

# Philosophical Scavenger Hunt

*But the quick inference, the subtle trap, the clever forecast of coming events, the triumphant vindication of bold theories - are these not the pride and the justification of our life's work? At the present moment you thrill with the glamour of the situation and the anticipation of the hunt.*

-Arthur Conan Doyle

## A. Aims and grading-scheme

- This assignment aims to give you practice at slow reading, and to help you master the logical concepts learnt in class (in addition, you will practice proper citation).
- Students will be graded on the basis of two posts for each of the following categories:
  1. New Example
  2. Claim
  3. Conclusion/Premise
  4. Premise/Conclusion
  5. Objection/Response

### **Grading Rubric**

0 = no submission.

3 = posted something but it was mostly or all incorrect/demonstrates little engagement with reading.

4 = posted something and it was mostly or all correct/demonstrates good engagement with reading.

*Total points possible: 80 (You cannot score more, and you can't score more than 16 per category).*

## B. Rules of the Hunt

1. Your grade will be the sum of the best two grades for each category.
2. Posts are submitted through *Assessments/Discussions/Scavenger Hunt* on **iCollege**, under the category's topic (e.g. a CLAIM post must be made in the discussion board thread labelled 'CLAIMS' under the forum 'Scavenger Hunt').
3. To receive credit, posts must be made **by the assessment deadlines (no late submissions for this assignment)**.
  - a. There are **five deadlines**: Sep 8, Sep 22, Oct 6, Oct 27, and Nov 15.
  - b. Each student's post must be **from a different reading**.
  - c. On each deadline, you can submit a **max of 3 posts**, each on a **different category** (e.g. you cannot submit two CLAIMS posts on Nov 15, even if they are from different readings).
4. Posts must be on readings we have done previous to the deadline (e.g. you could not post about October readings on the Sep 1 or Sep 22 deadline).
5. You must post on a passage that **no one else has posted on for this category**.
  - a. So, check what others have posted before you post (by searching the relevant Discussion thread for the given claim).

- b. The same passage **can** be used by different students for different categories: e.g. a single claim can be used by one student as a CLAIM, and another as an OBJECTION-RESPONSE.
6. Posts must state the following **4 components in this order**: (1) For the subject line write your name, last-name, and what type of post it is (and how many times you have attempted this type of post), (2) the quote, (3) the author, piece, and pg.#, and (4) your response. Example (ignore the numbers):<sup>1</sup>

**(1) Subject: Juan Pineros Glasscock’s First Attempt at PREMISE/CONCLUSION**

(2) “Epistemic bubbles are rather ramshackle; they go up easily and they collapse easily, too. Echo chambers are far more pernicious and far more robust” (3) (p.5 of Nguyen, “Escape the Echo Chamber”).

(4) This premise supports the conclusion that we should distinguish epistemic bubbles from epistemic chambers.

7. Posts that **don’t follow these guidelines** get an **automatic 0**.

**C. Scoresheet**

	<b>Best Score</b>	<b>2<sup>nd</sup> Best Score</b>	<b>Total</b>
<b>New Example</b>	<b>/8</b>	<b>/8</b>	<b>/16</b>
<b>Claim</b>	<b>/8</b>	<b>/8</b>	<b>/16</b>
<b>Conclusion/Premise</b>	<b>/8</b>	<b>/8</b>	<b>/16</b>
<b>Premise/Conclusion</b>	<b>/8</b>	<b>/8</b>	<b>/16</b>
<b>Objection/Response</b>	<b>/8</b>	<b>/8</b>	<b>/16</b>
<b>TOTAL</b>			<b>/80</b>

<sup>1</sup> Obviously, you cannot use the examples used in these Instructions for your posts!

## **D. The 5 Categories of Posts<sup>2</sup>**

### **1. New Example**

Identify a key concept or claim from a reading, and offer an example of your own to illustrate it. You should:

- **Name** the concept/idea and **quote** a passage where it is found (**4pts**).
- **present your own example** (different from the author's or those used in class) to illustrate it. (**4pts**).

**Ex. Subject: Juan Pineros Glasscock's Second Attempt at NEW EXAMPLE**

My concept is Nguyen's "epistemic bubbles": "An 'epistemic bubble' is an informational network from which relevant voices have been excluded by omission" (Nguyen, "Escape the Echo Chamber", p.2).

An example of epistemic bubbles are schools where it is prohibited for students to read certain books.

### **2. Claim**

Identify and explain a claim (use only claims that are important to the argument). You should:

- **quote** the claim and state where you found it (author, title, page number) (**4pts**).
- **explain** it in your own words. (**4pts**).

**Ex. Subject: Juan Pineros Glasscock's Third Attempt at CLAIM**

"All distinct ideas are separable from each other" (p.79 of Hume, *A Treatise of Human Nature*).

This says that no idea has a necessary relation to any other.

### **3. Conclusion/Premise**

Identify one conclusion from the reading and a premise supporting it. You should

- **quote** the conclusion and state where you found it (author, title, page number) (**4pts**).
- **explain** in your own words a premise that supports it (**4pts**).

**Ex. Subject: Juan S. Pineros Glasscock's Fourth Attempt at CONCLUSION/PREMISE**

"...there is a self that is distinct from the body and sense organs" (p.7 of Nyaya Sutras).

This claim is supported by the premise<sup>3</sup> that we humans can sense the same thing using different senses.

<sup>2</sup> We will discuss what claims, premises, conclusions, and objections are in class. I recommend waiting until we have done so before posting on these categories. They are presented in (rough) order of difficulty.

<sup>3</sup> If there are several premises supporting the same conclusion, you only need to present one.

#### 4. Premise/Conclusion

Identify one premise from the reading and the conclusion it supports. You should

- **quote** the premise and state where you found it (author, title, page number) (4pts).
- **explain** in your own words what conclusion this premise aims to support (4pts).

**Ex. Subject: Juan S. Pineros Glasscock’s First Attempt at PREMISE/CONCLUSION**

PREMISE/CONCLUSION “Epistemic bubbles are rather ramshackle; they go up easily and they collapse easily, too. Echo chambers are far more pernicious and far more robust” (p.5 of Nguyen, “Escape the Echo Chamber”).

This premise supports the conclusion that we should distinguish epistemic bubbles from epistemic chambers.

#### 5. Objection/Response

Identify one objection that an author considers and explain how the author responds to that objection. You should

- **quote** the objection and state where you found it (author, title, page number) (4pts).
- **explain** in your own words how the author responds to that objection and state where the response occurs (author, title, page number) (4pts).

*Example (from a work we won’t read):*

**Ex. Subject: Juan S. Pineros Glasscock’s First Attempt at OBJECTION/RESPONSE**

OBJECTION/RESPONSE: “At this point, one might worry that I am changing the subject. Isn’t there something like sheer nonethical beauty?” (Protasi, “The perfect bikini body”, p.99)

Explanation of response: Protasi has a few responses,<sup>4</sup> but one of them is that her view still has an element of subjectivity, since different people will find different people beautiful.



*Happy hunting!*

<sup>4</sup> If there are several responses, you should only present one.