This course syllabus is intended as a set of guidelines for Philosophy 1301. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

**Instructor Information:**

Professor: Marcos Arandia, Ph.D.
Email: marandia@dcccd.edu
Office Phone: 972.273.3249
Office Location: A312
Office Hours: MW: 12:30-1:30/TR: 11:30-1:00
Classroom: A243

**Required Textbook:** *Philosophy and the Good Life* (Kendall Hunt Publishing)

By Marcos Arandia


There are NO other required course materials.

Note: The book can be purchased either from the NL bookstore or directly from the publisher:


**Course description:** 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. Coordinating Board Academic Approval
Course prerequisites: none.

Course-Level Student Learning Outcomes  (See Addenda, also)

1. All students at the course level will analyze a philosophical argument from a course assignment at an 80% level of efficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,3,4,5
   CCIC’s 1,4,5

2. All students at the course level will evaluate a philosophical argument from a course assignment at a 75% level of efficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 1,4,5

3. All students at the course level will critique, with counter examples, a philosophical argument from a course assignment at a 70% level of efficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 2,4,5

Course Objectives

1. Students will be introduced to the wide range of philosophical questions and topics.
   2. They will develop the ability to evaluate and criticize previous philosophical arguments and enter into the ongoing discussion of the most basic questions of life.
   3. The students should come to understand how philosophical ideas affect and inform almost every aspect of our lives.

   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 2,4,5

Specific Course Student Learning Outcomes

All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

1. Group discussion and analysis of assigned readings.
2. Students will discuss and evaluate the philosophical ideas presented in the reading.
3. Taking the 3 exams.

Course of study outline:

Unit 1:

Chapter 1: Plato’s Allegory of the Cave
Chapter 2: Plato’s Euthyphro
Chapter 3: Plato’s Apology of Socrates
TEST 1

Unit 2:

Chapter 4: Epicurus
Chapter 5: St. Thomas Aquinas: Selections from the “Treatise on Law”
Chapter 6: Thomas Hobbes: Selections from Leviathan
TEST 2

Unit 3:

Chapter 7: Friedrich Nietzsche:
“Madman and the Death of God”
“What is Noble?”
“Master and Slave Morality”
Chapter 8: Jose Ortega y Gasset (“The Crowd Phenomenon”)
Chapter 9: Jean-Paul Sartre (“Existentialism is a Humanism”)
TEST 3

Grading: Your grade in this class will be determined as follows:

Three Unit Tests = 75% of final grade
Short Reflection Paper = 25% of final grade

Total = 100%

EMAIL: I check my e-mail daily, and will respond within 48 hours.

How to Succeed in a Philosophy Class:
Have you thought about what it would mean to do well in this class? What do you hope to get out of a philosophy class? What must you contribute to the learning experience? You will only get out of this class what you put into it, so the following list is to help you
know what sorts of things you’ll need to do in order to make this a truly fun and enlightening experience.

1. Print out this syllabus and have it in the front of your notebook for easy access. Take a look at it throughout the semester to refresh your memory on requirements, grade percentages, office hour times/location, etc.
2. Become familiar with the course outline so you know what we’re doing, when we’re doing it, and where to find it.
3. Some readings (if not all) will require that you read them several times before they make sense. This is normal in philosophy—it is also the only way to really understand and begin to formulate questions and arguments pertaining to them. Don’t expect to read quickly through these readings and have anything to say about them—that’s just not the way it works. It will get easier—but it will always take time to make your way through some of these texts. Don’t cheat yourself out of this kind of learning—it is truly rewarding!
4. After doing the readings, try to think of a question you have about it. It may be a “What the heck did that mean?” kind of question, and that’s fine. But try to find a way to articulate your confusion—what exactly are you confused about? This is not easy to do, but with practice it will get easier, and it will make you a sharper, more critical thinker in everything you do.
5. We live in the internet age—so make use of this valuable research tool. Often you can find information that will help you understand the class material, whether it’s the background to a specific author or time, a posted lecture, a radio broadcast, interview, etc.
6. Keep in touch! Check the course website regularly to see if I’ve made any important announcements or added any material for you to look at. Checking in often will also help you feel connected to the class, and this kind of connection will keep you on task. When you feel like you are a crucial part of something, you are more likely to stay involved!

INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion”.
Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.
The Academic Skills Center (ASC)

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.

- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

Stop Before You Drop
If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at http://www.northlakecollege.edu/admissions/drop.html or https://www1.dcccd.edu/catalog/ss/oep/dw.cfm.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by the drop date Thursday, November 15, 2012. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

All Dallas County Community Colleges charge a higher tuition rate to students registering the
third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to:
http://www.DCCCD.edu/thirdcourseattempt.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.
http://www.northlakecollege.edu/resources/disability.html

Exemplary Educational Objectives

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 or intercultural experiences.

Core Curriculum Intellectual Competencies

This course reinforces 5 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by Introduction to Philosophy 1301 are as follows:

1. READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
2. WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
3. LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
4. CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
## Addendum A: Learning Activities, Outcomes, and Assessments for argumentative philosophical papers.

### 1. Learning Activity: Group discussion and analysis of assigned readings in class. Students will discuss and evaluate the philosophical ideas presented in the reading.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>EEO’s and CCIC’s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2</td>
</tr>
<tr>
<td></td>
<td>EEO’s 1,2,3,4,5</td>
</tr>
<tr>
<td></td>
<td>CCIC’s 1,3,4,5</td>
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</tbody>
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**Assessment:** Students will demonstrate proficiency by devising their own examples or referring to specific experiences to explain and/or criticise the ideas being considered.

