

**PHIL 1301: INTRODUCTION TO PHILOSOPHY
SECTION 602 – FALL 2024**

Instructor: Ryan Pollock, Ph.D.
Office Hours: By Appointment via Blackboard Collaborate
Email: pollocrc@gmail.com

CONTENTS

Course Overview 1
Assignments 2
Course Schedule 4
University Policies and Resources 10

COURSE OVERVIEW

COURSE DESCRIPTION

“I say it’s the greatest good for a man to discuss virtue every day [...] on the grounds that **the unexamined life isn’t worth living** for a human being.”

-Plato, *Apology*

Human beings have beliefs that pertain to a wide variety of topics - morality, politics, human nature, the structure of the universe, and how to live a happy life. The sources of these beliefs are similarly multifarious. We might believe what we do because of tradition, authority, how we were educated, because we never were exposed to alternate ways of thinking, or simply because believing a certain way makes us feel good. This course explores a method of forming our beliefs different from each one just listed – the method of forming our beliefs through reason and critical thinking. As we will see, philosophers discuss myriad questions of deep human importance, and the way philosophers discuss these questions is inspired by Plato’s commitment to leading an “examined life.” The philosopher does not, or at least should not, accept a belief as true merely because it is a piece of social, cultural, religious, or personal dogma. The commitment to self-examination requires the willingness to subject what we believe to critical questioning in an effort to discover truth. If Plato is right, then this is an essential component of what it means to live a flourishing human life.

The course is divided into two parts and examines both historical as well as contemporary sources. Following an overview of some basic concepts in logic, the first part of the course covers the dialogues associated with the trial and death of Socrates (*Euthyphro*, *Apology*, *Crito*, *Phaedo*). These dialogues provide the opportunity to consider numerous classical philosophical issues: the relationship between God and morality, the nature of a proper human life, the value of philosophical examination itself, political authority, the possibility of surviving our own death, and how to live in the face of death. The second half of the course covers questions such as: is death bad for us? Is immortality desirable? What is the meaning of life? Does God exist? How should we respond to the presence of evil and suffering? Throughout we will focus on the question of what it means to be a human person, and what it means to live a distinctively human life.

LEARNING FORMAT

This class will be taught online in an asynchronous learning format. Course material will be delivered through the following avenues.

- **Readings:** Students will be responsible for completing weekly readings which provide the foundation for the content covered in the course. There is no textbook for this course. All readings will be made available online via Blackboard.
- **Video Lectures:** In place of classroom lectures, the instructor will cover the material through a series of video lectures. The video lectures can be found either through links posted to Blackboard, or on my YouTube channel [RCP Philosophy](#).
- **Lecture Outlines:** The outlines I use in my lecture videos are available to on Blackboard.

COURSE OBJECTIVES

- **Philosophy Content.** Students will learn about myriad classical philosophical topics and texts. This includes the trial and death of Socrates, death and immortality, the meaning of life, the existence of God and the problem of evil.
- **Philosophical Reading Skills.** Students will become more proficient in reading, identifying, and critiquing the main argument of philosophical writing.
- **Critical Thinking and Argumentation Skills.** Students will learn how arguments work, how to criticize an argument, and how to construct and defend their own positions.
- **Written Expression.** Students will complete a series of papers meant to build the skills necessary for understanding, criticizing, and analyzing philosophical arguments.

ASSIGNMENTS

WEEKLY ASSIGNMENTS (25%)

13 Discussion Forums
2 Quizzes

The weekly assignments category comprises both discussion forums and quizzes. For each discussion forum students will be required to make at least three posts: (1) in general **one** “first post” that is due by Thursday 11:59 CST of each week and (2) **two** “response posts” that are due by Sunday 11:59 CST of each week. The first post is a response to a discussion prompt, whereas the response posts are a response to the comments of either another student or the instructor. Your discussion forum posts will be graded for both *completion* and *quality*. While there is no word requirement for “response posts,” your “first post” **must be at least 100 words**. When grading the quality of your posts I will consider: does the post demonstrate close reading of the text? Does the post demonstrate critical thought about the issue at hand? Does the student engage with his or her classmates in a meaningful way? For those who display an exceptional willingness to engage in the discussion forums, **and** do so in a way that makes a **quality** contribution to the discussion, I may consider awarding some extra credit. For further details see the video “[Lecture \(2\) PHIL 1301 Weekly Assignments, Quizzes, and Discussions](#).”

