

COURSE LEARNING OBJECTIVES

FROM SAMPLE SYLLABI

* DENOTES REQUIRED COURSES

PHIL 119: World Religions

Learning Goal

Basic knowledge of the beliefs and practices of the different world religions covered in this course.

Learning Outcomes

1. Ability to describe and compare the beliefs and practices of different world religions.
2. Ability to identify and appreciate the common ground of all religions.

Learning Measurements

1. Quizzes
2. Papers
3. Discussions
4. Weekly Reading Summary
5. Student Discussion Leadership

PHIL 120: Introduction to Philosophy: The Big Questions

Learning Goal

Knowledge of basic concepts and theories in philosophy.

Learning Outcomes

1. Ability to identify and critically evaluate philosophical arguments made by others.
2. Ability to construct one's own philosophical arguments and defend them from criticism, both orally and in writing.
3. Ability to explain and analyze the key philosophical concepts of determinism, free will, the existence of God, personality identity, skepticism, and ethics.

Learning Measurements

1. In-class discussion, in which students learn to evaluate and offer philosophical arguments.
2. Papers to measure the ability to evaluate, construct, and defend philosophical arguments.
3. Quizzes (announced and unannounced) to measure recall of key philosophical concepts.
4. Tests to evaluate comprehensive knowledge of philosophical ideas and the ability to reason effectively about them.

PHIL 121: Philosophy of Religion

Learning Goal

Basic knowledge of the main philosophical issues, positions, and arguments concerning religion.

Learning Outcomes

1. Ability to explain and analyze the main issues, concepts, positions, and arguments of philosophy of religion.
2. Ability to critically evaluate the main philosophical positions and arguments.

Learning Measurements

1. Quizzes
2. Papers
3. Discussions
4. Weekly Reading Summaries
5. Student Discussion Leadership

PHIL 122: Critical Thinking *

Learning Goal

Knowledge of the theory and standard methods of analysis and evaluation in critical thinking (or informal logic: the study of arguments in ordinary discourse).

Learning Outcomes

By the end of this course, you should be able to use the methods of informal logic to:

1. Identify different types of claims, issues, and arguments (and their components);
2. Evaluate claims, issues and arguments, and identify mistakes in reasoning; and
3. Prove the validity or invalidity of arguments in ordinary discourse.

Learning Measurements

- In-class exercises
- Exams

PHIL 123: Symbolic Logic*

Learning Goal

Knowledge of the principles and standard methods of analysis and evaluation in mathematical logic.

Learning Outcomes

By the end of this course, you should be able to use the methods of mathematical logic to:

1. Identify different types of arguments as well as their premises and conclusions;
2. Evaluate arguments and identify mistakes in reasoning; and
3. Prove the validity or invalidity of arguments.

Learning Measurements

- In-class exercises
- Exams

PHIL 130: Ethics*

Learning Goal

To achieve knowledge of a variety of ethical theories.

Learning Outcomes

By the end of this course, you should be able to:

1. Describe an ethical theory and its rationale;
2. Explain the meaning of key ethical issues, concepts or principles; and
3. Compare or evaluate different ethical theories.

Learning Measurements

- Class discussions of the reading material led by the professor
- Student-led review sessions before each exam
- Exams

- Assessment criteria
 - Accuracy
 - Clarity
 - Focus
 - Organization
 - Completeness

PHIL 131: Biomedical Ethics

Learning Goal

Working knowledge of basic ethical theories and philosophical concepts used in the process of ethical decision making in the field of biomedical ethics.

Learning Outcomes

1. Ability to explain and apply principle [Kantian], utilitarian, and virtue ethics.
2. Development of critical and analytical skills associated with understanding particular ethical dilemmas in context.
3. Ability to explain and apply core philosophical concepts used in biomedical ethical decision-making.
4. Ability to evaluate claims, issues and arguments, and identify mistakes in reasoning.

Learning Measurements

1. In-class group exercises in which students apply ethical theories to biomedical ethical problems.
2. Readings summaries – measure ability to identify, comprehend, and summarize key philosophical concepts and arguments made by an author.
3. Tests – measure ability to identify and comprehend philosophical concepts used in biomedical ethics, ability to apply theories and concepts to particular cases, and ability to provide critical assessment of arguments.
4. Paper – measures ability to summarize, critically evaluate, and construct arguments.

PHIL 132: Philosophy and the Arts

Learning Goal

Basic knowledge of the main philosophical issues, theories, and arguments concerning art.

