

## Term Information

Effective Term Autumn 2017

## General Information

Course Bulletin Listing/Subject Area Philosophy  
Fiscal Unit/Academic Org Philosophy - D0575  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5010S  
Course Title Teaching Philosophy  
Transcript Abbreviation Teaching Philos  
Course Description Design a set of philosophy lessons and team-teach some of these lessons to secondary school students.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Field Experience, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Sometimes  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites 6 cr hrs at the 2000-level or above or graduate standing or permission of instructor.  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 38.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

General Education course:  
Service-Learning (new)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students reflect on how high school students can benefit from exposure to philosophy
- Students understand how certain pedagogies impact different learning situations
- Students acquire some basic teaching skills
- Students deepen their understanding of philosophical content

### Content Topic List

- Teaching methods
- Designing lesson plans
- The place of philosophy in secondary schools

## Attachments

- Philos 5010S GE\_Proposal.docx  
*(GEC Model Curriculum Compliance Stmt. Owner: O'Keeffe,Susan B)*
- Philos 5010S GE-S\_Form.docx  
*(GEC Course Assessment Plan. Owner: O'Keeffe,Susan B)*
- Philosophy Undergraduate Curriculum Map.docx  
*(Other Supporting Documentation. Owner: O'Keeffe,Susan B)*
- Revised 5010S Syllabus.pdf  
*(Syllabus. Owner: O'Keeffe,Susan B)*

## Comments

- Counts as an elective for the major but NOT as one of the required 5000-level classes for the major or minor (see Curriculum Map).  
A revised syllabus has been attached that includes information about background checks that are needed for all course participants. *(by O'Keeffe,Susan B on 09/13/2016 02:24 PM)*
- see e-mail to department about support vis-a vis teaching/interacting with the HS and clearing those obstacle earlier rather than later. *(by Heysel,Garett Robert on 08/24/2016 08:45 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	O'Keeffe,Susan B	08/23/2016 12:18 PM	Submitted for Approval
Approved	Turner,Piers Justin Norris	08/23/2016 02:07 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	08/24/2016 08:45 PM	College Approval
Submitted	O'Keeffe,Susan B	09/13/2016 02:25 PM	Submitted for Approval
Approved	Turner,Piers Justin Norris	09/13/2016 02:29 PM	Unit Approval
Approved	Heysel,Garett Robert	09/13/2016 10:01 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	09/13/2016 10:01 PM	ASCCAO Approval

# Syllabus

## PHILOS 5010-S, Teaching Philosophy

**Format of instruction:** lecture/seminar, twice per week for 80 minutes [exception: in each of the last 4 weeks of the semester, there will be only one 80-minute lecture/seminar, in addition to 60 minutes of service at the Columbus Alternative High School, our community partner, and individual consultations with the instructor]

**Course description:** Several recent studies show that secondary school students can benefit immensely from exposure to philosophy. Unfortunately, very few secondary school students in the U.S. get the chance to explore philosophical questions or encounter philosophical methodology. In this course, we will jointly develop a set of philosophy lessons for high school students and then team-teach some of these lessons to groups of students from Columbus area high schools. Those lessons will aim to introduce students to philosophical topics and methods that are likely to be particularly relevant or helpful to them. For instance, we will plan lessons about the notions of justice or fairness, freedom of choice, and the meaning of life. We will also plan lessons more directly focused on critical thinking and analytic reasoning, that is, lessons in informal logic. Our lesson plans will incorporate a variety of different instructional methods and discussion formats in order to make these lessons as engaging and effective as possible. To lay the foundations for the development of these lessons, the course covers various teaching methods that work particularly well in a high school context. We will also read and discuss some education research that is especially relevant to this kind of teaching.

This is a service-learning course, which means that the service-learning element of the course—teaching four lessons to local high school students (more information below)—is an essential and mandatory aspect of the course. As an additional service, we will make our lesson plans available to the general public on the internet, so that other high school programs can benefit from them.

**Required texts and other course materials:**

Nagel, Thomas, *What Does it All Mean? A Very Short Introduction to Philosophy*, Oxford: Oxford University Press, 1987. [Available in campus bookstores and on 2-hour reserve at Thompson library]

All other readings will be made available electronically through Carmen.

