

# CUE – Curriculum Proposal Signature Page

Name of Department Initiating: Philosophy and Religion

*(signatures below denote approval)*

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## STEP One: Review from Catalog Editor



\_\_\_\_\_ **Date: 10/28/08**

*Signature denotes that a satisfactory preliminary review of the completeness and organization of the proposal.*

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## STEP Two: Approval of GSPP/CLAST Dean



\_\_\_\_\_ **Date: 10/31/08**

*Signature denotes that an approval of the proposal and a satisfactory review of resources necessary for the proposal.*

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## STEP Three: Approval of the Council on Undergraduate Education



\_\_\_\_\_ **Date: 11/19/08**

*Signature denotes that an approval of the proposal.*

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## STEP Four: Approval of the University Faculty Senate



\_\_\_\_\_ **Date: 3/9/09**

*Signature denotes that an approval of the proposal and no objection posed during the 10-day waiting period.*

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**After the proposal completes all four steps in the proposal process, the approved curriculum change is transmitted to the Office of the Registrar and to the Catalog Editor in order to have the changes officially recorded.**

**COUNCIL ON UNDERGRADUATE EDUCATION (CUE)  
ACTION ITEM FORM**

**DEPARTMENT NAME:** Philosophy and Religion

**PART I: Identify Action Item(s)**

- Add new course (s):** *Title, Course number and Credits* (Complete Section A. If this changes major/minor requirements also complete section F.) List all courses.

PHI 320: Topics in Ethics (3)

PHI 493: Senior Research Paper (3)

- Drop course (s):** *Title, Course number and Credits* (Complete Section B. If this changes major/minor requirements also complete section F.) List all courses.

- Change existing course (s)** *Title, Course number and Credits* (Complete section C. If this changes major/minor requirements complete section F.) List all courses.

PHI 150 Introduction to Philosophy (3)

PHI 201 Introduction to Logic (3)

PHI 257 Moral Philosophy (3)

PHI 290 Ethics and Health Care (3)

PHI 302 Logic and Scientific Method (3)

PHI 310 Topics in Philosophy (3)

PHI 311 History of Ancient and Medieval Philosophy (3)

PHI 312 History of Renaissance and Early Modern Philosophy (3)

PHI 313 History of Late Modern and Contemporary Philosophy (3)

PHI 318 Social and Political Philosophy (3)

PHI 325 Philosophy of Religion (3)

PHI 359 Philosophy of Punishment: Moral and Legal Aspects (3)

PHI 400 Knowledge and Reality (3)

PHI 410 American Philosophy (3)

PHI 415 Great Thinkers in Philosophy (3)

PHI 494 Senior Thesis (3)

PHI 499 Independent Study (1-3)

- Add major**  **or minor**  (Choose one and complete section D):

- Drop major or minor** (Complete section E)

- Change existing major**  **or minor**  (choose one and complete section F)

**STATUS OF APPROVALS:**

- Approved by catalog editor**
- Approved by Dean**
- Approved by CUE**
- Approved by Faculty Senate**

## Section A. New Course

For more than one new course, copy and paste this box as needed.

<b>Course number, title, and credit hours:</b> PHI 320 Topics in Ethics (3)
<b>Course description: (include pre and co-requisites if applicable) – for catalog use.</b> The study of topics relating to ethics that are not covered in depth in the regular departmental course offerings. Topics may include moral theory, moral psychology, applied ethics, and controversial social issues. <i>Prerequisites:</i> GSR 150 or equivalent, and one course in philosophy; or permission of instructor
<b>EFFECTIVE TERM:</b> <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <u>2009</u>
<b>IMPACT:</b> <input checked="" type="checkbox"/> Program Major <input checked="" type="checkbox"/> Program Minor <input type="checkbox"/> General Studies Curriculum
<b>LEARNING OUTCOMES (select all that apply, must include language/communication and critical thinking)</b> <input checked="" type="checkbox"/> Language & Communication <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Identity & Culture <input checked="" type="checkbox"/> Knowledge & Inquiry <input checked="" type="checkbox"/> Ethics & Social Responsibility
<b>COURSE FEE:</b> _____
<b>GRADING BASIS:</b> ABC/NC <input checked="" type="checkbox"/> P/NP _____ Pass/Fail _____ No Grade _____
<b>PERMISSION REQUIRED:</b> Department _____ Instructor _____ None _____
<b>COURSE COMPONENT:</b> Lecture <input checked="" type="checkbox"/> Laboratory _____ Seminar _____ Field Studies _____ Self-Paced _____ Supervision _____ Thesis Research _____ Practicum/Internship _____ Online _____
<b>Rationale for new course:</b> This course was developed to serve the proposed new Ethics minor. Previously, courses on ethical topics were included under our general topics course – PHI 310: Topics in Philosophy. Introducing a new topics course specifically for ethics topics makes it clear – to students and to the registrar’s office – which topics count toward the Ethics minor.
<b>Do you have faculty capable of teaching the course?</b> Yes.

**Course number, title, and credit hours:** PHI 493 Senior Research Paper (3)

**Course description: (include pre and co-requisites if applicable) – for catalog use.**  
Students will research and write a high quality formal philosophy paper, approximately 20 – 25 pages in length, on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.  
*Prerequisites:* Philosophy majors only, 15 credit hours in philosophy, senior standing, and permission of the department chair

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**IMPACT:**  Program Major  Program Minor  General Studies Curriculum

**LEARNING OUTCOMES (select all that apply, must include language/communication and critical thinking)**

Language & Communication  Critical Thinking  
 Identity & Culture  Knowledge & Inquiry  Ethics & Social Responsibility

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC  P/NP \_\_\_\_\_ Pass/Fail \_\_\_\_\_ No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department  Instructor \_\_\_\_\_ None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Seminar \_\_\_\_\_ Field Studies \_\_\_\_\_ Self-Paced \_\_\_\_\_  
Supervision \_\_\_\_\_ Thesis Research  Practicum/Internship \_\_\_\_\_ Online \_\_\_\_\_

**Rationale for new course:**

Currently, the Philosophy major requires a full senior thesis (PHI 494), approximately 50 pages in length, which students research and write over a period of two semesters. We are introducing the option of writing a shorter, but similarly high quality, capstone paper for two reasons: (1) many philosophy majors also have a second major, so fitting a two semester thesis process into their senior year schedule is tough, especially if they have a capstone project for the other major too, and (2) students who apply to graduate programs in philosophy need to submit a 20 – 25-page writing sample – a polished complete paper of the appropriate length is usually more impressive than an excerpt from a longer work. The reason for adding PHI 493 as a new course rather than changing PHI 494 is that the full-length 2-semester thesis remains appropriate for some students – especially Honors students, who can use the full-length thesis as part of their Honors capstone requirement.

