

- **Philosophy 1301, Introduction to Philosophy Section 81501**
Richland College, Humanities Division
Lecture Class
3 Credit Hours
8/21/17 through 12/7/17



Instructor: Jim F. Mills, Ph.D.
Richland College Office: ACCESS Office in Alamito Hall
Office Hours: Always available by email
Office Telephone: 972-238-6140
Email Address: jfm8401@dcccd.edu

I am always available through email and will respond within 24 hours.

09/02/17 = Census Date (This date is very important for any student receiving financial aid. You must have attended class by this date. If not you will not be certified and you may well lose your aid) You must also provide me with a Letter of Introduction prior to the Census or Certification Date to demonstrate participation in the class.

11/09/17 = Last day to drop with a W

AN ADMONITION AGAINST PLAGIARISM

PLEASE NOTE THE FOLLOWING CONSEQUENCES OF PLAGIARISM

1ST INSTANCE = FAIL THE ASSIGNMENT

2ND INSTANCE = FAIL THE COURSE

3RD INSTANCE = POSSIBLE SUSPENSION/EXPULSION TO BE DETERMINED AT THE VICE PRESIDENT LEVEL

Course Description, Focus, and Assumptions

The catalogue description for this course is as follows:

This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD

" **Prerequisite:** One of the following must be met: (1) DREA 0093 or (2) English as a Second Language (ESOL) 0044 or (3) have met the Texas Success Initiative (TSI) standard in reading.

Course Description: A study of the major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics may include theories of reality, theories of knowledge, theories of value and their practical application. (3 Lec.)

Coordinating Board Academic Approval Number 3801015112

Of course when we “do philosophy” we know that we are undertaking controversial topics ... that is, there are almost no conclusive answers. On the other hand, as humans we must all, in some way, address the problems and questions that make up the subject matter of philosophy. “What is the origin of the universe?” “What is it to be human?” “Do we survive death?” “Are my actions really free?” “What is the ultimate nature of reality?” “How should we live our lives?” “What is the meaning of my life?”

This course will be conducted primarily as a reading and discussion class; therefore, your active participation is required for successful completion of this course. We will consider a wide range of issues in philosophy. In addition to our own responses to these critical issues, we will consider the ideas of philosophers and others who have given their attention to the important problems and issues in philosophy.

Instructors Aspirations for Students

This course should have a direct connection to and influence on your life -- your life as a student, of course; however, even more important to me, your life beyond the walls of the virtual college. My primary aspiration is to help you walk the earth when you complete this course in a way that is at least somewhat different from the day you began. In short, I hope that when we part you are a changed person, that I am a changed person too, and that we both have changed for the better. My aspiration in teaching this course is for us to have a learning adventure together. Students who have curious, active minds and who are eager to engage the topic and material are encouraged to join me in this adventure.

Core Objectives:

This course satisfies the following Core Curriculum Competencies defined by the Texas Higher Education Coordinating Board.

1. Critical Thinking Skills ... to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information
2. Communication Skills ... to include effective written, oral and visual communication.
3. Social Responsibility ... to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal Responsibility ... to include the ability to connect choices, actions and consequences to ethical decision-making.

Student Learning Outcomes:

After successful completion of this course the student should be able to:

1. Read, analyze and critique philosophical texts.
2. Demonstrate knowledge of key concepts, major arguments, problems and terminology in philosophy.
3. Present logically persuasive arguments orally or in writing.
4. Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.

“Philosophy 1301 is a **Tier 2** course in the **Humanity, Creativity and the Aesthetic Experience** learning category. “Knowledge and skills learned in **Tier 1** are reinforced and applied. The **Humanity, Creativity, and the Aesthetic Experience** category focuses on the value of literature, philosophy, and the visual and performance arts. You will be able to critically analyze and form artistic judgments about the arts and humanities” *Catalog of the Colleges of DCCCD*”

Learning Activities

Too often, I believe, we limit the way we think about learning. First, real learning is something we all love to do and have loved to do since we were babies. Learning is exciting and fun, and that’s part of the reason we love it. We are fortunate to be able to use technology to assist us in our learning together. As for the structured learning experience that will lead to an evaluation of your work for this course, there are four main learning activities.

- a) Taking four examinations over material covered.
- b) Writing a reflection paper (approximately 5 pages in length)

- c) Participating in class discussion.
- d) Participating in group presentations.

Evaluation

You will be evaluated on the basis of taking four examinations, each worth 100 points, and a Final 5 page paper, also worth 100 points. Your final grade will be computed by dividing the number of points earned, i.e, 425, by the total available points 500 = 85.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Texts

No Text ... Various reading will be assigned throughout the semester that are available on the Internet.

