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
Course is conducted 100% online (eCampus)

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
Number 3801015135

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 via Discussion Board.** Students will discuss and evaluate the philosophical ideas presented in the reading.
2. **Taking the 3 exams.**
3. **Writing the Reflective Paper on a particular philosophical problem.**

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 Tests (1 per Unit) = 75% of final grade  
A Total of 10 Discussion Board postings—One Student Introduction post PLUS 3 posts for each unit = 10% of final grade  
Reflection Paper = 15% of final grade

Total = 100%
As a Test Review, I will give you my pool of questions from which I will randomly choose the 25 questions that will appear on the Tests. That way, you will know exactly what to prepare for the Tests. Also, feel free to use your notes during the tests. Many of the test questions are NOT easy, so you will need to read the textbook chapters very carefully.

**Discussion Board Participation:** Your activity on the discussion boards is what determines your participation grade. There will be on-going discussion associated with every unit. You are expected to read the appropriate material in the text, and be able to discuss a DB question and another student’s response to that question. The minimum expectations for any subject area are: **answer TWO of the questions listed for each unit, AND post ONE response to one other student. The question response post must be at least 100 words. The student response post must be between at least 75 words.** (You may go over if you wish.) Anything less than the minimum amount of words will result in a grade of zero for that post. The discussion boards are a tool for enhancing the knowledge of all by inviting every student to share their insights. All postings should be respectful in tone and rational in content. **TO RECEIVE CREDIT, ALL DB POSTS FOR EACH UNIT MUST BE SUBMITTED BY THE DEADLINE FOR EACH UNIT TEST.** Your discussion contributions will count for 10% of your final grade.

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

**How to Succeed in an Online Class:**
Many of you have never taken an online course before, and may be confused as to what to do in order to do well. My suggestion is that you set aside a time at least 3 to 4 days a week where you can log in to the Blackboard site to check for announcements and to follow the discussion board. (If you are taking this course during a Wintermester or Maymester, then you need to log in to Blackboard **daily**.) The more regular you make this, the better connected you will feel and the more you will get out of the course.

If you have any questions, please contact me at marandia@dcccd.edu. I will check my email regularly throughout the semester, but please allow a 48 hour turn around time for my response. Also, I will only be able to respond to emails during the week, so if you email me on the weekend, you will hear back from me on Monday. Finally, make use of your peers! I encourage you to get to know one another, chat with one another even apart from the discussion boards. Philosophy is a dialogue—and dialogues are usually more successful when they involve other people!
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. (I spent a lot of time working on it, so I’d love you to actually read it!)
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! 😊

Classroom Etiquette:
In order to make the most of this class, a certain learning environment must be maintained. Especially with respect to the discussions, students must be respectful of others’ opinions and views. Discussions should be a place where everyone feels comfortable and free to express herself/himself in an appropriate way, without the worry that s/he will be unfairly criticized or ostracized. Therefore, be mindful of your comments, and make sure that your criticisms are expressed in a courteous and fair manner.
Furthermore, only appropriate language will be allowed, i.e. no foul language or hate-speech. The instructor reserves the right to remove students from class if their behavior
becomes disruptive. This may result in an “F” for that portion (10%) of the final grade. If such behavior extends to other segments of the class, the instructor reserves the right to take further action, including dropping the student from the class. To sum it up: Be respectful!!!

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.**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>EEO’s and CCIC’s</th>
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</thead>
<tbody>
<tr>
<td>1. Group discussion and analysis of assigned readings on the Discussion Board. Students will discuss and evaluate the philosophical ideas presented in the reading.</td>
<td>Students will evaluate the theories presented by applying the authors ideas to personal and everyday life situations.</td>
<td>Students will demonstrate proficiency by devising their own examples or referring to specific experiences to explain and/or criticise the ideas being considered.</td>
<td>Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2 EEO’s 1,2,3,4,5 CCIC’s 1,3,4,5</td>
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<tr>
<td>2. Writing the Reflection paper</td>
<td>Students will formulate their own analysis of a specific assigned argument. This will involve explaining the major points made and how they logically connect to produce the conclusion. They will then offer criticism of that argument, and cite or create relevant counter-examples.</td>
<td>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.</td>
<td>Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2 EEO’s 1,3,4,5</td>
</tr>
</tbody>
</table>
3. **Learning Activity:** Taking the 3 exams and practice quizzes

   a. **Learning Outcomes:** Students will formulate their own analysis of a specific assigned argument. This will involve explaining the major points made and how they logically connect to produce the conclusion. They will then in turn be capable of choosing the best option among the five choices available to them on the objective format test questions.

