# Philosophy 4400–001/Metaphysics

Fall 2025

Tuesdays/Thursdays 11:00 a.m.–12:20 p.m.

ENV 120

## Instructor Contact

**Professor Martin D. Yaffe**

**Office Location:** ENV 310N

**Phone Number:** NA

**Office Hours:** in person, TR 12:30–2:00; remotely, by appointment at Zoom “Office Hours”

**Email:** *yaffe@unt.edu* **For course-related e-mails, please use Canvas Inbox *only.***

**Grader:** Zechen Wang

**Office Location:** NA

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## What is this Course About?

“Metaphysics” is a term that comes, originally, from the ancient Greek philosopher Aristotle. In Aristotle’s Greek, *ta meta ta physika* means, more or less literally, “the things beyond [*meta*] the natural things [*physika*].” Natural things are things in motion. More exactly, they are self-moving in some organized way. The question therefore arises: Is there anything besides (*meta*) those self-moving things which somehow causes or sustains their self-movement?

There are three possible answers to this question: [1] There is an intelligent but impersonal God. [2] There is an intelligent and personal God. [3] There is nothing beyond the natural. In perhaps their clearest form, these three answers are found, respectively, in Aristotle (384–322 BCE), in the medieval Christian theologian St. Thomas Aquinas (1225–1274), and in the ancient Roman poet-philosopher Lucretius (c.99–c.55 BCE). In the first half of this course, we read and compare their arguments first-hand.

 Modern thinkers, under the sway of modern natural science and modern life, tend to cast doubt on reason’s competence in facing and answering metaphysical questions. Their thinking culminates, most recently, in the German philosopher Martin Heidegger (1889–1976). Among Heidegger’s remarkable students who have second thoughts about his thinking, Hans Jonas (1903–1993) reexamines reason’s claim to competence by considering the metaphysical implications of Darwinian biology in general and of the biological component of human life in particular. In the second half of this course, we read and compare Heidegger’s and Jonas’s arguments about whether or how metaphysics is possible in modern times.

What will I be doing?

 All classes are in person. Attendance is required.

 Written assignments (about which more below) are to be submitted via Canvas. Assignments uploaded on or before the due date will be graded with helpful comments, usually within a few days—though longer submissions, such as exams, may take longer to grade. Due dates are listed in our Schedule of Classes, below.

 Reading quizzes (about which more below) are designed to be answered and graded on Canvas before each class session. Possible point totals are posted with each set of quiz questions. Correct answers and grades achieved are posted immediately on completion of each quiz.

 The instructor’s notes for each scheduled reading may be found in the appropriate Canvas modules. These include skeleton outlines, handy summaries, concise reviews, etc. They are designed for students’ hands-on use as appropriate throughout the course and need not (and should not) be documented in written essays. They are meant to be much more useful than routinely available secondary sources (whether popular or scholarly, in print or online)—which unfortunately tend to get in the way of the clear, accurate, instructive first-hand grasp of what Aristotle, Aquinas, Lucretius, Heidegger and Jonas are saying. Bibliographies of instructor-approved secondary sources may be found in the appropriate Canvas module.

 In sum, course obligations include:

 [1] attendance (required);

 [2] pre-class reading quizzes (each correlated to a given class session);

 [3] open-book investigative reports (each correlated to an essay question in a forthcoming exam);

 [4] open-book essay-exams (each requiring two essay answers);

[5] post-class responses following each class (optional but highly encouraged and meant

 for sharing possible comments or questions that may have emerged for you individually during that particular class’s scheduled reading and discussion).

## How is this Course Organized?

 Our schedule is divided into five separate (but interrelated and occasionally overlapping) modules, corresponding to our five philosophical authors: Aristotle (approx. 4 weeks), Thomas Aquinas (approx. 2 weeks), Lucretius (approx. 2 weeks), Martin Heidegger (approx. 2 weeks), Hans Jonas (approx. 5 weeks).

 Class attendance is required. Students are also welcome to record any or all classes, for course-related use only.

Here is our schedule of classes and written assignments:

Tuesday, August 19 INTRODUCTION

# Thursday, August 21 Aristotle, *Metaphysics* I.1–2

Tuesday, August 26 Aristotle, *Metaphysics* I.3–4

Thursday, August 28 Aristotle, *Physics* II.1–3

Tuesday, September 2 Aristotle, *Physics* II.4–6, 8–9

Thursday, September 4 Aristotle, *Metaphysics* XII.6–7

Tuesday, September 9 Aristotle, *Metaphysics* XII.8–10

 REVIEW

DEBATE: Do natural beings (including humans) have

 natural purposes?

