

# Skepticism, God, & Ethical Dilemmas

[Dashboard](#) / [Courses](#) / [phil115-00-f20](#)

Instructor: Douglas Marshall (dmarshall@carleton.edu, Central Time Zone)

Class Meeting Times: Mondays and Wednesdays from 2:30 - 3:40 p.m.; Fridays from 3:10 - 4:10 p.m. Our very first class meeting on Monday, September 14, will begin at 3:10 p.m. because of Opening Convocation at 12:30 p.m.

Class Location: [Our Zoom Classroom](#) (Passcode: 314495)

Office Hours: Wednesdays, 9:30 - 10:30 a.m., Fridays, 4:30 - 5:50 p.m., and by appointment. Please book office hours meetings in [My Google Calendar Appointments Page](#).

 [Announcements](#)

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 [Our Zoom Classroom](#)

Meeting Passcode: **314495**

 [Course Syllabus](#) Uploaded 13/09/20, 11:15

## Submit Your Papers Here

 [First Paper \(Due September 25\)](#)

 [Second Paper \(Due October 9\)](#)

 [Third Paper \(Due October 30\)](#)

 [Final Paper \(Due November 21\)](#)



## Resources for Writing Your Papers

 [Jim Pryor's Guidelines on Writing a Philosophy Paper](#)

 [First Paper Topic](#) Uploaded 3/04/20, 14:07

 [Second Paper Topic](#) Uploaded 21/01/20, 11:27

 [Sample Skepticism Paper: The One Thought](#)

 [Third Paper Topic](#) Uploaded 7/02/20, 22:35

 [Final Paper Topic](#) Uploaded 1/06/20, 22:32

## Launchpad for Further Research (click here for more resources)

 [Carleton College Philosophy Department](#)

 [Stanford Encyclopedia of Philosophy \(SEP\)](#)

 [Wi-Phi Philosophy Videos](#)

 [PhilPapers](#)



You can use search terms to find philosophy papers or browse by topic.

 [Philosopher's Index](#)

Index for searching philosophy articles and books.

 [Project Gutenberg](#)

Massive collection of free e-texts, including many works of philosophy.

 [Librivox](#)

Massive collection of free audiobooks, including many works of philosophy.

## Week 1

**The Big Questions Driving This Week:** What will we do in this class? What is philosophy? What are some of the skeptical scenarios philosophers and others have devised in order to show that knowledge is impossible for us, or that we know much less than we ordinarily take ourselves to know?

**Readings and Activities for Monday:** 1. Read the [Course Syllabus](#).

2. Use the [Introductions Forum](#) below to tell me and the rest of the class about you.

**Readings and Activities for Wednesday:** 1. Read [Wilfrid Sellars "The Philosophical Quest"](#) pp. 1-5. Questions to think about: What is philosophy? What does Sellars think it is? How does philosophy differ from, and relate to, other disciplines, such as psychology or physics? What are some primary goals of philosophy?

2. Read [René Descartes First Meditation and the first two paragraphs of the Second Meditation](#) (pp. 12-16). Questions to think about: How many different ways of raising skeptical doubts does Descartes describe? What skeptical doubts are raised by the suggestion that I don't know that I'm not dreaming? What skeptical doubts are raised by the suggestion that I'm under the control of an all powerful demon bent on deceiving me?

3. Watch the [Skepticism Video, Arguments from Ignorance](#). This video sets out the main problem we'll be dealing with in the first unit of the course.

**Readings and Activities for Friday:** 1. Please watch the movie *The Matrix* (1999, directed by the Wachowskis). It's available through lots of streaming video services. Any one should do fine.

2. We probably won't have finished talking about the Descartes reading on Wednesday. It would be a good idea to reread it for Friday's class.

3. At the end of next week, you'll be handing in your first brief paper describing a skeptical scenario. Have a look at the [First Paper Topic](#) and start to think about which skeptical scenario you might like to devise or work on. Part of the goal of this week is to get lots of skeptical scenarios on the table for discussion: dream scenarios; computer-simulation scenarios; recent creation scenarios; etc.

