

Term Information

Effective Term Spring 2018
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To change the course number from Philosophy1850 to 2850, change the Transcript Abbreviation from "Intro to Religion" to "Phil Religion", and add "Recitation" to the Course Component section.

What is the rationale for the proposed change(s)?

The material required to teach it well is significantly more difficult than what typically gets covered at the 1xxx level, and at least as difficult as other 2xxx classes. For instance, students in this course encounter complex arguments for the existence of God, such as the ontological argument, and are asked to evaluate these arguments critically. The philosophical skills required for this are very much in line with the expectations for 2xxx-level philosophy courses like 'Asian Philosophies,' 'Death and the Meaning of Life' and 'Introduction to Philosophy of Science'."

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

As a result of the change, the course would count toward the minor and major. However, no program requirements would have to be changed.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Philosophy
Fiscal Unit/Academic Org Philosophy - D0575
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2850
[Previous Value](#) 1850
Course Title Introduction to Philosophy of Religion
Transcript Abbreviation Phil Religion
[Previous Value](#) Intro To Religion
Course Description A philosophical analysis of the nature of religion and the foundations of religious belief.
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 Recitation, Lecture
[Previous Value](#) Lecture
Grade Roster Component Lecture
Credit Available by Exam No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 1850 (270)
<i>Previous Value</i>	270
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	38.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• students can articulate several major questions in the philosophy of religion• students are able to describe and assess some of the most promising answers to central questions in the philosophy of religion• students have at least a rudimentary understanding of the central areas of philosophy as well as of the nature and methods of philosophy• students are able to construct and evaluate philosophical arguments
<i>Previous Value</i>	
Content Topic List	<ul style="list-style-type: none">• Arguments for the existence of God• Divine perfections (omnipotence, omniscience, omnibenevolence)• Other topics in the philosophy of religion
Sought Concurrence	No

COURSE CHANGE REQUEST
2850 - Status: PENDING

Last Updated: Heysel,Garett Robert
09/25/2017

Attachments

- Rationale for Course Number Change.docx: Rationale for Change
(Other Supporting Documentation. Owner: O'Keeffe,Susan B)
- Philosophy Undergraduate Curriculum Map.docx: Major Curriculum Map
(Other Supporting Documentation. Owner: O'Keeffe,Susan B)
- Philosophy Minor Curriculum Map.docx: Minor Curriculum Map
(Other Supporting Documentation. Owner: O'Keeffe,Susan B)
- Philos 2850_Syllabus.pdf: Revised Syllabus
(Syllabus. Owner: O'Keeffe,Susan B)
- GE Assessment for PHIL 2850.pdf: GE Assessment
(GEC Course Assessment Plan. Owner: O'Keeffe,Susan B)

Comments

- A revised syllabus and GE assessment plan have been attached. *(by O'Keeffe,Susan B on 09/21/2017 02:22 PM)*
- See 9-15-17 feedback email to N Tennant. *(by Vankeerbergen,Bernadette Chantal on 09/15/2017 03:55 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	O'Keeffe,Susan B	06/13/2017 12:06 PM	Submitted for Approval
Approved	D'Arms,Edward Justin	06/13/2017 12:27 PM	Unit Approval
Approved	Heysel,Garett Robert	06/13/2017 07:20 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/15/2017 03:55 PM	ASCCAO Approval
Submitted	O'Keeffe,Susan B	09/21/2017 02:22 PM	Submitted for Approval
Approved	Tennant,Neil Wellesley	09/21/2017 02:32 PM	Unit Approval
Approved	Heysel,Garett Robert	09/25/2017 02:32 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/25/2017 02:32 PM	ASCCAO Approval

Philos 2850: Introduction to Philosophy of Religion

Professor Julia Joráti



Prof. Jorati's Office Hours:

Wednesday, 3.00–5.00 PM (in University Hall 337G) and by appointment

Contact information:

You can reach Professor Jorati most easily by email (jorati.1@osu.edu).

