Course Description:
PHIL1301: Introduction to Philosophy. Section 2002: 10:30-11:50 MW
Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.
An introduction to the ideas about such things as the good life, reality, God, the acquisition and characteristics of knowledge, and the nature of humans. Students will evaluate both ancient and modern theories about these issues in terms of their logic, historical significance, and meaning in everyday life, as they practice the methods for doing philosophy. (3 Lec.)
Coordinating Board Academic Approval Number 3801015112

Instructor:
Dr. Jerrod Scott
(Office) K205
(Office Hours) MTWR 8-9; F 9-10
(On-Campus Hours) MW 1:30-2:30; TR 12:2 and 2:2:45 (wellness); F 8-9 and 10-11:30
(Office Phone) 972.860.4826
(email) jscott@dccc.edu

Required Materials:
  (Available at the Bookstore; one copy is on reserve at the Library)
• Also, you must purchase 2 “Examination Books” from the bookstore (also known as “Blue Books,” because they are light blue). You will use one for the mid-term, and one for the final.

Course Objectives & Goals:
This is an introduction to philosophy course. We will examine several traditional philosophical problems. Among the questions we will investigate are: Is there a God? If there is a God, why is there evil? What is the “mind”? Can computers think? What makes something the ethical thing to do? Do humans have free will?

PHIL 1301 is included in the DCCCD Core Curriculum. This course provides students with the opportunity to develop the Core Curriculum Intellectual Competencies of reading, writing, speaking, listening, and critical thinking fundamental to all DCCCD Core Curriculum courses. It also provides students with the opportunity to achieve the Texas Higher Education Coordinating Board’s Exemplary Objectives in the humanities and visual and performing arts.

Core Curriculum Intellectual Competencies (CCIC)
PHIL 1301 satisfies the following Core Curriculum Competencies defined by the Texas Higher Education Coordinating Board:

1. Reading: the ability to analyze and interpret a variety of printed materials – books, documents, and articles – above the 12th grade level.
2. Writing: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience – above the 12th grade level.
3. Critical Thinking: think and analyze at a critical level.
Exemplary Educational Objectives (EEO)

PHIL 1301, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in the humanities and visual and performing arts set forth by the Texas Higher Education Coordinating Board:

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To articulate an informed personal reaction to works in the arts and humanities.
5. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

PHIL 1301 Learning Outcomes

PHIL 1301 learning outcomes describe the goals for all PHIL 1301 courses at Brookhaven College. These outcomes address the Core Curriculum Intellectual Competencies (CCIC) and the Exemplary Educational Objectives (EEO) in the humanities and visual and performing arts.

Upon completion of PHIL 1301, students should be able to demonstrate competence in philosophy by:

I. Displaying knowledge of a variety of philosophical concepts by writing an essay in which they identify and show understanding of key philosophical concepts and definitions.
II. Applying critical thinking skills by writing an essay in which they explain and assess the strengths and weaknesses of a philosophical position or theory.
III. Developing an informed personal reaction to a philosophical issue by writing an essay in which they explain and justify their personal response to a philosophical issue.

Course Requirements:

You are expected to be present and prepared for class each day. This means that each day you will have read that day’s assignment (see schedule below) and will be ready to ask questions about any material which you found puzzling.

I enjoy class discussion. Thus, I will often invite questions or comments from the class. Your participation will only help your level of comprehension. Thus, it is to your advantage to read each assignment carefully, attend every class, and participate in discussions as much as possible. Your grade will be a factor of 3 elements: quizzes, two exams and two essays.

1. Quizzes: I will give you 10 pop-quizzes throughout the semester, but only the best 5 will count towards your final grade (so you have 5 you may drop, or miss altogether). The content of the quizzes will vary. Most of the quizzes will be a question straight from the questions in the text that you were supposed to study before class. Since I will drop the 5 lowest quiz scores, I will not give make-up quizzes for any reason. Also note, I may give a quiz at any time during class, so do not leave early, and be on time.