RESPONSE PAPERS (25%)

There are eight opportunities to complete response papers, but students are only required to complete four response papers total. For details on this assignment see lecture videos (7), (8), (9), and (10).

EXAMS (50%)

Exam 1 (25%)

Exam 2 (25%)

There are two exams in this course (Exam 1 and Exam 2). Each will have the format of a “take-home” essay exam and will be submitted online through Blackboard. Exam 1 will become available on 10/14 at 8:00 AM CST and must be submitted by 10/18 at 11:59 PM CST. Exam 2 will become available on 12/9 at 8:00 AM CST and must be submitted by 12/13 at 11:59 PM CST. For further details on exam format, guidance about how to study for each exam, and directions for how the exams will be submitted, please see “[Lecture \(15\) PHIL 1301 Exam Guidelines](#).” Exam 2 is not cumulative.

FINAL GRADE

Each student’s final grade will be calculated according to the following percentages.

Weekly Assignments (Discussions and Quizzes)	25%
Response Papers	25%
Exams	50%

Your grade will be converted to a letter grade according to the following grade scale.

Grade Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

CLASS PARTICIPATION GRADE ADJUSTMENT

In the case of borderline grades there can be fine tuning based on participation and discussion forum posting. For the fine tuning to occur the student must be within at least **2 percentage points** of the next highest grade bracket. The amount of points that a student’s grade is adjusted up will depend upon the extent and quality of the student’s participation. Student’s grades will only be adjusted up and not down with this system.

MISSED/LATE WORK POLICY

Students will not be allowed to submit assignments late unless there is an excused reason. An excused reason requires that the student must (i) notify the instructor no later than 24 hours after the missed assignment and (ii) have a reason for missing the assignment that the instructor finds excusable. An example of a reason the instructor is likely to find excusable is something like a death in the family, illness, or some other sort of emergency. An example of a reason the instructor would not find excusable is that the student overslept or forgot. In the case of an excused reason for missing an assignment other arrangements can be made with the instructor.

COURSE SCHEDULE

WEEK 1: August 26 – September 1

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none">• Course Introduction• Logic and the Structure of Argument	<p>Reading</p> <ul style="list-style-type: none">• No Reading. <p>Lectures</p> <ul style="list-style-type: none">• Lecture (1) PHIL 1301 Class Introduction• Lecture (2) Weekly Assignments, Quizzes, and Discussions• Lecture (3) Logic and the Structure of Argument <p>Assignments</p> <ul style="list-style-type: none">• Discussion Forum 1 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST)• Quiz 1 (due by Sunday at 11:59 PM CST). This quiz consists of 10 true or false questions. There is no time limit for Quiz 1 and you can make as many attempts as you want. This quiz will test your knowledge of the basic requirements of the course described in Lectures (1) and (2).

WEEK 2: September 2 – September 8

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none">• Validity, Soundness, and Conditional Argument Forms	<p>Reading</p> <ul style="list-style-type: none">• No Reading. <p>Lectures</p> <ul style="list-style-type: none">• Lecture (4) Evaluating Arguments for Validity and Soundness• Lecture (5) Conditionals, Modus Ponens, and Modus Tollens• Lecture (6) Cumulative Logic Practice Exercises <p>Assignments</p> <ul style="list-style-type: none">• Practice Quiz 2 (Optional). Practice Quiz 2 is optional and will not be graded. There is no time limit for this practice quiz and you can make as many attempts as you want. This practice quiz will show you the exact format of the questions you will see on Quiz 2.• Quiz 2 (due by Sunday at 11:59 PM CST). This quiz consists of 10 multiple choice questions. Once you begin Quiz 2 you will have 60 minutes to complete it, and you will only be permitted one attempt. This quiz will test your knowledge of arguments and argument forms that is covered in Lectures (3), (4), (5), and (6). In preparation, it is highly recommended that you complete Practice Quiz 2.

WEEK 3: September 9 – September 15

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Response Paper Guidelines 	<p>Reading</p> <ul style="list-style-type: none"> • Christopher A. Pynes, “Seven Arguments Against Extra Credit,” 191-193 and 204-205 (The “Failure in Conception” Argument) • Andrew T. Forcehimes, “Download This Essay: A Defence of Stealing Ebooks” <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (7) PHIL 1301 Response Paper Basic Requirements • Lecture (8) PHIL 1301 Citation, Paraphrase, and Plagiarism • Lecture (9) Explaining Philosophical Arguments • Lecture (10) Criticizing Philosophical Arguments <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 2 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) • Response Paper 1 (due by Sunday at 11:59 PM CST). Note: for the rest of the semester there is flexibility about which response papers you will complete. However, all students are required to complete Response Paper 1.