Learning Outcomes

1. Ability to explain and analyze the key philosophical issues, concepts, and theories concerning art.
2. Ability to evaluate philosophical arguments and theories of art critically.

Learning Measurements

1. Quizzes
2. Papers
3. Discussions
4. Weekly Reading Summary
5. Student discussion leadership

PHIL 133: Asian Philosophy

Learning Goals

Basic knowledge of philosophical issues, concepts, positions, and arguments in Asian philosophies covered in this course.

Learning Outcomes

1. Ability to describe, explain, and compare main philosophical concepts and positions in Asian philosophies.
2. Ability to critically evaluate and appreciate philosophical positions and arguments.

Learning Measurements

1. Quizzes
2. Papers
3. Discussions
4. Weekly Reading Summary
5. Student discussion leadership

PHIL 136: Philosophy of Human Nature

Learning Goal

Basic knowledge of the key issues, concepts, and theories of human nature.

Learning Outcomes

1. Ability to explain and analyze key issues, concepts, and theories in philosophy of human nature.
2. Ability to describe, explain, and compare different philosophical theories and arguments.
3. Ability to critically evaluate philosophical arguments and theories of human nature

Learning Measurements

1. Quizzes
2. Papers
3. Reading Summaries
4. Discussions
5. Student Discussion Leadership

PHIL 139: Environmental Ethics

Learning Goal

Working knowledge of basic ethical theories and philosophical concepts used in the process of ethical decision making in the field of environmental ethics.

Learning Outcomes

1. Ability to explain and apply principle [Kant and Rawls], utilitarian, and virtue ethics.
2. Ability to explain and analyze selected philosophical concepts of nature and of property.
3. Development of critical and analytical skills associated with understanding particular ethical dilemmas in context.
4. Ability to apply philosophical concepts used in environmental ethical decision-making.
5. Ability to evaluate claims, issues and arguments, and identify mistakes in reasoning.

Learning Measurements

1. In-class group exercises in which students apply ethical theories to environmental ethical problems.
2. Readings summaries – measure ability to identify, comprehend, and summarize key philosophical concepts and arguments made by an author.
3. Tests – measure ability to identify and comprehend philosophical concepts used in environmental ethics, ability to apply theories and concepts to particular cases, and ability to provide critical assessment of arguments.
4. Papers – measures ability to summarize, critically evaluate, and construct arguments.

PHIL 152: Philosophy through Literature and Film

Learning Goal

Basic knowledge of philosophical concepts through the contexts of film and literature.

Learning Outcomes

1. Ability to explain and analyze key philosophical concepts of skepticism, determinism, free will, fatalism, moral theory, personal identity, the existence of God, the mind/body problem, and existentialism.
2. Development of critical and analytical skills associated with identifying and understanding philosophical concepts in multiple media.
3. Ability to identify and appreciate philosophical issues in popular culture.

Learning Measurements

1. In-class discussion, in which students learn to evaluate and offer philosophical arguments.
2. Papers to measure the ability to evaluate, construct, and defend philosophical arguments.
3. Quizzes (announced and unannounced) to measure recall of key philosophical concepts.
4. Tests to evaluate comprehensive knowledge of philosophical ideas and the ability to reason effectively about them.

PHIL 225: Ethical, Legal, and Social Issues in Information Technology

Learning Goal

Working knowledge of basic ethical theories and philosophical concepts used in the process of ethical decision making in the field of information technology.

Learning Outcomes

1. Ability to explain and apply principle [Kant and Rawls], utilitarian, and virtue ethics.
2. Ability to explain and apply philosophical and legal concepts of privacy and property rights.
3. Development of critical and analytical skills associated with understanding particular ethical dilemmas in context.
4. Ability to apply core philosophical concepts used in ethical decision-making related to information technology.
5. Ability to evaluate claims, issues and arguments, and identify mistakes in reasoning.

Learning Measurements

1. In-class group exercises in which students apply ethical theories to ethical problems related to information technology.
2. Readings summaries – measure ability to identify, comprehend, and summarize key philosophical concepts and arguments made by an author.
3. Tests – measure ability to identify and comprehend philosophical concepts used in information technology ethics, ability to apply theories and concepts to particular cases, and ability to provide critical assessment of arguments.
4. Papers – measures ability to summarize, critically evaluate, and construct arguments.