**Do you have faculty capable of teaching the course?**

Yes.

## Section C: Changing a Course

For more than one course, copy and paste this box as needed.

<b>Old course description (from Catalog):</b> <b>PHI 150 Introduction to Philosophy (3)</b> Introductory study of the principal areas and problems of philosophy, including the nature and methods of philosophical analysis, mind and matter, meaning and knowledge, appearance and reality, the existence of God, and moral responsibility. <i>Prerequisite: ENG 103 or the equivalent</i>	
<b>New course description (for Catalog):</b> <b>PHI 150 Introduction to Philosophy (3)</b> Introductory study of the principal areas and problems of philosophy, including the nature and methods of philosophical analysis, mind and matter, meaning and knowledge, appearance and reality, the existence of God, and moral responsibility. <i>Pre-or-co-requisite: GSR 150 or the equivalent</i>	
<b>Check all changes that apply.</b>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<b>EFFECTIVE TERM:</b> <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer    2009	
<b>Rationale for Change(s):</b> This change is intended to make the course prerequisites a better match for the new General Studies requirements. Students who have completed GSR 150 (or are currently enrolled in it) should have the reading and writing skills necessary to succeed in PHI 150. The change from pre-requisite to co-requisite is to allow second-semester freshmen access to these courses.	

<p><b>Old course description (from Catalog):</b>  <b>PHI 201 Introduction to Logic (3)</b>          Introductory study of the basic concepts of logic, the rules of valid inference, formal and informal fallacies, and basic symbolic logic.  <i>Prerequisite:</i> ENG 102 or the equivalent, MAT 013</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 201 Introduction to Logic (3)</b>          Introductory study of the basic concepts of logic, the rules of valid inference, formal and informal fallacies, and basic symbolic logic.  <i>Pre-or-co-requisite:</i> GSR 150 or the equivalent</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>   <input checked="" type="checkbox"/> Fall   <input type="checkbox"/> Spring   <input type="checkbox"/> Summer   2009</p>	
<p><b>Rationale for Change(s):</b>          This change is intended to make the course prerequisite a better match for the new General Studies requirements. Students who have completed GSR 150 (or are currently enrolled in it) should have the reading and writing skills necessary to succeed in PHI 201. We want to drop MAT 013 as a pre-requisite for PHI 201 Introduction to Logic, because this prerequisite seems never to have been enforced: many students have simply appeared in PHI 201 without the math prerequisite, while others, who have learning disabilities affecting their ability to do mathematics, have been advised to take PHI 201 as a substitute for their mathematics requirement. Thus, while some background in processing abstract symbols is certainly helpful in doing logic, we have no evidence that MAT 013 is necessary.</p>	

<p><b>Old course description (from Catalog):</b>  <b>PHI 257 Moral Philosophy (3)</b>          Introductory study of the principles and methods of moral reasoning, with application to selected moral problems.  <i>Prerequisite:</i> ENG 103 or the equivalent</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 257 Moral Philosophy (3)</b>          Introductory study of the principles and methods of moral reasoning, with application to selected moral problems.  <i>Pre-or-co-requisite:</i> GSR 150 or the equivalent</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>   <input checked="" type="checkbox"/> Fall   <input type="checkbox"/> Spring   <input type="checkbox"/> Summer   2009</p>	
<p><b>Rationale for Change(s):</b>          This change is intended to make the course prerequisite a better match for the new General Studies requirements. Students who have completed GSR 150 (or are currently enrolled in it) should have the reading and writing skills necessary to succeed in PHI 257. The change from pre-requisite to co-requisite is to allow second-semester freshmen access to these courses.</p>	



**Old course description (from Catalog):**

**PHI 290 Ethics and Health Care (3)**

This course is an introduction to the field of medical ethics and the kinds of decisions individuals and families make about health care and treatment options. Students will look at current issues such as kinds of treatment and their effects, allocation of health care resources, ethical issues of health care professionals, managed care decisions, and end of life decisions. Students will apply philosophical theories of ethics to these issues and develop perspectives on health care decision making.

*Prerequisite:* ENG 103 or the equivalent

**New course description (for Catalog):**

**PHI 290 Ethics and Health Care (3)**

This course is an introduction to the field of medical ethics and the kinds of decisions individuals and families make about health care and treatment options. Students will look at current issues such as kinds of treatment and their effects, allocation of health care resources, ethical issues of health care professionals, managed care decisions, and end of life decisions. Students will apply philosophical theories of ethics to these issues and develop perspectives on health care decision making.

*Prerequisite:* GSR 150 or the equivalent

**Check all changes that apply.**

<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**Rationale for Change(s):**

This change is intended to make the course prerequisite a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 290.

<p><b>Old course description (from Catalog):</b>  <b>PHI 302 Logic and Scientific Method (3)</b>  Study of the principles of induction and scientific method, the structure and function of scientific theories, confirmation of scientific hypotheses, probability, and the appraisal of evidential adequacy. This course may be taken to satisfy the philosophy requirement. It is recommended for students majoring in the natural and social sciences.  <i>Prerequisite:</i> ENG 103 or the equivalent</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 302 Logic and Scientific Method (3)</b>  Study of the principles of induction and scientific method, the structure and function of scientific theories, confirmation of scientific hypotheses, probability, and the appraisal of evidential adequacy. This course may be taken to satisfy the philosophy requirement. It is recommended for students majoring in the natural and social sciences.  <i>Prerequisite:</i> GSR 150 or the equivalent</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>  This change is intended to make the course prerequisite a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 302.</p>	

**Old course description (from Catalog):**

**PHI 310 Topics in Philosophy (3)**

Study of topics in philosophy that are not covered in the regular departmental course offerings.

*Prerequisites:* ENG 103 or the equivalent, one course in philosophy

**New course description (for Catalog):**

**PHI 310 Topics in Philosophy (3)**

Study of topics in philosophy that are not covered in the regular departmental course offerings.

*Prerequisites:* GSR 150 or equivalent, and one course in philosophy; or permission of instructor

**Check all changes that apply.**

**Course title**

**Course description**

**Course number**

**Pre- or co-requisites**

**Number of credits**

**Course fee**

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**Rationale for Change(s):**

This change is intended to make the course prerequisites a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 310. The requirement of one course in philosophy is unchanged. However, the instructor may have good reason to waive the usual prerequisites for students who are exceptionally well prepared with respect to the particular topic of the course, so this option is justified.