**Background check requirement:**

According to Ohio law, everybody who teaches at P–12 schools must pass a background check. This means that all participants in this course will need to complete background checks. You will be responsible for the cost (about \$60). Please complete the background check as early as you can; you can do it through OSU’s background check service (see here: <https://hr.osu.edu/services/background-checks-fingerprinting/>).

### Assignments and Requirements:

- *Attendance and participation:* to receive full points, you need to (a) miss no more than two sessions without an excuse, (b) participate in class discussions as well as in in-class group work and peer-feedback exercises, and (c) participate in the service-learning component of the course. The service-learning component consists in co-teaching (with at least one other student in this course) four philosophy lessons at a local high school. You will receive a rubric in the first week of classes with more details on the expectations for attendance and participation.
- *Teaching observation by instructor:* the instructor will observe one of the four lessons that you will teach to high school students. The instructor will evaluate your teaching in accordance with a rubric that you will receive before you teach for the first time.
- *Short in-class presentation:* you will be assigned a teaching method that you will research and then present to the rest of the class. Your goal should be to help your classmates understand how the teaching method works, in what context it will work best, and what some of its advantages and disadvantages are. The presentation should not take more than 15 minutes and will be evaluated in accordance with a rubric that you will receive along with the instructions for this assignment. The presentations will take place in weeks 3–4.
- *Portfolio:* the portfolio will have five components, each with its own due date. You will receive detailed instructions and rubrics for each component in due time.
  - **Part 1** of the portfolio is a short description and discussion of five teaching methods that look promising for high school philosophy courses (4-5 double-spaced pages total). Due date: week 5; worth 15% of your portfolio grade.
  - **Part 2** is a 1–2-page teaching observation, to be completed after observing a regular high school lesson. The purpose of this portion of the portfolio is to start to get to know our community partner and to reflect about teaching methods. You will receive a worksheet that serves as the basis for this report. Due date: week 7; worth 15% of your portfolio grade.

Logistics: at the beginning of the semester, the instructor will circulate a sign-up sheet that lists all the classes that our community partner is willing to have you observe; they will be at a wide range of different times in order to accommodate everybody's schedule. Once everybody has signed up for a class to observe, the instructor will communicate this information to the teachers of those classes. [Up to 3 students can observe any given class, but everybody needs to write their own observation.] For transportation options to our community partner school, see below.
  - **Parts 3–4** are two lesson plans for philosophy lessons on topics agreed upon with the instructor. The lesson plans should be 2–3 pages long; you will receive detailed instructions as well as peer feedback. These lessons can—but do not have to—be among the lessons you teach at the high school. Due dates: week 9 and week 12, respectively; worth 15% of your portfolio grade each.
  - **Part 5** is a 4–5 page essay containing reflections about your teaching experience, the impact that philosophy courses can have on high school students, and a description of your approach to teaching. Detailed instructions and a rubric will

be distributed at least 2 weeks before it is due. Due date: finals week; worth 40% of the portfolio grade.

- *Service Learning Component:* you will co-teach (with at least one other student in the class) four lessons to a group of about 10 high school students. In each of the four weeks in which you teach, we will meet on campus only once as a group (instead of twice, as in regular weeks) to discuss any remaining questions or concerns about your lesson plans and to reflect on your teaching experience. Each teaching team is also expected to meet with the instructor before each lesson for an individual consultation. All lessons will take place at CAHS, the Columbus Alternative High School, and they will be after the end of the regular school day.  
Logistics: CAHS can be reached easily from campus either with a COTA bus or by car; you will receive more specific directions. You will be responsible for the bus fare or any costs associated with driving there. [We will arrange car pools as far as it is possible.]

### **Grading Information:**

Attendance and Participation:	20%
Teaching Observation by instructor:	20%
Short in-class presentation:	10%
Portfolio (5 parts; see above):	50%

### **Weekly topical outline:**

- Week 1      **Introduction, Course Goals, and Objectives; Philosophy’s place in the high school curriculum; Information about CAHS, our community partner**  
Readings: Jacobs, Kirsten, “Philosophy Across the Ages: Some Observations on Content and Strategy,” in *Philosophy in Schools: An Introduction for Philosophers and Teachers*, ed. S. Goering et al., New York: Routledge, 2013
- Week 2      **Philosophy’s place in the high school curriculum, cont.: (how) can high school students benefit from philosophy?**  
Readings: Davis, James, “Socrates in Homeroom: A Case Study for Integrating Philosophy across the High School Curriculum,” *Teaching Philosophy* 36:3, September 2013  
Burroughs, Michael, “A Different Education: Philosophy and High School,” in *Philosophy in Schools: An Introduction for Philosophers and Teachers*, ed. S. Goering et al., New York: Routledge, 2013
- Week 3      **Teaching Methods**  
Readings: select readings from the list of resources which are relevant to your assigned teaching method

