



PHIL 1301 Introduction to Philosophy

Course Syllabus: Spring 2019

Tuesday & Thursday (1/22- 5/16)

Dr. Jeremy J. Holland

Office: Humanities 128D

Email: jjholland@ntcc.edu

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday
	1-3pm	8-9am 1-3pm	1-3pm	8-9am 1-3pm	

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course or online via Blackboard.

Course Description:

A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.

Required Textbook(s):

B. N. MOORE / *PHILOSOPHY: THE POWER OF IDEAS*

Publisher:

McGraw/Hill Higher Education.

ISBN Number:

978-1-259-32996-8

In the effort to save students money, your course materials are delivered through Exclusive Access. You have already paid for your course materials with your tuition and fees. To access your course materials, click on the Course Materials Access link within the indicated folder on Blackboard.

For additional information on Exclusive Access, please access the textbook information provided on the portal (student tab, click on Academics then Textbooks.) You will not be able to comprehend many assignments in this course unless you have the digital version of the text.

Student Learning Outcomes:

1. Ability to read, analyze, and critique philosophical texts.
2. Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.
3. Present logically persuasive arguments both orally and in writing.
4. Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.
5. Evaluate the personal and social responsibilities of living in a diverse world.

Course Objectives:

1. Students will analyze and articulate the theoretical principles that guide philosophical life, applying historical principles to modern examples.
2. Students will critically evaluate the content, causes, and effects of philosophically significant events, questions, and decisions, articulating courses of action accurately, thoroughly, and in-depth without indication of personal belief (unless specifically requested).
3. Students will display an air of respect and understanding for philosophically and morally complex and sometimes sensitive issues.
4. By analyzing the opposition, students will develop their own philosophical voice, moving beyond simple claims to well-documented, supported arguments.

Lectures & Discussions:

Lectures and/or discussions will be based on chapters in the textbook and selected academic readings.

Evaluation/Grading Policy:

Students will be tested on assigned readings from the text as well as additional materials assigned in class. Your **total grade** will be determined by 5 components:

Punctuality & Participation	20%
Oral Defense of Art Work	15%
Quizzes	15%
Midterm Exam	25%
Final Exam	25%

Tests/Exams:

Two exams will be given (midterm & final). The test format is primarily multiple choice, short answer, and essay. No notes will be permitted on exams. Previous arrangements must be made when it is necessary to miss an exam. In the case of an emergency where prior notification is unavailable, students must provide proof of an excused absence in order to make up the test.

Student Responsibilities/Expectations:

Since the lecture-discussion method will be employed in this class, regular attendance is highly encouraged. Students must be present in order to get credit for some in-class assignments. Failure to attend on mandatory attendance days will result in a loss of available points for the activity. If the attendance policy is broken, the instructor will examine the reasons for the student's absences, the student's work in the class, and determine whether it is in the student's best interest to remain in the class. If the student breaks the attendance policy, the instructor may begin withdrawal procedures (up to the college's withdrawal deadline) or may fail the student for the course (after the college's withdrawal deadline has passed). Students are expected to **check weekly** their campus email account and the course Blackboard page for any course changes, announcements, or assignments.

Other Course Requirements:

Since the class is intensely discussion based, students who miss more than **six class periods** will not receive a grade higher than C in this course. If the student misses **more than seven class periods**, then the teacher has the option to drop the student from the course. Additionally, be aware that inappropriate classroom behavior is judged to be a disturbance. The instructor has responsibility for control of the classroom and will take steps to ensure an orderly environment for learning exists unimpeded.

NTCC Academic Honesty Statement:

Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook.

