

PHI 101: INTRODUCTION TO PHILOSOPHY

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BASICS:

FALL 2025: SECTION 22740 (TTh 9:00 - 10:15 a.m.) [LIVE In Person - Meets in SC 27 on MCC's Southern/Dobson campus; begins 8/26/25, ends on 12/19/25]; 3 credit class.

Live Office Hours (at MCC-SD campus): M-W 9:15 - 10:15 a.m.; T-Th Noon - 1:00 p.m. or by appointment. Check out this awesome document: [How and Why You Should Utilize a Professor's Office Hours](#), from Utah State University (and substitute in MCC). I wholeheartedly agree with everything stated here!

Virtual Office Hours (via WebEx): Friday, 11:00 a.m. - Noon, and by appointment. For this option, once we agree on a day and time, I will be sitting at my computer waiting to have a personal meeting with you if you want help with the course, to chat about other issues related to the class, and so on. **It's called my WebEx "Personal Room," and the address is this: <https://maricopa.webex.com/meet/dyount>**

Communicating with me: I will check and respond daily to email during the week and possibly (but probably not) during the weekend and on holidays; if you have an emergency, please either leave a voicemail (I get an email with the audio file when you leave a voicemail, FYI), email me, or Canvas message me. When you send an email to me, please be sure to write "PHI 101 MW 9" (for instance) in the subject line or somewhere in the email, or if you leave a voicemail, please mention that information in the voicemail, so I can know which section you are in. Note: If you use Canvas messaging, I will already know what class you are in, so you do not need to tell me that there. *Please note that if you have any problems or concerns about this course, MCC policy states that you must try to work the problem out with me first -- the Chair cannot get involved until that point. Also, the Chair cannot change your grade on any assignment or for the course.*

Canvas Note: The only thing relevant to this course on Canvas will be your grades, Canvas messaging, and some announcements, including an "Introduce Yourself" Discussion Board (please go to Canvas and fill that out, so we can meet each other!). For all Course Material, including Lecture Notes, Assignments, and instructions on how to complete the assignments, use this website:

<https://sites.google.com/mesacc.edu/dave-yount/home> and click on this class.

REQUIRED TEXT:

Western Philosophy: An Anthology. John Cottingham, ed. Third edition (2021). NOTE: Please do *not* get the 2nd edition (or the 1st edition) - the pages will not match with every reference I give in class. It will be much more difficult for you to do well in the course and follow along. See the Amazon link at the beginning of this paragraph (or at least see the textbook image on the Canvas home page to make sure you get the correct edition). Thanks!

RECOMMENDED TEXTS:

A Rulebook for Arguments. Anthony Weston. Fifth edition.

The Elements of Style. William Strunk Jr. and E.B. White. Fourth edition.

Any dictionary.

INTRODUCTION TO THE COURSE: In this course we shall examine and assess many different philosophical theories, comparing and contrasting them as we apply their views to different philosophical questions. After a brief introduction to what philosophy is, what an argument is, and the importance of philosophy, we will examine the views of many famous philosophers, including (but by no means limited to) the following: Plato, Aristotle, St. Thomas Aquinas, George Berkeley, Rene Descartes, John Locke, David

Hume, Immanuel Kant, John Stuart Mill, Friedrich Nietzsche, and others (see Reading List below, and see the Presentation Schedule for the precise readings and schedule).

COURSE DESCRIPTION: General consideration of human nature and the nature of the universe. Knowledge, perception, freedom and determinism, and the existence of God. Prerequisites: None. The Course Competencies are [here](#).

COURSE GOALS:

- To provide you with a general introduction to and understanding of philosophical views, issues, and arguments. It should also help you to appreciate what philosophy is and the way in which it is relevant to practical issues.
- To help you develop your critical thinking, critical reading, and writing skills. In order to develop your views on these issues, it is important to understand the difference between good and bad arguments, and to have the ability to critically and carefully analyze the arguments of others. This course should help you to write more sharply organized, focused and effective argumentative essays.
- This course does *not* aim to provide simple answers to questions such as, "Does God exist?" Although I have my own views on these issues, I shall not be concerned to "convert" anybody. This course will not preach a set of "correct" views; it will, however, assume rationality (consistency and having plausible reasons for one's view) and free will. What is important is that you attempt to carefully consider and examine the arguments with intellectual honesty and reconcile them with your convictions. This course should open your mind to many, as of yet unforeseen, possibilities and options that may be true of everything that exists or may exist.