- Week 4      **Teaching Methods**  
 Readings: select readings from the list of resources which are relevant to your assigned teaching method
- Week 5      **What are lesson plans and how do you design them? Also: instructions for teaching observation**  
 Readings: Milkova, Stilian, “Strategies for Effective Lesson Planning,” [http://crlt.umich.edu/gsis/p2\\_5](http://crlt.umich.edu/gsis/p2_5)  
 Watch the short video, “New Teacher Survival Guide: Planning,” <https://www.teachingchannel.org/videos/coaching-planning-lesson-planning>  
 Read and compare two sample lesson plans [each student will be assigned different sample lesson plans]  
*Portfolio part 1 due*
- Week 6      **Designing lesson plans for a unit on justice/fairness**  
 Readings: King, Jr. Martin Luther, short excerpt from “Letter from a Birmingham Jail”  
 Nagel, Thomas, *What Does it All Mean? A Very Short Introduction to Philosophy*, ch. 8 (“Justice”)  
 Kaye, Sharon and Thomson, Paul, *Philosophy for Teens: Questioning Life’s Big Ideas*, ch. 9 (“What is Discrimination?”)  
 Lone, Jana Mohr and Burroughs, Michael, *Philosophy in Education: Questioning and Dialogue in Schools*, pp. 158–162 and 175–177 [Lesson plans for two lessons on justice at the high school level]
- Week 7      **Designing lesson plans for a unit on freedom of choice**  
 Readings: Patton, Michael and Cannon, Kevin, *The Cartoon Introduction to Philosophy*, chapter 4 (“Free Will”)  
 Nagel, Thomas, *What Does it All Mean? A Very Short Introduction to Philosophy*, ch. 10 (“The Meaning of Life”)  
 Kaye, Sharon and Thomson, Paul, *More Philosophy for Teens: Examining Reality and Knowledge*, ch. 3 (“Am I Free?”)  
*Portfolio part 2 due*
- Week 8      **Designing lesson plans for a unit on the meaning of life**  
 Readings: Nagel, Thomas, *What Does it All Mean? A Very Short Introduction to Philosophy*, ch. 6 (“Free Will”)  
 Wolf, Susan, “The Meanings of Lives,” in *Exploring the Meaning of Life*, ed. J. Seachris, Malden, MA: Wiley-Blackwell, 2013  
 Kaye, Sharon and Thomson, Paul, *More Philosophy for Teens: Examining Reality and Knowledge*, ch. 4 (“How Should I Live?”)
- Week 9      **Designing lesson plans for a unit on informal logic**  
 Readings: Weston, Anthony, *A Rulebook for Arguments*, Indianapolis: Hackett, 2009, chapters 1–2  
 Copi, Irving and Cohen, Carl: *Introduction to Logic*, Upper Saddle River: Pearson, 2002, chapter 1

Lone, Jana Mohr and Burroughs, Michael, *Philosophy in Education: Questioning and Dialogue in Schools*, pp. 145–152 [Lesson plans for two lessons on introducing informal logic at the high school level]

*Portfolio part 3 due*

- Week 10      **Preparation for service-learning component; Cultural Competence**  
Readings: Lone, Jana Mohr and Burroughs, Michael, *Philosophy in Education: Questioning and Dialogue in Schools*, ch. 10: “Children’s Philosophical Encounters: Taking Seriously the Role of Privilege in Classrooms”  
Pratt-Johnson, Yvonne, “Communicating Cross-Culturally: What Teachers Should Know,” <http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>
- Week 11      **Lesson plans; individual (or teaching-team) consultations; teach first lesson**
- Week 12      **Lesson plans and reflections on teaching; individual (or teaching-team) consultations; teach second lesson**  
*Portfolio part 4 due*
- Week 13      **Lesson plans and reflections on teaching; individual (or teaching-team) consultations; teach third lesson**
- Week 14      **Lesson plans and reflections on teaching; individual (or teaching-team) consultations; teach fourth lesson; General reflections**
- Finals Week      *Portfolio part 5 due*

### **GE Category: Service Learning**

**GE Service Learning Goal:** Students gain and apply academic knowledge through civic engagement with communities.

#### **Expected Learning Outcomes:**

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

#### **How this course satisfies the GE Expected Learning Outcomes (ELOs):**

The course satisfies ELO 1: students will explore the ways in which the philosophical content and methodology that is often studied in college classes intersect with the lives and concerns of high school students in Columbus city public schools. Students will not only

reflect on these connections but also explore them in practice during the community-based work. As part of the portfolio, they will also reflect on the connections between the academic content and their service in the high school.

