

PHIL 1301: INTRODUCTION TO PHILOSOPHY

SPRING 2026

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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? 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 readings, documents, and videos that are made available through Blackboard. It is recommended that each week students proceed through the material in the following order: (1) complete the reading, (2) read/watch all supplemental learning materials (explanatory videos or documents), and (3) complete the weekly assignments.

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, and the existence of God.
- **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

DISCUSSION FORUMS (20%)

Students will be required to complete a discussion forum assignment most weeks of the semester (please see the Course Schedule below for exact information about when each discussion forum is due). For each discussion forum students will be required to make at least three posts: (1) **one** “first post” that is due by Thursday 11:59 CST of that week and (2) **two** “response posts” that are due by Sunday 11:59 CST of that 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. At a minimum, your first post must be **at least 100 words**, and your response posts must each be **at least 50 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?

QUIZZES (20%)

Students will be required to complete a quiz during many weeks of the semester (please see the Course Schedule below for exact information about when each quiz is due). The

quizzes are meant to check comprehension of the most important concepts from that week's reading. Quizzes will contain a combination of true/false, multiple choice, and/or short answer questions. The quizzes do not have a time limit, but they must be completed by the end of the day on Sunday of the relevant week (unless a particular quiz specifies otherwise).

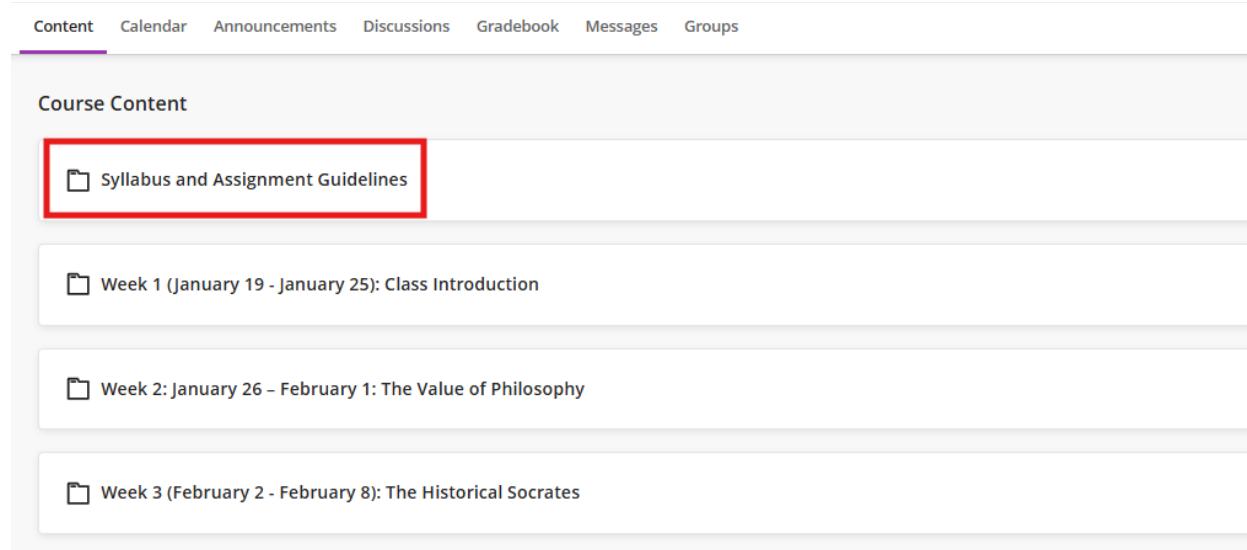
RESPONSE PAPERS (40%)

Students will complete a series of 6 response papers throughout the course of the semester (please see the Course Schedule below for exact information about when each response paper is due). This assignment gives students the opportunity to explain, and critically evaluate, some specified portion of the assigned text. Specific instructions for each response paper will be included with the assignment link on Blackboard.

SOCRATIC DIALOGUE PROJECT (20%)

The culminating project of this class requires students to engage in a Socratic-style dialogue with another person not in this class (a friend, family member, co-worker, etc.) and reflect on that experience in a final paper assignment due during final exam week. This assignment will be due during final exam week.

The instructions for this assignment can be found in the "Syllabus and Assignment Guidelines" folder on Blackboard. Below I have included a picture showing where on Blackboard you can find this folder.