WEEK 4: September 16 – September 22

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Plato’s <i>Euthyphro</i> 	<p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Euthyphro</i>, pp. 2-11 (2a-11b) <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (11) Major Themes in the Euthyphro • Lecture (12) Euthyphro’s First and Second Definitions of Piety • Lecture (13) Euthyphro’s Third Definition of Piety • Lecture (14) The Euthyphro Dilemma and the Moral Argument for God <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 3 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) • Response Paper 2 (due by Sunday at 11:59 PM CST)

WEEK 5: September 23 – September 29

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Plato's <i>Apology</i>, 17a-24b • Exam Guidelines 	<p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Apology</i>, pp. 21-28 (17a-24b) <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (15) PHIL 1301 Exam Guidelines • Lecture (16) The Accusations Against Socrates • Lecture (17) Socrates' Critique of Sophistry • Lecture (18) Socratic Wisdom and the Nature of Self-Deception <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 4 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST)

WEEK 6: September 30 – October 6

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Plato's <i>Apology</i>, 24b-42a 	<p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Apology</i>, pp. 28-46 (24b-42a) <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (19) Socrates' Cross Examination of Meletus • Lecture (20) Socrates as Gadfly and Philosophical Martyr • Lecture (21) Socrates on Death and the Examined Life <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 5 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) • Response Paper 3 (due by Sunday at 11:59 PM CST)

WEEK 7: October 7 – October 13

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Plato's <i>Crito</i> 	<p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Crito</i> <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (22) The "Majority" and Moral Expertise in the Crito • Lecture (23) Justice Absolutism and Paternal Authority • Lecture (24) Political Obligation, Just Agreement, and Tacit Consent <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 6 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) • Response Paper 4 (due by Sunday at 11:59 PM CST)

WEEK 8: October 14 – October 20

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Exam 1 	<p>Reading</p> <ul style="list-style-type: none"> • No Reading <p>Lectures</p> <ul style="list-style-type: none"> • No Lecture Videos <p>Assignments</p> <ul style="list-style-type: none"> • Exam 1. Exam 1 will become available on 10/14 at 8:00 AM CST and must be submitted by 10/18 at 11:59 PM CST.

WEEK 9: October 21 – October 27

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Plato's <i>Phaedo</i>, 57a-69e 	<p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Phaedo</i>, 57a-69e (pp. 49-60) • Kagan, "Plato on the Immortality of the Soul," pp. 69-76 <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (25) The Philosophical Attitude toward Death and Ethics of Suicide • Lecture (26) Philosophy as Training for Death • Lecture (27) Death, Knowledge, and Plato's Theory of the Forms <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 7 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST)

WEEK 10: October 28 – November 3

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Plato's <i>Phaedo</i>, 69e-88c 	<p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Phaedo</i>, 69e-88c (pp. 60-73) • Kagan, "Plato on the Immortality of the Soul," pp. 76-97 (Optional) <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (28) The Cyclical Argument • Lecture (29) The Argument from Recollection • Lecture (30) The Affinity Argument • Lecture (31) Plato on the Relationship between Body and Soul <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 8 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) • Response Paper 5 (due by Sunday at 11:59 PM CST)

WEEK 11: November 4 – November 10

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Death and Immortality 	<p>Reading</p> <ul style="list-style-type: none"> • Epicurus, “Letter to Menoeceus” • Kagan, “Immortality” <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (32) Epicurus on Death • Lecture (33) The Deprivation Account and Epicurean View of Desire • Lecture (34) Immortality and Boredom • Lecture (35) Immortality, Identity, and Integrity <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 9 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) • Response Paper 6 (due by Sunday at 11:59 PM CST)

WEEK 12: November 11 – November 17

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • God and the Meaning of Life 	<p>Reading</p> <ul style="list-style-type: none"> • Taylor, “The Meaning of Life” • Wielenberg, <i>Value and Virtue in a Godless Universe</i>, “God and the Meaning of Life,” pp. 14-23 <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (36) Happiness and Meaning • Lecture (37) Objective and Subjective Meaning • Lecture (38) God and the Problem of Objective Meaning <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 10 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST)