COURSE DESCRIPTION AND GOALS

Is there a God and if so, what is this God like? Is the existence of an all-powerful, all-knowing, perfectly good creator compatible with the kinds of evils we observe in the world? Are there good arguments for or against the existence of a God, and is there anything wrong with believing in a God in the absence of good evidence? What, finally, is the relationship between morality and religion? If you are curious about these kinds of questions, this course is a great place to explore them—whether you are a believer, an atheist, or an agnostic.

It is one important goal of this course—as you would expect—to familiarize participants with some of the major figures and debates in the philosophy of religion. Doing so will also contribute to two further goals. First, because the central questions in philosophy of religion represent all of the major areas of philosophy (that is, ethics, metaphysics, epistemology, and logic), participants will become familiar with a wide range of philosophical issues. In fact, this course can function as an introduction to philosophy more generally. Second, participants will learn a number of techniques for studying and evaluating philosophical texts and philosophical arguments.

By the end of the semester, students should

- possess a firm understanding of several major questions in the philosophy of religion and be able to describe and assess some of the most promising answers to these questions
- have at least a rudimentary understanding of the central areas of philosophy as well as of the nature and methods of philosophy
- be able to evaluate and construct philosophical arguments

ASSESSMENT AND DUE DATES¹

<i>Type of assessment</i>	<i>percentage of final grade</i>
Short writing assignments (due before class, Sept. 10, Sept. 24, Oct. 27) ²	20%
Midterm exam (taken in class on October 13)	20%
Paper outline (due before class on November 10)	10%
Final paper (1,500 words; due before class on December 1)	20%
Small group project (due before class on December 8)	10%
Final exam (take-home; due at noon on December 15)	20%

NOTE ABOUT LAPTOP USE

I strongly discourage the use of laptops and other electronic devices during class. First of all, it distracts other students as well as yourself. Moreover, research shows that laptop use impairs learning. For instance, two psychologists just published this finding: “In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand.”³ I understand why some students prefer to take notes on a laptop. But consider using an old-fashioned notebook or legal pad for your philosophy notes, in light of these study results. If you do use a laptop to take notes or look at PDFs of the readings, please avoid using your computer in ways that might distract other students. I reserve the right to ban laptops and other electronic devices if I see evidence of too much inappropriate use during class!

EXPECTATIONS AND POLICIES

- *Attend.* Even though I will not usually take attendance, you will not do well in this course if you don’t attend the sessions. Firstly, class discussions are a crucial part of the learning process (see below). Secondly, the lectures are not just summaries of the readings; they often introduce additional material that can be on the exams. If you ever have to miss class, I strongly recommend asking a classmate for their notes. It is your responsibility to obtain this material; I cannot catch up each of you individually.
- *Read.* If you don’t keep up with the assigned readings, you will not get very much out of the lectures, and the discussions will be much less engaging. So, to make this class worthwhile for everybody, please come to class prepared, ready to discuss! You may find it helpful to jot down questions, objections, or summaries of the readings each week. I have made sure that the

¹ I reserve the right to change the due dates.

² There will be three assignments, and the lowest grade will be dropped. If you do well on the first two, you may choose to skip the third.

³ Pam A. Mueller and Daniel M. Oppenheimer, ‘The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,’ *Psychological Science* 25 (2014): 1159–1168. Here’s another article about it, from *Scientific American*: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

readings are manageable, and I provide reading questions for all mandatory readings that will help you figure out what is most central.

- *Discuss and question.* The best way to do philosophy is through lively discussions and I will try to reserve a decent chunk of class time for this. If you don't get the chance to ask a question or express an idea in class, I encourage you to come to my office hour or see me after class. Alternatively, you can email me with questions or comments.
- Please note my *policies* concerning late work, extensions, and plagiarism: **Late work** will receive a penalty of 1/3 of a grade per day after the deadline; one week after the deadline, your grade becomes an E. **Extensions** are granted only in exceptional circumstances; if you absolutely need an extension, please contact me as soon as possible, and always before the deadline. **Plagiarism** or **academic dishonesty** will be reported to the Committee on Academic Misconduct. See the university Academic Misconduct statement below. For more information, consult <http://studentconduct.osu.edu/page.asp?id=1> and <http://oaa.osu.edu/coamresources.html> (the latter page contains OSU videos on academic honesty as well as links to websites with useful tips on avoiding plagiarism); if you still have questions, please talk to me.