 [Introductions Forum](#)

 [Wilfrid Sellars "The Philosophical Quest"](#) Uploaded 4/01/20, 09:52

 [René Descartes First Meditation and the first two paragraphs of the Second Meditation](#)

 [Skepticism Video, Arguments from Ignorance](#)

### Dive Deeper // Optional Extras

 [Wilfrid Sellars "Philosophy and the Scientific Image of Man"](#)

This is the full essay that starts with "The Philosophical Quest"



 [Wilfred Sellars "The Philosophical Quest" Read Aloud](#)

## Week 2

**The big questions driving this week:** What is it to know that something is the case? For instance, suppose I state: "I know that I'm in Minnesota right now." Under what conditions is my statement true?

### Readings and Activities for Monday:

1. [Christopher Grau "Bad Dreams, Evil Demons, and the Experience Machine"](#). Questions for the reader: How does Grau describe the scenarios involved in dream skepticism, evil demon skepticism, and matrix-style computer simulation skepticism? Do you understand what these scenarios are and how they differ? (Note: this is something you would want to read after you've watched *The Matrix*, though, if you can't watch *The Matrix*, this reading will go a long way towards explaining the scenario to you.)
2. [Wi-Phi Epistemology Series](#) Video 1: Introduction to the Theory of Knowledge. Questions for the viewer: What components of knowledge are being identified in this video? To count as knowing a statement, must you at least believe the statement? To count as knowing a statement, must the statement be true?
3. [Wi-Phi Epistemology Series](#) Video 2: The Problem of Skepticism. Questions for the viewer: What new skeptical scenarios are described in this video? What's the distinction between a local and a global skeptical scenario? What is meant by "the good case" and "the bad case"? If I'm in the good case, why don't I just count as knowing everything I ordinarily take myself to know?

### Readings and Activities for Wednesday:

1. Wi-Phi [Necessary and Sufficient Conditions Video](#). Questions for the viewer: Can you think of any other definitions that work by giving necessary and sufficient conditions? (Hint: Mathematics is loaded with them.). Consider statements of the form "S knows that p", where S is a subject of knowledge, such as a person, a p is a statement, for instance, that Minnesota is a U.S. state. As an exercise, try to give your own necessary and sufficient conditions for statements of the form "S knows that p".
2. [Edmund Gettier "Is Justified True Belief Knowledge"](#). Note: "IFF" is an abbreviation for "if and only if", and Gettier is assessing attempts to define "S knows that p" using necessary and sufficient conditions. Questions for the reader: What is the common pattern of the definitions that start Gettier's paper, definitions Gettier all takes to be similar to the definition of knowledge as justified true belief (JTB)? What is Gettier's recipe for constructing counterexamples to the JTB definition of knowledge? Do you think Gettier's counterexamples really are counterexamples to the JTB definition?
3. [Wi-Phi Epistemology Series](#) Video 4: Analyzing Knowledge 1.: The Gettier Problem. Questions for the viewer: Can you understand how the parts of this video correspond to, and explain, the various parts of the paper by Gettier you just read?

### Readings and Activities for Friday:

1. [Robert Nozick "Excerpt from Philosophical Explanations"](#). Questions for the reader: What exactly is Nozick's definition of knowledge? How does Nozick's definition respond to the problem presented by Gettier cases?
2. [Wi-Phi Epistemology Series](#) Video: Analyzing Knowledge 4: Tracking Theories. Questions for the viewer: Can you pick out the parts of this video that explain's Nozick's definition of knowledge? Do you understand the sense in which Nozick's definition employs the concept of tracking the truth?
3. Your First Papers are due by the end of the day. For further instructions, see the [First Paper Topic](#).

 [Christopher Grau "Bad Dreams, Evil Demons, and the Experience Machine"](#)

 [Wi-Phi Epistemology Series](#)

 [Necessary and Sufficient Conditions Video](#)

 [Edmund Gettier "Is Justified True Belief Knowledge"](#)

 [Robert Nozick "Excerpt from Philosophical Explanations"](#)

## Dive Deeper // Optional Extras

 [Knowledge and Logic Handout](#) Uploaded 15/01/20, 15:33



## Week 3

**The Big Questions Driving This Week:** How should we respond to the problem of skepticism? What tools can philosophers offer you to respond to the skeptical scenarios you are pursuing in your papers?