By the end of the semester, I wish for you to know the following general things about philosophy:

1. Philosophy is useful and valuable.
2. Philosophy is diverse.
3. There is such a thing as a good and a bad argument, whether or not you agree with its conclusion.
4. Your argument is only as sound and/or cogent as your consideration of and/or answers to good objections against it.
5. There are many answers that have been given to the major philosophical questions, and every such answer is not equally as plausible as every other. Your "job" is to seek the most plausible answer.

COURSE PHILOSOPHY, PROMISES AND EXPECTATIONS:

COURSE PHILOSOPHY: Philosophy is a difficult but rewarding discipline. Like life, which at times can be frustrating and hard to figure out (e.g., what should I do with my life, what happens when I die, is there a God, etc.) but which at times can also be exhilarating and fun, philosophizing can have these qualities. The only way to get better at living or philosophizing is to actively deal with the relevant issues and put an honest effort into attempting to understand them. I look at philosophy as a skill that one cannot learn without actively participating. I do not want you to memorize names and dates and definitions and leave the class forgetting what material we covered. In an attempt to engage you in the class, I will require that you present an article to the class (see below). I will be available to help you, and you are free to search the Internet to see if someone else has written something on the article you're reading, etc. I want us to create an atmosphere where we are a team (even though I might know more about philosophy, I do not know everything), trying to sort out what the best view on these issues is, and where you're an essential part of the team. We need open and honest dialogue that includes respect (i.e., no name calling, accusations, verbal attacks, keeping the discussion and comments on the topic and not on the individual), keeping in mind that it is OK to disagree with each other.

PROMISES (WHAT I PROMISE YOU): I promise you that I will (1) Be on time; (2) Teach the course unless I am very ill; (3) Be enthused about philosophy and the class material every class session; (4) Help you understand the material to the best of my ability; (5) Be available outside of class in the form of Canvas messaging, voicemail, email, and office hours; (6) Treat you with respect; (7) Grade fairly and promptly (I will have grades on papers returned no later than one week from when they were turned in, pending unforeseen

circumstances); (8) Lay out course expectations and requirements clearly; (9) Be organized and use class time well; and (10) Inject as much humor as philosophically possible so that we can have fun!

EXPECTATIONS (WHAT I EXPECT YOU TO DO): I expect you to (1) Do the work (e.g., the reading, summaries, test, and papers) honestly and promptly; (2) Come to class; (3) Be on time; (4) Participate actively; (5) Ask a question whenever something is confusing or unclear; (6) Respect each other; (7) Support/share with each other; (8) Learn a lot; and (9) Have fun!

RECOMMENDATIONS FOR ACADEMIC SUCCESS: For every hour you spend in class, you should spend at least two (2) hours outside of class studying the material and completing your assignments. For instance, in this class, that comes to 5.5 hours of work a week outside of class. Students do not fail at the end of the semester. If a student is failing in the last week, it is because of what he or she has done throughout the semester. Keep up with the work. Keep track of your summaries and grades on your presentation and papers.

WRITING CENTER: The Writing Center provides one-on-one appointments to help students during any phase of the writing process: brainstorming, prewriting, researching, drafting, and revising. The Writing Center is located on the 1st floor of the Elsner Library. Phone: 480-461-7513. And [here is the website](#). [MCC has a [Learning Enhancement Center](#), but there is not a tutor specifically for philosophy, but I will be happy to help you at any time I am available. Just ask; I cannot help you with any problems if you do not let me know about it.]