ACADEMIC MISCONDUCT

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/>.

TEXTBOOKS

There are two books you are expected to purchase (both comparatively inexpensive); they should be available at campus bookstores and are also available for 2-hour loan at Thompson Library:

- Linda Zagzebski, *Philosophy of Religion: An Historical Introduction*. Wiley-Blackwell, 2007 [referred to as '**Zagzebski**' in the schedule below]
- Louise Antony (ed.), *Philosophers without Gods*. Oxford University Press, 2010 [referred to as '**Antony**' in the schedule below]

All other assigned readings will be available electronically through Carmen.

Note about the readings: always bring the texts we're working on to class!

PROVISIONAL SCHEDULE [NOTE: SUBJECT TO CHANGE!]⁴

	Date	Topic	What to prepare
1.	Aug. 25 (T)	Introduction and Overview	<ul style="list-style-type: none"> • Read the syllabus carefully, before or after class • Optional: read Zagzebski, ch. 1
2.	Aug. 27 (Th)	What is Religion?	<ul style="list-style-type: none"> • Watch Appiah’s TED talk ‘Is Religion Good or Bad?’ (link on Carmen) • Read Harrison, ‘The Pragmatics of Defining Religion in a Multi-Cultural World,’ pp.⁵ 133–137 and 140–149 (on Carmen)
3.	Sept. 1 (T)	Some Logic	<ul style="list-style-type: none"> • Read Pojman and Vaughn, ‘Excursus: A Little Bit of Logic,’ pp. 33–41 (on Carmen; the section starting on p. 41 is optional) • Complete the exercises on the logic worksheet (on Carmen) and bring it to class
4.	Sept. 3 (Th)	The Classical Arguments for the Existence of God	<ul style="list-style-type: none"> • Read Zagzebski pp. 25–37 [sections 2.1–2.2] • Read Paley, selections from <i>Natural Theology</i> (on Carmen) • Optional: watch Anderson, ‘William Paley and the Divine Watchmaker’ (on Carmen)
5.	Sept. 8 (T)		<ul style="list-style-type: none"> • Read Collins, ‘A Scientific Argument for the Existence of God’ (on Carmen)
6.	Sept. 10 (Th)		<ul style="list-style-type: none"> • Read Zagzebski pp. 37–48 [section 2.3] • Watch Yenter’s Wi-Phi video ‘Cosmological Argument,’ parts 1&2 (on Carmen) • Optional: listen to Adamson’s podcast ‘By All Means Necessary: Avicenna on God’ (on Carmen) • Optional: watch Anderson, ‘Thomas Aquinas and the First Mover Argument’ (on Carmen) • Optional: watch Holt’s TED talk ‘Why Does the Universe Exist?’ (on Carmen)
7.	Sept. 15 (T)		<ul style="list-style-type: none"> • Read Zagzebski pp. 48–54 [sections 2.4–2.5] • Read Anselm’s argument and Gaunilo’s objection (on Carmen) • Optional: listen to Adamson’s podcast ‘Somebody’s Perfect: Anselm’s Ontological Argument’ (on Carmen)
8.	Sept. 17 (Th)	Pragmatic and Fideist Approaches to Religious Belief	<ul style="list-style-type: none"> • Read Zagzebski pp. 56–65 [sections 3.1–3.2] • Read Garber, ‘Religio Philosophi’ (in Antony, pp. 34–40) • Optional: Read Hájek, ‘Pascal’s Wager’ (on Carmen)

⁴ The schedule on Carmen, under ‘Content,’ will always be kept up to date.

⁵ The abbreviation ‘p.’ stands for ‘page’ and ‘pp.’ stands for ‘pages.’

