Course Information

Philosophy (PHI) 1301.08 - Introduction to Philosophy
Class Meeting Times: 5:00pm — 7:30pm on Wednesdays
Class Meeting Location: ELABS Room 303

Department of Philosophy
College of Liberal Arts
University of Texas Rio Grande Valley
Fall 2019

Faculty Information

Dr. Cynthia M. Paccacerqua
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Affiliated Faculty in Mexican American Studies
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Office Hours: Until the second week of class by appointment only. Check back soon for set weekly Office Hours times!
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What You Will Learn

Philosophy is a distinct field of inquiry. In this course we will survey select texts in order to explore the following central philosophical concern: the nature of a person’s relation to self, others, in the context of our membership in civil society, the political state, and the human-natural world for the purpose of achieving justice. This means that we will learn how our basic understanding of what it means to be human affects our justifications for the types of ethical, cultural and political communities we form and the consequences that follow from these. Some distinct types of relationships are revealed in concrete forms: presuppositions about others, pattern of behaviors, cultural habits, language as well as the our institutionalization of knowledge, rights, law, political constitutions, hierarchies of value, distribution of power and treatment of
nature as a whole. The diverse impacts of the latter concrete formations will reveal the place of the human being within a complex system of interdependence that forces us to consider the conditions necessary for us to conduct fulfilling lives within a framework of justice.

In order to do this we will acquire an understanding of the intellectual attitude that is particular to the field of philosophy. With this foundational skill we will then move forward towards the course’s main philosophical concern.

By spending a semester answering these questions, you will acquire the knowledge necessary to think philosophically and systemically.

Thinking philosophically and systemically is empowering and can help you become a reflective, independent-minded citizen who makes decisions to increase your wellbeing and that of others. Perhaps when you put all the new knowledge together, realizing positive, life enhancing change requires simultaneous action in both of these spheres, you will be closer to asking and answering: How can I contribute?

I divide the course into the following “modules”-

**Introduction: What is Philosophy?** A Liberal Art, Cultural Capital, Contemporary Voices, Guiding Questions  
**Justice, the Soul, and Universal Truth** - Plato in Ancient Greek Philosophy  
**Justice, the Soul, and Concrete Embodied Truth** - Gloria Anzaldúa’s Borderlands Philosophy  
**Justice, Moral Value, and the Racial Contract** - Charles Mills in Real Contemporary Political Philosophy

My goal is to teach you more about philosophical inquiry, problems, and contributions of particular thinkers by the end of the semester than you know today. You will be well-versed in the different foundational theories and concepts as well as their relevance to personal experiences or social issues of the day.

**Required Reading & Other Resource Material on Blackboard**

There are three main forms of material.

**First**, there are required readings I provide to you through Blackboard. These required readings can consist of book chapters and articles from academic journals, magazines,
and newspapers. **You are required to bring these readings in hardcopy to class.** I expect you place the printout in a folder containing all assigned readings.

**Second**, there is one required book for you to purchase:


You may order this book online, find it in the library, and if our campus bookstore does not already have it for sale, ask them to order it for you. You have at least three weeks to get it; we will cover her book in our third course segment.

**Third**, there are required videos or films that are either made available for free on Blackboard, Kanopy, or in class, or available for rent, purchase, or by subscription through streaming services. Sample titles: *13th; Precious Knowledge; I am Joaquín.*

**Other Resource Material on Blackboard**

I provide ample material on Blackboard to help you succeed in this course. They are organized in folders with descriptive titles - Modules, Required Readings, Supplemental Materials, Study & Writing Resources. It is your responsibility to become familiar with the materials included and keep up with additions and/or changes within them. **Become familiar with the content of this syllabus and the materials on Blackboard before your first exam.**

I provide the readings, online lectures, lecture outlines/power point slides, and guides to key terms for each module. Again, I strongly advise that you print all the readings, lecture outlines/power point slides and key terms guides and bring them to class. These outlines/power point lectures and key terms will help you take notes on important lecture material that will be on the examinations. As I wrote above, the questions and lecture outlines serve as a study guide for all lecture material. The provided practice questions are meant for you to understand the nature and difficulty of my examinations. I strongly advise that you understand all the practice questions before each examination. If you want to learn and succeed in this course, then I strongly advise that you familiarize yourself with the lecture outlines, practice questions, and all of the material on Blackboard.

For this course, it is imperative that you have consistent and reliable access to computers that are connected to the internet.
How You Will Learn

To learn answers to those questions listed above, I recommend that you be an active student while in class and be a prepared student before each class. I expect you to complete the reading assignment prior to class and to arrive prepared to take notes. I encourage you to raise questions and to discuss topics of interest during class. Please keep in mind that note taking during lectures is extremely important to gathering information that I use to assess your knowledge. I assume this course can be conducted in the spirit of full academic freedom but also with civility and courtesy directed toward all. Accordingly, any member of this course may express any serious idea, point of view, and/or partake in a serious learning environment without extraneous conversation or noise. Your seat in this course is expensive, so please respect others around you and the academic learning environment.