F-1 STUDENTS: If you are an F-1 student, I am happy that you are in our class! You bring diversity and a world perspective to the classroom, and that helps me fulfill one of MCC's student outcomes: Cultural and Global Engagement. Please know that you must adhere to the attendance policy (and other policies, such as the "no plagiarism" policy) that is listed in this syllabus. If you are withdrawn by me for the class for non-attendance (or plagiarism), I will not place you back into the class. If you earn a W for non-attendance, for instance, and this brings you below the required 12 credits that you need to maintain your F-1 status in the USA, I will not change your grade to an F. You are given the grade that you earn. If you fall out of status, you can go through a process called "F-1 Reinstatement" with the International Education (IE) Office, located in Building 36E. IE regularly sends you messages to your MCC email regarding immigration matters. Be sure to check your email regularly. They also check attendance reports for all F-1 students on a weekly basis. You are here in the USA to be a student on your F-1 full-time study visa, and IE will help you maintain that status.

COURSE REQUIREMENTS (Due dates and requirements are subject to change):

1. ATTENDANCE (Please see "Attendance" and "Tardiness" under Class Policies below).

2. PARTICIPATION IN DISCUSSION: (100 points; 10% of course grade)

To grade the discussion portion of the course, if you either ask one question or make one comment on days where we cover the Skill Sheets, cover the readings, watch movies and/or debate, then you will earn participation credit for that day. Participation will be graded as follows: Talking in 90% of half of the class meetings or more earns an A; 80% - 89% of half the class meetings earns a B; 70 - 79% of half, a C; 60 - 69% of half, a D; 59% of half or lower, a failing grade. Participation will be calculated at the very end of the semester. You may ask me at any time to see how many times I have you participating at that point. *To give you an idea of how much you need to participate in order to do well, here is the chart that I've used in the past. Note: These are subject to change (e.g., class cancellations due to College Closures, COVID, my being ill, etc.):*

101 DISCUSSION %'S	
25 total opportunities	
Disc. #	Disc %
11+	100%
10	91%
9	82%
8	73%
7	64%
6	55%
5	45%
4	36%
3	27%
2	18%
1	9%
0	0%

3. PRESENTATION(S): (100 points; 10% of course grade)

During the semester, you will need to present at least one (and perhaps more, depending on the size of the class) article to the class, giving relevant information about the reading (See my Presentation Guidelines on my Website for material that is to be covered during the presentation). I will assign the articles near the beginning of the semester. I will present at least one article as an example before we continue with your presentations. Here are three possible grades on the presentation: (1) If you are on time, are well-prepared and present the material in an organized way (according to my Presentation Guidelines on my Website), then you will earn an A on it; (2) if you are tardy (more than 2 minutes late by my watch), mainly read straight out of the book and/or not from your own notes, have not prepared well in general (e.g., skipping large parts of an article), or have no notes ready and you wing it, you will earn a C; and (3) If you attend class but do not give a presentation, or if you have an unexcused absence on the day of your presentation, you will earn an F for that presentation.

4. ARTICLE SUMMARIES (120 points; 30% of course grade)

For each article that is presented, *including my first sample(s)*, you will need to turn in a handwritten or typewritten summary of the reading(s) for that class period including at least one question you have about the reading. These summaries are due at the beginning of the class period and are **not** to be completed during class! See my Article Summary Guidelines on my website for more details. Your grade for the summaries will be based on how many you turn in: If you turn in 90-100% of them, you'll earn an A; if you turn in 80-89%, B; 70-79%, C; 60-69%, D; and 0-59%, F. Also, the deadline for turning in any summaries for excused absences are due (unless specifically arranged otherwise with Dr. Y) on or before the last day of class (i.e., not the final exam day). Lastly, it is your responsibility to keep your graded summaries just in case I fail to enter some into Canvas, and I have a question about whether you turned in a summary in.

5. FIRST AND ONLY TEST (40 points; 10% of course grade)

This is a test on the material covered in the class (Lectures, Skill Sheets, reading), up to and including the "God and Religion" section of the textbook. If you cannot take the test on the test day, you must have an excused absence in order to take it, and make arrangements as soon as possible, and optimally before the test day.

6. FIRST PAPER (4 - 6 pages, 100 points; 15% of course grade)

The paper topic(s) will be posted on my Website and announced when they become available for printing; your papers must be a response to the questions on the Website. For much further information on all papers [including, e.g., how the papers are graded (more specifically), good and bad

paper examples, etc.], see my Web page. In this paper, you will be expected to explain the philosopher's view well, give your view, and to raise at least one good objection to your position and reply to that objection.