<p><b>Old course description (from Catalog):</b>  <b>PHI 311 History of Ancient and Medieval Philosophy (3)</b> Survey of Western philosophical thought from the pre-Socratics to Thomas Aquinas.  <i>Prerequisite:</i> ENG 103 or the equivalent</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 311 History of Ancient and Medieval Philosophy (3)</b> Survey of Western philosophical thought from the pre-Socratics to Thomas Aquinas.  GSR 150 or the equivalent, and one course in philosophy; or permission of instructor</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>  Changing ENG 150 to GSR 150 intended to make the course prerequisites a better match for the new General Studies requirements. Additionally, our assessment data last year confirmed our suspicion that students who have no experience with philosophy are overwhelmed by the 300-level History of Philosophy courses, in which they not only have to deal with philosophical methods but also with primary source materials. Thus, we want to require a philosophy course as a prerequisite. The instructor may choose to waive this requirement for Honors students, History majors, or others who she believes can succeed in the course without satisfying the stated prerequisites.</p>	

<p><b>Old course description (from Catalog):</b>  <b>PHI 312 History of Renaissance and Early Modern Philosophy (3)</b>  Survey of Western philosophical thought from Bacon to Kant.  <i>Prerequisite:</i> ENG 103 or the equivalent</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 312 History of Renaissance and Early Modern Philosophy (3)</b>  Survey of Western philosophical thought from Bacon to Kant.  <i>Prerequisite:</i> GSR 150 or the equivalent, and one course in philosophy; or permission of instructor</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> Course title	<input type="checkbox"/> Course description
<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Pre- or co-requisites
<input type="checkbox"/> Number of credits	<input type="checkbox"/> Course fee
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>  Changing ENG 150 to GSR 150 intended to make the course prerequisites a better match for the new General Studies requirements. Additionally, our assessment data last year confirmed our suspicion that students who have no experience with philosophy are overwhelmed by the 300-level History of Philosophy courses, in which they not only have to deal with philosophical methods but also with primary source materials. Thus, we want to require a philosophy course as a prerequisite. The instructor may choose to waive this requirement for Honors students, History majors, or others who she believes can succeed in the course without satisfying the stated prerequisites.</p>	

<b>Old course description (from Catalog):</b> <b>PHI 313 History of Late Modern and Contemporary Philosophy (3)</b> A survey of Western philosophical thought from Hegel to Wittgenstein. <i>Prerequisite:</i> ENG 103 or the equivalent	
<b>New course description (for Catalog):</b> <b>PHI 313 History of Late Modern and Contemporary Philosophy (3)</b> A survey of Western philosophical thought from Hegel to Wittgenstein. <i>Prerequisite:</i> GSR 150 or the equivalent, and one course in philosophy; or permission of instructor	
<b>Check all changes that apply.</b>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<b>EFFECTIVE TERM:</b> <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer    2009	
<b>Rationale for Change(s):</b> Changing ENG 150 to GSR 150 intended to make the course prerequisites a better match for the new General Studies requirements. Additionally, our assessment data last year confirmed our suspicion that students who have no experience with philosophy are overwhelmed by the 300-level History of Philosophy courses, in which they not only have to deal with philosophical methods but also with primary source materials. Thus, we want to require a philosophy course as a prerequisite. The instructor may choose to waive this requirement for Honors students, History majors, or others who she believes can succeed in the course without satisfying the stated prerequisites.	

<p><b>Old course description (from Catalog):</b>  <b>PHI 318 Social and Political Philosophy (3)</b>  Study of major social and political philosophies, including explanation and discussion of the principal ideas of Plato, Aristotle, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Hegel, Marx, and the Founding Fathers.  <i>Prerequisite:</i> ENG 103 or the equivalent</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 318 Social and Political Philosophy (3)</b>  Study of major social and political philosophies, including explanation and discussion of the principal ideas of Plato, Aristotle, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Hegel, Marx, and the Founding Fathers.  <i>Prerequisite:</i> GSR 150 or the equivalent</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> Course title	<input type="checkbox"/> Course description
<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Pre- or co-requisites
<input type="checkbox"/> Number of credits	<input type="checkbox"/> Course fee
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>  This change is intended to make the course prerequisite a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 318.</p>	

<p><b>Old course description (from Catalog):</b>  <b>PHI 325 Philosophy of Religion (3)</b>  Study of the nature of religious knowledge, grounds for belief in God, immortality, the problem of evil, and morality and religion.  <i>Prerequisites:</i> ENG 103 or the equivalent; one course in philosophy</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 325 Philosophy of Religion (3)</b>  Study of the nature of religious knowledge, grounds for belief in God, immortality, the problem of evil, and morality and religion.  <i>Prerequisites:</i> GSR 150 or the equivalent; one course in philosophy</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>  This change is intended to make the course prerequisites a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 325. The prerequisite of one course in philosophy is unchanged.</p>	



**Old course description (from Catalog):**

**PHI 359 Philosophy of Punishment: Moral and Legal Aspects (3)**

A study of the major theories of punishment (i.e., retribution, deterrence, compensation or restitution, and reform) and the arguments surrounding the question of justifying the punishment of criminals. Issues will be viewed from the diverse perspectives of psychology, sociology, criminal law, and philosophy, with guest speakers from these fields being featured when available. Emphasis will be on critical reading, expository writing, discussion, and debate.

*Prerequisites:* ENG 103 or the equivalent; one course in philosophy

**New course description (for Catalog):**

**PHI 359 Philosophy of Punishment: Moral and Legal Aspects (3)**

A study of the major theories of punishment (i.e., retribution, deterrence, compensation or restitution, and reform) and the arguments surrounding the question of justifying the punishment of criminals. Issues will be viewed from the diverse perspectives of psychology, sociology, criminal law, and philosophy, with guest speakers from these fields being featured when available. Emphasis will be on critical reading, expository writing, discussion, and debate.

*Prerequisites:* GSR 150 or the equivalent; one course in philosophy

**Check all changes that apply.**

<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**Rationale for Change(s):**

This change is intended to make the course prerequisites a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 359. The prerequisite of one course in philosophy is unchanged.

<p><b>Old course description (from Catalog):</b>  <b>PHI 400 Knowledge and Reality (3)</b>  Study of the nature of knowledge, evidential judgment, appearance and reality, theories of human nature, and the nature of truth.  <i>Prerequisites:</i> ENG 103 or the equivalent; one course in philosophy</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 400 Knowledge and Reality (3)</b>  Study of the nature of knowledge, evidential judgment, appearance and reality, theories of human nature, and the nature of truth.  <i>Prerequisites:</i> GSR 150 or the equivalent; one course in philosophy</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>  This change is intended to make the course prerequisites a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 400. The prerequisite of one course in philosophy is unchanged.</p>	

<p><b>Old course description (from Catalog):</b>  <b>PHI 410 American Philosophy (3)</b>  Survey of American philosophy, including basic ideas of Edwards, the Founding Fathers, Emerson, Thoreau, Peirce, James, Dewey, Whitehead, and representatives of contemporary thought.  <i>Prerequisite:</i> ENG 103 or the equivalent</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 410 American Philosophy (3)</b>  Survey of American philosophy, including basic ideas of Edwards, the Founding Fathers, Emerson, Thoreau, Peirce, James, Dewey, Whitehead, and representatives of contemporary thought.  <i>Prerequisite:</i> GSR 150 or the equivalent</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>  This change is intended to make the course prerequisite a better match for the new General Studies requirements. Students who have completed GSR 150 should have the reading and writing skills necessary to work with philosophical texts in PHI 410.</p>	

**Old course description (from Catalog):**

**PHI 415 Great Thinkers in Philosophy (3)** An in-depth study of one or two related major philosophers. The scientific thinkers will vary by semester. This course will include analyzing the philosopher's own works as well as commentaries and criticisms by others.