The image shows a screenshot of a Blackboard course content page. At the top, there is a navigation bar with links: Content, Calendar, Announcements, Discussions, Gradebook, Messages, and Groups. Below the navigation bar, there is a section titled "Course Content". Inside this section, there is a list of items. The first item, "Syllabus and Assignment Guidelines", is highlighted with a red rectangular box around its icon and text. The other items in the list are "Week 1 (January 19 - January 25): Class Introduction", "Week 2: January 26 – February 1: The Value of Philosophy", and "Week 3 (February 2 - February 8): The Historical Socrates".

It is recommended that you read through this document as soon as possible. This is because you will want to start thinking now about who you will speak with and what topic you will speak about (there is a list of approved topics in the assignment guidelines document). Below I have listed three important dates associated with this project.

- (1) You should chose your dialogue partner (and gain their consent) by March 22.
- (2) You are required to chose a topic for your project by April 19.
- (3) Your submission of the project is due on May 10 at 11:59 PM CST.

FINAL GRADE

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

Discussion Forums	20%
Quizzes	20%
Response Papers	40%
Socratic Dialogue Project	20%

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 the quality of the student's participation in the discussion forums and/or demonstrating significant improvement on the response papers over the course of the semester. 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. Students' grades will only be adjusted up and not down with this system.

MISSSED/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 simply forgot or was away on vacation. In the case of an excused reason for missing an assignment other arrangements can be made with the instructor.

COURSE SCHEDULE

WEEK 1: January 19 – January 25

TOPICS	READING, LECTURES, AND ASSIGNMENTS
• Class Introduction	<p>Reading</p> <ul style="list-style-type: none">• PHIL 1301 Class Syllabus• PHIL 1301 Socratic Dialogue Project Guidelines <p>Lectures</p> <ul style="list-style-type: none">• Video Lecture: Philosophical Questions <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). Unlike other quizzes, you can make as many attempts as you would like on Quiz 1.

WEEK 2: January 26 – February 1

TOPICS	READING, LECTURES, AND ASSIGNMENTS
• The Value of Philosophy	<p>Reading</p> <ul style="list-style-type: none">• Russell, “The Value of Philosophy” <p>Lectures</p> <ul style="list-style-type: none">• Video Lecture: The Tyranny of Custom and Liberating Doubt <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)• Quiz 2 (due by Sunday at 11:59 PM CST)

WEEK 3: February 2 – February 8

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> • The Historical Socrates 	<p>Reading</p> <ul style="list-style-type: none"> • Selection from James M. Ambury, "Socrates," Internet Encyclopedia of Philosophy (part 1.a "The Historical Socrates) • Portrait of Socrates in Plato's Symposium <p>Lectures</p> <ul style="list-style-type: none"> • Video Lecture: The Strange Power of Socrates <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) • Quiz 3 (due by Sunday at 11:59 PM CST)

WEEK 4: February 9 – February 15

TOPICS	READING 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) • Reading Guide for Plato's Euthyphro (Optional – use as a companion while you read the text from Plato) <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) • Response Paper 1 (due by Sunday at 11:59 PM CST)

WEEK 5: February 16 – February 22

TOPICS	READING AND ASSIGNMENTS
<ul style="list-style-type: none"> • Plato's <i>Apology</i>, 17a-24b 	<p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Apology</i>, pp. 21-28 (17a-24b) • Reading Guide for Plato's Apology 17a-24b (Optional – use as a companion while you read the text from Plato) <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) • Quiz 4 (due by Sunday at 11:59 PM CST)

WEEK 6: February 23 – March 1

TOPICS	READING AND ASSIGNMENTS
• Plato's <i>Apology</i> , 24b-42a	Reading <ul style="list-style-type: none">• Plato, <i>Apology</i>, pp. 28-46 (24b-42a)• Reading Guide for Plato's <i>Apology</i> 24b-42a (Optional – use as a companion while you read the text from Plato) Assignments <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 2 (due by Sunday at 11:59 PM CST)

WEEK 7: March 2 – March 8

TOPICS	READING AND ASSIGNMENTS
• Plato's <i>Crito</i>	Reading <ul style="list-style-type: none">• Plato, <i>Crito</i>• Reading Guide for Plato's <i>Crito</i> (Optional – use as a companion while you read the text from Plato) Assignments <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)• Response Paper 3 (due by Sunday at 11:59 PM CST)

WEEK 8, SPRING BREAK: March 9 – March 15**WEEK 9:** March 16 – March 22

TOPICS	READING AND ASSIGNMENTS
• Plato's <i>Phaedo</i> , 57a-69e	Reading <ul style="list-style-type: none">• Plato, <i>Phaedo</i>, 57a-69e (pp. 49-60)• Reading Guide for Plato's <i>Phaedo</i> 57a-69e (Optional – use as a companion while you read the text from Plato)• Kagan, "Plato on the Immortality of the Soul," pp. 69-76 (Optional – will not be covered in Quiz 5, but provides helpful commentary) Assignments <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)• Quiz 5 (due by Sunday at 11:59 PM CST) Important Note! By Sunday of this week you should identify your conversation partner for the Socratic Dialogue Project. One question in Quiz 5 will ask whether you have found a partner, and whether you have gained their consent to participate.