7. SECOND PAPER (4 - 6 pages, 100 points; 25% of course grade)

In this paper, you will be expected to explain the philosopher's view well, give your view, and to raise at least two good objections to your position and reply to those objections.

GRADING POLICY

Your final grade will be determined by this scale:

A = 89.50%-100%; B = 79.50%-89.49%; C = 69.50%-79.49%; D = 59.50%–69.49%; F = <59.50%

The course points will be weighted as follows:

Grading Scale	
Assignment Type	Percentage of Grade
Article Summaries (120 points)	30%
Test (40 points)	10%
Presentation (100 points)	10%
Participation (100 points)	10%
1 st Paper (100 points)	15%
2 nd Paper (100 points)	25%

For our purposes, weighted grading means two things (and I'll add a warning):

1. Each assignment type will count for the indicated percentage toward the total course grade.
2. Don't worry about the number of points available for each assignment. What is averaged into your final grade is your percentage grade on each assignment. For instance, if you earn 90% on the 120-point Article Summaries, that will count as much as a 90% on the 40-point Test (but then they will be weighted 30% and 10%, respectively).
3. **BEWARE:** The average "Total" that you will see during most of the course will be the average of your ***submitted and graded*** materials. Also, I will not assign your Participation grade until the last day of class. However, later in the semester (with a few weeks to go), I will let each student know if they are not on track to earn an "A" in Participation.

Grade Disputes

I will carefully and thoughtfully grade all your work. If you disagree with a grade, you must submit a written statement explaining the reasons for your disagreement within one week of receiving the grade. Moreover, and very importantly, when you request for me to regrade your work or justify a grade, keep in mind that your grade can also be decreased, due to some issue(s) that was/were not noticed during the initial grading. [See this link for the Instructional Grievance Process](#) and [this link for Student Code of Conduct](#).

CLASS POLICIES:

Absences: If you have **two** (2) or more **unexcused** absences over the course of the semester, I reserve the right to withdraw you from this course. I will give you an excused absence if you have a good (as determined by me), documentable reason why you cannot or could not make it to class. Excused absences examples include medical emergencies, jury duty, funerals, participation in school activities, religious observances, etc. (or at my discretion). I will require a physical copy of a physician's slip, a court order or summons, a funeral prayer card, etc., or the absence will not be excused. Also, if at all possible, please give me advanced notice for excused absences, except in the case of medical emergencies. Examples of typical *unexcused* absences

include: I have a bad cold, food poisoning, or feel ill (unless you get a physician's slip for it), I overslept, I had to study for another class, I went on a trip with my family or friends, anything that can only be verified with a parent, friend, or roommate's note, etc. As noted in the [MCC Student Handbook](#), if you have a religious observance for which you want to have an excused absence, you need to notify me of that at least one (1) week prior to the absence, so we can arrange what needs to be done. ***You will receive a W for excessive absences (as defined in the first sentence), unless you have extended excused absence (e.g., prolonged illness), in which case you need to make other arrangements with me, which may include withdrawing you from the course. Keep in mind that you may have so many absences (excused or unexcused), that I reserve the right to withdraw you from having excessive absences. If you come to class more than 20 minutes late, it will be considered an unexcused absence, unless you can prove otherwise. On the other hand, if you are more than 20 minutes late, I would still urge you to come to class, to get whatever you can out of that day's reading, lecture, etc. You also cannot leave class with more than 5 minutes left without providing a reason for that, and I will be happy to excuse your absence if you can talk to me before class (or prove afterwards) why you need(ed) to leave. Lastly, it is the student's responsibility to ask for any information or work missed due to absences.***

Tardiness: I reserve the right to withdraw you from the class if you are consistently late to class (e.g. 5 or 10 minutes). If you are late to class more than 3 times, I reserve the right to withdraw you from this course. What's the problem with being late? It disrespects the whole class - the teacher and your classmates - if you are habitually late. It breaks the concentration of most everyone in the room, and if you come in and start asking questions of those next to you, they will only miss more of the class as well. You miss important announcements and the biographies of the philosophers/authors. In the student handbook, it says that an instructor can withdraw a student from a class for disrupting the class, and being continually late falls under this category, as interpreted by me.