### 2. Learning Activity: Writing the Reflection paper

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</tr>
</tbody>
</table>

**Assessment:** Students should demonstrate that they can isolate the relevant points that form a logically coherent argument. They should be able to formulate criticisms which effectively undermine, through the use of appropriate counter-examples, some premise of that argument.

### 3. Learning Activity: Taking the 3 exams and practice quizzes

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<td></td>
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</table>

**Assessment:** Students should demonstrate that they can isolate the relevant points that form a logically coherent argument, as well as isolate the defective points in a logically weak argument.

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**Course Outline**

**Fall 2012**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics To Be Covered</th>
<th>Readings /Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Student Introductions</strong></td>
<td><em>Be sure to obtain a copy of the textbook at this time.</em></td>
</tr>
</tbody>
</table>
| Aug. 27-Sept 1     |  **Unit 1**                                                                           | *Learning Objectives:* 1. Examine the distinction philosophers draw between the examined life and the unexamined life.  
2. Explain Plato’s Myth of the Cave and its relevance to living the examined life. |
|                    | **Chapter 1:** Platon’s Allegory of the Cave                                          | **Learning Objectives:** 1. Analyze the basic elements of the Socratic method and its application.  
2. Explain the essential role that questions play in defining an examined life. |
| Weeks 2-3          | **Chapter 2:** Plato’s Euthyphro                                                      | **Learning Objectives:** 1. Analyze the basic elements of the Socratic method and its application.  
2. Explain the essential role that questions play in defining an examined life. |
| (Sept. 2-15)       | **Unit 2**                                                                            | **Learning Objectives:** 1. Explain the significance of Socrates’ corruption charge.  
2. Evaluate Socrates’ arguments in defense of his way of life.  
3. Analyze the meaning of Socrates’ famous proclamation: “The unexamined life is not worth living for a human being.” |
|                    | **Chapter 3:** Plato’s Apology of Socrates                                           | **Learning Objectives:** 1. Summarize the main principles of atomism.  
2. Analyze the Epicurean doctrine of hedonism.  
3. Explain the logical connections between atomism and hedonism in Epicurus’ thought |
| (Sept. 16-29)      | **TEST #1**                                                                           | Use the Study Questions I’ve provided you with to prepare for Test #1 |
| Weeks 6-7          | **Unit 2**                                                                            | **Learning Objectives:** 1. Summarize the main principles of atomism.  
2. Analyze the Epicurean doctrine of hedonism.  
3. Explain the logical connections between atomism and hedonism in Epicurus’ thought |
| (Sept. 30-Oct. 13)  | **Chapter 4:** Epicurus on hedonism                                                   | **Learning Objectives:** 1. Analyze, compare and contrast the four basic kinds of law.  
2. Examine the natural law and the four basic human inclinations.  
3. Explain how human law is derived from natural law. |
| Weeks 8-9          | **Unit 2**                                                                            | **Learning Objectives:** 1. Summarize the main principles of atomism.  
2. Analyze the Epicurean doctrine of hedonism.  
3. Explain the logical connections between atomism and hedonism in Epicurus’ thought |
| (Oct. 14-27)       | **Chapter 5:** St. Thomas Aquinas Selections from the Treatise on Law                 | **Learning Objectives:** 1. Analyze, compare and contrast the four basic kinds of law.  
2. Examine the natural law and the four basic human inclinations.  
3. Explain how human law is derived from natural law. |
| Weeks 10-11 (Oct. 28-Nov. 10) | Chapter 6: Thomas Hobbes  
Selections from *Leviathan*  
**TEST #2**  
|---|---|---|---|
| 1. Discuss Hobbes’ State of Nature theory.  
2. Understand and critically evaluate the theory of psychological egoism.  
3. Explain Hobbes’ Golden Rule  
Use the Study Questions I’ve provided you with to prepare for Test #2 |

| Weeks 12-13 (Nov. 11-24) | Unit 3  
Chapter 7:  
“The Madman and the Death of God”  
“What is Noble?”  
“Master and Slave Morality”  
Friedrich Nietzsche  
|---|---|---|---|
| Learning Objectives:  
1. Discuss the connection between the death of God and the advent of nihilism.  
2. Explain how an aristocratic caste is fundamental to the ennoblement of the human species.  
3. Analyze and critically evaluate Nietzsche’s concept of master and slave morality. |

| Weeks 14-15 (Nov. 25-Dec. 8) | Chapter 8:  
“The Crowd Phenomenon”  
Jose Ortega y Gasset  
|---|---|---|---|
| Learning Objectives:  
1. Define and distinguish between the “mass man” and the “select minorities.”  
2. Critically evaluate Ortega’s claim that “the mass crushes everything different, everything outstanding, excellent, individual, select, and choice.”  
Learning Objectives:  
1. Analyze and discuss the claim that “essence precedes existence.”  
2. Examine the concepts of anxiety, forlornness (or “abandonment”), and dread.  
3. Explain and critically evaluate Sartre’s claim that without God there cannot be any *a priori* values. |

| Week 16 (Dec. 9-13) | **TEST #3**  
Finals week |