WEEK 10: March 23 – March 29

TOPICS	READING AND ASSIGNMENTS
• Plato's <i>Phaedo</i> , 69e-88c	Reading <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 – will not be covered in Quiz 9, but provides helpful commentary) Assignments <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 4 (due by Sunday at 11:59 PM CST)

WEEK 11: March 30 – April 5

TOPICS	READING AND ASSIGNMENTS
• Death and Immortality	Reading <ul style="list-style-type: none">• Epicurus, "Letter to Menoeceus" Assignments <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)• Quiz 6 (due by Sunday at 11:59 PM CST)

WEEK 12: April 6 – April 12

TOPICS	READING AND ASSIGNMENTS
• Death and Immortality	Reading <ul style="list-style-type: none">• Kagan, "Immortality" Assignments <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 5 (due by Sunday at 11:59 PM CST)

WEEK 13: April 13 – April 19

TOPICS	READING AND ASSIGNMENTS
<ul style="list-style-type: none"> Classic Arguments for the Existence of God 	<p>Reading</p> <ul style="list-style-type: none"> Aquinas, “The Five Ways” <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) Quiz 7 (due by Sunday at 11:59 PM CST) Important Note! By Sunday of this week you need to chose your topic for the Socratic Dialogue Project. Quiz 7 will consist of just one short answer question requiring you to state which topic you have selected.

WEEK 14: April 20 – April 26

TOPICS	READING 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” <p>Assignments</p> <ul style="list-style-type: none"> Discussion Forum 13 (first post due by Thursday at 11:59 PM CST, response posts due by Sunday at 11:59 PM CST) Quiz 8 (due by Sunday at 11:59 PM CST)

WEEK 15: April 27 – May 3

TOPICS	READING AND ASSIGNMENTS
<ul style="list-style-type: none"> God and the Meaning of Life 	<p>Reading</p> <ul style="list-style-type: none"> Wielenberg, “God and the Meaning of Life,” pp. 14-23 <p>Assignments</p> <ul style="list-style-type: none"> Discussion Forum 14 (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 16: May 4 – May 10

TOPICS	READING, LECTURES, AND ASSIGNMENTS
<ul style="list-style-type: none"> Socratic Dialogue Project 	<p>Reading</p> <ul style="list-style-type: none"> No Reading. <p>Assignments</p> <ul style="list-style-type: none"> Socratic Dialogue Project (due by Sunday at 11:59 PM CST)

UNIVERSITY POLICIES AND RESOURCES

UNIVERSITY EMAIL POLICY AND COURSE COMMUNICATIONS: All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

ACADEMIC ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations with Disability Support Services and their instructors as soon as possible.

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 provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

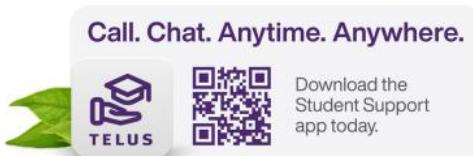
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

COUNSELING/MENTAL HEALTH RESOURCES: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



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, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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, LANGUAGE, AND DIGITAL COMPOSING CENTER (WLDCC): The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written

assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). 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 submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

MILITARY AFFAIRS: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

RELIGIOUS OBSERVANCES: Texas A&M University-San Antonio recognizes the wide variety 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 the policy, students are provided an opportunity to make up any examination, study, or course 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.

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, equal 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 and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct 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 Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

PREGNANT/PARENTING STUDENTS: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamus.edu or call (210) 784-2636.

STUDENTS' RIGHTS AND RESPONSIBILITIES: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

STUDENTS' RIGHTS

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. 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, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. 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.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

STUDENTS' RESPONSIBILITIES

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. 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, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

IMPORTANT SPRING 2026 DATES:

Dates	Event
January 13	Tuition & Fee Payments deadline
January 19	Martin Luther King, Jr. – No Classes
January 20	First day of class
February 4	Census date
February 23-March 6	Midterm grading period
March 9-March 14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic "W"
May 1	Last day to drop a course or withdraw from the University
May 4	Last day of classes
May 5	Study Day – No classes
May 6-May 12	Final exams
May 19	Commencement

The complete [academic calendar](#) is available online

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.