Attendance Sheet: It is completely your responsibility to make sure that I mark you as being present, on the attendance sheet. If you come to class late, after I take roll, it is your responsibility to ask at the end of class if I got you on the roll. (Note: If you participate during class, I will mark you present and give you credit for participating, so you will not have to worry about making sure I marked you present.) If you leave class without making sure I have you on the roll for that day, I may not remember you were there, and will not give you credit for being there.

Face Coverings Rule: In accordance with the Maricopa County Community College District (MCCCD) policy (per Chancellors emails 2022):

- Face coverings are encouraged, but not required for staff, faculty, students, and guests inside all Mesa Community College (MCC) buildings.
- Please provide respect and support for all individuals no matter what their masking choice may be. MCCCD understands that all individuals – employees, students, and community members – may feel safer or more comfortable wearing a face covering.

Medical/Health and Religious Accommodations:

- Students have the ability to request medical/health accommodation through the MCC Disability Resources Office.
- Students have the ability to request religious accommodation by following the ND-4 Religious Accommodation Procedure and communicating with their instructor. From there, the instructor must forward such requests to the department chair and academic dean for review.
- Students are required to wear a face mask/covering inside all MCC buildings until such accommodations are determined.
- The interactive review for requests for accommodations is intended to explore alternative learning options and will not result in any accommodation that would conflict with or violate existing MCCCD policies.

COVID REPORTING REQUIREMENTS Part I: You: What to do if you are exposed to or contract COVID:

Members of the Maricopa County Community College District (MCCCD) community must notify Risk Management if they are diagnosed with COVID-19 or if they believe they have been exposed to COVID-19.

This includes students who are enrolled in either in-person, hybrid (in-person and online combination) and/or online classes at Mesa Community College.

Your personally identifiable information, including name, address, and medical conditions will remain confidential and will not be shared with instructors, other students, or staff but your information may be shared with local health authorities as permitted under the ADA. For more information and/or to submit a COVID report, visit: <https://together.maricopa.edu/health-safety/covid-19-reporting>

COVID Protocol, Part II: Me: What if Dr. Y/I can't be in class because of COVID? If I am physically able to do so, I will send you a Canvas message and an email to your Maricopa email informing you of that as soon as possible after finding out I won't be able to teach a live class, and give you a link to a WebEx meeting, with the password, etc. (Note: The link will **not** be the Personal Meeting Room link above.) So it would be good for you to make sure you have the WebEx app on your phone. But students have told me that it only takes a few minutes to download it and join the meeting. You will be required to turn your camera on so I can know that you are attending (i.e., actually paying attention to what is being covered in class).

Classroom Accommodations for Students with Disabilities: In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student needs academic adjustments/accommodations, the qualified student is required to work with the Disability Resources and Services Office (DRS) at their individual college(s). College DRS offices may only offer accommodations/academic adjustments for their own college. Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this online service process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed [on this webpage](#). The DRS office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and MCCCD. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law.

If you have a documented disability (as protected by the Americans with Disability Act) or if you are pregnant or parenting (as protected under Title IX) and would like to discuss possible accommodations, please contact the MCC Disabilities Resources and Services Office at **480-461-7447** or email drsfrontdesk@mesacc.edu.

Addressing Incidents of Title IX Sexual Harassment: In accordance with Title IX of the Education Amendments of 1972, the MCCCD prohibits unlawful sexual harassment against any participant in its education programs or activities. Sexual harassment includes quid pro quo (this for that) harassment, hostile environment, sexual assault, dating/domestic violence, and stalking. This prohibition against sexual harassment - including sexual violence - applies to students, MCCCD employees, and visitors to campus.

The policy of the MCCCD is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as prohibited by state and federal law. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator, as outlined in policy. MCCCD will provide [on this webpage](#) a link to all Title IX Coordinators ([here](#)) at MCCCD. Reports may be filed anonymously [at this website](#).

Class Recordings:

1. Audio and Video Recordings of class lectures are only for the student's personal use in study and preparation related to class.

