readings are all available on Canvas under 'Files.'

Attendance: Attendance is mandatory. You are required to attend each class meeting unless you provide a legitimate excuse for absence. **Any kind of illness is a legitimate excuse for absence, and no proof is required** (but do let me know so I can mark the absence as excused). Other legitimate excuses for absence include mental health, family emergencies, doctor's appointments, and religious observances. **To ensure that your absence is marked as excused, please email me as soon as you know you will absent, stating your reason in a way you feel comfortable sharing.** Any unexcused absences will detract from your attendance and participation grade.

Participation: This is a discussion seminar, so your participation is extremely important. This includes coming to class prepared to discuss the readings, really taking in what your classmates are saying, and responding thoughtfully. If you have difficulty participating in class, please let me know and we can set up a meeting to talk about how to improve your participation.

Presentations: We will have two reading presentations each week, one in the first half of class and one in the second half of class. You will each do a total of four reading presentations (not counting your term paper presentation). These reading presentations will explain a section of the reading and provide some questions or critiques. I will provide some guidance on how to structure your presentation and what to focus on, but the philosophical content is up to you. You are required to provide either a handout or slides with each presentation.

Term Paper: You will write a term paper of 8-10 pages (double-spaced). Mid-semester, you will submit a term paper proposal to let me know what you plan on writing about. You will also present your term paper to the class at the end of the semester.

Grading:

Attendance and participation: 20%

Presentations: 40%

Term Paper: 40%

Course Policies:

Collaboration: While all work submitted should be your own, you should feel free to discuss ideas with your classmates, read each other's paper and presentation drafts, and offer feedback. Some of the best philosophy happens this way. If you use an idea that originates with a classmate, you can cite them in your paper or presentation.

Lateness Policy: For each day the term paper is late, it will lose 1/3 of a grade (e.g. from A- to B+). After 10 days I will not accept late papers. There is no lateness allowance for presentations, because the class depends on them. If you anticipate you will not be able to complete a presentation, let me know as far in advance as possible and I will see if the schedule can be adjusted.

Extensions: Extensions on the term paper will be granted for good reasons. Good reasons include illness, mental health, religious observances, and simultaneous deadlines for other courses. Please aim to ask for an extension 2-3 days before the due date. If it is closer to the due date, it is still better to email or talk to me rather than just turning in the paper late.

Email: You are welcome to email me with questions about the logistics of the course. More substantive philosophical questions are best dealt with in office hours.

Daily Schedule

Our schedule for each class meeting will proceed as follows:

4:00- 4:30 Professional Development
4:30-4:50 Presentation 1
4:50-5:30 Discussion
5:30-5:45 Break
5:45-6:05 Presentation 2
6:05-6:50 Discussion

Weekly Schedule:

- Mon., Aug. 30* Introduction
PD: Getting Situated
- Mon., Sept. 6* **No class** (Labor Day)
- Mon., Sept. 13* Propositional Attitudes
Fodor, "Propositional Attitudes"
PD: Coursework
- Mon., Sept. 20* Norms of Belief
Rinard, "Equal Treatment for Belief"
PD: Asking Questions
- Mon., Sept. 27* Responsibility for Attitudes
Smith, "Responsibility for Attitudes: Activity and Passivity in Mental Life"
PD: Dissertation Topics and Advisors
- Mon., Oct. 4* Implicit Bias
Mandelbaum, "Attitude, Inference, Association: On the Propositional Structure of Implicit Bias"
Gendler, "The Epistemic Cost of Implicit Bias"
PD: Teaching Experience
- Mon., Oct. 11* **No class** (Fall Break)
- Mon., Oct. 18* Moral Psychology
Berker, "The Normative Insignificance of Neuroscience"
PD: Conferences
- Mon., Oct. 25* Inference
Boghossian, "What is Inference?"

Quilty-Dunn & Mandelbaum, "Inferential Transitions"
PD: Publications

Mon., Nov. 1 Internalism vs. Externalism
Feldman & Conee, "Internalism Defended"
Srinivasan, "Radical Externalism"
PD: The Job Market

Mon., Nov. 8 The Rationality of Perception
Siegel, "The Epistemic Impact of the Etiology of Experience"
Symposium commentaries on Siegel by Huemer, Fumerton, & McGrath
PD: Diversity in the Profession

Term Paper Proposal Due

Mon., Nov. 15 The Normativity of Desire
Railton, "That Obscure Object, Desire"
Hazlett, "Desire and Goodness"
PD: Work-Life Balance