9.	Sept. 22 (I)		<ul style="list-style-type: none"> • Read Zagzebski pp. 65–76 [sections 3.3–3.4] • Optional: Read Adams, ‘Kierkegaard’s Argument against Objective Reasoning in Religion’ (on Carmen) • Optional: Read Hyman, ‘Wittgensteinianism’ (on Carmen)
10.	Sept. 24 (Th)	Who or What is God?	<ul style="list-style-type: none"> • Read Maimonides, selections from <i>The Guide for the Perplexed</i> (on Carmen) • Optional: read Seeskin, ‘Maimonides’ (on Carmen) • Optional: listen to the BBC podcast about Maimonides (on Carmen), especially minutes 34–36
11.	Sept. 29 (I)		<ul style="list-style-type: none"> • Read Zagzebski pp. 85–92 [section 4.3] • Read Leftow, ‘Eternity’ (on Carmen)
12.	Oct. 1 (Th)	Religion and Morality	<ul style="list-style-type: none"> • Read Zagzebski pp. 122–131 [sections 6.1–6.2] • Read Curley, ‘On Becoming a Heretic’ (in Antony, pp. 87–89) • Read Kant, excerpt from <i>Critique of Practical Reason</i> (on Carmen)
13.	Oct. 6 (I)		<ul style="list-style-type: none"> • Read Zagzebski pp. 131–141 [sections 6.3–6.5] • Read Antony, ‘Good Minus God’ (on Carmen)
14.	Oct. 8 (Th)		<ul style="list-style-type: none"> • Read Homiak, ‘An Aristotelian Life’ (in Antony, pp. 133–149; you may skip pp. 140–145)
15.	Oct. 13 (I)		MIDTERM EXAM
16.	Oct. 20 (I)	The Problem of Evil	<ul style="list-style-type: none"> • Read Zagzebski pp. 143–152 [sections 7.1–7.2.2] and pp. 160–163 [section 7.3] • Watch Haslanger’s Wi-Phi video ‘The Problem of Evil’ (on Carmen)
17.	Oct. 22 (Th)		<ul style="list-style-type: none"> • Read Zagzebski pp. 163–167 [section 7.4] • Read Curley, ‘On Becoming a Heretic’ (in Antony, pp. 80–87) • Read Shapiro, ‘Faith and Reason, the Perpetual War’ (in Antony, pp. 3–6)
18.	Oct. 27 (I)		<ul style="list-style-type: none"> • Read Lewis, ‘Divine Evil’ (in Antony, pp. 231–238 [skip the last section, which starts on p. 238]) • Read Burley, ‘Karma, Morality, and Evil’ (on Carmen) • Optional: read Kaufman, ‘Karma, Rebirth, and the Problem of Evil’ (on Carmen) • Optional: read Ghaly, ‘Evil and Suffering in Islam’ (on Carmen) • Optional: read Goldschmidt, ‘Jewish Responses to the Problem of Evil’ (on Carmen) • Optional: read Anderson, ‘If God is Dead, Is Everything Permitted?’ (in Antony, pp. 218–221)

19.	Oct. 29 (Th)	Death and the Afterlife	<ul style="list-style-type: none"> • Read Zagzebski pp. 173–86 [sections 8.2–8.3.2] • Optional: watch Cave’s TED talk ‘The four stories we tell ourselves about death’ (on Carmen)
20.	Nov. 3 (T)		<ul style="list-style-type: none"> • Read Aurobindo, ‘A Hindu View of Rebirth’ (on Carmen) • Read Badham, ‘Problems with Accounts of Life After Death’ (on Carmen)
21.	Nov. 5 (Th)	Paper Workshop	<ul style="list-style-type: none"> • Read the sample papers (on Carmen) • Optional: read Pryor, ‘How to Write a Philosophy Paper’
22.	Nov. 10 (T)	The Problem of Religious Diversity	<ul style="list-style-type: none"> • Read Zagzebski pp. 190–199 and 203–210 [i.e., all of chapter 9 except 9.3] • Optional: read Dalai Lama, ‘Buddhism and Other Religions’ (on Carmen)
23.	Nov. 12 (Th)		<ul style="list-style-type: none"> • Read Hick, ‘Religious Pluralism’ (on Carmen) • Read Zagzebski pp. 199–203 [i.e., section 9.3]
24.	Nov. 17 (T)		<ul style="list-style-type: none"> • Read Feldman, ‘Reasonable Religious Disagreement’ (in Antony, pp. 194–214)
25.	Nov. 19 (Th)	Faith, Reason, and the Ethics of Belief	<ul style="list-style-type: none"> • Read Zagzebski pp. 220–222 [section 10.1.3] • Read Hume, ‘Of Miracles’ (on Carmen)
26.	Nov. 24 (T)		<ul style="list-style-type: none"> • Read Zagzebski pp. 222–230 [section 10.2] • Watch Donaldson’s Wi-Phi video ‘The Will to Believe’ (on Carmen) • Optional: read Clifford, excerpt from <i>The Ethics of Belief</i> (on Carmen) • Optional: read selections from James (on Carmen)
27.	Dec. 1 (T)		<ul style="list-style-type: none"> • Read Shapiro, ‘Faith and Reason, the Perpetual War’ (in Antony, pp. 6–16) • Watch Ganssle’s Wi-Phi video ‘Faith and Reason’ (on Carmen)
28.	Dec. 3 (Th)		Small Group Project
29.	Dec. 8 (T)	General Reflections and Review	
	Dec. 15	Take-home final exam due at noon	