2. The student must comply with a faculty request to stop recording during discussions, demonstrations, guest speakers, or other situations of a sensitive nature that do not contain information affecting course competencies or grades.
3. The student may not share these recordings with any other person without the written consent of the faculty member.
4. Information contained in the recorded lectures may be protected under federal copyright laws and may not be published or quoted without the written consent of the faculty and without giving proper identity and credit to speakers. This includes publication via any social media platform, emails, or text messages.
5. Except as such activity may be protected under policy or law, the student may not use the recorded lectures against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity.
6. The student will erase all recorded class lectures when they are no longer needed for academic work. Upon written request from the faculty member, students will return all class recordings to the faculty member for erasure. Likewise, students are not permitted to post the lectures on any social media platform.
7. Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the faculty member.
8. Violation of this rule may be deemed "academic misconduct" prohibited by the Student Code of Conduct.

Sleeping & Doing Homework in Class: You may not sleep in class. If you are tired, you may stand for a bit to stay awake. You also may not do any homework for any class, including my class, during our class. Our class time is for trying to understand and discuss the philosophers and their philosophies.

Mobile Phones & Computers: (1) You may not use your phone during class (for browsing, social media and/or texting), unless I specifically give you permission to do so. You may use your phones in our classroom *before* class starts, however. Turn your phone off unless you have an important call you're expecting; then please leave the room to take the call, only if it is an emergency. Note: *If you think that it is going to be very hard for you to be without your phone, I will allow you to doodle in class.* (I have read research that doodlers remember more from meetings than non-doodlers; click [Here](#) or [Here](#) for the study). (2) You may not have headphones in your ears or hanging from your ears, so I can make sure that you are not listening to anything else than us. (3) You may not use a computer in class **unless** you justify why you need to use it; for instance, you can tell me that you will *only* be taking notes every day in class with it. But if that is the case, I reserve the right to ask to see your notes on any given day during the semester. You may not go to any websites at any time (not only Facebook or any social media, but even philosophy websites) without asking me during class (e.g., "Dr. Y.: I would like to look up X"). Again, you may doodle if you think it will be hard to focus on the class. Keep in mind that a study shows that neither the user nor his/her classmates nearby will do as well in the course if one uses a computer in class (click [Here](#) for the study).

Warnings: If you do not like thinking or writing, do *not* take this course. I will be evaluating your critical thinking skills in discussions, in your article summaries, and in your papers, in order to gauge your comprehension of the material. To be a good philosopher (or philosophy student), as I view it, is not essentially to be able to memorize dates and definitions, but is to have the ability to actively engage in argument and critical thinking of one's own views as well as those of one's opponent. Philosophy deals with controversial adult material including human sexuality, the existence of God, principles of justice, abhorrent unethical behavior, etc. Students must be prepared to engage all material as presented and assigned. Alternate assignments, readings, lectures, etc. will not be provided.

Paper Deadlines: I accept no late papers (however, I will accept early papers). At my discretion, I may make other arrangements in advance; however, if any problem arises concerning that arrangement (e.g., not meeting the new agreed-upon deadline), I will revert back to the original "no late papers" policy.

Academic Integrity: Academic misconduct and dishonesty includes, but is not limited to, cheating, plagiarism, excessive absences, use of abusive or profane language, and disruptive and/or threatening behavior. All instances of academic dishonesty will be reported to the Chair of Philosophy and Religious Studies

Department and other appropriate authorities. Students displaying acts of academic dishonesty are subject to grade adjustment, course failure, probation, suspension, or expulsion. See the [Student Handbook](#) for more information regarding cases of academic misconduct.

Plagiarism: Do not (attempt to) plagiarize in writing your papers. **Plagiarism = taking any idea or writing that is not your own and including it in your paper without citing your source. Refer to this website: [Plagiarism 101](#).** For example, if you go to a website and take information or sentences from that website and do not cite that website in your paper, you are plagiarizing. **You cannot use Generative AI (e.g., ChatGPT or Copilot)** or have a roommate write your paper. You also cannot just cite a website and then turn in a whole paper from a website that is not your work. The paper has to be an original work of your own. This also includes using our own textbook, quoting it, or describing a philosopher's view and not citing the page from which you took the information. (See my *Dr. Y's Philosophy 101 Paper Policies* on my Website for how to cite sources.) **On the first occurrence of plagiarism (this includes drafts with substantial amounts of plagiarism in them), you will receive a failing grade for the course. If you write into your paper that an assigned author states something in direct quotes, but they didn't state that anywhere in the assigned reading, or you explain/mention concepts that do not appear in our assigned reading, that will be a red flag and I will assume that that means that you used an outside source and plagiarized. That will result in your earning an F in the class.** (You also may not simply list AI of some kind in a Works Cited and then use it anywhere in your paper, because I'm not allowing you to use it.)