Thursday, September 11 Aquinas, *Summa Theologica*, Pt. I, Q. 1, Art. 1, 2, 4, 5, 8

 INVESTIGATIVE REPORT #1 DUE

Tuesday, September 16 Aquinas, *Summa Theologica*, Pt. I, Q. 2, Art. 3

Thursday, September 18 REVIEW

 Aquinas, *Summa Theologica*, Pt. I, QQ. 12, 14, 22

Tuesday, September 23 TBA [DEBATE: Is God (as purposive) personal or

 impersonal?]

Thursday, September 25 Lucretius, *On the Nature of Things* I–II

 INVESTIGATIVE REPORT #2 DUE

Tuesday, September 30 Lucretius, *On the Nature of Things* III–IV

Thursday, October 2 TBA [DEBATE: Is God necessary (Aristotle vs. Aquinas vs.

 Lucretius)?]

Tuesday, October 7 Lucretius, *On the Nature of Things* V–VI

Thursday, October 9 REVIEW / TRANSITION TO HEIDEGGER, JONAS

Tuesday, October 14 Heidegger, “What is Metaphysics?” (89–110)[[1]](#footnote-1)

 MIDTERM EXAM DUE

Thursday, October 16 Heidegger, “The Question Concerning Technology” (307– 42

Tuesday, October 21 REVIEW / DEBATE: Is high technology good for us as human beings?

Thursday, October 23 Jonas, “Life, Death, and the Body in the Theory of Being” (7–12, 17–19, 22–26)[[2]](#footnote-2)

 INVESTIGATIVE REPORT #3 DUE

Tuesday, October 28 Jonas, “Philosophical Aspects of Darwinism” (38–41, 45– 48, 52–58)

Thursday, October 30 Jonas, “Is God a Mathematician?” (64–66, 74–80, 83–86, 91f.)[[3]](#footnote-3)

Tuesday, November 4 Jonas, “To Move and to Feel: On the Animal Soul” (99– 107)

Thursday, November 6 Jonas, “Cybernetics and Purpose: A Critique” (108–11, 117–27)

Tuesday, November 11 Jonas, “The Nobility of Sight: A Study in the Phenomenology of the Senses” (135–37, 143–52)

Thursday, November 13 Jonas, “Image-making and the Freedom of Man” (157–67, 170–75)

Tuesday, November 18 Jonas, “The Practical Uses of Theory” (189–200, 207–209)

Thursday, November 20 Jonas, “Gnosticism, Existentialism, and Nihilism” (213–21, 232–34)

Tuesday, November 25 THANKSGIVING

Thursday, November 27 THANKSGIVING

Tuesday, December 2 Jonas, “Immortality and the Modern Temper” (262–81)[[4]](#footnote-4)

Thursday, December 4 REVIEW

Tuesday, December 9 FINAL EXAM DUE

## What are the practical details?

 1. The details of this course are designed to match the College of Liberal Arts and Social Sciences’ occasional mission statement: “The mission of UNT’s College of Liberal Arts and Social Sciences is to kindle the thirst for truth, justice, and beauty; to foster cultural literacy and scientific investigation; and to cultivate thinking, speaking, and writing abilities characterized by clear expression and logically coherent, evidence–based arguments. We see these as the values, forms of knowledge, and skills most needed by citizens of a democracy and by productive members of the global workforce.”

 2. Attendance, Reading Quizzes, Post-class Responses and Investigative Reports (acceptable in specified format only) are worth approximately one-third of your course grade.

 3. A Reading Quiz *precedes* each class for which there is an assigned reading and is due by the start of that class. Each quiz consists of 10 True/False or similar questions about that reading and is posted beforehand and graded automatically on Canvas

 4. Post-class Responses are optional but highly encouraged as a means for sharing possible comments or questions arising from our immediately prior class reading and discussion. Each Response earns up to 10 points, according to how aptly, articulately and thoughtfully it is shown to emerge from that discussion. Your having been present for the discussion is required. Except as noted otherwise, your Response must be uploaded before midnight of the day immediately preceding our next class.

 5. Each Investigative Report consists of an approximately 500–750 word (or more), closely documented essay-answer to a detailed question about a key reading. Reports are meant to be revised as needed and recycled as appropriate into your answer to a corresponding (but fuller) open-book exam question.

 6. A Midterm open-book essay-exam comprises approximately one third of your course grade.

 7. A Final open-book essay-exam comprises approximately one-third of your course grade. The Final Exam is due on Tuesday, December 9, 2025.

 8. You must earn passing grades on *both* questions of *both* exams to pass the course.

 9. Class attendance is required. Absences may be excused by your attaching to an explanatory message addressed to Dr. Yaffe—via the Canvas Inbox only—pertinent written documentation or, alternatively, a 500–750 word essay as an optional written assignment summarizing that day’s scheduled reading and including a properly formatted cover-page or header—to be submitted as an Optional Assignment. (See the following concerning the proper format for written assignments.)