*Prerequisites:* PHI 311 or 312 or 313; or permission of the instructor

**New course description (for Catalog):**

**PHI 415 Great Thinkers in Philosophy (3)** An in-depth study of one or two related major philosophers. The philosophical thinkers will vary by semester. This course will include analyzing the philosopher's own works as well as commentaries and criticisms by others.

*Prerequisites:* PHI 311 or 312 or 313; or permission of the instructor

**Check all changes that apply.**

<input type="checkbox"/> <b>Course title</b>	<input checked="" type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**Rationale for Change(s):**

This is an editorial correction: the word "scientific" in the course description should be "philosophical." ☺

**Old course description (from Catalog):**

**PHI 494 Senior Thesis (3)**

A course of intensified research and the writing of a thesis on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

*Prerequisites:* Major in philosophy, 15 credit hours in philosophy, senior status, permission of the department chair

**New course description (for Catalog):**

**PHI 494 Senior Thesis (3)**

A course of intensified research and the writing of a thesis, **approximately 50 pages in length**, on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

*Prerequisites:* Philosophy majors only, 15 credit hours in philosophy, senior standing, **PHI 499**, and permission of the department chair

**Check all changes that apply.**

**Course title**

**Course description**

**Course number**

**Pre or co-requisites**

**Number of credits**

**Course fee**

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**Rationale for Change(s):**

Noting the length of the thesis warns students that this is a truly substantial project and also distinguishes PHI 494 from PHI 493.

Traditionally, we have informally required (or at least strongly encouraged) students to complete an independent study (PHI 499) on a topic relevant to their senior thesis, prior to beginning their senior thesis. Without this preparation, they almost inevitably fail to complete the thesis within one semester. The independent study lets them research an area of interest, identifying the topic they wish to pursue and surveying the resources available; they can then go on to write the thesis the following semester. Adding PHI 499 as a formal prerequisite in the catalog will make students more aware of this requirement and let them plan their time better.

<p><b>Old course description (from Catalog):</b>  <b>PHI 499 Independent Study (1-3)</b>          For majors in philosophy only. Study of special problems in philosophy through extensive reading, independent research, and writing. Problems to be considered and materials to be covered will be determined in consultation with the instructor.  <i>Prerequisites:</i> 18 hours of philosophy and permission of the department chair</p>	
<p><b>New course description (for Catalog):</b>  <b>PHI 499 Independent Study (1-3)</b>          Study of special problems in philosophy through extensive reading, independent research, and writing. Problems to be considered and materials to be covered will be determined in consultation with the instructor.  <i>Prerequisites:</i> 12 hours of philosophy and permission of the department chair</p>	
<p><b>Check all changes that apply.</b></p>	
<input type="checkbox"/> <b>Course title</b>	<input checked="" type="checkbox"/> <b>Course description</b>
<input type="checkbox"/> <b>Course number</b>	<input checked="" type="checkbox"/> <b>Pre- or co-requisites</b>
<input type="checkbox"/> <b>Number of credits</b>	<input type="checkbox"/> <b>Course fee</b>
<p><b>EFFECTIVE TERM:</b>    <input checked="" type="checkbox"/> Fall    <input type="checkbox"/> Spring    <input type="checkbox"/> Summer    2009</p>	
<p><b>Rationale for Change(s):</b>          We want to reduce the prerequisite hours of philosophy coursework from 18 to 12, and eliminate the “majors in philosophy only” clause, so as to open the course up to minors in philosophy and ethics (and perhaps other well-prepared students from other majors). Also, since PHI 499 is now, as per this proposal, a prerequisite for PHI 494, it doesn’t make sense to have PHI 499 require more prerequisite hours of philosophy (18) than does PHI 494 (15).</p>	

**Section D. New Major or Minor**

**Name of New Program (please specify Major/Minor):** Ethics Minor

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**Description of New Major or Minor (for catalog use):**

***Requirements for a Minor in Ethics***

Students who minor in ethics will choose from an array of philosophy and other related disciplinary courses that apply critical thinking skills to issues of right and wrong.

**Required philosophy course** 3 hours

PHI 257 Moral Philosophy (3)

**Elective philosophy courses** 9 hours

Choose three courses:

PHI 290 Ethics and Health Care (3)

PHI 318 Social and Political Philosophy (3)

PHI 320 Topics in Ethics (3)

PHI 341 Business Ethics (3)

PHI 359 Philosophy of Punishment (3)

**Required related course** 3 hours

One course that focuses on ethics/values from another discipline *or* one additional philosophy course, to be approved by the Philosophy and Religion Department.

**Total:** 15 hours

**Rationale for New Major or Minor:**

Completing this minor will give students a solid understanding of the principles and methods of ethical evaluation, which will be helpful in their personal and professional decision making.

An ethics minor will complement majors that prepare students for careers in human services or public policy (e.g., social work, education, business, government) and will benefit students who plan go on to law school or to other endeavors which involve wrestling with questions of right and wrong.

A minor in ethics would also benefit students with natural or social science majors. Current trends in scientific education emphasize awareness of the ethical, legal, and social implications of one's work. An ethics minor would demonstrate that one has the training to deal with such matters.

Our courses in ethics have typically been well received by students, and the Department expects that the exposure to ethics topics in the new General Studies courses will further stimulate this interest.

A minor in ethics will support Gallaudet University Learning Outcome # 5: Ethics and Social Responsibility.

**Resources (immediate and future impact on the department’s personnel, physical and financial resources):**

This minor will not require any new resources. Both philosophers in the department specialize in ethics. As the need for “old GSR” courses diminishes, we will teach “new GSR” courses and philosophy courses, making sure to offer enough ethics courses for our minors.

