



**PHIL 285-1 Special Topics:  
On the Nature of Human Relationships  
Spring 2022**

MW 11:30-12:45 - Callaway Center S101  
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Office hours: By appointment

**Description and objectives** .....

This course invites students to reflect on the nature of human relations and connected issues, such as democracy, peace and conflict, tolerance, and solidarity, among others. The course will be structured around four topic areas: being with others, thinking with others, acting with others, and feeling with others.

Our approach to these questions will be partly theoretical and partly practical. Throughout the semester, we will read a variety of texts, mainly philosophical but also scientific, from different schools of thought from the 19th century to the present. Lectures and class discussions will be supplemented by several out-of-class activities.

Students will have the opportunity to develop their own ideas and thoughts about these fascinating topics in several assignments—including a podcast series—that will enable them, not only to become conversant with these issues but also to improve their comprehension abilities, analytical skills, critical thinking, and expressive competence.

**Texts** .....

All texts for this course will be made available online through Canvas. Please, check the schedule at the end of this document.

## **Requirements and Assignments** .....

**Attendance:** Please make every effort to attend all class sessions. Arrive on time and have an electronic or printed version of the texts under discussion with you.

Attendance is not mandatory, and I do not give credit for attending class. However, you should know that how much you learn in this class and how good your final grade is will directly depend on your level of attendance and preparation. Beware! If low attendance becomes a persistent issue, a more restrictive policy may be put in place.

Let me know at the beginning of the semester if there are special circumstances that need to be considered.

**Participation:** Please, prepare for all class sessions by attentively reading the assigned material.

Participation includes both oral contribution (such as asking questions, making comments, engaging in conversation with other students) and silent engagement (such as taking notes, listening attentively, and thinking). If you wish, you can also write down questions or comments on a piece of paper (either about the readings or any other aspect of the course) and hand it to me at the end of the class.

Please, be respectful of your peers and me. Differences of opinions or concerns related to the class are welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience but should occur in a manner that opens up dialogue and does not dominate the discussion or threaten any member of the learning community. While I encourage shy students to speak in class, I also expect those who do feel comfortable speaking to avoid doing so excessively, so that others will also feel comfortable participating.

**Short tests:** In order to get credit for this course, you will need to complete four short tests, each corresponding to one topic area. Each test will contain between 2 and 6 open-ended questions that you will need to answer in no more than 30 minutes. You will be allowed to use your own written notes, but no laptops, tablets, or phones will be permitted during the test.

Make-up tests will only be offered in cases of unforeseeable and uncontrollable emergencies. If possible, provide documentation and notification of the emergency within 24 hours of the test time.

**Podcast:** Students distributed in groups will create a 15 to 20 minutes podcast about at least *one* topic area and at least *two* authors of their choice. Students must devote one section of the podcast to the activities of a community organization and elaborate on the manner in which this organization addresses this topic in practice.

The podcast must be uploaded to Canvas as an .mp3 file. Each student must also submit a 1 to 2 pages report including *a)* a brief explanation of how the podcast was created and what task each member of the group completed, *b)* a 1 paragraph self-assessment and *c)* a 1 paragraph peer-assessment.

**Grading and rubrics .....**

	<b>Excellent 90 - 100</b>	<b>Good 80-89</b>	<b>Fair 70-79</b>	<b>Limited 60-69</b>	<b>Not acceptable 0-59</b>
<b>Participation (10%)</b>	The student always reads the assigned material.	The student usually reads the assigned material.	The student often reads the assigned material.	The student sometimes reads the assigned material.	The student rarely reads the assigned material.
	The student is always engaged and ready to learn.	The student is often engaged.	The student is occasionally engaged.	The student is not entirely committed to the class.	The student is not committed to the class.

<b>Tests (15% each)</b>	The answers are factually correct and sufficient details are provided to support assertions.	The answers are correct but not sufficient details are provided to support assertions.	The answers are not entirely correct and there are insufficient details to support assertions.	The answers are not entirely correct and very few of the relevant details are included.	The answers are incorrect and/or none of the relevant details are included.
	The answers focus only on issues related to the questions asked.	The answers focus mostly on issues related to the questions asked.	The answers focus on issues related to the questions but unrelated issues are introduced.	Excessive discussion of unrelated issues is introduced.	The answers do not address any of the issues related to the questions asked.
	The text is clear, well organized, and well written. There are no serious spelling and/or grammatical errors.	The text is clear, and well organized. There are very few spelling and/or grammatical errors.	The text is for the most part clear and well organized. There are some spelling and/or grammatical errors.	The text exhibits minor problems of organization. There is a number of spelling and/or grammatical errors.	The text is very weakly organized. There are many spelling and/or grammatical errors.

<b>Podcast (30%)</b>	The analysis is accurate and informative. The discussion is insightful and engaging.	The analysis is accurate and the discussion is engaging.	The analysis is for the most part accurate and the discussion is somewhat engaging.	The analysis is not entirely accurate and the discussion is not very engaging.	The analysis is inaccurate and the discussion is not engaging.
	The format structure and discussion sequence are effective and easy to follow.	The format structure and discussion sequence are easy to follow.	The format structure is unclear at times and the discussion is not always easy to follow.	The format structure is often unclear and the discussion is difficult to follow.	The format structure is unclear and the discussion cannot be followed.
	Language is adequate for a general although educated audience. Grammar and syntax are for the most part correct.	Language is for the most part adequate for a general although educated audience. Grammar and syntax are usually correct.	Language is somewhat adequate for a general although educated audience. Grammar and syntax are occasionally correct.	Language is not entirely adequate for a general although educated audience. Grammar and syntax are often incorrect.	Language is inadequate for a general although educated audience. Grammar and syntax are rarely correct.
	There are no background noises or distractions. Volume of voice, music, and effects enhance the presentation.	There are very few background noises or distractions. Volume of voice, music, and effects is acceptable.	There are some background noises or distractions. Volume of voice, music, and effects is somewhat distracting.	There are many background noises or distractions. Volume of voice, music, and effects is distracting.	There are constant background noises or distractions. Volume of voice, music, and effects is very distracting.