10. Written assignments (including Investigative Reports, Midterm and Final Exams) must be submitted online in Word, using Times New Roman 11– or 12–point font (10–point in any footnotes), with a single cover-page or overall header clearly listing the following information *only*: course prefix and number, course name, instructor (including formal title, e.g., Professor or Dr.), date, name of assignment (exactly as found in the assignment instructions), and student’s name and student-number.

11. Leave one-inch margins on all sides of each page.

12. Double-space everything, *including cover-page, header and subheadings*.

13. Spelling counts. So does grammar. Our authority is *Harbrace Handbook*. On the need for correct punctuation, see Lynne Truss, *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* (New York: Gotham, 2004). On the need for plain, jargon–free, non–ideologized language, see Diane Ravitch, *The Language Police: How Pressure Groups Restrict What Students Learn* (New York: Vintage, 2003). On how to be an effective student, see James Duban, *Be a College Achiever: The Complete Guide to Academic Stardom* (Victoria, BC: Trafford Publications, 2005), especially sections 3 and 4.

14. Responsibility for documenting primary and secondary sources adequately and correctly rests with the student. Proper footnote, endnote or parenthetical citations, etc., are especially needed where you are relying directly on another’s published work. You are expected to adhere to UNT’s policies concerning academic dishonesty: *[https://policy.unt.edu/policy/06-003.](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_11.html)* [Using GenAI in written submissions will be considered academic dishonesty.](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_11.html)

15. When you are citing works that have standard reference formats (as spelled out in class and on the instructor’s handouts), you *must* use those formats exclusively (e.g., Aristotle, *Physics* II.1, 192b21–23; Aquinas, Summa Theologica, Pt. I, Q. 1, Art. 3, *ad* 2 [or perhaps: I.1.3 *ad* 2]). As a general rule, always use the formats for textual citations, bibliographies, and footnotes or endnotes or running notes as specified in class and/or found on the course syllabus and in the instructor’s handouts. *Do not use the formats found on booksellers’ websites*, etc.—these are designed for merchants who sell books, not scholars who read them.

16. Carelessness or sloppiness counts against you. The burden is first and foremost on the writer to make things reasonably clear. If your writing skills do not yet meet the minimum requirements for college-level work, you are encouraged to visit the University Writing Center for remedial help. (Even so, you alone remain responsible for the grammatical correctness, etc., of your written work.)

17.Written assignments that are deficient in any of the aforementioned ways may be awarded a grade of F or D, at the instructor’s discretion. The instructor may offer to read a suitably revised assignment for a possibly improved grade. If so, the revised assignment will be treated as a late submission. (See the next item, below.)

18. Every effort will be made to grade written assignments in a timely manner. Late submissions may be accepted if they are uploaded onto Canvas *by the class-date prior to* the due date for the next assignment, but they may then be graded with reduced comments and at the instructor’s convenience.

17. Handouts, including written-assignment instructions, bibliographies, outlines, etc., will be posted on Canvas.

18. If you wish to drop the class, please refer for scheduling and deadline information to: [*http://essc.unt.edu/registrar/schedule/scheduleclass.html*](http://essc.unt.edu/registrar/schedule/scheduleclass.html).

19. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, requests should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

## What are the overall objectives?

##  The course emphasizes close reading, clear thinking, and careful writing. Success in meeting these aims is measured as follows:

1. Reading: A True/False reading quiz precedes each day’s assigned reading.

2. Writing: Written assignments (post-class responses, investigative reports, and open- book exams) are graded according to their clarity (as regards grammar and overall organization) and accuracy (as regards the textual and other evidence adduced in support of their particular arguments)—including the clarity and accuracy of any required supporting documentation.

3. Thinking: Written assignments are graded in addition according to their rational or logical coherence both in detail and overall. Post-class Responses are graded according to their engagement with prior in-class discussion.

## What textbooks do I need?[[5]](#footnote-5)

Aristotle. *Metaphysics*. Translated by Joe Sachs. Santa Fe, NM: Green Lion Press, 1999.

 —See instructor’s comment following the next entry.

Aristotle. *Physics*. Translated by Joe Sachs. New Brunswick, NJ: Rutgers University

 Press,1995.

 —Joe Sachs’s remarkable translations of the Greek texts of Aristotle’s *Metaphysics* and *Physics* are each available in part online (and in the course’s

 Aristotle module on Canvas). See, further, the instructor’s handout, “Alternative Translations of Aristotle, *Metaphysics* I,1–2, XII.6–10, and *Physic*s II,” for more

 about these and other recommended translations.

*Introduction to St. Thomas Aquinas*. Edited by Anton C. Pegis. New York: Modern

 Library, 1945.

 —This book is no longer in print, unfortunately, though its translation of Aquinas’

 Latin is more reliable than any currently in print. In case you cannot locate a used copy for yourself, you will find the relevant passages scanned for your use in our

 Aquinas module on Canvas.