**Library Impact Statement\* (for New majors only):**

*\*The statement, prepared by a Library Staff member, will assess the holdings (books, periodicals, etc.) within the Gallaudet University Library and projected needs over the near future.*

The addition of an ethics minor requires some editing of the departmental description in the catalog:

**Old catalog description:**

**Philosophy and Religion**

*Dr. Jane Hurst, Chair Hall Memorial Building, Room S-135*

The department offers a major in philosophy and minors in philosophy and religion. The major is 30 hours, the minor is 15 hours

Whether concentrating in philosophy or religion, students in the department develop: (1) the ability to think critically, especially with respect to problem solving and analyzing arguments; (2) the ability to express themselves clearly and persuasively in signed/oral and written form; and (3) knowledge of the literature, major figures, and issues of the discipline. Students completing a major in philosophy are expected to know the major problems, concepts, terms, writings, and movements in the history of Western philosophy. The program concentrates on the major subdivisions of philosophy - logic, ethics, theory of knowledge, and metaphysics - and on major figures in the history of philosophy (Plato, Aristotle, Descartes, Kant, etc.), as well as on problems arising in contemporary movements, such as analytic philosophy. At the senior level students will take a capstone research-intensive course in which they will do creative work on a philosophical problem using the research and critical skills developed in the program.

Students who minor in philosophy or religion will take five courses in either discipline. These courses will be chosen in consultation with a departmental advisor, based on the interest and objectives of the student. The fundamental goal of the minor will be to develop the student’s critical and expressive abilities in conjunction with a basic knowledge of the literature, major figures, and issues of the discipline.

**New catalog description:**



## **Philosophy and Religion**

*Dr. Jane Hurst, Chair Hall Memorial Building, Room S-135*

The department offers a major in philosophy and minors in ethics, philosophy, and religion. The major is 30 hours, each minor is 15 hours

Whether concentrating in ethics, philosophy or religion, students in the department develop: (1) the ability to think critically, especially with respect to problem solving and analyzing arguments; (2) the ability to express themselves clearly and persuasively in signed and written form; and (3) knowledge of the literature, major figures, and issues of the discipline. Students completing a major in philosophy are expected to know the major problems, concepts, terms, writings, and movements in the history of Western philosophy. The program concentrates on the major subdivisions of philosophy - logic, ethics, theory of knowledge, and metaphysics - and on major figures in the history of philosophy (Plato, Aristotle, Descartes, Kant, etc.), as well as on problems arising in contemporary movements, such as analytic philosophy. At the senior level students will take a capstone research-intensive course in which they will do creative work on a philosophical problem using the research and critical skills developed in the program.

Students who minor in ethics, philosophy, or religion will take five courses which will be chosen in consultation with a departmental advisor, based on the interest and objectives of the student. The fundamental goal of the minor will be to develop the student's critical and expressive abilities in conjunction with a basic knowledge of the literature, major figures, and issues of the discipline. Philosophy majors and philosophy minors may add a minor in ethics, consulting with the department chair to choose additional ethics coursework that complements their philosophy major/minor coursework.

## **Section F: Changing a Major or Minor**

List course requirements in major or minor as they would be in the catalog. (Include pre-major, major and elective courses.)

<b>Name of Major/Minor revised:</b> <i>Philosophy Minor</i>
<b>EFFECTIVE TERM:</b> <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer 2009
<b>Old major or minor requirements (from catalog):</b> <i>Requirements for a Minor in Philosophy or Religion</i> The minor in philosophy consists of a minimum of 15 hours of philosophy courses. A minor in religion consists of a minimum of 15 hours of religion courses.
<b>New major or minor requirements (for catalog):</b>  <i>Requirements for a Minor in Philosophy</i> <b>Required minor courses 6 hours</b> Choose one philosophical methods course: PHI 150 Introduction to Philosophy (3) PHI 201 Introduction to Logic (3)  Choose one history of philosophy course: PHI 311 History of Ancient and Medieval Philosophy (3) PHI 312 History of Renaissance and Early Modern Philosophy (3) PHI 313 History of Late Modern and Contemporary Philosophy (3)  <b>Elective philosophy courses 9 hours</b> Choose three philosophy courses: Any philosophy course may be counted as an elective toward the philosophy minor.  Total: 15 hours  <i>Requirements for a Minor in Religion</i> A minor in religion consists of a minimum of 15 hours of religion courses.
<b>Briefly summarize change(s)</b> We've added specific requirements for the philosophy minor, beyond just a certain number of hours of philosophy coursework. The number of hours remains the same (15). The religion minor is unchanged.
<b>Rationale for change(s):</b> Developing the Ethics Minor made us aware of just how little structure the Philosophy minor had: 15 hours of philosophy courses – that's it! A scan of philosophy minors at other universities revealed that most had some requirements beyond a number of credit hours, though what else was required varied greatly. We believe that someone who graduates with a philosophy minor should have a basic understanding of argumentation and logic (PHI 201 or PHI 150) and should have a good grounding in at least one historical period in the history of philosophy (PHI 311, PHI 312, or PHI 313).

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**Name of Major/Minor revised:** Philosophy Major

**EFFECTIVE TERM:**  Fall  Spring  Summer 2009

**Old major or minor requirements (from catalog):**

*Requirements for a Major in Philosophy*

**Required philosophy courses** 15 hours

PHI 201 Introduction to Logic (3)

PHI 311 History of Ancient and Medieval Philosophy (3)

PHI 312 History of Renaissance and Early Modern Philosophy (3)

PHI 313 History of Late Modern and Contemporary Philosophy (3)

PHI 494 Senior Thesis (3)

**Elective philosophy courses** 15 hours

PHI 150 Introduction to Philosophy (3)

PHI 257 Moral Philosophy (3)

PHI 290 Ethics and Health Care (3)

PHI 302 Logic and Scientific Method (3)

PHI 310 Topics in Philosophy (3)

PHI 318 Social and Political Philosophy (3)

PHI 325 Philosophy of Religion (3)

PHI 400 Knowledge and Reality (3)

PHI 410 American Philosophy (3)

PHI 415 Great Thinkers in Philosophy (3)

PHI 499 Independent Study (1-3)

**New major or minor requirements (for catalog):**

*Requirements for a Major in Philosophy*

**Required foundational philosophy courses** 12 hours

PHI 201 Introduction to Logic (3)

PHI 311 History of Ancient and Medieval Philosophy (3)

PHI 312 History of Renaissance and Early Modern Philosophy (3)

PHI 313 History of Late Modern and Contemporary Philosophy (3)

**Elective philosophy courses** 15 hours

Choose fifteen credit hours:

PHI 150 Introduction to Philosophy (3)

PHI 257 Moral Philosophy (3)

PHI 290 Ethics and Health Care (3)

PHI 302 Logic and Scientific Method (3)

PHI 310 Topics in Philosophy (3)

PHI 320 Topics in Ethics (3)

PHI 318 Social and Political Philosophy (3)

PHI 325 Philosophy of Religion (3)  
PHI 400 Knowledge and Reality (3)  
PHI 410 American Philosophy (3)  
PHI 415 Great Thinkers in Philosophy (3)  
PHI 495 Special Topics  
PHI 499 Independent Study (1-3)

**Required capstone course 3 hours**

Choose one course:

PHI 493 Senior Research Paper (3)  
PHI 494 Senior Thesis (3)

**Briefly summarize change(s)**

PHI 320 and PHI 495 have been added to the list of electives; PHI 493 has been added as an alternative capstone requirement.