GE CATEGORY AND GOALS

This is a GE Cultures and Ideas course.

GE Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

PHILOS 2850 will satisfy these expected learning outcomes by engaging students in an evaluation of religion, without doubt an incredibly important cultural phenomenon. The students will encounter a wide variety of reflections about religious practices and ideas, and they will learn to analyze and interpret those reflections philosophically. Human beliefs, perceptions of reality, and moral as well as cultural norms will be recurring themes in the course.

ACCESSIBILITY

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu

**RATIONALE FOR COURSE NUMBER CHANGE
FROM PHILOSOPHY 1850 TO PHILOSOPHY 2850
FOR SPRING SEMESTER 2018**

We are offering a co-taught and larger than usual section of this course in SP18 and are hoping to make it attractive to a wide range of students, including philosophy minors and majors. The instructors of this course have long felt that it ought to be at the 2xxx-level, but the larger scale and co-taught format of our SP18 section makes this change all the more pressing. The instructors who are co-teaching the course in SP18 will be providing an atheist's and a theist's perspective, respectively. Hence, students will get the chance to explore the atheism-theism debate in more depth than in regular sections of the course. It would be a shame if philosophy minors and majors would not get this opportunity because 1xxx-level courses do not count for them.

GE Cultures and Ideas Rationale and Assessment for PHIL 2850 'Introduction to Philosophy of Religion'

1 GE RATIONALE

1.1 HOW DO THE COURSE OBJECTIVES ADDRESS THE GE CATEGORY EXPECTED LEARNING OUTCOMES?

The primary objectives of the course are to provide students with basic analytic tools and to help them employ these tools in analyzing and interpreting complex philosophical arguments concerning religion and the existence of God. Religion is clearly a major form of human thought and culture; hence, these course objectives directly address EL1, "Students analyze and interpret major forms of human thought, culture, and expression." Similarly, it is an important objective of the course to evaluate the roles that religious ideas play in society, morality, and in the way that individuals view the world. Thus, the course objectives also reflect EL2, "Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior."

1.2 HOW DO THE READINGS ASSIGNED ADDRESS THE GE CATEGORY EXPECTED LEARNING OUTCOMES?

The readings will include a wide variety of viewpoints on religion and on the role of religious ideas; some readings will be by contemporary authors, others by major historical figures. By reading and discussing these texts, students will make progress toward both of the expected learning outcomes for Cultures and Ideas: they will interpret and analyze influential texts and arguments about religion (EL1) and they will encounter possible ways to evaluate the impact that religious ideas have (EL2).

1.3 HOW DO THE TOPICS ADDRESS THE GE CATEGORY EXPECTED LEARNING OUTCOMES?

The course topics reflect the range of positions that people in different cultures and historical periods have taken on the questions of whether there is a God, what arguments there are for and against the existence of God, what this God might be like, and what norms might govern our individual beliefs as well as our attitude toward others who disagree with us. These topics are paradigmatic examples of major forms of human thought, culture, and expression; hence, the topics directly address EL1. Likewise, these topics are centrally concerned with an evaluation of the ways in which religious ideas influence the character of human beliefs, the perception of reality, and the norms guiding human behavior (EL2).