WEEK 13: November 18 – November 24

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • Cosmological Arguments 	<p>Reading</p> <ul style="list-style-type: none"> • Aquinas, “The Five Ways” (focus on the first two “Ways”) • Craig, “The Existence of God and the Beginning of the Universe” (Optional) <p>Lectures</p> <ul style="list-style-type: none"> • Lecture (39) The Structure of Cosmological Arguments • Lecture (40) Aquinas’ Argument from Causation • Lecture (41) The Kalam Cosmological Argument • Lecture (42) A Personal God and the Infinite God Objection <p>Assignments</p> <ul style="list-style-type: none"> • Discussion Forum 11 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) • Response Paper 7 (due by Sunday at 11:59 PM CST)

WEEK 14: November 25 – December 1

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none">• The Problem of Evil	<p>Reading</p> <ul style="list-style-type: none">• Rowe, “The Problem of Evil and Some Varieties of Atheism,” Section I (Sections II and III are optional)• Speak, “The Evidential Problem,” Sections 3.1-3.3 (pp. 49-58) <p>Lectures</p> <ul style="list-style-type: none">• Lecture (43) The Philosophical Problem of Evil• Lecture (44) The Argument from Evil <p>Assignments</p> <ul style="list-style-type: none">• The due dates for the assignments covering the material from this week (Discussion Forum 12 and Response Paper 8) have been pushed until later because of Thanksgiving Break.

WEEK 15: December 2 – December 8

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none">• The Problem of Evil (cont.)	<p>Reading</p> <ul style="list-style-type: none">• Speak, “The Project of Theodicy,” pp. 94-104 (Optional) <p>Lectures</p> <ul style="list-style-type: none">• Lecture (45) The Free Will and Soul-Making Theodicies• Lecture (46) Skeptical Theism and the Parent Analogy <p>Assignments</p> <ul style="list-style-type: none">• Discussion Forum 12 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST)• Response Paper 8 (due by Sunday at 11:59 PM CST)

WEEK 16: December 9 – December 13

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none">• Exam 2	<p>Reading</p> <ul style="list-style-type: none">• No Reading <p>Lectures</p> <ul style="list-style-type: none">• No Lecture Videos <p>Assignments</p> <ul style="list-style-type: none">• Exam 2. Exam 2 will become available on 12/9 at 8:00 AM CST and must be submitted by 12/13 at 11:59 PM CST.

UNIVERSITY POLICIES AND RESOURCES

ACADEMIC INTEGRITY

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. If you are ever unclear whether a specific act might constitute academic misconduct, please contact me for an assessment of the situation.

ACADEMIC ACCOMMODATIONS FOR PERSONS WITH DISABILITIES:

The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodations of their disability. If you have a disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

ACADEMIC LEARNING CENTER:

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

COUNSELING RESOURCES:

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8 a.m. and 5 p.m., Monday – Friday. After-hours crisis support is available by calling 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (to the extent permitted by law), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

EMERGENCY PREPAREDNESS:

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff, and faculty who are registered in JagE Alert, will have the option to receive a text message, email, and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

FINANCIAL AID AND VERIFICATION OF ATTENDANCE:

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

JAGUAR WRITING CENTER:

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can schedule appointments with the Writing Center in JagWire under the student services tab. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

MEETING BASIC NEEDS:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. In addition, you may notify the instructor if you are comfortable doing so.

MILITARY AFFAIRS:

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, about special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person, Room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

RELIGIOUS OBSERVANCES:

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under A&M System policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

RESPECT FOR DIVERSITY:

We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the classroom, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

THE SIX-DROP RULE:

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

STATEMENT OF HARASSMENT AND DISCRIMINATION:

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about an incident of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

STUDENTS' RIGHTS AND RESPONSIBILITIES:

The purpose of the following statement is to enumerate the essential provisions of students' freedoms and responsibilities to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System, including the A&M-San Antonio Student Code of Conduct.

Students' Rights

- A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.
- Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, genetic information, or veteran status in accordance with applicable federal and state laws.
- A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
- Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

- A student has the responsibility to respect the rights and property of others, including other students, the faculty and staff, and the administration.
- A student has the responsibility to be fully acquainted and compliant with the University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and in the University Catalog.
- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
- A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
- A student has the responsibility to check their University email for any updates or official University notifications.
- We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

ARTIFICIAL INTELLIGENCE POLICY:

PHIL 1301 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.