### Readings and Activities for Monday:

1. Watch [Wi-Phi Epistemology Series](#) Episode 3: Three Responses to Skepticism. Note: I'm not assigning the philosophical texts that offer the responses to skepticism described in this video. However, if you're interested in Putnam's response or Moore's response, you can find the original papers below in the Dive Deeper // Optional Extras section. If you're interested in these responses, you can read the original papers and incorporate them into your papers.
2. We'll still be talking about Nozick's article from last week. Consider re-reading it, but with a focus on the way Nozick replies to the skeptic. Questions for the reader: How would Nozick say the skeptics' arguments from ignorance go wrong? How does Nozick argue against the skeptics' "short step" by arguing that knowledge is not closed under known entailment?
3. The main reading for Wednesday, [David Chalmers "The Matrix as Metaphysics"](#), is long. Consider getting a head start by reading it early.

### Readings and Activities for Wednesday

1. Read [David Chalmers "The Matrix as Metaphysics"](#). Note: Only the main article running from pages 455 - 479 is required. You may skim or skip the Afterward, pp. 479--494. Questions for the Reader: What exactly does Chalmers mean by a "skeptical hypothesis" and a "metaphysical hypothesis"? Even if you grant that the matrix hypothesis is a metaphysical hypothesis, which of your empirical beliefs would turn out false on the matrix hypothesis? Do you accept Chalmers's view of what constitutes a reality? Or of what envatted people refer to with their words and sentences? What do you make of Chalmers's Chaos Hypothesis?
2. [Wi-Phi Epistemology Series](#) Episode 4: New Responses to Skepticism

### Readings and Activities for Friday

5. Read [Catherine Elgin "Skepticism Aside"](#). Note: You can find bibliographical information for this article in small print at the bottom of the page. Questions for the Reader: How does Elgin understand the consequences of leaving a global skeptical hypothesis as a relevant alternative to your beliefs? How does Elgin argue for the claim that, if you do so, you will be unable to achieve a viable practical stance? What does Elgin mean by "second-order commitments", or by "reasons are disengaged"? How does Elgin argue that IF we assume no global skeptical scenario obtains, we can in fact obtain a viable practical stance? What, on Elgin's view, is the difference between a good or bad reason for belief or for action? On Elgin's view, what exactly does disregarding (or setting aside) skepticism amount to?

 [David Chalmers "The Matrix as Metaphysics"](#)

 [Chalmers Handout](#) Uploaded 22/01/20, 17:46

 [Catherine Elgin "Skepticism Aside"](#)

### Dive Deeper // Optional Extras

 [Hilary Putnam "Brains in a Vat"](#)

 [G.E. Moore "Proof of an External World"](#)

 [Keith DeRose "Solving the Skeptical Problem"](#)

## Week 4

**The Big Questions Driving This Week:** Can belief in God be based in reason or proof, as opposed to faith? How have philosophers tried to prove the existence of God?



**Readings and Activities for Monday:**

We won't have any new readings for Monday. We'll spend time on Monday wrapping up the skepticism and knowledge unit of the class and also talk about writing papers in philosophy (your second paper in particular). My main advice for your work over the weekend is to brainstorm and/or start outlining your second paper. You need to think through which proposed resolutions of skeptical doubts have an interesting application to your skeptical scenario and choose one to pursue in your paper. For further details, see the [Second Paper Topic](#).

**Readings and Activities for Wednesday:**

1. Read [Anselm "Proslogion"](#) and the following exchange with Gaunilo. Please read the whole file below, including Anselm's original argument for the existence of God, Gaunilo's objections, and Anselm's replies to Gaunilo. Questions for the Reader: How exactly does Anselm prove the existence of God? What are the premises of his argument, and what's the conclusion? What are Gaunilo's objections to Anselm's argument, and how does Anselm try to overcome them? Who do you think wins the debate: Anselm or Gaunilo?

**Readings and Activities for Friday:**

1. Read [Descartes' "Fifth Meditation"](#) and [Descartes' Replies to His Critics](#). Please read all of the Fifth Meditation, though we will focus primarily on Descartes' argument for the existence of God. Questions for the reader: How does Descartes' argument relate to Anselm's? What are the premises, and what is the conclusion, of Descartes' argument? Are the philosophers objecting to Descartes just raising the same objections as Gaunilo brought up to Anselm, or are they different? Do you think either Anselm's or Descartes' argument is successful?