1.4 HOW DO THE WRITTEN ASSIGNMENTS ADDRESS THE GE CATEGORY EXPECTED LEARNING OUTCOMES?

Through the writing assignments, the paper, the exams, and the group project, students add their own perspectives and reflections to the conversation about the religion and actively engage with the

readings and course topics in an additional way. The feedback they receive on these assignments will enable them to refine their analysis and interpretation skills. The assignments are designed to build these analysis and interpretation skills, in accordance with the first GE expected learning outcome. Insofar as these assignments also require careful reflection about central religious ideas and their impact, they also help foster the second expected learning outcome.

2 GE ASSESSMENT PLAN

The success of Philosophy 2850 in achieving the two expected learning outcomes of the Cultures and Ideas GE area will be assessed in three interrelated ways: direct assessment through qualitative evaluation of student writing, indirect assessment through student questionnaires, and comparative assessment of student achievement across different years.

a) Expected Level of Student Achievement

The expected level of student achievement with respect to **the first GE expected learning outcome for Cultures and Ideas** is the following: if the course is successful, a large percentage of the students should show significant improvement in their ability to analyze and interpret important arguments and texts in the philosophy of religion.

The expected level of student achievement with respect to **the second GE expected learning outcome for Cultures and Ideas** is for every student to engage in at least some reflection and evaluation of the connections between cultural, religious, and personal values and beliefs. A large percentage of the students should become significantly more sophisticated and articulate in their evaluations of these connections.

b) Direct Measures of Student Success

The short writing assignments and will serve as direct measures of student success with respect to the **first expected learning outcome** since it is their purpose to test (and build) the students' analysis and interpretation skills. Because the first writing assignment will be due early in the semester and the last one closer to the end, these assignments will also reveal whether there has been improvement over the course of the semester. More specifically, the instructor and graders will use the GE: Cultures and Ideas rubric to evaluate the first and last writing assignment, comparing the results and thereby measuring student progress on EL1.

Similarly, the writing assignments will serve as direct assessment of the extent to which the **second expected learning outcome** was achieved: in the assignments, students will be asked to reflect on the ways in which religious ideas influence personal beliefs, moral norms, and judgments about the nature of reality. Here again, the instructor and graders will use the GE: Cultures and Ideas rubric to evaluate the first and last writing assignment, comparing the results and thereby measuring student progress on EL2.

c) Indirect Measures of Student Success

In addition to these direct measures, the instructor will also employ indirect measures. As well as asking students to comment on their learning process with respect to **both GE expected learning**

outcomes in the official SEIs, the instructor will conduct an anonymous in-class survey. The survey will contain questions specifically about the two GE expected learning outcomes, asking students to assess their progress in these two areas.

d) Follow-Up/Feedback Process

Finally, 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 the results of the indirect and direct measures. 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. 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.

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			
(two of these required)	3210	History of Ancient Philosophy		I		
	3220	History of Medieval Philosophy		I		
	3230	History of 17 th Century Philosophy		I		
	3240	History of 18 th Century Philosophy		I		
	3250	History of 19 th Century Philosophy		I		
	3261	Fundamental Concepts of Existentialism		I		
	3300	Moral Philosophy	I	I	I	
	3530	Philosophy of Logic	I		I	I
	3600	Introduction to Philosophy of Language	I		I	
	3650	Philosophy of Science	I		I	
	3700	Introduction to Metaphysics	I		I	
	3750	Introduction to Theory of Knowledge	I		I	
	3800	Introduction to Philosophy of Mind	I		I	
	3810	Philosophy of Action	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 th Century Philosophy	A	A		
	5240	Studies in 18 th Century Philosophy	A	A		
	5241	Kant	A	A		
	5250	Studies in 19 th Century Philosophy	A	A		
	5260	Studies in 20 th 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				
	2194	Group Studies				
	2340	The Future of Humanity				
	2342	Environmental Ethics				
	2400	Political and Social Philosophy				
	2450	Philosophical Problems in the Arts				
	2455	Philosophy Video Games				
	2465	Death and the Meaning of Life				
	2500	Symbolic Logic				
	2650	Introduction to the Philosophy of Science				
	2660	Metaphysics, Religion, and Magic in the Scientific Revolution				
	2850	Introduction to Philosophy of Religion				
	2860	Science and Religion				
	3111	Introduction to Jewish Philosophy				
	3120	Engaging Time: Philosophical and Rabbinic Dimensions of Temporality				
	3260	Movements in 20 th Century Philosophy				
	3262	Contemporary Continental Thought				
	3310	Morality and the Mind				
	3351	Judaism and Ethics				
	3410	Philosophical Problems in the Law				
	3420	Philosophical Perspectives on Issues of Gender				
	3430	The Philosophy of Sex and Love				
	3440	Theorizing Race				
	3680	Sex and Death: Introduction to the Philosophy of Biology				
	3820	Philosophy of Perception				
	3830	Consciousness				
	3870	Jewish Mysticism				
	5010S	Teaching Philosophy	A		A	