The course satisfies ELO 2: students will read and discuss articles on the issues and cultures of public high schools and they will observe a high school lesson taught by a regular high school teacher. Moreover, as part of the portfolio assignment, they will write about their observations and about how their own experience relates to the scholarly articles.

The course satisfies ELO 3: As part 5 of the portfolio, students will write an extended essay reflecting on what they learned from the service-learning activity as well as what impact they have observed in the high school.

**Academic misconduct statement:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**Disability statement:**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Ave; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.



# **GE–Service Learning Proposal for PHIL 5010 ‘Teaching Philosophy’**

## **1 GE RATIONALE**

### **1.1 What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?**

The students in this course will have taken college-level philosophy courses in which certain topics and methods are discussed academically; this course will require them to find good ways to apply and to communicate this theoretical knowledge in their high school lessons. In the first part of the course, we will reflect on the connections between the academic study of philosophy and the lives or concerns of high school students. Several of the readings (especially those for weeks 1, 2, and 10) address these connections explicitly and we will discuss them further in class. These connections will also play a major role in the portion of the course in which we design student-centered lessons together because there will be a strong emphasis on selecting philosophical material and methods that are going to be particularly relevant and helpful to the high school students with whom we are working. During the service-learning component of the course, the students will then make those connections in practice. Finally, in the last assignment of the course, students will reflect at length about the ways in which philosophical concepts and skills are relevant and helpful for high school students, based on their own experience during the service-learning aspect of the course.

### **1.2 What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?**

Several of the assigned readings (especially those for weeks 1, 2, and 10) contain discussions of the particular issues and challenges that high school students often face, as well as some basic proposals or increasing one’s cultural competence for teaching in a diverse classroom. Those issues will also be the focus of our class discussions during those weeks. In addition, every student will observe one regular high school lesson at our community partner school and then write a reflection on that observation; that will allow them to get a better sense of what the day-to-day operations and the cultures of that school are. During the lessons they teach at the high school, they will learn even

more about the concerns, goals, and interests of their students; the lessons will be very student-centered and will encourage the high school students to bring their own experiences and perspectives to bear on the philosophical issues under discussion.

### **1.3 How does the course promote reflection on and evaluation of the impacts of the service-learning activity?**

The last portion of the portfolio—the most important assignment in the course—consists in an extended reflection on each student’s service-learning activity. The prompt for this assignment will specifically ask students to discuss the impact they feel they may have made on their group of students, and the impact that the experience has made on them. They will be instructed to base their answers on their personal experience, on a survey that the high school students will complete at the end of the program, and on scholarly literature about the impact of philosophy instruction at the high school level.

## **2 GE ASSESSMENT PLAN**

End-of course assignment: during finals week, students submit a 4–5 page essay containing reflections about their teaching experience, the impact that philosophy courses can have on high school students, and a description of their approach to teaching. This essay will count toward the final grade of the course (see syllabus) and will serve as an assessment of how well the students have achieved their GE expected learning outcomes, in accordance with the GE rubric.

In the prompt for this essay, all three ELOs will be represented. More specifically, students will be required to reflect on (a) the connections between the philosophical concepts and skills that they have learned in their university classes on the one hand, and their high school teaching experience on the other hand; (b) what they have learned about the issues, resources, assets, and cultures of our community partner, and (c) what impact they think our program has made on them and on the community partner, both in the short term and in the long term. For part (c), they are supposed to base their answers on their personal experience during the service-learning component of the course, on a survey that the high school students will complete at the end of the program, and on scholarly literature about the impact of philosophy instruction at the high school level.