Mon., Nov. 22 Evaluating Anger
Cherry, "Errors and Limitations of our 'Anger-Evaluating' Ways"
PD: Organizational Work and Professional Service

Mon., Nov. 29 Term Paper Presentations

Mon. Dec. 6 Term Paper Presentations

Wed. Dec. 8 **Term Paper Due**

University-Wide Policies

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- **Completing a self-screening using the WashU COVID-19 Screening app every day before coming to campus or leaving your residence hall room.** If you do not receive a green check and pass the screening, you are not permitted to come to campus or leave your residence hall room. You must contact the COVID Call Center (314-362-5056) or the Habif Health and Wellness Center (314 935-6666) immediately. **Note:** In addition to the symptoms listed in the screening tool, everyone also should pay attention to symptoms that are new or different for you, including things like headache and congestion, particularly in combination with diarrhea. These can also be signs of COVID-19. **Call the COVID Call Center or Habif to report these symptoms.**

- **Complying with universal masking.** All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices, hallways, stairwells, elevators, meeting rooms, classrooms and restrooms. Masks are encouraged but not required for outdoor activities, particularly at large events or in crowded settings. Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies.
- **Maintaining physical distancing as needed.** While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- **Practicing healthy personal hygiene,** including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

University-Wide Policies

Reporting Sexual Assault or Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair, Dean, or to Ms. Cynthia Copeland, the Associate Title IX Coordinator, at (314) 935-3411, cmcopeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

Reasonable Accommodations for Disabled Students

Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL's Disability Resources (www.disability.wustl.edu). Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or disabilityresources@wustl.edu.

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services

at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Names and Gender Inclusive Pronouns

In order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: <https://students.wustl.edu/gender-pronouns-information/> , <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms for specific emergency information and instructions. For additional Information and EAP maps, visit emergency.wustl.edu. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download. The WUSTL app and enable notifications.

To report an emergency

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>

Resources for Students

Disability Resources

At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: <https://students.wustl.edu/disability-resources/>.

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If a student needs to explore options for medical care, protections, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Seigle Hall, Suite 435, and can be reached at resvpcenter@wustl.edu or (314) 935-3445. For after-hours emergency response services, call (314) 935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: [RSVP Center](#).

Bias Report and Support System (BRSS)

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. To report an instance of bias, visit <https://students.wustl.edu/bias-report-support-system/>.

Mental Health Services

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. See: <https://students.wustl.edu/mental-health-services/> Additionally, see the mental health services offered through the RSVP Center listed above.

WashU Cares

WashU Cares, specializes in connecting students to mental health, medical, financial and academic resources by using supportive case management. We seek to empower students to be successful through life's challenges and to have ownership of their experiences. Our services are designed to support Danforth Campus students. If you feel concerned about a student who may need help connecting to resources, we accept referrals from all students, faculty, and staff. If you are concerned about a student, you can file a report here: <https://washucares.wustl.edu/> and a WashU Cares Case Manager will reach out to you to get more information about your concern.

The Writing Center

The Writing Center, located in Olin Library, offers free one-on-one writing tutorials to WashU students, as well as workshops designed to help students become better writers. The Writing Center staff can assist by providing feedback on the strength of an argument, clarity, and organization. Contact them at 935-4981 or writing@wustl.edu. Visit them at: <https://writingcenter.wustl.edu/>.

Engineering Communications Center

The Engineering Communications Center offers students in the McKelvey School of Engineering

one-on-one help with oral presentations, writing assignments, and other communications projects. They are located in Urbauer Hall, Rm. 104. To schedule an appointment, please email the ECC faculty at ecc@seas.wustl.edu.

The Learning Center

The Learning Center works collaboratively with University partners to provide undergraduate students key resources, like academic peer mentoring, to enhance their academic progress. Contact them at <https://ctl.wustl.edu/learningcenter/> to find out what support they may offer for your classes.

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. Visit: <https://diversityinclusion.wustl.edu/>.

Gephardt Institute

State and local elections can have direct and immediate impacts on our communities and will be happening here in St. Louis and around the country this year. Make sure you stay current on upcoming elections at all levels by registering as a voter, requesting an absentee ballot, or getting election day reminders. You can do all this at <https://wustl.turbovote.org/> for any of the 50 states and Washington D.C.. If you are ineligible to vote, you can still participate by referring your friends who are eligible to the TurboVote link and by engaging with your peers about local issues. If you have any questions about the voting process in the United States, please visit: <http://washuvotes.wustl.edu>.