

PHIL 2010 Syllabus

Intro to Phil Analysis Phil 2010, All Sections, 3 Credits

Early Short Summer 2026

Instructor Information

Instructor: Abigail Mills

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General Course Information

Description

This course will survey major topics in philosophy: ethics, truth, aesthetics, the existence of God, free will, and how to live a good life. We will discuss different methods of philosophical analysis, as well as different philosophical traditions.

Course Learning Outcomes

Students will be able to:

1. Understand and explain the major literature, concepts, and schools of thought in major fields of academic philosophy.
2. Apply philosophical concepts in their daily lives.
3. Participate in debates and controversies that can be understood using course concepts.
4. Critique and support arguments in their own words.

Required Course Materials

We will read the following articles, which will be made available on Canvas or through the library:

- Judith Jarvis Thomson: *A Defense of Abortion*
- C. Thi Nguyen: *Echo Chambers and Epistemic Bubbles*
- Clive Bell: *Art*, selection
- Leo Tolstoy: *What is Art?*
- J. L. Mackie: *Evil and Omnipotence*

- Derek Parfit: *What Makes Someone's Life Go Best?*

Grading Policy:

You will earn letter grades as follows:

- A 90+%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

You will earn points according to the following distribution:

- Philosophy Diary 30%
- Annotations 30%
- Class Work and Participation 40%

Description of Graded Components

Philosophy Diary: There will be 8 diary prompts which typically require brief (400-800 word) responses. You may be asked to complete additional reading, viewing, listening, or other activities to complete the entries. Unless the prompt states otherwise, you may not reference outside articles or authors; you may only refer to papers, authors, or arguments described in class or readings that were made available in Canvas. Further instructions will be provided in Canvas. The lowest-scoring philosophy diary will be dropped.

Annotations: There are up to two required readings per week that will be annotated. Canvas has an annotation tool that will be used to complete these assignments. Annotating the reading involves highlighting the main argument, marking and defining key terms and new words, adding in questions and comments, and so on. Further instructions will be provided in Canvas. All annotations count towards the final grade.

Class work and participation: Participation involves proper attendance (on time, with your camera on) and engagement with questions and activities. There will be activities that will be completed during every class period. These assignments will typically be group assignments that will be completed in breakout rooms and shared with the whole class. Typically, these assignments will require you to have completed the readings prior to the class. Class work grading will be based on the quality of the work completed, the quality of the presentation, and/or the individual contributions of each member. If a member of your group does not contribute or has not completed the readings, there will be a form that will allow you to report this issue to me. Group members will lose points if they do not contribute to their group. You will receive a single

score for each day of class, inclusive of your group work and general participation. The two lowest scores in this category will be dropped.

Course Policies

Attendance and Participation

Missing a single summer class is the equivalent of missing a week's worth of full semester classes. Missed class work can be made up with a valid excuse, which will be granted in the case of illness or emergency documented through OSL, Institute Approved Absence, official accommodation, or pre-arranged religious obligation. Accommodations, illnesses, or other conflicts must be documented through the appropriate University channels. Make-ups must be arranged promptly. Participation is a key component of your graded. The two lowest scores in the class work and participation category are dropped, to allow flexibility.

AI Use

AI, including large language models, may not be used for any purpose in this course. Using AI will be counted as a form of plagiarism.

Late Work

No late work is permitted except in the case of illness or emergency documented through OSL, Institute Approved Absence, official accommodation, or pre-arranged religious obligation.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

This is a Core IMPACTS course that is part of the Humanities area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course

will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following CareerReady Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.