Attendance Policy

You can miss no more than 4 classes. If you miss more I may, based on the circumstances, drop you from the course. You cannot learn if you do not attend. Prior to being dropped I will let you know my intentions so that you may avail yourself of dropping on your own.

Food and Drink

Do not bring food to class. You may bring water, soft drinks, juice etc.

Important note regarding late work/missed assignments.

I do not accept late work. I do not give makeup tests. Exceptions will only be granted in special circumstance with appropriate documentation.

Assignment Schedule

Assignment Calendar for Fall 2017

I will be providing students with internet sites to prepare for each class.

Aug 21– Classes begin. Introduction of the Instructor as well as all the students. The instructor will provide an overview of the syllabus and outline expectations for the course. We will also engage in several thought experiments in order to familiarize students with the kind of inquiries with which philosophers are engaged

Aug 23 – .We will work to define philosophy and its place in history. We will also study some basic principles in logic. We will also go over the various branches of philosophy and reasons to study philosophy.

Aug 28 – We will discuss the importance of several Pre-Socratic philosophers leading up to Socrates. Go to the Stanford Encyclopedia of Philosophy and familiarize yourself with the Pre-socratics prior to the next class.

Aug 30 – We will discuss the Socratic method and three of Plato’s dialogues, The Apology, The Crito, and The Phaedo. Google these three dialogues and familiarize yourself with them prior to the next class.

Sep 4 – We will continue our discussions of the three Platonic Dialogues. Be prepared to participate in group discussions. Google “theories of human nature” and be prepared to discuss during the next class.

Sep 6 – We will begin our Discussion of Human Nature.

Sep 11 – We will continue our Discussion of Human Nature. Look up Determinism, Indeterminism, Compatibilism and Free Will and be prepared to discuss during the next class.

Sep 13 - We will discuss Free Will versus Determinism

Sep 18 – Review for Exam I

Sep 20– Exam I (Google Plato’s Allegory of the Cave, Plato’s The Myth of Gyges, and Aristotle’s 4 Causes) prior to the next class.

Sep 25 – We will begin our study of the Nature of Reality. We will discuss the viewpoints of the Pre-Socratic philosophers as well as the views of Plato, Aristotle and Descartes. (Google Theories of Truth) prior to the next class.

Sep 27 - We will continue our study of the Nature of Reality by introducing the question (What is Real – Metaphysics) and the question (What is True – Epistemology).

Oct 2 – We will continue our study Metaphysics and Epistemology by introducing the thought of Locke, Berkeley, Hume and Kant.

Oct 4 - We will begin our Discussion of Personal Identity and Consciousness.

Oct 9 – We will continue our Discussion of Personal Identity and Consciousness.

Oct 11 - We will continue our Discussion of Personal Identity

Oct 16 - We will begin our study of the Philosophy of Religion

Oct 18– Philosophy of Religion

Oct 23 - Review for Exam 2

Oct 25 - Exam 2

Oct 30 – We will begin our study of Ethics by turning to the work of such thinkers as Ayn Rand, Ruth Benedict, St. Thomas Aquinas and others.

Nov 1 – We will continue our study of Ethics by turning to major Ethical theories such as Utilitarianism, Deontology and Virtue Ethics.

Nov 6 – We will continue our discussion of Ethics

Nov 8 – We will address some particular ethical dilemmas which face us today.

Nov 13 – Review for Exam III

Nov 15– Exam III + Submit Paper

Nov 20 – We will take up our discussion of Social and Political Philosophy and try to understand what legitimizes government.

Nov 22 – We will continue our discussion, of Social and Political Philosophy.

Nov 27 – We will complete our study of Social and Political Philosophy. .

Nov 29- Review for Final

Dec 4 through Dec 7 - Finals Week

Texas Success Initiative Assessment Requirements and Course Placement Guidelines

The Texas Success Initiative Assessment (TSIA) was designed to ensure that the students enrolled in Texas Public Colleges and Universities have the basic academic skills needed to be successful in college-level course work. The TSIA requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the State of Texas. Passing the TSIA is a prerequisite for enrollment in many college-level courses such as English 1301/1302, History 1301/1302, and Math 1414. Students who do not meet assessment standards must complete developmental courses in the deficient area with a grade of C or higher. Additional information is available from the TSI Office in T170T or T170S (phone no. 972-238-6115 or 972-238-3787) or at <https://richlandcollege.edu/texas-success-initiative-tsi>.

Academic Dishonesty

ANY violation of the academic honesty policy will be punishable by an F IN THE COURSE

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 DCCCD Code of Student Conduct published in the DCCCD Catalog. <https://www1.dcccd.edu/cat0506/ss/code.cfm>

Attendance and Participation

In order to be successful students must attend and participate in enrolled courses. Regular attendance is imperative because this course involves a good deal more than simply reading.