Follow-Up/Feedback Process: Each time the course is offered, the instructor will compose and submit to the Department's Teaching Evaluation and Assessment Committee a short report summarizing overall student performance on quizzes, class projects, and writing assignments. The report will also integrate student feedback from a survey distributed at the end of the semester. These reports will be grouped by term and saved on the shared departmental drive, so that teaching effectiveness in a particular semester can be evaluated by comparison to previous years. This will also make the data available to future instructors of this course. On the basis of these comparisons, the relative emphases of different elements of the course can be adjusted in order to help more students achieve the expected learning outcomes. If the assessment so indicates, we can also change the parameters of the service-learning aspect of the course, for instance by increasing the number of lessons taught at the high school.

### **3 CURRICULUM MAP**

(see attached)

## Service-Learning Designation Request Form

*Please upload attachments to the appropriate Course Request Form in the Course and Program Entry and Approval System ([curriculum.osu.edu](http://curriculum.osu.edu)).*

1. Has this class previously received an S-Designation? **No**
2. Is this class always taught with a service-learning component? **Yes**

### COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

Students in the course will form teams of 2–3; there will be at least one graduate student on every team, if possible. Each team will meet with a group of students from CAHS, a local public high school with a focus on the humanities, for four 1-hour sessions during the last 4 weeks of the semester, implementing lesson plans that we jointly develop in the previous weeks of the course. The sessions will be an optional after-school program.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

The goals of secondary education generally—as well as of CAHS specifically—include preparing students for college and teaching them general skills that are helpful for the workplace, for good citizenry, and for a good life. Philosophy can help with all of these goals, as studies have shown.<sup>1</sup> It can help students develop critical thinking and analytic reasoning skills; it can also help them think more systematically about difficult issues with which they are grappling, such as ethical or political questions and important life choices. Moreover, because of the intrinsic interest and relevance of many philosophical questions, philosophy can spark the intellectual curiosity of students more effectively than many other, more traditional subjects in high school.

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience. Please

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<sup>1</sup> See a bibliography here:

[https://docs.google.com/document/d/1n41h2pqc4dTb3Ek41NfZv2WAC\\_LUZH\\_buQoFYyRzyg0](https://docs.google.com/document/d/1n41h2pqc4dTb3Ek41NfZv2WAC_LUZH_buQoFYyRzyg0)

describe goals/expectations/responsibilities for:

a) Faculty

*Goals:* give OSU students the chance to experience some of the joys and challenges of teaching; prompt them to reflect on what it means to teach well; allow them to see some of the impacts that teaching philosophy can have

*Expectations:* the faculty member expects OSU students to be motivated to learn about this new aspect of philosophy and to participate actively; the faculty member also expects to gain insights on teaching; finally, the faculty member expects the community partner to cooperate by encouraging their students to participate in our program and making available classroom space for our meetings

*Responsibilities:* prepare OSU students adequately for their teaching experience; provide resources and guidance; prompt students to reflect on their experience; manage not only the on-campus aspects of the course but also the service learning aspects; meet with community partners to arrange the details; make sure OSU students will not encounter any logistical obstacles at the school

b) Students

*Goals:* learn about teaching; experiment with teaching; learn and reflect about the concerns and needs of high school students; learn and reflect about the ways in which philosophy can help high school students; engage with academic material in a different and fun way, making connections with the world beyond OSU; learn about the issues and cultures of Columbus city schools

*Expectations:* Receive sufficient guidance and support for the teaching aspect; receive logistical support from the instructor and the community partner

*Responsibility:* active participation in both aspects of the course; willingness to try new things and reflect honestly on the experience

c) The community partner(s)

*Goals:* allow high school students to encounter a new subject in an age-appropriate, engaging, and fun way; allow high school students to develop new academic interests and new transferable skills by thinking through difficult

philosophical questions; allow high school students to get to know some current OSU students and get a better idea of what it might be like to go to college

*Expectations:* effective communication with the OSU faculty member and OSU students; the program should be organized well and run smoothly without disrupting the day-to-day operations of the high school

*Responsibility:* allow OSU students to observe some high school classes; make available classroom space for the after-school program; encourage students to participate in the philosophy program

6. Please describe your plans for sustainability and departmental support for offering this service- learning course on a continuing basis.

Several philosophy departments at other universities have longstanding and successful cooperations with high schools through which college students and graduate students teach philosophy at these schools. In the OSU philosophy department, there is significant interest in an opportunity like this among graduate students and undergraduates. Graduate students are eager to learn more about pedagogy and to apply their philosophical expertise beyond the university classroom; undergraduates are keen on a change of pace and the opportunity for meaningful service work. Some of them are also hoping to become teachers and would like to find out more about what teaching is like.