   b. **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.

   c. **EEO’s and CCIC’s:** Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
      EEO’s 1,3,4,5; CCIC’s 1,3,4,5

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**PHIL-1301**  
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><strong>Week 1</strong></td>
<td><strong>Student Introductions</strong></td>
<td>Go to the Discussion Board and briefly introduce yourself to the class. Where (besides North Lake) do you go to school? What’s your major? Are you a Dallas County resident? What led you to take a Philosophy course?</td>
</tr>
<tr>
<td>Aug. 27-Sept 1</td>
<td><strong>Unit 1</strong></td>
<td><em>Be sure to obtain a copy of the textbook at this time.</em></td>
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<tr>
<td></td>
<td><strong>Chapter 1:</strong></td>
<td>1. Examine the distinction philosophers draw between the examined life and the unexamined life.</td>
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<tr>
<td></td>
<td>Plato’s Allegory of the Cave</td>
<td>2. Explain Plato’s Myth of the Cave and its relevance to living the examined life.</td>
</tr>
<tr>
<td><strong>Weeks 2-3</strong></td>
<td><strong>Chapter 2:</strong></td>
<td><strong>Learning Objectives:</strong></td>
</tr>
<tr>
<td>(Sept.2-15)</td>
<td><strong>Plato's Euthyphro</strong></td>
<td>1. Analyze the basic elements of the Socratic method and its application.</td>
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<td></td>
<td></td>
<td>2. Explain the essential role that questions play in defining an examined life.</td>
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</tbody>
</table>
### Weeks 4-5 (Sept. 16-29)

**Chapter 3:** Plato’s Apology of Socrates

**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.”

**TAKE TEST #1**
Use the Study Questions I’ve provided you with to prepare for Test #1

**ALL UNIT 1 DISCUSSION BOARD POSTS MUST BE COMPLETED BY THE TIME YOU TAKE THE TEST. TEST MUST BE COMPLETED BY SATURDAY SEPT. 29 BY 11:59 PM. NO EXTENSIONS!**

### Weeks 6-7 (Sept. 30-Oct. 13)

**Unit 2**

**Chapter 4:** Epicurus on hedonism

**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

### Weeks 8-9 (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

**Learning Objectives:**
1. Discuss Hobbes’ State of Nature theory.
2. Understand and critically evaluate the theory of psychological egoism.
3. Explain Hobbes’ Golden Rule

**TAKE TEST #2**
Use the Study Questions I’ve provided you with to prepare for Test #2

**ALL UNIT 2 DISCUSSION BOARD POSTS MUST BE COMPLETED BY THE TIME YOU TAKE THE TEST. TEST MUST BE COMPLETED BY SATURDAY NOV. 10 BY 11:59 PM. NO EXTENSIONS!**

### Weeks 12-13 (Nov. 11-24)

**Unit 3**

**Chapter 7:**

**Learning Objectives:**
1. Discuss the connection between the death of God and the advent of
| Week 1 | “The Madman and the Death of God”  
|        | “What is Noble?”  
|        | “Master and Slave Morality”  
|        | Friedrich Nietzsche  
|        | 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  
|        |  
| Week 16 (Dec. 9-12) |  
|        | Chapter 9:  
|        | “Existentialism is a Humanism”  
|        | Jean-Paul Sartre  
|        | 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.  
| Dec. 12 | TAKE TEST #3  
|        | ALL UNIT 3 DISCUSSION BOARD POSTS MUST BE COMPLETED BY THE TIME YOU TAKE THE TEST. TEST AND REFLECTION PAPER MUST BE COMPLETED BY WEDNESDAY, DECEMBER 12TH AT 12 PM (NOON). NO EXTENSIONS!