Lucretius. *On the Nature of Things.* Translated by Walter Englert. Newburyport, MA: Focus

 Philosophical Library, 2003.

 —or any other reputable scholarly translation of Lucretius’ Latin poem (with part- and

 line-numbers marked—since course quizzes etc. will include these)

*Martin Heidegger: Basic Writings.* Edited by David Farrell Krell. Rev. ed. San Francisco:

HarperCollins, 1993.

Jonas, Hans. *The Phenomenon of Life*. Reprint. Evanston, IL: Northwestern University

 Press, 2001.

 —or any earlier edition (often available in gently used copies)

*Harbrace Handbook*. 15th ed. Boston: Wadsworth, 2004.

—or any other edition; or any comparable handbook concerning grammar and

 style, since you are responsible for the grammatical correctness of your written

 reports and exams

## What’s the teaching approach?

 This course understands “philosophy” according to its original, literal or Socratic meaning, namely, as “love of wisdom,” i.e., search for or pursuit of wisdom—as opposed to a merely doctrinaire, dogmatic or arbitrary presumption of wisdom.

 With the Socratic model to guide us, the course emphasizes close reading, clear thinking and careful writing. All course requirements and materials, including the instructor’s outlines posted on Canvas, are geared to that reading, etc. Give-and-take discussion is indispensable—especially during debate and review days.

 Our class format is designed to promote give-and-take philosophical conversation. We’ll come to see throughout the course how our chosen philosophical authors each incorporate exemplary give-and-take in their writings, inasmuch as these turn out to be inherently conversational as well.

## How will I be graded?

 One-third of your course grade is based on the combined point totals of your participation grade. The other two-thirds of your course grade will consist of the grades achieved on your open-book Midterm and Final Exams, respectively. Passing grades are needed for *both* questions on *both* exams in order for you to pass the course.

 Grades for written assignments are to be awarded according to the aforementioned overall objectives as regards writing (clarity and accuracy) and thinking (coherence). An A is awarded for exemplary clarity, accuracy and coherence; a B is awarded for proficient clarity, accuracy and coherence; a C is awarded for more or less satisfactory clarity, accuracy and coherence; a D is awarded for manifest but not entirely satisfactory efforts at clarity, accuracy and coherence.

 Written assignments that do not provide proper source documentation in appropriate format, especially as regards primary (textual) sources, may not achieve a passing grade.

 Numerical equivalents of letter grades in Investigative Reports are as follows: A = 9; B = 8; C = 7; D = 6; F = up to 5 (in acknowledgement of the effort spent for submitting the Report). Exams each earn up to 100 points, with analogous letter equivalents.

Any written assignment may be revised for a possibly higher grade, provided that it is resubmitted *before* the due date for the next written assignment (Investigative Report or Exam), but may or may not receive further grader’s comments, depending on the time available in the grader’s routinely pressing schedule. Grader’s comments on Investigative Reports are meant to be helpful for any recycled version that may show up on a subsequent Exam—as the course not only allows but intends.

## **UNIVERSITY POLICIES**

Syllabus Change Policy

In the case of any changes to the syllabus, course information, due dates, etc., you will be notified during class sessions and/or in course Announcements on Canvas.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to provide confidential and constructive feedback to their instructor and department to improve the quality of student experiences in the course.

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### ODA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### Student Evaluation Administration Dates

Student feedback is important and an essential (though ungraded) part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cspot%40unt.edu).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, exam or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

1. Page numbers in parentheses for October 14 and 16 refer to *Martin Heidegger: Basic Writings*, ed. D. F. Krell (rev. ed.; San Francisco: HarperCollins, 1993). [↑](#footnote-ref-1)
2. Page numbers in parentheses for October 23 and subsequent dates refer to Hans Jonas, *The Phenomenon of Life: Toward a Philosophical Biology* (New York: Harper & Row, 1966; reprint, Chicago: University of Chicago Press, 1982; reprinted with an Introduction by L. Vogel, Evanston, IL: Northwestern University Press, 2001). [↑](#footnote-ref-2)
3. For this chapter, see also Martin D. Yaffe, “‘Is God a Mathematician?’ Hans Jonas on the Philosophical Implications of Biology,” Paper read at Dallas Philosophers’ Forum, February 8, 2005. [↑](#footnote-ref-3)
4. For this chapter, see also Martin D. Yaffe, “Philosophy and Midrash in Hans Jonas’s Existential Biology,” Paper read at American Academy of Religion Southwest Region, Irving, TX, March 12, 2005. [↑](#footnote-ref-4)
5. You are encouraged to read the course handout on “Alternative Translations of Aristotle” before purchasing your Aristotle texts. [↑](#footnote-ref-5)