2. Exams: You will have a Mid-term Exam and a Final Exam (see the schedule below for the dates). For each exam you must purchase, and bring to class, a clean “examination book.” Do not write anything on the examination book, as I will trade yours for someone else’s before the exam. So the
one you buy is not the one you will use. The mid-term and the final are set up the same way. One week before the exam, I will give you 5 essay questions to study. Then, on the day of the exam, I will give you 2 of those 5 questions and you must write an essay on 1 of them (your choice). In addition to the essay question, there will be 10 multiple choice questions to test your knowledge of the material. **I will not give the final exam at any other time than the scheduled time.**

3. **Papers:** 2 times in the semester I will give you a topic on which you must write a brief essay (800-1000 words, about three pages typed and double spaced). The point of these papers will be to focus on one particular argument or theory. The goal is not to do research (looking up stuff in the library) but to focus your thoughts on one argument or one position and **dig deep.** Your grade on these papers will be primarily based on the clarity of your writing, the command of the material and the “depth” of your explanations. (Which side of the issue you are on is completely irrelevant). In fact, I will give you the grading rubric I will use to assess your essays. You should use this rubric as a guide to develop your outline. The dates I will assign these papers are marked in the schedule below. Notice that the papers are due one week after the topic has been given.

**Grading:**

Each quiz is worth 4 points, each paper is worth 20 points, the mid-term is worth 30 points, and the final exam is worth 30 points. Added all together, you can get 120 total points. The grade scale is below and **I do not curve grades:**

- 108-above = A
- 96-107 = B
- 84-95 = C
- 71-83 = D
- 70 and below = F

**Attendance Policy:**
I do not count attendance as part of your grade. However, if you miss several classes, or if you are regularly tardy, you will miss a few quizzes, and that will affect your grade.

**Absence due to Religious Holy Days:**
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

**ADA Statement:**
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office.

**Withdrawal Policy**
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the withdraw date (see schedule below). Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

**Financial Aid Recipients**
Students who are receiving any form of financial aid should check with the financial aid office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position or repayment for the current semester. **Students who fail**
to attend or participate after the drop date are also subject to this policy.

Third Attempt
Effective for the Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third of subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester.

Academic Dishonesty
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog. https://www1.dcccd.edu/cat0506/ss/code.cfm

Commission of any of the following acts shall constitute academic dishonesty:
1. Copying the work of another student during an examination.
2. Copying from the textbook during an examination.
3. Informing a person of the contents of an examination prior to the time the examination is given.
4. Failing to credit sources used in a work or product in an attempt to pass off the work as one’s own.
5. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources, including the internet.
6. Attempting to receive credit in one or more classes for the same paper or project without written approval of instructors involved.
7. Agreeing with one or more persons to commit an act of scholastic dishonesty.
8. Taking an examination for another person or allowing someone to take an examination for you.
9. Signing an attendance sheet for another student or committing similar acts of impersonation.

Cheating of any kind will result in a “0” for that assignment. A second infraction will result in the grade of “F” for the semester and a report sent, by the instructor, to the proper college officials.

Make-Up Quizzes & Exams:
As I said above, I will not give a make-up quiz for any reason. I drop 5 and you should not be absent or tardy more than 5 times. So, you should have no reason to need a make-up quiz. Since the final exam is at the end of the semester, you clearly cannot make it up. Thus, the mid-term is the only exam or quiz that you may be able to make-up. If you miss the mid-term, you must notify me before class that you will be absent, or within one day of the exam date. You must have an excused absence. If you fail to notify me in time, or the absence is unexcused, you will not be able to make-up the exam.

Late Papers:
Your essay is late one second after class begins on the due date (see schedule below). This means that the paper must be in my hands at the beginning of class, or it is late. If your essay is late, you will lose one point for each day that it is late. So, when I grade your essay, if I give it a “12” and it is one day late, you will receive an “11.” If the same paper is two days late, it would receive a “10.” I am not talking about “class days,” but days of the week. If the paper is due on a Wednesday, it will be two days late on Friday. Note: Even if your paper if late, turn it in. An “F”
is better than a “0.” However, I will not accept late papers after they are two weeks late.

If you will miss a paper due date because of a College Sponsored activity (Athletics, professional conference, etc.) you must notify me prior to the due date and you must bring an official excuse after the event. The paper must be turned in promptly upon your return to campus. If you do all this, the paper will not be counted as late.

No food or drink is allowed in the classroom.

Cell phones are no longer allowed in the Testing Center, and should be turned off while in the classroom.

The instructor has the right to add, delete, or revise segments of this course or syllabus.

**Schedule of Readings:** (All section and page numbers refer to our text, *Doing Philosophy.* Significant dates are in bold print.)