 [Anselm "Proslogion"](#)

 [Descartes' "Fifth Meditation"](#)

 [Descartes' Replies to His Critics](#)

 [Anselm and Gaunilo Handout](#) Uploaded 31/01/20, 17:42

 [Handout on Ontological Arguments in Descartes](#) Uploaded 3/02/20, 15:36

Dive Deeper // Optional Extras

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## Week 5

**The Big Questions Driving This Week:** Can God's existence be proved from the fact that the universe exists? Or from the fact that the universe must have some ultimate cause? Do these arguments for the existence of God work or not?

**Readings and Activities for Monday:**

1. Read the [Plantinga Handout](#).
2. Watch the video [The Ontological Argument](#). The purpose of the video is to explain the argument that is on the handout.
3. Questions to think about: What do Anselm's, Descartes', and Plantinga's arguments have in common? How do they differ? Do any of them prove that God exists? Why or why not?

**Readings and Activities for Wednesday:**

1. Read Thomas [Aquinas Summa Theologica](#). Questions for the reader: Why does Aquinas reject Anselm's argument? Which arguments does Aquinas offer instead? How do they work, and which one do you think is the strongest?

**Readings and Activities for Friday:**

1. Watch the two videos in the [Wi-Phi.com Cosmological Argument Series](#).
2. Read [William Lane Craig "The Kalam Cosmological Argument"](#).

 [Plantinga Handout](#) Uploaded 14/10/16, 14:15

 [The Ontological Argument](#)

This video presents an ontological argument due to Alvin Plantinga. I don't think it's correct to attribute the argument directly to Anselm. If you're interested in this argument see the article by Plantinga.

 [Aquinas Summa Theologica](#)

 [Wi-Phi.com Cosmological Argument Series](#)

 [William Lane Craig "The Kalam Cosmological Argument"](#) Uploaded 9/10/20, 21:59

 [Midterm Evaluation](#)



Please use this module to submit a midterm evaluation for our course. The evaluations are anonymous (so please don't include your name in your answers).

## Dive Deeper // Optional Extras

 [David Lewis "Anselm and Actuality"](#)

 [Lewis Handout](#) Uploaded 3/02/20, 15:38

 [Alvin Plantinga "The Ontological Argument"](#)

## Week 6

**The Big Question Driving This Week:** Is it inconsistent to believe in the existence of an omnipotent, omnibenevolent, and omniscient God and also to believe in the existence of evil?

**Recall that Monday is Midterm Break.** So there are no readings or activities for Monday, and we don't have a class meeting. Enjoy the break!

### Readings and Activities for Wednesday:

1. Read [J. L. Mackie "Evil and Omnipotence"](#). Questions for the Reader: What is the logical problem of evil? How does Mackie respond to the theologian who claims that evil is due to human free will? Is omnipotence, all on its own, somehow paradoxical or inconsistent?
2. Watch [Sally Haslanger's Video on the Problem of Evil](#)

### Readings and Activities for Friday:

1. Watch Episodes One and Two in the [Wi-Phi.com Problem of Evil Series by Greg Ganssle](#). Note: These videos help to explain why many philosophers gave up on the logical problem of evil and moved on to the evidentiary problem of evil as described in Rowe's article below. But for those of you who want to read the classic article on this topic, you may want to read [Alvin Plantinga "The Free Will Defense"](#), though this is strictly optional.

 [J. L. Mackie "Evil and Omnipotence"](#)

 [Mackie Handout](#) Uploaded 14/02/20, 15:36

 [Sally Haslanger's Video on the Problem of Evil](#)

 [Wi-Phi.com Problem of Evil Series by Greg Ganssle](#)

## Dive Deeper // Optional Extras

 [Alvin Plantinga "The Free Will Defense"](#)

 [Plantinga Free Will Defense Handout](#) Uploaded 14/02/20, 15:35



## Week 7

**The Big Question Monday's Class:** Does the existence of evil--or perhaps the amount or kinds of evil in the world--provide good evidence against the existence of an omnipotent, omnibenevolent, and omniscient God?

### Readings and Activities for Monday:

1. Read [William Rowe "The Problem of Evil and Some Varieties of Atheism"](#). Questions for the reader: What is the evidentiary problem of evil? What is Rowe's argument for theism? How does Rowe think the atheist can most effectively respond to his argument.
2. Watch Episode Three in the [Wi-Phi.com Problem of Evil Series by Greg Ganssle](#)

**The Big Questions driving Wednesday's and Friday's Classes:** When is it morally permissible to harm or kill innocent, non-threatening people? What is the morally relevant different between killing and letting die? Or causing harm, as opposed to just letting it happen?

