You will work in your assigned groups (see Handout page for group assignments) to prepare two group papers, one due Thursday, 27 September, and the other due Tuesday, 16 October. Below are the instructions for this assignment. If there are questions that arise about this during one of the class sessions, the proctor (Michael Leeds) will respond and his answer will have the force of policy. If there are questions that can be addressed between sessions, Michael will talk with me about them.

The first assignment will focus on puzzles and paradoxes. These will be drawn from the last section of the book, and I will focus your attention on a subset of these. The paper you produce will be a group effort that presents a comprehensive analysis and response to a puzzle or paradox. It should be around 600 words, or about the equivalent of two typed, double-spaced pages. You will write this paper collectively during the second day of class. The final form of these will be written in blue books you will be provided.

Before Tuesday, 25 September:

• Read the Puzzles and Paradoxes section of the book. This is pp. 825-838.
• Think about how you might convey the force of these, and how you might respond to them if you met with them in a particular situation.

Tuesday, 25 September:

• Bring your book to class with you.
• Come to class and organize into your group.
• Michael will indicate which of the puzzles and paradoxes are available for analysis.
• Discuss the options as a group and decide which of the puzzles and paradoxes you wish to focus your analytical efforts on. Select only one.
• Discuss the puzzle or paradox you have selected. What makes it troubling? Think of real-life, concrete cases in which this puzzle/paradox would be problematic. What is the structure of the puzzle/paradox? What are the ways one can respond to it? What ways of responding to it stand out for you? How could you defend your preferred way of responding?
• Map out the structure of the puzzle/paradox and the argumentative structure of
your response in your notes as you go. Try to be comprehensive. Be sure to take notes.

• If you have questions, please discuss them with Michael during class.
• By the end of the class session, you should have a clear sense of the structure of the puzzle/paradox you’ve chosen and a range of argumentative responses to that puzzle paradox.
• As you leave, show your notes to Michael, who will record that you have notes from the first day.

Between Classes

• Re-read and reflect on the notes you took in class.
• Write up a few thoughts on a separate sheet of paper about the puzzle/paradox and the ways your group identified for responding to it—these are the two main elements of the paper you’ll write on Thursday. What should the structure of the paper be? Which of the responses seems more compelling to you? What would the argument for that response be?
• One way that you can do this is to put an outline of the paper together.
• Bring this paper and your notes to class with you on Thursday.

Thursday, 27 September

• Come to class and organize into your group.
• Share and discuss your thoughts about the paper structure.
• Work toward collective agreement about what the outline of the paper should be.
• Write up the paper on separate sheets of paper. This could be done in different ways—you could assign different sections of the outline to different group members; you could work together to write the paper, sentence by sentence; you could pair up and combine these two approaches; etc.
• Put the paper together and work to “single voice” it—it should read as if it were written by one person.
• Transfer the paper to the blue book and submit it to Michael at the end of class along with your notes from Tuesday, the sheet of paper containing your thoughts from between classes, and any materials your group produced on Thursday. Anything collectively produced should have all of your names on it; anything individually produced should have your name on it.

Please email me if you have any questions about this before the first class period.