**Rationale for change(s):**

PHI 320 is a variation on PHI 310; if the former counts as an elective, so should the latter. Allowing PHI 495 to count as an elective lets our majors explore philosophical topics at the 400-level, too. The rationale for offering PHI 493 as an alternative to PHI 494 is stated in the rationale for PHI 493, above (Section A).

**PART II. Impact on Other Courses/Programs**

1. Do any of the changes/additions involve dual listed courses? **No.**

If yes, name and course number of dual listed course: \_\_\_\_\_

2. Would the changes you have proposed require any action on the part of another department? If so, what? **No.**

3. Do any new or revised courses overlap with other courses? If yes, letters of support from affected departments must be provided. **No.**

4. Do any of the changes/additions involve Honors courses? (All honors courses must be approved by Honors program director.) **No.**

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### **PART III. Supporting Materials**

- 1. Provide Syllabi for all new or substantially revised courses.**
- 2. Provide letters of support from other departments affected by the proposed changes.**

#### **Syllabi for PHI 320 and PHI 493:**

#### **PHI 320.01 Syllabus Topics in Ethics: Bioethics and the Deaf Community Fall 2008**

**Instructor:** Ms. Teresa Blankmeyer Burke, M.A., Ph.D. cand.

**Office:** Department of Philosophy and Religion, Hall Memorial Building S135C

**e-mail:** [teresa.burke@gallaudet.edu](mailto:teresa.burke@gallaudet.edu)

**Office hours:** Tuesdays: 2:00-3:00 pm; Wednesdays 1:00-3:00 pm; also by appointment as posted on office door weekly on sign-up sheet.

#### **Texts:**

Course Reader on Blackboard (all readings are available as pdf files or links)

Handouts and other materials given in class or on Blackboard

#### **Course Description and Objectives**

PHI 320 Topics in Ethics focuses on the study of topics relating to ethics that are not covered in depth in the regular departmental course offerings. Topics may include moral theory, moral psychology, applied ethics, and controversial social issues.

*Prerequisites:* GSR 150 or equivalent, and one course in philosophy; or permission of instructor

Bioethics is a branch of applied ethics, which in turn is a part of the philosophical field of ethics. Bioethics applies ethical theory to issues in the biological sciences, including scientific research and healthcare. This course introduces major theoretical approaches to bioethics and applies them to topics of interest to the deaf community, including (but not limited to) eugenics, cochlear implant surgery, and genetic technology. Bioethics theories and concepts covered will include informed consent, research ethics, individual and group rights, surrogate decision-making, quality of life, genetic enhancement versus gene therapy, and wrongful life.

By the end of the course you will have learned the following objectives:

- Define and explain major theoretical approaches to contemporary bioethics
- Critique major theoretical approaches to contemporary bioethics

- Apply bioethics theory to issues related to the deaf community
- Understand key topics in bioethics related to the deaf community
- Identify philosophical arguments in bioethics
- Construct philosophical arguments in bioethics
- Read and analyze bioethical/philosophical texts
- Critically evaluate bioethical/philosophical arguments related to the deaf community
- Apply philosophical thinking to hypothetical and real life bioethics cases

**Last, but not least, my hope is that everyone who completes this course will learn how to think like a philosopher.**

## PHI 320 Course Objectives

<i>Course Objective</i>	<i>Undergraduate Learning Outcome</i>	<i>Demonstrated how?</i>	<i>Assessment tool?</i>
(1) Identify bioethics claims and arguments as they relate to deaf community	1.2 Demonstrate competence in academic ASL. (in class discussion) 1.3 Demonstrate competence in academic writing (discussion board) 1.4 Present content coherently.	Discussion leader  Discussion board	Discussion Leader Rubric  Discussion Board rubric
(2) Understand and define major bioethical theories	1.2 Demonstrate competence in academic writing. 1.4 Present content coherently.	Term Paper Proposal  Discussion Board	Rubric  Discussion Board Rubric
(3) Identify, construct, and analyze bioethical arguments.	1.2 Demonstrate competence in academic writing. 2.4 provide cogent reasons in support of one's opinion 5.1 Support ethical judgment with clear cogent reasons	Term Paper  Term paper outline  Term paper proposal	Term paper rubric  Term paper outline rubric  Term paper proposal
(4) Critically evaluate bioethics texts	1.2 Demonstrate competence in academic writing. 2.2 Bring together ideas to arrive at reasonable	Class Discussion  Discussion Leader	Discussion rubrics  Discussion leader rubric

	<p>conclusions</p> <p>4.1 Demonstrate competence in the fundamental concepts, methods, and technologies in various fields</p> <p>5.2 Describe how differences in values, beliefs, and priorities can lead to different conclusions about what is right and wrong</p>	Term paper	Term paper rubric
(5) Offer justified reasoning for a particular ethical position/construct philosophical argument in bioethics	<p>2.4 provide cogent reasons in support of one's opinion</p> <p>5.1 Support ethical judgment with clear cogent reasons</p> <p>5.2 Describe how differences in values, beliefs, and priorities can lead to different conclusions about what is right and wrong</p>	Term Paper	Term Paper rubric
(6) identify and discuss important contemporary ethical issues	<p>2.4 Provide cogent reasons in support of one's opinion</p> <p>2.5 Use critical thinking skills to analyze, decide and solve real life problems, modifying one's approach based on situations</p> <p>5.1 Support ethical judgment with clear cogent reasons</p>	<p>Online and in class Discussion</p> <p>Presentation</p>	<p>Discussion Rubrics</p> <p>Presentation Rubric</p>
(7) Apply philosophical thinking to hypothetical and real life bioethics cases	<p>3.1 Demonstrate an understanding of self.</p> <p>2.5 Use critical thinking skills to analyze, decide and solve real life problems, modifying one's approach based on situations</p>	<p>Discussion board</p> <p>Philosophical Autobiography</p>	<p>Discussion Rubrics</p> <p>Philosophical Autobiography Rubric</p>

	5.1 Support ethical judgment with clear cogent reasons		
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Rubrics and checklists (the criteria I use to evaluate an assignment) will be available before each assignment is due. Answer keys to exams will be available after all students have taken the exam.

