



Syllabus: PHIL 101-3 Intro to Philosophy

Course Information

Course Title: Intro to Philosophy
Course Prefix/Number: 101-3
Semester: Fall 2023
Class Days/Times: T/R 5:30-6:45pm
Credit Hours: 3

Instructor Information

Name: Tes Hash
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Office location: Online
Office hours: By request

Course Description

A survey of the practices of philosophical analysis using contemporary debates to illustrate core issues. Philosophical issues may include: explanation/proof, analysis/critique, ethics/morality, aesthetics/equilibrium, identity/otherness, society/governance, religion/science, epistemology/ ontology, thought/language, and consciousness/habit.

In this course we will touch on questions concerning the nature of reality, the foundations of knowledge (epistemology), standards of value, and the philosophy of science. We will place special emphasis on epistemological questions such as: what is knowledge? Who decides what is/is not knowledge? How do we come to know things? What is the value of knowledge? And so on and so forth.

Course Syllabus

We will work through a collection of papers written by Indigenous thinkers (mostly American, but some Canadian, Mexican and Australian as well) which respond to some of the most common philosophical topics that philosophers are concerned with. This course will focus on the reading, critical thinking and writing skills that are needed in the study of academic philosophy.

We will conduct close readings of the texts and engage in discussion, analysis and written responses to the topics covered.

Student Learning Outcomes

- To have students become familiar with the activity of “doing” philosophy; understand philosophical concepts and influential strains of thought in academic philosophy.
- To help students develop critical thinking skills; to think through ideas and practices deeply and analytically, and to learn how to provide answers for their own thoughts and beliefs.
- To have students learn how to articulate their ideas, values and beliefs to others verbally and in written form.
- To have students develop a curiosity and understanding regarding their own cultural beliefs and values in relation to others’.

Course Structure

- **Meet:**
We will meet via Zoom twice a week, T/R from 5:30-6:45pm for presentation and discussion of the weekly readings. I will usually begin class by clarifying key concepts that were covered in the text you will have read. The rest of the time will be spent answering your questions and discussing your thoughts on the reading material. Students will all be expected to engage in the discussion in class time and final participation grades will depend upon it. Attendance and participation in class meetings will count for 30% of your grade.
- **Discussion Questions:**
There will be readings assigned for each week and graded weekly discussion questions posted to Canvas. The most important part about these homework assignments will be that you thoughtfully participate in the activity. Participating will be vital to your success in the course and will count toward 30% of your final grade.
- **Final Assignment:** The articulation of philosophical ideas takes many different forms; philosophical ideas can be communicated in many different ways – outside of the strict

Course Syllabus

structures that Anglo academic institutions have put in place for academic philosophical work. Thus, you will be given a **choice** among the following options, about halfway through the semester, regarding your final assignment. This assignment will count towards 40% of your grade.

1. **Paper:** One 4-6 page paper written in the standard academic format. Philosophy courses in academia focus heavily on writing, and learning how to begin to structure a paper in this course will be useful to you in all of your future writing-based college courses. Philosophy papers, by and large, are not research papers. The purpose of writing a philosophy paper is for you to demonstrate that you have read, analyzed, thought through and understand (or are at least trying to!) the concepts presented in the reading material. Thoughtfulness and active engagement in philosophical questioning and analysis are the primary goals for content. Most of you will likely not have written a philosophy paper before taking this class, so I will provide you with resources explaining how to approach it, and we will begin workshopping ideas about halfway through the semester so that you have some time to get it done. If you plan to go on to university after this, and plan to take other philosophy classes at your next school, you might want to choose this option as it will help prepare you.

1. **Conversation:** You will have a 1 hour meeting with me (via zoom or in person, if possible) where we discuss a philosophy paper of your choosing. You will be expected to choose a paper (or chapter) that we read in class and prepare some questions and ideas that you want to discuss, and then we will engage in philosophical conversation! This choice sometimes seems intimidating to students, but those who have chosen it in the past have ended up really enjoying it. This assignment will also help prepare you for future courses and also help you learn how to communicate difficult ideas in an effective way. This assignment should not be thought of as a public speech but as a conversation.

2. **Poetry and/or Storytelling:** You will either write a philosophical poem, or work through a philosophical idea (or ideas) that we have discussed in class, through telling a story in the manner that is from your personal tradition/cultural background. Although there is some freedom here for how these assignments might look, it must be apparent in the writing that you are engaging with some of the philosophical topics that we covered in the course.

Course Learning Materials and Textbook Information

You should have acquired three textbooks for this course:

American Indian Thought: Philosophical Essays

Editor: Anne Waters

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Course Syllabus

How It Is: The Native American Philosophy of V. F. Cordova

Author: Cordova, V. F.

The Metaphysics of Modern Existence

Author: Deloria Jr., Vine

We will largely be going through the first one: *American Indian Thought*, as it is a collection of papers written by Native American philosophers on a variety of classic philosophical topics. The reading schedule below is subject to change, but should serve as a guideline for now. The readings are expected to be difficult and you will likely be encountering new concepts and terms, so we will take them slowly and in small amounts each week.

The other two books you should have gotten for the course are important works in academic philosophy by two other American Indian philosophers. Even if we do not get to read these in this course, these are great resources for you to have if you find yourself wanting to dive deeper into more philosophical topics later on. Keep them and read them!

We will also read some other papers that I select throughout the course and you will be provided with PDF's of these.

SCHEDULE

Week 1: Getting our feet wet in epistemology with feminist and Indigenous articulations

Tuesday 8/22

First class meeting, introductions, begin readings for Thursday class meeting

Read for Thursday:

Anderson, K., 2019. What Can Indigenous Feminist Knowledge and Practices Bring to "Indigenizing" the Academy? *Journal of World Philosophies* 4: 121-155.

Thursday 8/24

We will **discuss**: Anderson, K., 2019. What Can Indigenous Feminist Knowledge and Practices Bring to "Indigenizing" the Academy? *Journal of World Philosophies* 4: 121-155.

Read for Tuesday:

TBA

Course Syllabus

Courses Outline and Important Dates

The readings listed for each day are what you are expected to have read *before* the class meeting. You will be *discussing* the reading assigned for that day, *in class*.

Answers to discussion questions posted on Canvas will be due every Friday, by the end of the day.

There will not be any exams in this course.

Important dates will be updated.

Evaluations and Grading & Assignments:

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

Your grade will be determined by the following:

Attendance and Participation: 30%

Discussion Questions: 30%

Final Assignment: 40%

Total: 100%

SCAC General Education Learning Outcomes

Apache Wisdom

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

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Course Syllabus

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

Policies and Expectations

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Course Policies:

- 1) Students are expected to attend each class., arriving on time, except in the case of an excused emergency.
- 2) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 3) Unexcused late arrivals or early departures will count against attendance record.
- 4) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 6) Students are expected to stay in class and engage in discussion throughout the whole time.
- 7) Late work is marked down 10 points for each day of tardiness.
- 8) Failure to submit a project results in a grade of zero (0). An F is a better grade!

Course Syllabus

- 9) No work accepted after the last class

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. Laboratories cannot be made up except in the case of college closure. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

Faculty/Student Communication

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as

Course Syllabus

stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Course Syllabus

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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