### Readings and Activities for Wednesday:

1. Read [Judith Thomson "The Trolley Problem"](#). Questions for the reader: What exactly is the Trolley Problem? What is Thomson's solution to the Trolley Problem in this paper? What, according to Thomson, are the morally relevant differences between the Bystander case, the Fat Man case, and the Transplant case? According to Thomson, what moral principles explain how it is morally permissible to act in the cases she discusses?
2. Watch the [Video on Judith Thomson's Trolley Problem](#).
3. Watch the [Frances Kamm Video on Method and the Trolley Problem](#). Questions for the viewer: How does Kamm understand the cases Thomson talks about as thought experiments? What does she mean by "alter a variable"? In what sense does she take moral judgments about cases to be objective?

**There will be no new readings or activities for Friday.** No doubt we will still be discussing Thomson's paper.

 [William Rowe "The Problem of Evil and Some Varieties of Atheism"](#)

 [Rowe Handout](#) Uploaded 28/10/16, 16:05

 [Judith Thomson "The Trolley Problem"](#)

 [Video on Judith Thomson's Trolley Problem](#)

 [Frances Kamm Video on Method and the Trolley Problem](#)

## Week 8

**The Big Questions Driving this Week:** What exactly is the Doctrine of Double Effect (DDE)? How well can DDE, or moral principles inspired by DDE, be used to judge how one may act in various ethical dilemmas? What is the relationship between the Trolley Problem and the problem of which abortions are morally permissible?

### Readings and Activities for Monday:

1. Watch the [Video on Double Effect](#). The purpose of this video is to give you a fairly quick and standard explanation of the way many Catholics understand DDE.
2. Read [Philippa Foot "The Problem of Abortion and the Doctrine of the Double Effect"](#). Questions for the reader: How does Foot understand DDE? What is Foot's proposed alternative to DDE? Given how much Foot says in defense of DDE, in what respects does she take her alternative to be better? How are Foot's principles and her Potholer cases relevant to which abortions she is arguing are morally permissible?
3. Read the [Foot Handout](#).

### Readings and Activities for Wednesday:

\*\*\*\*\*Wednesday's class has been canceled.\*\*\*\*\* I have put the readings on Anscombe into the Dive Deeper // Optional Extras section for those who may be interested. On Friday, we will continue to discuss Foot's paper and views.



**There will be no new readings for Friday.** As I say, we will continue to discuss Foot.

 [Philippa Foot "The Problem of Abortion and the Doctrine of the Double Effect"](#)

 [Foot Handout](#) Uploaded 25/02/20, 17:57

 [Video on Double Effect](#)

## Dive Deeper // Optional Extras

 [Elizabeth Anscombe "Action, Intention, and 'Double Effect'"](#)

If you do read this, focus especially on pp. 59-64. Questions for the reader: How does Anscombe understand DDE? In what respects, if any, do Anscombe's moral principles differ from DDE? Given the moral principles Anscombe defends, what should Anscombe say about the Potholer and abortion cases?

 [Anscombe Handout](#) Uploaded 27/02/20, 11:02

 [Frances Kamm "Toward the Essence of Nonconsequentialism"](#)

Kamm spends the first half of the paper developing a view closely inspired by DDE, which she labels DTE(R). The second half of the paper she develops her own alternative, DIJ(R). This is required reading in the offline course, but it will be optional for this course. Still, I recommend that people have a look at Kamm's work, especially at how quickly and easily she multiplies ethical dilemmas.

## Week 9

**The Big Questions Driving This Week:** What is utilitarianism? What is the difference between act utilitarianism (a.k.a. extreme utilitarianism) and rule utilitarianism (a.k.a. restricted utilitarianism)? How would a sophisticated utilitarian think through what it is right or wrong to do in the ethical dilemmas we've been discussing, including *Bystander*, *Fat Man*, and *Transplant*?

### Readings and Activities for Monday:

1. Watch the first video in the [Wi-Phi.com Utilitarianism Video Series](#).
2. Read [J.J.C. Smart "Extreme and Restricted Utilitarianism"](#). Questions for the reader: Fundamentally, what kinds of reasons justify action? How exactly does Smart distinguish between hedonistic and ideal utilitarianism? What is Smart's argument for accepting extreme utilitarianism? Do skeptical doubts threaten utilitarianism--either skeptical doubts about our capacity to predict future consequences, or skeptical doubts arising from the worry that our assessments of utility are hopelessly biased? What should you do in Smart's Desert Island Promise case?
3. Read the [Smart Handout](#).