PHIL/POLS 232: Theories of Justice

Learning Goal

Knowledge of selected classic and contemporary theories of justice, including the nature of justice, the relationship between individuals and the state, and differing conceptions of freedom, equality, and morality.

Learning Outcomes

1. Ability to explain and analyze different major theories of justice.
2. Ability to apply theories of justice to particular social, political, and economic issues.
3. Ability to explain and apply philosophical concepts used in theories of justice.
4. Ability to evaluate claims, issues and arguments, and identify mistakes in reasoning.

Learning Measurements

1. Readings summaries – measure ability to identify, comprehend, and summarize key philosophical concepts and arguments made by an author.
2. Tests – measure ability to identify and comprehend philosophical concepts and ability to provide critical assessment of arguments.
3. Papers – measure ability to compare and contrast differing theories of justice, and ability to summarize, critically evaluate, and construct arguments.

PHIL 236: Philosophy of Language

Learning Goal

Knowledge of the main problems and positions in philosophy of language (as instanced in the philosophers selected for course).

Learning Outcomes

By the end of this course, you should be able to:

1. Describe the main problems and positions in philosophy of language;
2. Explain the meaning of the philosophical concepts in different positions on language;
3. Compare and evaluate the different positions in philosophy of language.

Learning Measurements

- In-class discussions of the assigned readings led by the professor
- Student-led review sessions
- Student presentations
- Final paper on an existential theme

- Assessment criteria for all oral and written assignments
 - o Accuracy
 - o Clarity
 - o Focus
 - o Organization
 - o Completeness

PHIL 237: Philosophy of Mind

Learning Goal

To develop an in-depth understanding of issues in contemporary philosophy of mind.

Learning Outcomes

By the end of this course you should be able to:

1. Describe current thinking about the nature of the mind.
2. Explain and evaluate key theories about the nature of the mind.
3. Explain and evaluate eastern views of the mind and consciousness.
4. Apply current theories about the nature of the mind to practical psychological problems.

Learning Measurements

1. Participation in class discussions of the reading material
2. Assessment criteria
 - a. Frequency
 - b. Demonstration of increasing subject knowledge
 - c. Demonstration of increasing ability to analyze and reason logically
3. Weekly short writing exercises submitted to an e-journal
4. Assessment criteria
 - a. Accuracy
 - b. Argumentation
5. 4 Formal papers (4-6 pages)
 - a. Assessment criteria
 - b. Focus
 - c. Accuracy
 - d. Clarity
 - e. Logic and reasoning
 - f. Quality of analysis
 - g. Use of examples and illustrations
 - h. Mechanics

PHIL 241: The Beginnings of Philosophy: Plato and Aristotle*

Learning Goal

To achieve an in-depth understanding of philosophical issues and ideas discussed by ancient Greek thinkers.

Learning Outcomes

By the end of this course, you should be able to:

1. Describe philosophical issues discussed by ancient Greek philosophers;
2. Explain their ideas and positions; and
3. Compare and critically evaluate their philosophical theories

Learning Measurements

1. Class discussions of the reading material led by the professor and students.

Student discussion leaders are to be evaluated according to the following:

Criteria:

- | | |
|------------------|--|
| a. Understanding | c. Quality of questions (clarity, relevance, degree of difficulty, etc.) |
| b. Accuracy | d. Focus |
| | e. Leadership skills and strength |
2. Review Sessions before each exam.
- a. Student-teams assigned by the professor.
 - b. Task: to outline and discuss answers to a set of review questions designed by the professor.
3. X number of exams, each worth Y% of the final grade:
- | | |
|--------------|--|
| a. In class | c. Essay-style |
| b. Open book | d. Answers to selected review questions on exams |
4. Assessment Criteria
- | | | |
|-------------|-------------|------------------|
| a. Accuracy | c. Focus | e. Understanding |
| b. Clarity | d. Argument | f. Organization |

g. Completeness

PHIL 242: Making of the Modern Mind*

Learning Goal

Knowledge of the main problems and positions in modern philosophy (as instanced in the philosophers selected for the course).

Learning Outcomes

By the end of this course, you should be able to:

1. Describe the problems and positions of each of the philosophers covered in this course;
2. Explain the meaning of their philosophical concepts; and
3. Compare or evaluate their different philosophical positions.