Academic Progress

Students are encouraged to discuss academic goals and degree completion plans with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

Withdrawal Policy

If you are unable to complete this course, it is your responsibility to officially withdraw by the official drop date for this course. Failure to do so will result in a performance grade, usually an "F". If you drop a class or withdraw from the college before the official drop deadline, you will receive a "W" (withdraw). For more information about withdrawal procedures access the Admissions page on policies/procedures or contact the Admissions/Student Records office at 972-238-6948 (Thunderduck Hall, T170).

Six Drop Rule

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/**advising** center will give you more information on the allowable exceptions. Re-

member that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: <https://www1.dcccd.edu/6drop>

Campus Emergency Operation Plan

To help ensure your safety on campus, please watch the video on Keeping Safe in a Campus Emergency at http://video.dcccd.edu/rtv/DO/emergency_dcccd.mv

Classroom Rules and Expectations

All students are required to practice courteous, respectful, cooperative behavior at all times. To avoid distractions in the classroom, students will:

1. Arrive on time and remain until class is dismissed.
2. Be prepared and stay on task
3. Bring printed copies and/or notes on anything we are discussing that day.
4. Listen courteously to one speaker at a time, with no interruptions and no side conversations.
5. Generally behave as would a mature adult in the workplace.
6. No cell phone use is allowed.
7. Do not sleep in class
8. **ACADEMIC DISHONESTY IN ANY FORM WILL NOT BE TOLERATED! BE SPECIALLY CERTAIN TO NOT PLAGIARIZE. CONSEQUENCES FOR PLAGIARISM ARE AS FOLLOWS:**
FIRST INSTANCE: FAIL THE ASSIGNMENT
SECOND INSTANCE: FAIL THE COURSE
THIRD INSTANCE: POSSIBLE ACADEMIC PROBATION/SUSPENSION OR EXPULSION. THIS IS DECIDED AT THE VP LEVEL.

Repeating the Course: Third Attempt to Enroll in a Course

Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course taken at any of the DCCCD colleges since the fall 2002 semester. All third and subsequent attempt of the majority of credit and and continuing education/workforce training courses will result in an additional tuition charge. Developmental Education and some other courses will not be charged a higher tuition rate.

SEE THIRD ATTEMPT TO ENROLL IN A COURSE at <http://www.dcccd.edu/thirdcourseattempt/>

Obtaining Final Course Grades Using eConnect

Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170. At the completion of this course, you should be able to easily know what your assigned grade for the course will be, by checking in the course "grade book" for your total score.

Financial Aid Attendance and Participation Requirements

Your instructor is required by law to validate/certify your attendance in your on-campus or on-line course(s) in order for you to receive financial aid. To meet the attendance requirement, you must attend and participate in your on-campus or on-line course(s) prior to the course certification date and continue beyond the course withdrawal date. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive tutorial; participating in computer-assisted instruction; attending a study group that is assigned by the instructor; or participating in an on-line discussion about academic matters related to the course. In an on-line class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your on-line class and are engaged in an academically related activity such as in the examples provided above.

ADA (American Disabilities Act) Statement

If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Richland College Disability Services Office, T-120 at (972) 238-6180. (Voice/TTY), visit Thunderduck Hall, suite T120, or go to <https://richlandcollege.edu/dso/>.

Religious Holidays

Richland College honors the right of each student to observe the practices of their belief system. It is the student's responsibility to provide their instructors a written justification for a religious accommodation by the third class meeting or the fourth day after a course begins for on-line courses. It is the responsibility of the instructor and student to negotiate completion of all missed assignments prior to the absence, if possible.

Academic Honesty

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 DCCCD Code of Student Conduct available at <https://richlandcollege.edu/conduct>.

We-the Richland College faculty, administration, and staff-are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes:

- 1) what we expect from students.
- 2) the consequences of their failing to meet those expectations.

Note: As we use the terms " honesty" and "dishonesty," we are referring to actions and behaviors; we are not judging the character of our students.

The Richland College faculty believes only a small minority of students "cheat," However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorably and report instances of academic dishonesty to the faculty or the appropriate academic dean.

Expectations

1. We believe academic honesty is essential, and students should avoid actions that misrepresent academic success. We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations-test administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

2. All forms of cheating on tests are academically dishonest. Students cheat when they:

- participate in any activity that falsely represents their ability to answer test questions.
- copy-with or with permission- from another student's test.
- use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
- request answers or assist other students with answers without authorization.
- obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

3. Student's presenting another person's work as their own is unacceptable. Often, academic work permits and even encourages students to use another person's words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:

- Summarize, paraphrase, or quote another person without giving proper credit.
- Submit papers written by someone else.
- Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).