I will assume that you now realize what plagiarism is, what plagiarizing in my class results in, and that by continuing in my class you're in effect making a commitment not to plagiarize in this class. (NOTE: I will *not* be looking for plagiarism in your presentations or article summaries, in the sense that you don't have to cite every page and/or keep telling us that "so and so" [name of philosopher] said what you're writing or stating in class that he or she wrote. But you can't just read the text to us either; see the Presentation Guidelines and Article Summary Guidelines for further instructions.) **If you feel lost or insecure about the course material, losing 5 points for misunderstanding a philosopher's view or seeking help from me is a much better option than resorting to cheating or plagiarism than earning a zero in the course.** Cheating prevents you from learning, prevents me from helping, and ultimately could stand in the way of your future success. As I tell all my students, in the time you spend figuring out how to cheat, I could help you learn the material (unless you wait until hours before a test or paper is due).

Generative AI/ChatGPT: I highly discourage the use of Generative AI (e.g., ChatGPT) to write your summaries or papers. [See this document](#) for my concerns and arguments for why it will not be helpful and could result in a failing grade for an assignment, depending on the way in which you use it.

Early Alert (CARE REPORT): Mesa Community College is committed to providing a personal education for each of our students, and the Care Team is a key part of this vision. When parents, faculty, or staff members are concerned about the physical, emotional, academic or personal health of a college student, the Care Team can assess the situation, offer support, and provide referrals to the breadth of resources on-campus. Explore the link: <https://www.mesacc.edu/employees/student-affairs/care-team>

Counseling Services: The Counseling Department at Mesa Community College provides a variety of counseling services to assist students in addressing their personal, academic, career development, prevention, and intervention challenges. Confidential services are offered free of charge to students. Counseling faculty support and empower students in the process of setting and attaining their academic, career, and personal goals. To schedule an appointment to meet with a counselor, call: MCC S&D (480) 461-7588; or MCC Red Mountain (480) 654-7720.

Visit www.mesacc.edu/departments/counseling for more information

[The Giant List of \(MCC\) Resources:](#) 16 pages of all kinds of things to help you out, from food, child care, pet care, art resources, and so much more.

Student Email: The Maricopa Community Colleges provide you with a student Gmail account as well as messaging through Canvas. I will contact you electronically through Canvas or by email. You are responsible for knowing all information I send through email. You must contact me from within Canvas or through your MEID student email. Emails from non-Maricopa personal email accounts may be blocked and I may not

respond to outside email addresses. Keep in mind that you can forward all of your Maricopa email to a private email address that you prefer to use, so you will not miss any email from your professors. [Setting Up Your Maricopa Email](#)

Student Handbook: It is your responsibility to understand the policies listed in this syllabus as these are the guidelines that your instructor will follow for grading, attendance, etc. It is also your responsibility to read and understand the college policies included in the student handbook as they may apply to you in the case of an incomplete grade, withdrawal for failure to attend, etc. [MCC Student Handbook](#)

Tuition Charges and Refunds: Students who officially withdraw from credit classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, class and registration processing fees. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

Length of Class	Official Withdrawal Deadlines for 100% Refund
1-9 calendar days	Prior to the class start date
10-19 calendar days	1 calendar day including the class start date
20-29 calendar days	2 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
50-59 calendar days	5 calendar days including the class start date
60-69 calendar days	6 calendar days including the class start date
70+ calendar days	7 calendar days including the class start date

**Course fees and registration processing fees will be refunded only if the student qualifies for a 100% refund. Debts owed to any MCCC college must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Requests for exceptions to the refund policy must be filed within one year from the semester in which the course was taken.*

This syllabus is a tentative plan for the course and may be altered, orally or in writing, at my discretion. I will notify students of any changes in course requirements or policies. It is your responsibility to keep abreast of syllabus changes.