Learning Measurements

- In-class discussions of the assigned readings led by the professor.
 - Task: To compare and evaluate the different philosophers by discussing their key differences and similarities.
- Summaries of the reading selections for each philosopher.
 - Task: To formulate in your own words the philosophical problems, positions, and concepts in each reading selection.
- Final paper comparing any two philosophers.
- Assessment criteria for all writing assignments
 - Accuracy
 - Clarity
 - Focus
 - Organization
 - Completeness

PHIL 243: Mind, Politics, and Society: 19th-century Philosophy*

Learning Goal

Knowledge of the main problems and positions in nineteenth-century philosophy (as instanced in the philosophers selected for the course).

Learning Outcomes

By the end of this course, you should be able to:

1. Describe the problems and positions of each of the philosophers covered in this course;
2. Explain the meaning of their philosophical concepts; and
3. Compare or evaluate their different philosophical positions.

Learning Measurements

- In-class discussions of the assigned readings led by the professor.
 - Task: To compare and evaluate the different philosophers by discussing their key differences and similarities.
- Summaries of the reading selections for each philosopher.
 - Task: To formulate in your own words the philosophical problems, positions, and concepts in each reading selection.
- Final paper comparing any two philosophers.

- Assessment criteria
 - Accuracy
 - Clarity
 - Focus
 - Organization
 - Completeness

PHIL 244: Contemporary Philosophy*

Learning Goal

Knowledge of the main problems and positions in contemporary philosophy (as instanced in the philosophers selected for course).

Learning Outcomes

By the end of this course, you should be able to:

1. Describe the problems and positions of each of the philosophers covered in this course;
2. Explain the meaning of their philosophical concepts; and
3. Compare or evaluate their different philosophical positions.

Learning Measurements

- In-class discussions of the assigned readings led by the professor.
- Student-led review sessions.
 - Task: To compare and evaluate the different philosophers by discussing their key differences and similarities.
- Summaries of the reading selections for each philosopher.
 - Task: To formulate in your own words the philosophical problems, positions, and concepts in each reading selection.
- Final paper comparing any two philosophers.

- Assessment criteria
 - Accuracy
 - Clarity
 - Focus
 - Organization
 - Completeness

PHIL 245: Existentialism*

Learning Goal

Knowledge of the main problems and positions in existentialism (as instanced in the existentialists selected for course).

Learning Outcomes

By the end of this course, you should be able to:

1. Describe the main problems and positions in existentialism;
2. Explain the meaning of the philosophical concepts in different existentialist positions;
3. Compare and evaluate the different existentialist positions.

Learning Measurements

- In-class discussions of the assigned readings led by the professor.
- Student-led review sessions.
 - Task: To compare different positions on a problem in existentialism..
- Student presentations
 - Task: To present and analyze a literary piece in terms of its existentialist themes.
- Final paper on an existential theme.
- Assessment criteria
 - Accuracy
 - Clarity
 - Focus
 - Organization
 - Completeness

PHIL 246: American Pragmatism

Learning Goal

Basic knowledge of theoretical frameworks and themes of classic and contemporary American Pragmatism.

Learning Outcomes

1. Ability to explain and analyze the theoretical approaches of selected central figures in American Pragmatism.
2. Ability to explain and analyze central philosophical concepts that constitute American Pragmatism, including community, democracy, individualism, knowledge, and pragmatism.
3. Ability to evaluate claims, issues and arguments, and identify mistakes in reasoning
4. Ability to accurately and fluently use and apply core theoretical frameworks and concepts

Learning Measurements

1. Readings summaries – measure ability to identify, comprehend, and summarize key philosophical concepts and arguments made by an author.
2. Tests – measure ability to identify and comprehend philosophical concepts and ability to provide critical assessment of arguments.
3. Papers – measure ability to compare and contrast differing theoretical frameworks, and ability to summarize, critically evaluate, and construct arguments.

PHIL 332: Law and Philosophy

Learning Goal

Knowledge of the philosophical concepts, principles and theories concerning law.

Learning Outcomes

1. Ability to explain, analyze and compare classical, modern, feminist, and postmodern theories of law in depth.
2. Ability to apply philosophical concepts, principles, and theories in the analysis of actual court law and cases.

Learning Measurements

1. Presentations of legal cases
2. Three papers

The following intermediate-level courses meet Learning Goal/Objectives/Measurements # 4. They vary in theme and instructor when offered:

PHIL 258: Special Topics in Philosophy

PHIL 350: Independent Study (elective independent learning course)

PHIL 355: Thesis (elective independent learning course)

PHIL 370: Internship (elective independent learning course)

PHIL 390: Seminar*