When they have questions about when and how to credit other sources, students must seek clarification from the faculty. **These matters are the student's responsibility.**

4. Unauthorized collaboration on assignments or tests is unacceptable.

Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:

- Provide other students with answers on homework assignments.
- Present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. These matters are the student's responsibility.

Consequences

1. Faculty determine the appropriate consequences for students who fail to be academically honest. Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

2. As consequences for academic dishonesty, faculty may:

- assign a performance grade of " F" for the assignment or test.
- document the incident in the student's Richland College file.
- assign additional work.
- take over appropriate disciplinary actions.

Repeated violations may result in the student's expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the " Student Code of Conduct" in the Richland College Catalog or published in the DCCCD Catalog at <http://www1.dcccd.edu/cat0506/ss/code.cfm>

Discrimination and Sexual Misconduct Reporting Information and Requirements

Richland College is committed to ensuring that all community members learn and work in a welcoming and inclusive environment. We support the well-being and development of our students. Richland College prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, national origin, age, disability, sex, sexual orientation, gender, gender identity, gender expression, or any other basis prohibited by law. Title VII of the Civil Rights Act of 1964 prohibits retaliation or discrimination based on race, color, religion, and national origin. Title IX prohibits discrimination based on sex, sexual orientation, gender identity, and/or gender expression (failure to conform to stereotypical notions of masculinity or femininity) sexual misconduct (including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse and sexual exploitation}; and sex/gender-based harassment.

Richland College faculty and staff members, unless deemed a confidential resource by law, have an obligation to report and respond to certain issues related to the health and safety of college community members. This includes information shared with faculty and staff members in person, through electronic communications, or in class assignments. Faculty and staff members must report to the appropriate college officials any allegation of discrimination or harassment. In addition to reporting all discrimination and harassment claims, faculty and staff members are required to report allegations of dating or domestic violence, stalking or retaliation, child abuse or neglect, and/or credible threats of harm.

After receiving a report made by an employee, a Richland College official may want to contact the individual who initially shared the information with the employee. In almost all cases, the individual who shared the informa-

tion with an employee may choose whether or not to speak with the Richland College official. The college does not guarantee the confidentiality of a report of sexual misconduct or discrimination unless the report is made to a Richland College Licensed Professional Counselor <https://richlandcollege.edu/counseling-services/>, who does not have this reporting responsibility. Limits to counselor confidentiality are available at <https://richlandcollege.edu/counseling-services/confidentiality/>.

A report may also be made directly to the Richland College Title IX/EO Coordinator or Deputy Coordinator:

Bill Dial, PhD, PHR, SHRM-CP
Executive Director of Human Resources
Title IX Coordinator
bdial@dcccd.edu
972-238-6386

Ms. Gloria Williams
College Director of Employee Relations
Deputy Title IX Coordinator
<https://richlandcollege.edu/police-department/>

Further information may be found on the College website: <https://richlandcollege.edu/human-resources/title-ix-sexual-misconduct/>

Religious and Ethnic Holiday Observance

Richland College honors the right of each student to observe the practices of their belief system. It is the student's responsibility to provide their instructors a written justification for a religious accommodation by the third class meeting or the fourth day after the course begins for online courses. It is the responsibility of the instructor and student to negotiate completion of all missed assignments prior to the absence, if possible.

Campus Emergency Operation Plan and Contingency Plan

Campus Emergency Operation Plan: Richland College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus.

To familiarize yourself with these procedures, please take time to watch the overview video:

<http://media.dcccd.edu/video.php?vid=1735>. The complete Emergency Operations Plan can be viewed and printed at the following website: <https://richlandcollege.edu/emergency> If you have questions or concerns, please contact the Richland College Office of Emergency Management. This office can be reached by phone (972-238-3794) or by e-mail at BOnton@dcccd.edu.

Contingency Plan: Richland College has developed an Instructional Contingency Plan for Temporary College Closing for On-Campus Courses. Please discuss this contingency plan with your instructor. For distance learning courses, your instructor will use email to contact students in the event of extended technology downtime. To assure work in the class continues, it is important for all students to have an accurate email address recorded in both eCampus and eConnect.

Richland College's Quality Enhancement Plan

Richland College is implementing its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto <https://richlandcollege.edu/qep/>.

Syllabus Change Disclaimer

Instructors reserve the right to amend a syllabus as necessary.

Student Survey of Instruction

The Student Survey of Instruction (SSI) is designed to acquire information on the student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement. In order to minimize the disruption in the classroom, the SSI is now being administered online in select courses. Students will take the survey through a link in eCampus. If you receive a request to complete the SSI, please do so as soon as possible. By completing this questionnaire, you will help the college and your instructors determine how we might improve your educational experiences. Your identity will remain strictly confidential and anonymous.

Institutional Policies

Institutional Policies relating to this course can be accessed from the following link.

www.richlandcollege.edu/syllabipolicies