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in the Student Services. She can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Recommended Readings:

Stanford Encyclopedia of Philosophy <http://plato.stanford.edu/>
The Prosblogion <http://prosblogion.ektopos.com/>
Talking Philosophy <http://blog.talkingphilosophy.com/>
Philosophy Talk <http://www.philosophytalk.org/>
Notre Dame Philosophical Reviews <https://ndpr.nd.edu/recent-reviews/>
Ask Philosophers <http://www.askphilosophers.org/>
Philosophy Etc. <http://www.philosophyetc.net/>

Selected Readings:

- Albright, M. (2018). *Fascism: A Warning*. New York: HarperCollins
- Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. https://www.vanderbilt.edu/ctp/The_New_Jim_Crow.pdf
- Chomsky, N. (2005). *Imperial Ambitions: Conversations on the Post-9/11 World*. New York: Metropolitan Books.
http://library.uniteddiversity.coop/More_Books_and_Reports/Noam_Chomsky-Imperial_Ambitions.pdf
- Copland, M. (2005). *Socratic Circles: Fostering Critical and Creative Thinking*. Portland, ME: Stenhouse Publishers.
- Foucault, M. (1990). *Politics, Philosophy, Culture: Interviews and Other Writings, 1977-1984*. London: Routledge.
- Hart, C. (2014). *Discourse, Grammar, and Ideology: Functional and Cognitive Perspectives*. London: Bloomsbury.
- Heywood, A. (2007). *Political Ideologies: An Introduction* (4th ed.). New York: Palgrave Macmillan
- Kaal, B. (2015). How 'real' are time and space in politically motivated worldviews? *Critical Discourse Studies*, 12(3), 330-346.
- Nietzsche, F. (1887/2006) *On the Genealogy of Morality*. (trans. Carol Diethe). Cambridge: Cambridge University Press.
http://www.inp.uw.edu.pl/mdsie/Political_Thought/GenealogyofMorals.pdf
- Orwell, G. (2005) *Why I Write*. London: Penguin Books.
- Plato's Apology: <http://www2.hawaii.edu/~freeman/courses/phil100/04.%20Apology.pdf>
- Snyder, T. (2017). *On Tyranny: Twenty Lessons from the Twentieth Century*. New York: Tim Duggan Books.
- Thoreau, H. D. (1849). *Civil Disobedience*.
- Van Dijk, T. A. (Ed.). (2011). *Discourse Studies: A Multidisciplinary Introduction* (2nd ed.). London: Sage Publications. <http://www.discourses.org/OldArticles/Discourse%20and%20Ideology.pdf>
- Wodak, R. (2015). *The Politics of Fear: What Right-Wing Populist Discourses Mean*. London: Sage Publications.

Course Outline:

Week	Date	Lecture Topic	Reading	Seminar Activity
1	22-Jan	Socratic Method	Moore & Bruder Ch. 3	Dialogue: Free Speech
2	29-Jan	Metaphysics	Moore & Bruder Ch. 6	Small Group: Civil Rights
3	5-Feb	Morality	Moore & Bruder pp.244-270	Dialogue: Environment
4	12-Feb	Religion	Moore & Bruder Ch. 13	Self-Reflection: Economy
5	19-Feb	Logic	Moore & Bruder Ch. 9	Small Group: Education
6	26-Feb	Continental Theory	Moore & Bruder Ch. 8	Dialogue: Immigration
7	5-Mar	Aesthetics	Moore & Bruder pp. 566-572	Oral Defense: Art Piece
8	12-Mar	Spring Break		
9	19-Mar	Midterms Week	Review PowerPoints & Readings	Midterm
10	26-Mar	Political Philosophy	Moore & Bruder Ch. 11	Case Studies: Healthcare
11	2-Apr	Ideology	Van Dijk Ch. 18	Text Analysis: Criminal Justice
12	9-Apr	Feminist Theory	Moore & Bruder Ch. 14	Dialogue: Animal Rights
13	16-Apr	Worldview	Moore & Bruder Ch. 12	Dialogue: Voting Rights
14	23-Apr	Philosophy of Mind	Kaal Article	Small Group: Military
15	30-Apr	Postcolonial Discourse	Moore & Bruder Ch. 16	Dialogue: International Relations
16	7-May	Civic Virtue	Wodak Ch. 8	Final Exam Review
17	14-May	Finals Week	Review PowerPoints & Readings	Final