The Chair and the faculty of the philosophy department are very supportive of this service learning course and are planning to offer it on a regular basis, if it is approved. [See letter of support from the Chair, attached].

Likewise, assuming our cooperation with CAHS goes well the first year—and if similar programs at other institutions are a good guide, the program is likely to be popular—we hope that they will agree to let us run this program there annually. If CAHS for some reason does not want to continue the cooperation beyond the first year, we will approach other Columbus City schools and have no doubt that we will find another partner.

Both undergraduate majors and graduate students can also apply the credits from this course toward their degree, which will help ensure sufficient enrollment. We will also encourage incoming PhD students to take this course before teaching at OSU for the first time; many of the skills that they learn in this course, after all, will also be useful for

teaching at the college level.

## **COURSE GOALS**

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

The academic content of this course includes several central philosophical issues and methods, scholarly work on how best to teach philosophy in high schools, and scholarly work about the impact of philosophy on high school students. All of these components have direct connections to the service component. The philosophical issues and methods we discuss will be converted into lessons plans, some of which will be implemented during the service component. Likewise, the scholarly work on teaching philosophy at high school is the theoretical preparation for the service component and will help students be more effective in their interactions with high school students.

Conversely, the service component will help students grasp the academic content of the course better. As every teacher knows, teaching something typically enhances the teacher's own understanding of the material. Similarly, studying the impact of philosophy on high school students theoretically is one thing, but seeing it with one's own eyes is an entirely different thing. The direct experience of exposing high school students to philosophy for the first time will definitely color and sharpen the students' understanding of what philosophy can and cannot achieve at the high school level.

Justin D'Arms  
Professor and Department Chair  
Department of Philosophy

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February 26, 2016

To Whom It May Concern,

I write in strong support of Professor Julia Jorati's proposal to create a service learning course within the Philosophy Department. If this course is approved, I anticipate it being a regular part of our course offerings on a continuing basis. This course would be the first service learning course in our department. A survey of recent graduate students last summer made me aware that there is untapped interest in such a course among our majors.

I strongly believe in the value of service learning for our students, and in the value of bringing philosophical discussion and instruction to high school students. This proposal strikes me as a great opportunity for students at three different levels. The high school students will get an opportunity to encounter philosophical ideas and learn how to engage with them in discussion. The undergraduate students will get a first taste of mastery—being experts in the material they have been learning about instead of always the novices. This will also help them to consolidate their own understanding, and better position them to know how to talk about what they have learned with others. And the graduate students will have the opportunity to expand their pedagogical understanding by working simultaneously with high school students and with undergraduates whom they are helping to train in how to train others.

The course will fit into our undergraduate curriculum as an elective course that will count toward our major requirements. For our graduate students, it will count toward their total course number requirement in pursuit of the Ph.D.

Please do not hesitate to contact me if I can answer any other questions. I very much hope it will be possible to support this proposal.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'JLD' followed by a stylized flourish.

Justin D'Arms  
Professor and Chair



# Philosophy Undergraduate Major Curriculum Map and List of Semester Courses for Major

Required Courses	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think about, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
(prerequisite)	2500	Symbolic Logic	B			B
	3000	Gateway Seminar	B			
(three of these required)	3210	History of Ancient Philosophy		I		
	3220	History of Medieval Philosophy		I		
	3230	History of 17 <sup>th</sup> Century Philosophy		I		
	3240	History of 18 <sup>th</sup> Century Philosophy		I		
	3250	History of 19 <sup>th</sup> Century Philosophy		I		
	3261	Fundamental Concepts of Existentialism		I		
(required)	3300	Moral Philosophy	I	I	I	
(two of these required)	3310	Morality and the Mind			I	
	3530	Philosophy of Logic	I		I	I
	3650	Philosophy of Science	I		I	
	3680	Sex and Death: Introduction to the Philosophy of Biology	I		I	
	3750	Introduction to Theory of Knowledge	I		I	
	3700	Introduction to Metaphysics	I		I	
	3800	Introduction to Philosophy of Mind	I		I	
	3810	Philosophy of Action	I		I	
	3820	Philosophy of Perception	I		I	
	3830	Consciousness			I	
	3600	Introduction to Philosophy of Language	I		I	
(two of these required)	5193	Individual Studies	A	A	A	A
	5194	Group Studies	A	A	A	A
	5210	Studies in Ancient Philosophy	A	A		
	5211	Plato	A	A		
	5212	Aristotle	A	A		
	5220	Studies in Medieval Philosophy	A	A		
	5230	Studies in 17 <sup>th</sup> Century Philosophy	A	A		
	5240	Studies in 18 <sup>th</sup> Century Philosophy	A	A		
	5241	Kant	A	A		