Being an Active Student

An active student in a lecture-based class means that you take notes on a continual basis while in class and be engaged in how I present material and answer various questions. I help in this process of note taking by supplying questions for you to answer in advance and when possible other resources such as lecture slides or outlines for the module. The questions are a general guide to help you move through and interpret the assigned readings; your answers can then be made more specific during or after the class lectures and discussions, already in preparation for the exam questions. The lecture slides/outlines or resources that I may make available are vague, and are meant to be a chronological guide to class sessions. You should be able to walk out of each class knowing what I said about each question or topic on the lecture outline. I expect these outlines to also act as the lecture-material study guide for each exam.

Being a Prepared Student

You will be prepared for class if you perform these tasks: (1) read the assigned pages before class, (2) take notes on those readings before class, and (3) review/rewrite your notes after class. By doing these three activities before and after each class, it will make being an active listener and note taker while in class much easier. My expectation is that you will learn the material best if you read it, write about it, hear it, and then study it. A good guideline for your preparation time is three hours of study time for every hour spent in class (in fact, this ratio is the origin of the three credit-hour course). Resulting from this semester-long course, you will be more skillful in listening, note taking, reading, writing, and test taking, which will help you during your college career.
How You & I Understand Your Progress Toward Learning

An understanding of your progress toward learning must involve an assessment showing me what you have learned. I assess your knowledge in this course primarily by using multiple-choice and essay examinations. I reserve the right to alter the course schedule, reading assignments, and all policies if necessary. You are responsible for keeping all work I return to you for your own studying and if any disputes should arise. I follow university policy for instances of cheating and/or plagiarism. If more than one student is involved, then all students in the case will be subject to university sanction. I do not curve any grades, but I may offer some extra credit opportunities for those who attend class.

Examinations: Points & Policy

Total points you may earn for this course = 300

In Class Multiple-Choice/Quiz Examinations = 75 points total
Essay Examinations = 150 points total
  1st = 20 points
  2nd - 4th = 30 points each
  5th = 40
Testimonios = 40 points total (Submit in print in class)
  1st-4th = 10 points each
Submissions (e.g., questions) = 25 points total (Submit in print in class)
Attendance = 10 points total (I will take attendance on the days when no submissions are due and/or randomly)

My essay grading criteria:

A: An original essay that displays commitment and engagement with the course material. It is clear and concise with ample, detailed evidence from the readings on the syllabus. The essay combines the material uniquely and accurately, which means that the essay separates itself from close to all other student essays. Of course, the essay will meet all of the formal specifications (for example, length, citations, bibliography), will not have any spelling or grammatical mistakes, and will have logical connections between paragraphs.
A-: The essay is similar to an A essay in several respects, but has some minor flaws that detract from its originality. The essay has relatively minor flaws within the formal specifications of the essay, and/or mistakes with spelling and grammar.

B+: A good essay, but falls short of combining the material in a thorough manner. The essay shows promise, but fails to provide the level of detail and logical connections associated with an A essay. There is nothing inaccurate in the essay. The essay may have a few more flaws than an A- essay within the formal specifications of the essay, and/or mistakes with spelling and grammar. There are logical connections between all paragraphs, and the use of evidence is appropriate but not as detailed as an A- or A essay.

B: A good essay, but may have a few inaccurate statements. The essay may have a few more flaws than a B+ essay within the formal specifications of the essay, and/or mistakes with spelling and grammar. Some of the logical connections may be flawed (or missing), and the use of appropriate evidence may be missing.

B-: A potentially good essay, but the essay includes inaccurate statements or falls short of the completeness of a B essay. The essay will have more flaws than a B essay within the formal specifications of the essay, and/or mistakes with spelling and grammar. Some of the logical connections may be flawed (or missing), and the use of appropriate evidence may be missing. These essays receive 32 out of 40 total points.

C+: The essay has foundational problems in its accuracy and organization, and fails to meet some of the formal specifications. A C+ essay is read with some difficulty. A C+ essay fails to cite many of the readings in the syllabus and fails to answer the questions in full.

C or lower: There are too many problems to list. To earn below a C, the essay fails to follow the directions and shows a lack of effort.

Grading Scale for Points Earned

A = 270 - 300    B = 240 - 269    C = 210 - 239    D = 180 - 209    F = 000 - 179

Administrative Policies Required to Appear on All Syllabi

Students with Disabilities
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Scholastic Integrity & Academic Honesty

I follow university protocol when confronted with academic dishonesty. If you engage in academically dishonest behavior, as defined in the Student Conduct Code, then you will be subject to a failing grade on the assignment/exam, a failing grade for the course, and referred to the Dean of Students’ office for possible expulsion from the University of Texas Rio Grande Valley. Here is the official statement from the university: As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, & Violence

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, work- ing, and
living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Email & Use of Technology

Please be advised all email correspondence between students and faculty should be conducted only through the UTRGV email server. You must obtain my permission to make audio recordings of my lectures. You are not allowed to make video recordings of my lectures.

Attendance

Students are expected to attend all scheduled classes. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Attendance will not be taken in this course.

Course Drops

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 3-peat rule refers to additional fees charged to students who take the same class for the third time. The 6-drop rule refers to a Texas law dictating that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit.

Mandatory Course Evaluation Period

Students are required to complete an online evaluation of this course, accessed through your UTRGV account (https://my.utrgv.edu/home); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available later in the semester, please check your email.