TENTATIVE READING LIST (See Presentation Schedule for official reading list, page numbers, and the due dates for the reading):

I. What is philosophy and what is an argument?

Reading(s):

Lecture 1: Introduction to philosophy and arguments (on my Website under Lecture Notes)
Skill Sheets 1 and 2 (on my Website)

II. Fallacious Reasoning

Reading(s):

Lecture 2: Fallacious Reasoning (on my Website)
Dr. Dave Yount, *The Importance of Philosophy or Why Should I Take Philosophy?* (on my Website)

III. God and Religion

Reading(s):

VI.1 St. Anselm of Canterbury, "God Cannot Be Thought Not to Exist," pp. 365-367.
VI.2 St. Thomas Aquinas, "The Five Proofs of God," pp. 368-371.

- VI.3 Rene Descartes, "God as Source of My Idea of the Infinite," pp. 372-377.
- VI.5 Blaise Pascal, "The Wager," pp. 382-385.
- VI.6 Gottfried Wilhelm Leibniz, "The Problem of Evil," pp. 386-391.
- VI.7 David Hume, "The Argument from Design," pp. 392-397.
- VI.9 Soren Kierkegaard, "Faith and Subjectivity," pp. 405-410.
- VI.10 William James, "Reason, Passion and the Religious Hypothesis," pp. 412-416.

IV. Knowledge and Certainty

Reading(s):

- I.1 Plato, "Innate Knowledge," pp. 3-11.
- I.2 Plato, "Knowledge versus Opinion," pp. 12-18.
- I.3 Aristotle, "Demonstrative Knowledge and its Starting-points," pp. 19-21.
- I.4 Rene Descartes, "New Foundations for Knowledge," pp. 22-26.
- I.5 John Locke, "The Senses as the Basis of Knowledge," pp. 28-33.
- I.7 David Hume, "Scepticism versus Human Nature," pp. 39-43.

V. Being and Reality

Reading(s):

- II.1 Plato, "The Allegory of the Cave," pp. 76-82.
- II.2 Aristotle, "Individual Substance," pp. 83-86.
- II.4 John Locke, "Qualities and Ideas," pp. 94-98.
- II.6 George Berkeley, "Nothing Outside the Mind," pp. 105-111.
- II.7 David Hume, "The Limits of Metaphysical Speculation," pp. 111-116.

VI. Mind and Body

Reading(s):

- IV.2 Aristotle, "Soul and Body, Form and Matter," pp. 223-227.

VII. Freedom

Reading(s):

- V(b).10 Pierre Simon de Laplace, "Absolute Determinism," pp. 346-348.

VIII. Science and Method

Reading(s):

- VII.5 David Hume, "The Problem of Induction," pp. 456-460.
- VII.9 Karl Popper, "Science and Falsifiability," pp. 479-485.

IX. Morality and the Good Life

Reading(s):

- VIII.2 Aristotle, "Ethical Virtue," pp. 518-521. (If applicable; check your Presentation Schedule)
- VIII.6 Immanuel Kant, "Duty and Reason as the Ultimate Principle," pp. 540-545.
- VIII.7 John Stuart Mill, "Happiness as the Foundation of Morality," pp. 546-551.
- VIII.9 Friedrich Nietzsche, "Against Conventional Morality," pp. 559-564.

X. Authority & the State

Reading(s):

- X.1 Plato, "Our Obligation to Obey the Laws of the State," pp. 656-659.
- X.4 Thomas Hobbes, "Sovereignty and Security," pp. 672-677. (If applicable; check your Presentation Schedule)

XI. Beauty and Art

Reading(s):

- XI.1 Plato, "Art and Imitation," pp. 733-738. (If applicable; check your Presentation Schedule)
- XI.8 Leo Tolstoy, "The Value of Art," pp. 776-780.

[For Live classes:] *On the day/time of the scheduled final exam*, I will discuss my views on these issues ... *if* you are interested.