	5250	Studies in 19 <sup>th</sup> Century Philosophy	A	A		
	5260	Studies in 20 <sup>th</sup> Century Philosophy	A	A		
	5261	Existentialism and Phenomenology	A	A		
	5263	American Philosophy	A	A		
	5300	Advanced Moral Philosophy	A		A	
	5310	Metaethics	A		A	
	5400	Advanced Political and Social Philosophy	A		A	
	5410	Advanced Philosophy of Law	A		A	
	5420	Philosophical Topics in Feminist Theory	A		A	
	5450	Advanced Aesthetic Theory	A		A	
	5460	Philosophy in Literature				
	5500	Advanced Symbolic Logic	A			A
	5510	Advanced Logical Theory	A			A
	5520	Inductive Logic and Probability Theory	A			A
	5530	Philosophy of Logic and Mathematics	A		A	
	5540	Theory of Rational Choice	A		A	A
	5550	Nonclassical Logic	A			A
	5600	Advanced Philosophy of Language				
	5610	Natural Language Metaphysics	A		A	B
	5650	Advanced Philosophy of Science	A		A	
	5700	Advanced Metaphysics	A		A	
	5737	Proseminar in Cognitive Science	A		A	
	5750	Advanced Theory of Knowledge	A		A	
	5797	Study at a Foreign Institution	A	A	A	A
	5800	Advanced Philosophy of Mind	A		A	
	5830	Advanced Philosophy of Cognitive Science	A		A	
	5840	Introduction to Cognitive Science	A		A	
	5850	Philosophy of Religion	A		A	
	5870	Topics in Jewish Philosophy	A	A	A	
Elective Courses: Honors Program	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2450H	Honors Philosophical Problems in the Arts	I		I	
	2470H	Honors Philosophy of Film	I		I	

	2900H	Freshman-Sophomore Proseminar	I	I	I	
	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice	I	I	I	
	4900H	Junior-Senior Proseminar	A	A	A	
Elective Courses: General	Course Number	Course Title	Students Develop Critical Thinking about Philosophy	Students Read, Think, and Write about the History of Philosophy	Students Read, Think, and Write about Topics in Contemporary Philosophy	Students Learn Formal Methods in Logic
	2120	Asian Philosophies	I	I		
	2194	Group Studies	I	I	I	I
	2342	Environmental Ethics	I		I	
	2400	Political and Social Philosophy	I		I	
	2450	Philosophical Problems in the Arts	I		I	
	2465	Death and the Meaning of Life	I	I		
	2500	Symbolic Logic				I
	2650	Introduction to the Philosophy of Science	I		I	
	2660	Metaphysics, Religion, and Magic in the Scientific Revolution	I	I		
	2860	Science and Religion	I		I	
	3111	Introduction to Jewish Philosophy	I	I		
	3120	Engaging Time: Philosophical and Rabbinic Dimensions of Temporality	I	I	I	
	3260	Movements in 20 <sup>th</sup> Century Philosophy	I	I		
	3262	Contemporary Continental Thought	I	I		
	3351	Judaism and Ethics	I		I	
	3410	Philosophical Problems in the Law	I		I	
	3420	Philosophical Perspectives on Issues of Gender	I		I	
	3430	The Philosophy of Sex and Love	I		I	
	3440	Theorizing Race	I		I	
	3870	Jewish Mysticism	I	I	I	
	5010S	Teaching Philosophy	A		A	

Total Required Hours: 30

Phil 2500; gateway seminar; three 3xxx history courses; three 3xxx systematic courses; two 5xxx courses, and one additional course at or above the 2xxx level

B = Beginner Level

I = Intermediate Level

A = Advanced Level

Philosophy Major

Note that, when a course is permitted to have a range of contents (at the discretion of the instructor), the course has been marked as apt to satisfy the full permitted range of undergraduate educational goals.