### What is Philosophy?

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Description</th>
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<tbody>
<tr>
<td>Mon. 8/27</td>
<td>Syllabus/Introductions</td>
</tr>
<tr>
<td>Wed. 8/29</td>
<td>“Philosophy: Who Needs It?” Ayn Rand (in the “handout” tab on ecampus)</td>
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<tr>
<th>Date</th>
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<tr>
<td>Mon. 9/3</td>
<td>Labor Day, no class</td>
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<tr>
<td>Wed. 9/5</td>
<td>1.1, pp.1-26 and pp.58-60 (Philosophical Problems &amp; Russell)</td>
</tr>
<tr>
<td>Mon. 9/10</td>
<td>1.2 and 1.3, pp.27-56 (Philosophical Methods)</td>
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### Metaphysics

**Philosophy of Religion**

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<tr>
<th>Date</th>
<th>Topic Description</th>
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<tbody>
<tr>
<td>Wed. 9/12</td>
<td>6.1, pp.458-472 and pp.539-540 (Cosmological Argument &amp; Aquinas)</td>
</tr>
<tr>
<td>Mon. 9/17</td>
<td>6.1, pp.472-496 and pp.541-550 (Teleological Argument &amp; Swinburne &amp; Hume)</td>
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<tr>
<td>Wed. 9/19</td>
<td>6.1, pp.496-500 (Ontological Argument)</td>
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<td>Mon. 9/24</td>
<td>6.2, pp.508-524 and pp.551-554 (Problem of Evil &amp; Johnson)</td>
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**Philosophy of Mind**

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<th>Date</th>
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<tr>
<td>Mon. 10/1</td>
<td>Episode of Star Trek “Measure of a Man”</td>
</tr>
<tr>
<td><strong>Wed. 10/3</strong></td>
<td>2.1, pp.76-98 and pp.624-626 and pp.167-171 (Substance Dualism and Descartes)</td>
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<tr>
<td><strong>(Paper #1 Due)</strong></td>
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<tr>
<td>Mon. 10/8</td>
<td>2.2, pp.100-122 and 172-177 (Behaviorism, Identity Theory and Armstrong)</td>
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<td><strong>Wed. 10/10</strong></td>
<td>2.3, pp.125-143 and pp.184-185 (Functionalism and Bisson) Mid-Term questions given</td>
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<tr>
<td>Mon. 10/15</td>
<td>2.4, pp.146-154 and pp.178-182 (Eliminative Materialism and Chalmers)</td>
</tr>
<tr>
<td><strong>Wed. 10/17</strong></td>
<td>Mid-Term Exam (bring blue books to classroom!)</td>
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<tr>
<td>Mon. 10/22</td>
<td>2.5, pp.156-166 (Property Dualism)</td>
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Free Will and Determinism  
Wed. 10/24 3.1, pp.188-211 and pp.242-246 (Hard Determinism and Blanchford)

Mon. 10/29 3.2 pp.213-228 and Stace pp.248-252 (Compatibilism)
Wed. 10/31 3.3, pp.230-240 and 253-254 (Libertarianism and Lamont)

Personal Identity  
Mon. 11/5 4.1, pp.264-289 (Animalism and The Soul Theory)
Wed. 11/7 4.2, pp.291-308 and 326-332 (Memory Theory and Locke and Reid) (Topic for Paper #2 given)

Mon. 11/12 4.3, pp.310-324 and 333-337 (Brain Theory and Parfit)

Ethics  
Wed. 11/14 5.1, pp.344-366 and 433-438 (Relativism-Divine Command Theory and Stace) (Paper #2 due)

Mon. 11/19 5.2, pp.368-387 and 439-441 and 452-455 (Utilitarianism, Bentham and LeGuinn)
Wed. 11/21 5.3, pp.390-400 and 442-446 (Deontology and Kant)

Mon. 11/26 5.4, pp.418-431 and 447-451 (Virtue Ethics and Nussbaum)
Wed. 11/28 5.3, pp.401-416 (Social Contract Theories)

Mon. 12/3 Ayn Rand, “The Objectivist Ethics” (on reserve at the library)
Wed. 12/5 Review for Final Exam (in class) (final exam topics given)

Mon. 12/12 Final Exam from 10-11:50 (in class). The final will not be given at any other time.

Students will be able to retrieve their grades on-line through the Internet on DCCCD eConnect web-site at http://econnect.dcccd.edu or through the telephone touch-tone system at 972-613-1818. Students who do not have Internet access at home or work may also access their grades by using drop-in computer labs at various college locations. Students must select the Student Menu, click on My Personal Info. And scroll down to My grades. Students may request official academic transcripts free of charge at the Admissions Office. Student advising reports (an unofficial document, which includes a history of their DCCCD coursework, grades, GPA, and academic standing) are also available from both the Academic Advising Office and the Admissions Office.