### **Course Policies**

My expectations of all students in my course are:

1. That I will learn a lot from you.
2. That you will respect your classmates, yourself, and me.
3. That you will turn off your pagers, cell phones, and music players (iPods, MP3 or CD players, etc) during class. I want your undivided attention.
4. That you will take care of your physical needs (bathroom, etc.) before class. **Do not plan to go to the bathroom during tests. Note: since this is a 3 hour class, we will have one long break (or two short breaks) during the 3 hour period.**
5. That you will come to class on time. If you think you will have traffic problems, then you should leave home earlier. Attendance is taken at the beginning of class; if you are late you will be marked as an unexcused absence. Assignments are due at the beginning of class.
6. That you will attend class regularly. As an adult, you have the right to miss class. However, you are responsible for all consequences that follow from missing class, including penalties for unexcused absences and missed assignments, exams, and other work. **I have no sympathy or patience for students who do poorly on tests or homework after cutting class.**
7. That you will not sleep, read, send e-mail, write letters, or talk with others during class. If you need to do these activities, please do them elsewhere, not in my class.
8. That you will not schedule appointments (such as doctors, advisors, lab tests, etc.) during class hours. They are not “excused” absences.
9. That you will show up on time for appointments you have scheduled with me. If you cannot be there on time, you must cancel our appointment by e-mail or TDD before the scheduled time. **Failure to do this will result in loss of appointment privileges for**



**office hours**; from that point forward, you must see me during regularly scheduled office hours.

10. That you will contact me as frequently as necessary for help, clarification, explanation and interesting and relevant academic conversation.

11. That you will submit only your own original work. University policy states, “A professor who discovers that a student is involved in unethical practices in connection with required coursework or examinations has full discretion to give a failing grade for the particular assignment, a failing grade for the course, and/or recommend dismissal.”

12. That you will contact me by e-mail as often as necessary for short course-related matters. If your question requires a long answer, I will suggest you come to office hours.

13. That you give yourself enough time for e-mail responses from me. Typically 24-48 hours is enough time for me to get back to you, unless I am away at a conference or on the road. I find it extremely annoying to get several e-mails from impatient students who want to know why I have not answered the e-mail they sent an hour ago. I do not respond to e-mail on the weekends or on holidays; if you e-mail me at that time, you will receive a response on Monday, or the day after a holiday.

14. That you come to class prepared. Anyone can sit passively in class; getting an education is an active process that requires a person who is determined to do the work necessary for learning.

15. That you notify me as soon as possible if you have a disability that requires accommodation. Confirmation from OSWD is also required.

**16. You must be accessible by Gallaudet email. You must either use Gallaudet email or have your Gallaudet mail forwarded to your other email account. You are responsible for all information that comes to you by email. I will not send mail to your personal email account.**

### **Course Requirements and Evaluation**

Students are expected to fulfill three obligations: 1) attend class, 2) take all exams and quizzes, and 3) complete all homework assignments (e.g. assigned readings).

### **Attendance**

University policy states that “Students are expected to attend all scheduled classes.” **Classroom attendance is mandatory.** Absences are excused only when official documentation is provided, verified, and accepted by the instructor; all others are counted as unexcused absences. Any student arriving late for class or leaving early from class will be counted absent from that class period.

Anyone missing class is responsible for obtaining the class notes and assignments from a classmate or the course Blackboard site. Class lectures, handouts, and assignments are online at the Blackboard site for this course. Be sure to contact your instructor as soon as academic difficulties first arise.

### Attendance (con'td)

The attendance policy is in your interest since attendance is essential for understanding some of the complex reasoning processes covered in this course. Philosophy is a skill that must be practiced; practicing philosophy in class gives you the opportunity to clarify any confusion immediately, which is to your advantage. Absences that are accompanied by official documentation (court summons, doctor's note, newspaper obituary, Gallaudet University functions such as team sports, Academic Bowl, etc.) are *excused*.

#### Absence Penalty

0 – 1 unexcused absences	No penalty
2 unexcused absences	10% will be taken from your <b>total grade points</b> at the end of the semester.
3 or more unexcused absences	15% will be taken from your <b>total grade points</b> at the end of the semester.

#### Evaluation:

<b>Discussion Leader (2)</b>	100 points each	<b>200 points total</b>
<b>Discussion Board (10)</b>	15 points each	<b>150 points total</b>
<b>Philosophical Autobiography</b>	50 points	<b>50 points total</b>
<b>Presentation</b>	100 points	<b>100 points total</b>
<b>Term Paper</b>	Multi-step assignment	<b>500 points total</b>
		<b>1000 TOTAL POINTS</b>

#### Grade Scale:

<b>A</b>	<b>90 - 100%</b>	<b>Excellent</b>	<b>900 - 1000</b>
<b>B+</b>	<b>87 - 89%</b>		<b>870 - 899</b>
<b>B</b>	<b>80 - 86%</b>	<b>Good</b>	<b>869 - 800</b>
<b>C+</b>	<b>77 - 79%</b>		<b>770 - 799</b>
<b>C</b>	<b>76 - 70%</b>	<b>Fair</b>	<b>769 - 700</b>
<b>D+</b>	<b>67 - 69%</b>		<b>670 - 699</b>
<b>D</b>	<b>60 - 66 %</b>	<b>Poor</b>	<b>669 - 600</b>
<b>F</b>	<b>Less than 60%</b>	<b>Failing</b>	<b>599 - 0</b>

**Discussion Leader:** You are required to lead discussion on two different class meetings. You will put together a brief summary of the following for ONE of the articles assigned that day. The summary will explain what bioethical issues are addressed, outline the author's argument, consider at least one objection to the author's argument, and offer 3 open-ended questions about the issue for the class to respond to. Typically, your presentation will take about 15 minutes. You are also responsible for taking the lead on class discussion this week – be sure to read all assigned articles, not just the one you are presenting!

**Discussion Board:** Each week I will post a discussion board question on the week's topic and readings; the question will be open for discussion for that week only. You are required to answer ten discussion board questions during the semester. You can choose which weeks and topics you want to respond to. You can participate in more than ten discussion board topics, but you will only get credit for ten. I will respond to the comments on the topic as a whole and on occasion, offer suggestions for further reading. Discussion posts should have 4-6 sentences demonstrating critical thinking for full credit.

**Philosophical Autobiography:** This is a two-sided sheet with questions about your philosophical approach to the world. More details will be given later.

**Presentation:** You will do a presentation on your term paper topic and its relevance to the deaf community and the population at large. *Details to follow on September 23. Presentations will occur in October (2-3 per class meeting).*

**Term Paper:** There is one term paper assigned this semester. It is worth half of your grade!

It is a multi-step assignment involving a thesis proposal, an annotated bibliography, a draft and the final paper. *Detailed information about this assignment will be discussed in on September 9.* Each step of this assignment is due at the beginning of class and must be turned in as hard copy at the beginning of class and electronically in the Digital Drop Box on the Blackboard site before class. The final draft is due at 5 pm on December 9 (when your final exam would have been scheduled).

