



# PHIL 1301 Introduction to Philosophy

Course Syllabus: Fall 2018

Tuesday & Thursday ( 8/28-12/13)

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**Dr. Jeremy J. Holland**

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday
	1-3pm	11am-2pm	1-3pm	11am-2pm	

*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. You are welcome to purchase a physical textbook from the bookstore as well at a discounted cost.

**Recommended Reading(s):**

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/>

## **Student Learning Outcomes:**

Upon successful completion of this course, students will:

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 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. Previous arrangements must be made when it is necessary to miss a quiz/exam. In the case of an emergency where prior notification is unavailable, students must provide proof of an excused extenuating circumstance in order to make up the test.

Your **final 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 and final). The questions are primarily multiple choice, true/false and short essay. No notes are 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** the campus email account and the course Blackboard for any course changes, announcements, and assignments.

**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.

**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 Shannon Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. 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.

## Course Outline:

Week	Date	Lecture Topic	Reading	Seminar Activity
1	28-Aug	Classical Metaphysics	Moore & Bruder Ch. 3 & 4 The Undergraduate (Handout)	<b>Dialogue:</b> The Undergraduate
2	04-Sept	Modern Metaphysics	Moore & Bruder Ch. 6 Plato Apology (See Link Below)	<b>Small Groups:</b> Apology of Socrates
3	11-Sept	Religious Theology	Moore & Bruder Ch. 13 & 15 Rohr (Handout)	<b>Self-Reflection:</b> Spiritual Traditions
4	18-Sept	Moral Philosophy	Moore & Bruder Ch. 10 Alexander Ch. 2 (See Link Below)	<b>Dialogue:</b> Prison & Drug War
5	25-Sept	Pragmatism	Moore & Bruder Ch. 9 Chomsky Ch. 4 (See Link Below)	<b>Dialogue:</b> Just War Theory
6	2-Oct	Continental Tradition	Moore & Bruder Ch. 8 Nietzsche Preface (See Link Below)	<b>Self-Reflection:</b> Genealogy of Morals
7	9-Oct	Aesthetics	Moore & Bruder pp. 566-572 Judging Criteria (Handout)	<b>Oral Defense:</b> Art Piece
8	16-Oct	Classical Liberalism	Moore & Bruder Ch. 11 US Founding Texts (See Link Below)	<b>Small Groups:</b> US Founding Texts
9	23-Oct	Fascism & Socialism	Snyder (Handout)	<b>Dialogue:</b> Signs of Fascism
10	30-Oct	Logic & Rhetoric	Fairclough & Fairclough Ch. 2 (See Link Below)	<b>Text Analysis:</b> McVeigh Letter
11	6-Nov	Language & Mental Models	Van Dijk Ch. 18 (See Link Below)	<b>Case Study:</b> Militia Movement
12	13-Nov	Mind & Worldview	Kaal 2015 (Article) President Trump's Inaugural Speech	<b>Text Analysis:</b> Trump's Worldview
13	20-Nov	Feminist Thought	Moore & Bruder Ch. 12	<b>Debate:</b> Merits of Feminism
14	27-Nov	Alt-Right & Alt-Light	Wodak Ch. 2 (Handout)	<b>Small Groups:</b> Conspiracy Theory Websites
15	4-Dec	Postcolonial Thought	Moore & Bruder Ch. 16	<b>Debate:</b> Merits of Internationalism
16	11-Dec	Finals Preparation	Review PowerPoints & Readings	<b>Final Exam</b>

## Selected Readings:

- 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](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](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.
- Fairclough, I. & Fairclough, N. (2012). *Political Discourse Analysis: A Method for Advanced Students*. London: Routledge. [http://uluslararasigundem.com/wp-content/uploads/bsk-pdf-manager/53\\_NORMAN\\_FAIRCLOUGH\\_ISABELA\\_FAIRCLOUGH-POLITICAL\\_DISCOURSE\\_ANALYSIS-ROUTLEDGE\\_\(2012\).PDF](http://uluslararasigundem.com/wp-content/uploads/bsk-pdf-manager/53_NORMAN_FAIRCLOUGH_ISABELA_FAIRCLOUGH-POLITICAL_DISCOURSE_ANALYSIS-ROUTLEDGE_(2012).PDF)
- Foucault, M. (1990). *Politics, Philosophy, Culture: Interviews and Other Writings, 1977-1984*. London: Routledge.
- Kaal, B. (2015). How 'real' are time and space in politically motivated worldviews? *Critical Discourse Studies*, 12(3), 330-346.
- Lasch, C. (1995). *The Revolt of the Elites and the Betrayal of Democracy*. New York: W.W. Norton & Company.
- 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](http://www.inp.uw.edu.pl/mdsie/Political_Thought/GenealogyofMorals.pdf)
- 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.
- US Founding Documents: <http://www.foundingfathers.info/documents/>
- Van Dijk, T. A. (Ed.). (2011). *Discourse Studies: A Multidisciplinary Introduction* (2<sup>nd</sup> 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.