Total Required Hours: 30

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

B = Beginner Level

I = Intermediate Level

A = Advanced Level

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.

Philosophy Undergraduate Minor Curriculum Map and List of Semester Courses for Minor

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
At least four at or above this level	2120	Asian Philosophies			
	2194	Group Studies			
	2261	Fundamental Concepts of Existentialism			
	2342	Environmental Ethics			
	2400	Political and Social Philosophy			
	2450H	Honors Philosophical Problems in the Arts			
	2450	Philosophical Problems in the Arts			
	2470H	Honors Philosophy of Film			
	2500	Symbolic Logic	B		
	2650	Introduction to the Philosophy of Science			
	2660	Metaphysics, Religion, and Magic in the Scientific Revolution			
	2850	Introduction to Philosophy of Religion			
	2860	Science and Religion			
	2900H	Freshman-Sophomore Proseminar			
Including at least 2 at or above this level	3000	Gateway Seminar	B		
	3111	Introduction to Jewish Philosophy			
	3210	History of Ancient Philosophy			
	3220	History of Medieval Philosophy			
	3230	History of 17 th Century Philosophy			
	3240	History of 18 th Century Philosophy			
	3250	History of 19 th Century Philosophy			
	3260	Movements in 20 th Century Philosophy			

	3261	Fundamental Concepts of Existentialism		I	
	3262	Contemporary Continental Thought	I	I	
	3300	Ethical Theory	I		I
	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice	I	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
	3440	Theorizing Race	I		I
	3530	Philosophy of Logic	I		I
	3600	Introduction to Philosophy of Language	I		I
	3650	Philosophy of Science	I		I
	3680	Sex and Death: Introduction to the Philosophy of Biology	I		I
	3700	Introduction to Metaphysics	I		I
	3750	Introduction to Theory of Knowledge	I		I
	3800	Introduction to Philosophy of Mind	I		I
	3810	Philosophy of Action	I		I
	3820	Philosophy of Perception	I		I
	3870	Jewish Mysticism	I	I	I
	4900H	Junior-Senior Proseminar	A	A	A
Including at least one at or above this level (and not to include more than one instance of 5193 specifically)	5193	Individual Studies	A	A	A
	5194	Group Studies	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 th Century Philosophy	A	A	
	5240	Studies in 18 th Century Philosophy	A	A	
	5241	Kant	A	A	
	5250	Studies in 19 th Century Philosophy	A	A	
	5260	Studies in 20 th Century Philosophy	A	A	

	5261	Existentialism and Phenomenology	A	A	
	5263	American Philosophy	A	A	
	5300	Advanced Ethical Theory	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		
	5510	Advanced Logical Theory	A		
	5520	Inductive Logic and Probability Theory	A		
	5530	Philosophy of Logic and Mathematics	A		A
	5540	Theory of Rational Choice	A		A
	5550	Nonclassical Logic	A		
	5600	Advanced Philosophy of Language			
	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
	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

Total Required Hours: 12

4 2xxx or above, including 2 3xxx or above, including 1 5xxx.

B = Beginner Level

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A = Advanced Level

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.