**Late assignments** will not be accepted unless two conditions are met: 1) you have contacted me before class to let me know you will not be there, and 2) official documentation for excused absences has been submitted, verified, and accepted. If you are turning in an assignment early, you must put it in my mailbox and have the department administrator initial it with the date and time. If you are late to class, your assignment will not be accepted.

You have the opportunity to rewrite your proposal, annotated bibliography, and first draft for a better grade. The rewritten paper is due one week after papers are returned to students in class. **NOTE: Rewrites must have substantial revisions – correcting**

**spelling and grammatical errors is not sufficient to raise your grade. Substantial revision includes refining definitions, arguments, objections, and replies.**

**Extra Credit: There is no extra credit.**

**Grades:**

If you think that an error has been made in calculating your grade, please bring it to my attention.

If you disagree with the grade I have assigned, I am happy to meet with you and talk about my reasons for assigning the grade. My belief is that no one is perfect; if you can provide convincing, compelling, and well-reasoned evidence that your grade should be revised, I am willing to change it. If you are still not happy with my decision, you are welcome to take it up the chain: first to the acting chairperson of the Philosophy and Religion Department, Professor Barbara Stock, and beyond that if necessary.

**No “incompletes” will be assigned except in cases of real emergency, in which case the department chairperson must approve it. Requests for incompletes must be supported with documentation.**

**Schedule:**

The schedule of topics and reading assignments is posted to Blackboard, in the Documents folder. This schedule also includes the due-dates of major assignments. I will try to stick to this schedule as closely as possible; if changes need to be made, I will announce them in class and amend the posted schedule.

**PHI 493: Senior Research Paper**  
(3 credit hours; meeting times TBA)

**Instructor:** Dr. Barbara Stock

Office: Department of Philosophy and Religion, Hall Memorial Building S135e

Office Hours: Tuesdays 2:00 – 4:00, Fridays 10:00 – 12:00, and by appointment.

E-mail: [barbara.stock@gallaudet.edu](mailto:barbara.stock@gallaudet.edu)

**Required Texts:**

Lipson, Charles, *How to Write a B.A. Thesis*, University of Chicago Press, 2005

Other texts as determined by student's thesis topic

**Course Description:**

Students will research and write a high quality formal philosophy paper, approximately 20 – 25 pages in length, on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

*Prerequisites:* Philosophy majors only, 15 credit hours in philosophy, senior standing, and permission of the department chair.

**Course Objectives:**

You will create and defend a substantial scholarly document which explores philosophical topic that you select yourself. To do this, you will need to:

- a. Identify a clear and specific philosophical question and develop a research plan to address it. (Philosophy Program Outcome # 7a)
- b. Select relevant, diverse, high quality information sources to apply to the research question. (PPO # 7b)
- c. Summarize and analyze complex arguments within extended primary source texts. (PPO # 6a, 6b)
- d. Integrate material from various sources into coherent written work, citing responsibly. (PPO # 6c)
- e. Evaluate arguments, judging the quality of the reasoning and the accuracy of the information. (PPO # 1c)
- f. Present arguments that build on other authors' work, but also include original analysis. (PPO # 7c)
- g. Explain and defend the research paper before department faculty members.

## Requirements/Grading:

The primary component of the course grade will be the research paper itself, along with the defense of this paper. Additionally, earlier in the semester, students will be required to submit a short proposal, clarifying the topic selected, and an annotated bibliography of the sources consulted. The instructor and student will determine the due dates for these items at the beginning of the semester, given the following parameters:

- The proposal and annotated bibliography must be submitted before mid-semester.
- The final draft of the research paper must be submitted at least one week before the end of classes.

The formal defense, in which the student will explain her/his research and answer questions from the faculty, will normally occur during final exam week.

## Assessment Chart:

The following chart shows how each of the course objectives matches the Gallaudet University Student Learning Outcomes, and shows how each will be demonstrated and assessed.

<i>Course Objective</i>	<i>Undergraduate Learning Outcome</i>	<i>Demonstrated how?</i>	<i>Assessment tool?</i>
(a) Identify a clear and specific philosophical question and develop a research plan to address it.	2.5. Use critical thinking skills to analyze complex issues, make informed decisions and solve real-life problems, modifying one's approach as needed based on the requirements of particular situations.	Research Paper Proposal	Proposal requirements checklist
(b) Select relevant, diverse, high quality information sources to apply to the research question.	2.1. Select relevant and varied sources of information, and accurately state their key points and supporting details.	Annotated Bibliography	Bibliography checklist
(c) Summarize and analyze complex arguments within extended primary source texts.	1.3. Demonstrate competence in receptive communication, comprehending written and signed material.	Research Paper	analysis paper checklists, presentation rubric
(d) Integrate material from various sources into	1.4. Present content coherently, which involves clarifying points, bringing	Research Paper	Adapted Gallaudet Writing Rubric,

coherent written work, citing responsibly.	together information in a well-organized way, and drawing logical connections among ideas. 5.4. Demonstrate intellectual honesty, respect and integrity.		Style Guide
(e) Evaluate arguments, judging the quality of the reasoning and the accuracy of the information.	2.3. Evaluate the logic of arguments and strength of evidence, using deductive and inductive methods. 4.1 Demonstrate competence in the fundamental concepts, methods, and technologies in various fields (ie: scientific method, quantitative reasoning, & interpretive frameworks).	Research Paper	Gallaudet Critical Thinking Rubric
(f) Present arguments that build on other authors' work, but also include original analysis.	2.2. Bring together ideas, comparing, contrasting, and building on them to arrive at reasonable conclusions. 2.4. Provide cogent reasons in support of one's opinions, while taking possible objections seriously.	Research Paper	Gallaudet Critical Thinking Rubric
(g) Explain and defend the research paper before department faculty members.	1.1. Demonstrate competence in academic ASL. 1.5. Express ideas and information effectively in a variety of formats, including one-on-one, group settings, and through appropriate use of media.	Research Paper Defense	Departmental Thesis Defense Scale

## Policies and Procedures

- *Attendance*

Regular meeting times will be set by the instructor and the student at the beginning of the semester and may be modified as the students' needs change through the

course of the project. Please do not avoid these meetings because you feel you have not produced enough written work. If you are stuck, we can discuss why you are stuck and plan to get you *un-stuck*. But only if you show up!

- *Academic Honesty*

It should be beneath your dignity to present someone else's work as your own. For further information, see the Gallaudet University Academic Integrity Policy: <http://my.gallaudet.edu/bbcswebdav/institution/Public/CUE-Academic-Integrity08-21-07.doc>

- *Feedback/Revising*

The instructor will provide detailed feedback on drafts, both on content and on how the material is presented. This is not negative; it is the best way to improve your philosophical writing. Expect to revise everything you submit at least twice 😊