### Readings and Activities for Wednesday:

1. Watch the second and third video in the [Wi-Phi.com Utilitarianism Video Series](#)
2. Read [Ursula K. LeGuin "The Ones Who Walk Away From Omelas"](#). The story appears on pp. 261-267. Don't read the preface to it, unless you're particularly interested.

### Readings and Activities for Friday:

1. Read [Peter Singer "Famine, Affluence, and Morality"](#)

 [Wi-Phi.com Utilitarianism Video Series](#)

 [J.J.C. Smart "Extreme and Restricted Utilitarianism"](#)

 [Smart Handout](#) Uploaded 23/05/20, 10:35

 [Ursula K. LeGuin "The Ones Who Walk Away From Omelas"](#) Uploaded 23/05/20, 10:17



This is a famous short story by Ursula K. LeGuin often read as raising an objection to utilitarianism.

 [Peter Singer "Famine, Affluence, and Morality"](#) Uploaded 23/05/20, 10:17

Utilitarian philosopher Peter Singer makes an argument for the affluent doing far more to help those in need.

## Dive Deeper // Optional Extras

 [Good Place Video on Utilitarianism](#)

## Week 10

**The Big Questions Driving this Week:** (Trolley Problem in particular) Why does Thomson (in 2008) come to the conclusion that the Trolley Problem is a Non-Problem? Is it a problem for you (or for the moral principles you pursue in your final paper for the course)? (Philosophy in general) Why is philosophy something worth studying and doing?

### Readings and Activities for Monday:

1. [Judith Thomson "Turning the Trolley"](#). Questions for the reader: What is the difference between a direct and an indirect solution of the Trolley Problem? How does Thomson try to prove that it's not morally permissible to turn the trolley in the Bystander case? What is Thomson's explanation for why so many people think it is permissible to turn the trolley? Is killing people so morally different from letting them die?
2. [Handout on Moral Principles and Ethical Dilemmas](#). This handout is meant to help you write the final paper by collecting together a bunch of moral principles we've thought about in the course, and some others besides. It's also meant to help remind you of some of the dilemmas we talked about.

### Readings and Activities for Wednesday:

1. [Bertrand Russell "The Value of Philosophy"](#). Questions for the reader: Why does Russell think philosophy is valuable? What will you remember from this class, and how would you pursue it, if you wanted to?

 [Judith Thomson "Turning the Trolley"](#)

 [Handout on Moral Principles and Ethical Dilemmas](#) Uploaded 23/05/20, 16:59

 [Bertrand Russell "The Value of Philosophy"](#) Uploaded 7/03/20, 10:59

 [End-of-Term Evaluation](#)

## Dive Deeper // Optional Extras

 [Russell's "The Value of Philosophy" Read Aloud](#)

 [Remarks on Russell's The Value of Philosophy](#)

 [Bertrand Russell The Problems of Philosophy](#) Uploaded 18/11/20, 12:22

 [End-of-Term Writing Exercise](#) Uploaded 18/11/20, 14:15

## Theism / Atheism Bookshelf

 [Leibniz Argues that a Supremely Perfect Being is Possible](#)

 [Christopher New "Antitheism: A Reflection"](#)

 [Stephen Law "The Evil-God Challenge"](#)

 [SEP Entry on Natural Theology and Natural Religion](#) Uploaded 14/02/20, 17:50

 [SEP Entry on the Cosmological Argument](#) Uploaded 14/02/20, 17:59

 [Cosmological Argument Video 1](#)

 [Cosmological Argument Video 2](#)

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## Ethics Bookshelf


 [Ronald Dworkin "Rights as Trumps"](#)

 [Frances Kamm "Toward the Essence of Nonconsequentialist Constraints on Harming"](#)

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## Easter Eggs

 [Kostochka Nozick Comic](#) Uploaded 18/11/20, 13:50

 [Kostochka Antiseptic Cream Comic](#) Uploaded 18/11/20, 13:51

 [Kostochka My Philosophy Comic](#) Uploaded 18/11/20, 13:54

 [Wilfred Sellars "The Philosophical Quest" Read Aloud](#)

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