**Course policies and important information for students .....**

**Well-being:** Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. Despite what you might think, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is always helpful.

**Green/paperless policy:** Students are encouraged to incorporate "green" practices into all aspects related to this course whenever possible. All information about the course as well as texts and other materials will be posted on Canvas.

**Use of electronic devices:** The use of electronic devices is allowed provided they are used responsibly for purposes related to class work and as a way of improving the learning process.

**The Honor Code:** The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to plagiarize, to deviate from the teacher's instructions about collaboration, to give false information to a faculty member, and to undertake any other form of academic misconduct:

<http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

**Citation and plagiarism:** *All* texts submitted must be the student's own original work. The student must make sure that all quotations and paraphrased ideas are fully and accurately cited.

This course may employ plagiarism-detection software, including *Turnitin*, for any required assignments. *Turnitin* compares submitted work to sources available on the internet, archived databases of essays, journals, books, and other publications, and its database of assignments submitted in the past at Emory and other universities. Work that generates concerns about originality or citation methods will be reviewed and submitted to the Honor Council as appropriate. This software does not substitute for the judgment of the instructor and other authorities in the detection of plagiarism, and other methods may be employed in this course to determine that all work abides by the standards set forth in the Honor Code.

Confusion over what counts as plagiarism is not an acceptable excuse for plagiarism. Should you have any questions about what plagiarism is, please contact the instructor as soon as possible. All cases of plagiarism will be reported to the Honor Council without exception. For additional information on citation procedures visit: [http://guides.main.library.emory.edu/citing\\_your\\_sources](http://guides.main.library.emory.edu/citing_your_sources)

**Academic support and resources:** There is a variety of resources available to students:

- **Accessibility services:**

If you have a documented disability and have anticipated barriers related to the format or requirements of this course (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations, please contact the Department of Accessibility Services and the instructor.

<https://accessibility.emory.edu/>

- **Counseling and psychological services:**

Emory University's Counseling & Psychological Services (CAPS) provides free, confidential services for students including: initial assessments, crisis intervention, community referrals, individual, couples, and group counseling, consultation, community outreach services, and educational workshops.

<https://counseling.emory.edu/>

- **English as a second language:**

The English Language Learning Program (ELLP) supports Emory College students who speak English as a second language through a variety of specialized courses.

<http://college.emory.edu/oue/current-students/international-students/ell-program.html>

- **General support for students:**

The Office for Undergraduate Education offers programs to support student learning. These include coaching, learning assistance, and tutoring services for individuals and small groups.

<http://college.emory.edu/oue/current-students/student-support/index.html>

- **Writing support and peer tutoring (Emory Writing Center):**

Tutors in the Emory Writing Center Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects.

<http://writingcenter.emory.edu>

## Schedule and readings .....

<p><b>Introduction (January 12)</b></p> <ul style="list-style-type: none"><li>• No readings</li></ul>
<p><b>Being with Others (January 19 - February 9)</b></p> <p>* <b>Test #1: February 14</b></p> <ul style="list-style-type: none"><li>• G. W. F. Hegel: “Introduction” and “Independence and Dependence of Self-Consciousness: Lordship and Bondage.” In <i>Phenomenology of Spirit</i> (1807). [21 pp.]</li><li>• E. Husserl: “Fifth Meditation.” In <i>Cartesian Meditations</i> (1931). [60 pp.]</li><li>• M. Heidegger: “Being-in-the-World as Being-with and Being a Self: The ‘They’.” In <i>Being and Time</i> (1953). [14 pp.]</li></ul>
<p><b>Thinking with Others (February 14 - March 2)</b></p> <p>* <b>Test #2: March 14</b></p> <ul style="list-style-type: none"><li>• G. H. Mead: Excerpts from <i>Mind, Self, and Society</i> (1934). [40 pp.]</li><li>• J. Habermas: “‘Rationality’—A Preliminary Specification.” In <i>The Theory of Communicative Action. Vol. 1</i> (1981). [35 pp.]</li><li>• K. A. Appiah: “The Primacy of Practice.” In <i>Cosmopolitanism</i> (2006). [17 pp.]</li></ul>
<p><b>Acting with Others (March 14 - March 30)</b></p> <p>* <b>Test #3: April 4</b></p> <ul style="list-style-type: none"><li>• M. E. Bratman: “Shared Cooperative Activity” (1992). [15 pp.]</li><li>• M. Gilbert: “The Structure of the Social Atom: Joint Commitment as the Foundation of Human Social Behavior” (2003). [25 pp.]</li><li>• M. Tomasello: “Collaboration.” In <i>Becoming Human</i> (2019). [27 pp.]</li></ul>
<p><b>Feeling with Others (April 4 - April 20)</b></p> <p>* <b>Test #4: April 25</b></p> <p>* <b>Podcast script due (date TBD)</b></p> <ul style="list-style-type: none"><li>• G. Rizzolatti &amp; C. Sinigaglia: “Sharing Emotions.” In <i>Mirrors in the Brain</i> (2006). [21pp.]</li><li>• V. Gallese: “The ‘Shared Manifold’ Hypothesis.” (2001). [15 pp.]</li><li>• D. Zahavi: “You, Me, and We: The Sharing of Emotional Experiences” (2015). [16 pp.]</li></ul>
<p>* <b>Podcast due (date TBD)</b></p>